**LEAD-IN**

1. **Write down your own definition.**

* Answer may vary depending on student’s understanding. For example: *In my opinion, dedication to a country is loving the country and have the nationality that we born and live in the country.*
* Answer may vary depending on student’s understanding. For example: *To my friend, dedication to a country is giving the country what we can do even if it is only a small thing.*

1. **Do you agree with your friend’s view? Why/Why not? Use these sentence openers to state your reason of agreement/disagreement. Say it in front of the class.**

* Answer may vary depending on student’s understanding. For example: *Yes, because country has given us what we have and we should do something in return.*

**LET’S BEGIN**

**PRE-LISTENING**

1. **Here are several examples of universal citizenship core values and attitudes and the core competencies. Match them up.**

|  |  |  |
| --- | --- | --- |
| **No.** | **A** | **B** |
| 1. | Communication | c. Engage actively and collaborate on intercultural talks. |
| 2. | Identity and sense of belonging | e. Proud to be a citizen of a country, loyal and have constant commitment to uphold the good name of the country. |
| 3. | Service | b. Participate in and support local, national and international communities. |
| 4. | Ethical action | d. Have moral concepts that control a person’s or groups’ behavior. |
| 5. | Global issues | g. Address global issues through social and environmental actions. |
| 6. | Diversity | a. Appreciate and adapt to people’s different views, cultures, customs and languages. |
| 7. | Empathy | f. Emotionally understand what other people feel and see things from other’s point of view. |

**WHILST-LISTENING**

1. **Listen to some talks about what it means to be a good citizen. Then, complete the sentences by inserting the following verbs.**
2. Share
3. Join
4. Donate
5. Help
6. Prepare
7. Builds
8. Evacuate
9. Entertain
10. Have
11. **Decide whether the following statements are True or False.**

|  |  |  |
| --- | --- | --- |
| **No.** | **Statements** | **True/False** |
| 1. | Cecil helped the local humanity organization to rebuild homes for the homeless. | False |
| 2. | A volunteer is someone who helps others by doing something without being paid for it because they want to do it willingly | True |
| 3. | Finita performed storytelling to entertain the refugee children in the evacuation shelter. | Trure |

1. **Listen to the recording again. Who had the idea? Write the names based on the talks that you have heard.**

|  |  |
| --- | --- |
| Sparked the ideas  to entertain the refugee of the natural disaster in the shelter. | Finita |
| Suggested to donate money to help the humanity organization to rebuild the homes. | Cecil |
| Performed some Javanese dances to entertain the refugees. | Finita |
| Offered the idea to help a public kitchen team to prepare meals in  the victims’ shelter. | Hamdan |

**Tough Challenge**

1. **Answer these questions.**
2. To make them feel safe.
3. Answer may vary depending on student’s understanding. For example: *Yes. It can be from online platform such as kitabisa.com. It is a platform where people can donate easily only by online transfer.*
4. Answer may vary depending on student’s understanding. For example: *It is because for Hamdan, a good citizen can make someone else stay safe and healthy.*
5. Answer may vary depending on student’s understanding. For example: *Yes. Because she already gave everything that they can to people in need.*

**POST-LISTENING**

1. **What can you do as a good citizen during the COVID-19 pandemic? Tell your ideas/experiences. An example has been done for you.**

Answer may vary depending on student’s understanding. For example: *As good citizen, I rarely go outside during the COVID-19 pandemic. I don’t interact with people directly to prevent the spread of COVID-19 virus. I also always follow the health protocol in order to keep myself safe and healthy, and people around me too. I want to make everyone feel safe and healthy around me.*

**Speaking 1**

**Mentioning and Reasoning fluently in persuasive speaking activity using a BOARD GAME**

1. **Do the following task to play the BOARD GAME.**

**Speaking 2**

**Expressions used to persuade, encourage, and hope**

1. **In pairs, practice the dialogue with your friend.**
2. **After reading the dialogue, answer these questions.**
3. It is about appreciating local movies.
4. Jully is not fond of Indonesian movies.
5. She thinks that the quality is not good.
6. No.
7. He tells Jolly to appreciate the country, even for its movies.
8. Expressions of making persuasions, encouragement and hope in the dialogue:

|  |  |  |
| --- | --- | --- |
| **Expressions of persuasion** | **Expressions of encouragement** | **Expressions of hope** |
| * Oh, come on! Just this once! | * That’s a better idea than doing nothing at home. | * I’m hoping that one day Indonesian movies can match American movies. |
| * Come on! Think about it. | * Great mind, my friend | * Let’s hope so. |
| * How can I persuade you to appreciate Indonesian movies, too? |  |  |
| * It would be a pity if we didn’t appreciate them. |  |  |

1. **Create a dialogue based on the following situations. Choose one that you like.**

Answer may vary depending on student’s discussion. For example:

*Rina : Wow, Widya! How shiny your hair is! It is also thick and black.*

*Widya : Thank you, Rina.*

*Rina : What hair prducts do you use, Widya?*

*Widya : I use Orang-Aring, an Indonesian product. It is a good chice to treat your hair.*

*Rina : Uh, I don’t believe on Indonesian product.*

*Widya : Come on! Think about it. Indonesian product is as good as import product. You see, my hair?*

*Rina : Yeah, but as long as I know, the quality of Indonesian product is not that good.*

*Widya : Give it a shot, Rina!*

*Rina : Okay.*

*Widya : I hope your hair will be as shiny as mine.*

*Rina : I hope so.*

**LET’S ANALYZE**

**Critical Thinking**

* Answer may vary depending on student’s understanding. For example: *It’s because we are used to import products, not local products. Besides, we always think the technology of another country is better that Indonesia, so the quality of others is better than Indonesian’s.*
* Answer may vary depending on student’s understanding. For example: *I will persuade them by proving that local product is as good as import products. I will also tell them that we have to love our country, and it can be done as simple as buying local products.*

**VOCABULARY: WORDS RELATED TO CITIZENS**

1. **Underline one word that doesn’t have the same meaning.**
2. title
3. legal
4. difference
5. antisocial
6. defeat
7. divergence
8. inspire
9. barricade
10. wrong
11. denial
12. **Match the phrases with their correct definitions.**
13. Commitment
14. Mutual assistance
15. Moral obligation
16. General election
17. Neighborhood patrol
18. **Complete the sentences with the words you have learnt.**
19. rights; duties
20. patriotic; spirit
21. representative
22. commitment; instilled
23. vote
24. defend
25. act

**PRE-READING**

1. **Observe these competition posters and do the task.**
2. **Answer the following questions.**
3. Competition 1 and Competition 4
4. Competition 2
5. Competition 3
6. **Decide whether these statements are True or False.**

|  |  |  |
| --- | --- | --- |
| **No.** | **Statements** | **True/False** |
| 1. | There were approximately about 7 months to plan and accomplish your poster. | False |
| 2. | The announcement of the poster winner would be done two months after the poster upload. | False |
| 3, | There were approximately about 6 months to prepare for your Mathematical Olympiad competition. | False |
| 4. | There are two categories of art competition participants. | True |

1. **Read the text carefully.**
2. **In pairs, analyze the text in Task 17. Is the text organization appropriate with the argumentative essay structure?**

**Introductory paragraph**

Some achievements have proven that Indonesian students’ academic abilities are not inferior to those of the students from foreign countries.

**Thesis statement**

B. The student winners have applied the country defense concept in everyday lives.

**Body paragraph**

1. 7 paragraphs.
2. Main idea of par. 1: Some achievements have proven that Indonesian students’ academic abilities are not inferior to those of the students from foreign countries.

Supporting evidence: “In 2021, 15 International Science Olympiad medals in mathematics, biology and physics have gone to Indonesian students’ hands.”

1. Main idea of par. 2: The Indonesian students, who won international championships, have carried out their duties as qualified Indonesian citizens

Supporting evidence: “I personally believe the Indonesian students, who won international championships, have carried out their duties as qualified Indonesian citizens in realizing Article 27 paragraph (3) of the 1945 Constitution, which clearly states that "every citizen has the right and is obligated to participate in the state's protection."”

**Counterargument**

1. Phrases used to express counterargument: However.
2. Supporting evidence: “This situation, however, does not dampen the enthusiasm for learning among Indonesian students.”

**Conclusion**

1. Does the conclusion restate the thesis statement? What is it?

Yes. “State defense can also be done by students, for example by participating in international competitions that can elevate the dignity of the Indonesians out there.”

1. Is there an invitation phrase to participate in the competition? What is it?

Yes. “Therefore, my beloved Indonesian students, let’s make state defense into reality in everyday life practices by participating in international competitions and winning them.”

1. **State whether these statements are True (T) or False (F).**

|  |  |  |
| --- | --- | --- |
| **No.** | **Statements** | **True/False** |
| 1. | In paragraph 1, the writer stated two contrary situations. | True |
| 2. | The writer used the linker “however” to express the contrary situations. | True |
| 3. | In paragraph 2, the writer states his/her opinion that the winners have applied the state defense concept in everyday lives. | True |
| 4. | After the National Anthem of the winner’s country was played, the winner was mentioned where they came from. | True |
| 5. | In paragraph 6, the writer expresses his/her agreement to the people who think pessimistically about Indonesian students. | False |

1. **Match the phrases in column A with the ones in column B.**

|  |  |  |
| --- | --- | --- |
| **No.** | **A** | **B** |
| 1. | I personally believe . . . . | b. Making personal opinion |
| 2. | Another reason is that . . . . | c. Giving reasons |
| 3. | Their country of origin will proudly be echoed throughout the hall. | c. Giving reasons |
| 4. | To sum up, . . . . | f. Giving a brief summary |
| 5. | Wilken (1961), a British journalist, said that the world achievement . . . . | d. Text citation |
| 6. | Do we still have a minor opinion about Indonesian students? | a. Rhetorical questions |
| 7. | Empathy | e. Emotive language |

1. **Match the words in the left column with their synonyms in the right column.**

|  |  |  |
| --- | --- | --- |
| **No.** | **Words** | **Synonym** |
| 1. | affected | e. influenced |
| 2. | dampen | c. decrease |
| 3. | managed | d. administered |
| 4. | hone | a. sharpen |
| 5. | dignity | b. prestige |

1. **Find the antonyms of these words.**
   * + 1. Superior
       2. Pessimistic
       3. Major
       4. Lower
       5. Fail

**Tough Challenge**

1. **Read the text again in Task 17 and answer these questions. You may choose two answers.**
2. E. suggest the practice of state defense for Indonesian students
3. D. Indonesian students have to participate in the military duty to defend their country.
4. B. takes sides with such assumption
5. **Read the text and compare it with the text in Task 17.**
6. **Find the similarities of the text in Task 17 and the text in Task 24.**
7. argumentative essay
8. structure
9. to practice state defense
10. supporting evidences
11. **Find the differences of text in Task 17 and text in Task 24.**

|  |  |  |
| --- | --- | --- |
|  | **Text 1** | **Text 2** |
| Topic | The practice of state defense by participating in international competitions and winning them. | The practice of state defense by loving, consuming, and promoting local products. |
| Targeted Audience | Students. | Indonesian’s people |
| Suggestion | Let’s make state defense into reality in everyday life practices by participating in international competitions and winning them. | Let's instill a love for local products by buying, using and promoting domestic products as a form of love for the homeland and defending the country. |

1. **Answer the following questions based on the text in Task 24.**
2. People that are also unconsciously influenced to admire imported products through various means, including social media.
3. Yet.
4. To persuade the reader to love local products as a practice of state defense.
5. Most of people prefer to buy foreign products to local products.
6. Paragraph 6.
7. Answer may vary depending on student’s understanding. For example: *I will tell them that we have to be proud of our local products. Using foreign products is good, but local products is better.*

**POST-READING**

1. **Write your experience using domestic products. Describe the product in detail. Observe the following example. Include a photo of you wearing the product.**

Answer may vary depending on student’s understanding. For example: *Last month, I bought a table from e-commerce. It is made from Jepara, that is well-known for its furniture. The table is aesthetic and have a good quality. It has modern model. The color is white and brown, and it is so strong that I could put many things there. The price is reasonable too. I like my table very much.*

**LET’S VIEW**

**Before You Watch**

1. **Look at these pictures. Which of them belong to the mutual assistance activities? Put a tick in the circles provided.**

* Mutual assistance for flood victims.
* Mutual assistance to build a building.
* Mutual assistance in neighborhood.

1. **Decide whether you agree with these statements or not.**

|  |  |  |
| --- | --- | --- |
| **No.** | **Statements** | **Agree/Disagree** |
| 1) | Mutual assistance should be done outside a home or neighborhood. | False |
| 2) | Mutual assistance will make heavy and difficult tasks easier to accomplish. | True |
| 3) | Mutual assistance can strengthen the unity among participants in the community. | True |
| 4) | We do not have to participate in a mutual assistance activity when we feel there are already many people in the activity. | False |
| 5) | The spirit of mutual assistance is starting to lessen in this modern age, especially in urban areas. | True |

**While You Watch**

1. **Scan the QR and watch the video.**
2. **Complete this table with the information you’ve heard on the video.**

|  |  |  |
| --- | --- | --- |
| **No.** | **Place of Origin** | **Term of Mutual Assistance** |
| 1. | Java | Gotong Royong |
| 2. | Bali | Ngayah |
| 3. | Batak | Marsiadapari |
| 4. | Kalimantan Dayak | Belale |
| 5. | Minahasa | Mapalus |

1. **Fill in the blanks with the information you’ve found in the video.**
2. the third
3. equality; kinship; solidarity
4. nine

**Tough Challenge**

1. **Discuss with your partner to answer these questions.**

**After You Watch**

1. **Learn this announcement. Then discuss with your friends to answer the questions.**
2. Yes.
3. Answer may be vary depending on student’s discussion. For example: *Because it is a volunteer program which means that it is an activity to work together to achieve a desired result.*
4. Answer may be vary depending on student’s discussion. For example: *The task is scheduled in an organize arrangements so the volunteer program will be effective and efficient.*

**LET’S PRACTICE**

**PHRASES TO EXPRESS COUNTERARGUMENTS**

1. **Observe this paragraph carefully. Then discuss the questions with your friend.**

**Question to discuss:**

* + - 1. Answer may be vary depending on student’s discussion. For example: *Yes. The first sentence is about the assumption of Indonesian products which doesn’t have a good quality, while the second sentence states a contrary sentence that local product is also attractive.*
      2. “The assumption that Indonesian products are not as good quality as foreign products in terms of materials, packaging, promotion, price, and others is not entirely true.”
      3. The rest of paragraph show the supporting evidence of the counterargument.
      4. To show that local products are no less attractive than foreign products.

1. **Imagine you were a skeptical reader. Complete the following sentences with the skeptic point of view. Then make a counterargument about it. One has been done for you as an example.**
   * + 1. Many people may think that *all economic sectors collapsed during the COVID-19 pandemic, however, I find that the online trade sector experienced a rapid increase.*
       2. Answer may be vary depending on student’s understanding. For example: *I understand you might feel differently about using local products, but I think local product is as good as foreign products.*
       3. Answer may be vary depending on student’s understanding. For example*: Yet some readers may challenge the view that smartphone has several positive impacts. Nevertheless, I believe that smartphone also has many negative impacts.*
       4. Answer may be vary depending on student’s understanding. For example: *After all, many believe that mutual assistance in neighborhood is not important. On the contrary, I think it has many advantages for the neighborhood.*
       5. Answer may be vary depending on student’s understanding. For example: *Of course, many will probably disagree with this assertion that Indonesian’s students are inferior than another country’s student, but in my point of view there are some data which show that Indonesian’ students have already won many international competitions.*

**TEXT CITATION**

1. **Observe this paragraph carefully. Then discuss the questions with your friend.**

**Question to discuss:**

1. Wilken, a British journalist
2. Answer may vary depending on student’s understanding. For example: *To strengthen the opinion by giving an expert’s statement.*
3. B) Body paragraph.
4. **Find some examples of text citations from books or journals and write them here.**

* This short story consists of 12 pages that is divided into three parts and was published in 1839 in Burton’s Gentleman’s Magazine in Philadelphia (Nagel, 2008).
* It is regarded as a reaction to the unarguable logic of “enlightenment” (Platzner & Hume, 1971).
* It depicts the storyline as it unfolds through supernatural events (Iqbal, 2017).
* Mental illness or anxiety suffered by Roderick can be categorized as schizophrenic symptoms (Langhoff, 2009).

**LET’S CREATE AND PRESENT**

1. **It’s now your time to make your own argumentative/persuasive essay about issues concerning state defense concept in everyday practices. Follow the steps of writing process.**

**Project**

**Critical Thinking Tasks**

* + - 1. **Read the article and answer the questions.**

1. D. To persuade that night patrols should be well preserved in urban areas.
2. A. residents with mediocre income are free of charge.
3. B. To negate the privilege among the neighbors.
4. A. average
   * + 1. **Match the words in the left column with the synonym in the right column.**

|  |  |  |
| --- | --- | --- |
| **No.** | **Words** | **Synonym** |
| 1. | preserved | b. protected |
| 2. | comfort | a. enjoyment |
| 3. | deliberation | c. discussion |

* + - 1. **What kinds of expressions are these? Persuasion, encouragement or hope?**

1. Encouragement.
2. Hope.
3. Hope.

**LET’S REFLECT**