

# CLIMATE CHANGE IMPACTS OUR PLANET

EXPOSITION READING MATERIALS BASED ON  
CLIMATE CHANGE



Geyereni Maretika Noto  
Sofendi  
Rita Inderawati  
Hartono  
Ratu Ilma Indra Putri

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Penerbit



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# SYNOPSIS

## Climate Change

Harmer (2007) states that reading is useful for language acquisition. It provided that students more or less understand what they read, the more they read, the better they get at it. Reading is also a process of searching and comprehending some information that is available in the reading material.

There are some reading text types or genres of the text of English subject taught to students. Exposition text is one of the genres that is studied by Senior High School students. Hasani (2005) mentions that exposition is a form of writing that is often used in conveying scientific descriptions but does not try to influence the opinion of the reader. In relation with Minister of Education and Culture (2017) states that an English textbook with the material about climate change has existed, and it talks about analytic exposition text in the eleventh grade. The students are able to comprehend the content of reading texts taught and enhance their proficiency in reading.

Based on the students' needs, the materials dealing with climate change presented in the exposition text can promote the students in learning. They can gain more understanding of the content since it is related to their daily life, and develop and practice the students' skills related to their field of study. So, it is needed to develop reading materials dealing with climate change as novelty research. Moreover, the use of climate change-based material is highly recommended by UNESCO, the number of climate change based materials is still limited in Indonesia, even many schools still lack English text books containing climate change material.

The product was the reading materials based on climate change and provided with some questions related to reading comprehension aspects that will be based on certain cognitive levels.

# PREFACE

Praise be to Allah SWT for his blessings and mercy so that this book can be completed. Thank you to all those who were involved in the process of writing this book - supervisors, Sriwijaya University staff, illustrators, students, and teachers of SMA Srijaya Negara Palembang. Without the help of these parties, this book will not be completed properly. This book was created with the aim of introducing climate change to students through exposition texts. In addition, this book also aims to arouse students' interest in reading and increase vocabulary in English. In addition, this book is also expected to be able to help students improve their reading comprehension skills. For teachers, this book is expected to be useful additional reading material. This book is certainly not perfect. Therefore, criticism and suggestions from various parties are very welcome in order to improve this book for the better. Finally, I hope this book will benefit anyone who reads it.

The Authors

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# CORE, BASIC COMPETENCE AND INDICATOR

## Core Competence

Core competence 1 and 2: Appreciate and practice the teachings of their religion. Appreciate and practice honest, disciplined, polite, caring behaviour (mutual cooperation, cooperation, tolerance, peace), responsibility, responsiveness, and pro-activity in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment, nation, state, regional area, and international area

## Core competence 3:

Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply knowledge procedural in a specific field of study according to their talents and interests to solve problems

## Core competence 4:

Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

## Basic Competence

3.4 Distinguishing social functions, text structures, and linguistic elements of several oral and written analytical exposition texts by giving and asking for information related to actual issues, according to the context of their use

### 4.4 Analytical exposition text

4.4.1 Capture contextually meaning related to social functions, text structure, and linguistic elements of oral and written analytical exposition texts, related to actual issues

4.4. 2 Prepare written analytical exposition texts, related to actual issues, taking into account social functions, text structures, and linguistic elements, correctly and in context



# CORE, BASIC COMPETENCE AND INDICATOR

## Indicator

- Find and rearrange analytical exposition text from randomly arranged sentences
- Read exposition texts aloud in front of the class, with the correct pronunciation and word stress
- Make an expository text stating his views on one thing in his school, village, or city
- Analyze the exposition elements of a sentence
- Understand the structure of analytical exposition text
- Understanding the linguistic elements of the analytical exposition text

# CORE AND BASIC COMPETENCE

## Core Competence

Core competence 1 and 2: Appreciate and practice the teachings of their religion. Appreciate and practice honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerance, peace), responsibility, responsiveness, and pro-activity in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment, nation, state, regional area, and international area

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## Core competence 4:

Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

# INTRODUCTION TO ANALYTICAL EXPOSITION TEXT

## Definition of Analytical Exposition Text

An analytical exposition text is a type of text that will explain in detail the author's opinion on a phenomenon or issue that occurs without intending to influence the reader to agree or do something.

## Purpose of Analytical Exposition Text

The purpose of analytical exposition text is to convince the readers that there is an important thing to consider.

## Structure of Analytical Exposition Text

Generally, analytical exposition text has three main parts (structure)

### Thesis

This section is described as the beginning of the opening paragraph, describing the formulation of the introduction of the problem discussed based on the author's point of view.

### Arguments

The next paragraph describes the author's opinions based on accurate information based on factual evidence to support his argument.

### Reiteration / Conclusion

The last part of the paragraph contains a conclusion/review of the purpose of the author's thoughts that have been described in the thesis section. We can use the following phrases to make a conclusion in Reiteration:

From the fact above ...

I personally believe ...

Therefore, my conclusion is ...

In conclusion ...

# INTRODUCTION TO ANALYTICAL EXPOSITION TEXT

## Language Features

The following are some linguistic characteristics of analytical exposition:

### 1. Using Simple Present Tense

This text discusses facts or things that happen in the present, so we need to use the simple present tense.

2. Because we need to express our opinion, we also need to use words that can be used to express what we feel or think, such as experience, seem, feel, know, think, realize, sense, etc.

3. In the process of explaining our opinion, sometimes we need to connect one sentence with another clause. Therefore, we need a conjunction. The following is a group of conjunctions.

3.a. To add an idea or opinion: in addition to, besides, furthermore.

3.b. To compare several ideas or opinions: but, while, vice versa, whereas, henceforth, on the other hand.

3.c. To indicate sequence or time: first, then, next.

3.d. To show causation: as a result, because, by, accordingly, despite, due to, for that reason.

4. The use of conjunctive adverbs (conjunctions that describe a causal relationship, comparison, discontinuity (contrast)

Example : However, Additionally , So, henceforth, accordingly, as a result, and etc

5. Use of passive voice (action action focused on the main)

Example : the children are exposed..... ,

6. Use of expression words

Example : in my conclusion....., I think that ... ,

# INTRODUCTION TO ANALYTICAL EXPOSITION TEXT

## An Example of Analytical Exposition Text:

### Homeschooling

I do not think that a homeschooling system is the best education system to use. Although parents of homeschooling students think it is better because of the manageable situation. I think homeschooling systems do not wrap up all of the learning aspects that formal schools usually reach, such as in the learning process, socialization and the self-development of the children.

The learning aspect in the school is not only how to understand the material of the content of a subject, but also, how to experience directly what happens in my surroundings. The homeschooling students decide which pace they like the most and which thing they want to learn deeper on it.

The aspect of the learning process also needed good socialization of the children. Homeschooling students just socialize with people around them that they know well and impossible to do something bad to them. They do not experience having a good response to react to something that happens around them which is important as social beings.

Finally, one-to-one learning that is applied in a homeschooling program does not guarantee that the children have a good development to face their real future. They do not exactly understand how to control and face a problem that they do not want to have because their surroundings really comfort them.

The standards of learning in this system make students not educationally successful. This system is just like a controller of the student's development. It shows that it is not the best way to teach or educate children.

**Title**

**Thesis**

**Argument 1**

**Argument 2**

**Argument 3**

**Conclusion**

**Source : <https://akupintar.id/info-pintar/-/blogs/contoh-analytical-exposition-text-lengkap-dengan-tujuan-dan-generic-structure-nya>**

# Text 1

## Global Warming



**Global warming is happening right now. It has a very big impact on natural conditions, animals and humans. The Earth is warming up, and humans are at least partially to blame. The causes, effects, and complexities of global warming are important to understand so that we can fight for the health of our planet. Do you know how global warming which has a serious impact on life happens? To know the process of how this phenomenon occurs, see the following explanation.**

**The process starts when sunlight shines the earth where most of the heat is absorbed by the earth and a half of it is reflected back onto the air (atmosphere). Sunshine returning to the air is trapped by gases in the atmosphere such as carbon dioxide, sulfur dioxide, methane, water vapor, and so on. This event is known as the greenhouse effect.**

**Global warming is the long-term warming of the planet's overall temperature. Though this warming trend has been going on for a long time, its pace has significantly increased in the last hundred years due to the burning of fossil fuels. As the human population has increased, so has the volume of fossil fuels burned. Fossil fuels include coal, oil, and natural gas, and burning them causes what is known as the "greenhouse effect" in Earth's atmosphere.**



# Text 1

## Global Warming



**The greenhouse effect is when the Sun's rays penetrate the atmosphere, but when that heat is reflected off the surface cannot escape back into space. Gases produce by the burning of fossil fuels prevent the heat from leaving the atmosphere. The excess heat in the atmosphere has caused the average global temperature to rise overtime, otherwise known as global warming.**

**Global warming has presented another issue called climate change. Sometimes these phrases are used interchangeably, however, they are different. Climate change refers to changes in weather patterns and growing seasons around the world. It also refers to sea level rise caused by the expansion of warmer seas and melting ice sheets and glaciers. Global warming causes climate change, which poses a serious threat to life on earth in the forms of widespread flooding and extreme weather. Scientists continue to study global warming and its impact on Earth.**

**Source: <https://www.nationalgeographic.org/encyclopedia/global-warming/>**



# Text 1 Global Warming



## Glossary :

Impact \ 'im- ,pakt\ (n) dampak

Phenomenon \ fi- 'nä-mə- ,nän , -nən \ (n) fenomena

Occur \ ə- 'kər\ (v) terjadi

Absorb \ əb- 'sɔrb , - 'zɔrb \ (v) menyerap

Reflect \ ri- 'flekt \ (v) mencerminkan





# Text 1

## Global Warming



### I. Multiple choice

Question number 1-5 based on the reading text above.

Answer the following questions by choosing the best answer a, b, c, d or e!

1. ... It has a very big impact on natural conditions, animals and humans (in paragraph 1 line 2).

The word "It" refers to ...

- a. natural condition
- b. sunlight
- c. greenhouse effect
- d. global warming
- e. earth

2. The main idea of the second paragraph is .....

- a. earth
- b. greenhouse effect
- c. atmosphere
- d. carbon dioxide
- e. sulfur dioxide



# Text 1

## Global Warming



### I. Multiple choice

Question number 1-5 based on the reading text above.

Answer the following questions by choosing the best answer a, b, c, d or e!

3 . To know how this phenomenon occurs, see the following explanation. The synonym word of "occur" is ....

- a. impact
- b. heat
- c. effect
- d. absorb
- e. happen

4. We usually call the last paragraph as.....

- a. Resolution
- b. Reformation
- c. Conclusion
- d. Recommendation
- e. Twist



# Text 1

## Global Warming



### I. Multiple choice

Question number 1-5 based on the reading text above.

Answer the following questions by choosing the best answer a, b, c, d or e!

5. The gases in the atmosphere that are trapped by sunshine returning to the air are .....

- a. carbon dioxide, oxygen, sulfur dioxide and methane
- b. oxygen, water vapor, sulfur dioxide and methane
- c. carbon dioxide, sulfur dioxide, nitrogen and methane
- d. water vapor, methane, sulfur dioxide and carbon dioxide
- e. nitrogen, sulfur dioxide, oxygen and methane

### II. Essay

Question number 1-5 based on the reading text above.

Answer the following questions correctly!

1. What does the reading text above tell about?
2. How is the effect of the greenhouse?
3. Based on the text above, what is global warming?
4. How do the gasses produce?
5. As the young generation, how do you stop global warming to protect the earth?



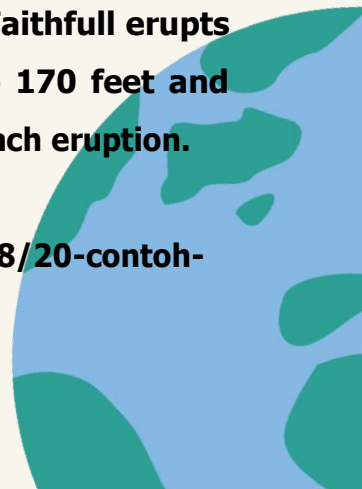
## Text 2 Geysers



Have you ever heard about geysers? A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the earth. Since temperature rises approximately 1 F for every sixty feet under the earth's surface, and pressure increases with depth, the water that seeps down in cracks and fissures until it reaches very hot rock in the earth's interior becomes heated to a temperature in excess of 290 F. Because of the greater pressure, the water shoots out of the surface in the form of steam and hot water. The result is a geyser. In order to function, then a geyser must have a source of heat, a reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying water after an eruption.

Favourable conditions for geysers exist in some regions of the world including New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithfull in Yellow Park. Old Faithfull erupts almost every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption.

Source : <https://www.englishiana.com/2016/08/20-contoh-explanation-text-terjemahannya.html>



## Text 2 Geysers



### Glossary :

Geyser \ 'gī-zər , *British also* 'gē-zə\ (n) mata air panas

Beneath \ bi-'nēth , bē- \ (adv) dibawah

surface \ 'sər-fəs \ (n) permukaan

approximately \ ə-'prāk-sə-mət-lē \ (adv) sekitar, kira-kira

pressure \ 'pre-shər \ (n) tekanan



# Text 2 Geysers



## I. Multiple choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. The most famous geyser in the world is .....

- a. Old Faithfull in yellow park
- b. New Zealand
- c. Iceland
- d. Yellow Stone National Area
- e. New York

2. The text gives us information about .... ..

- a. The ways to minimize geyser
- b. The process of how the geyser is produced
- c. The effects of geyser
- d. The impacts of geyser
- e. The importance of knowing geyser



# Text 2 Geysers



## I. Multiple choice

Answer the following questions by choosing the best answer a, b, c, d or e!

3. .... and increased pressure beneath the surface of the earth beneath the surface of the earth. The synonym of the word "beneath" is .....

- a. over
- b. between
- c. in
- d. under
- e. on

4. The main idea of the first paragraph is.....

- a. condition for geyser
- b. temperature of geyser
- c. geyser
- d. greater pressure
- e. resupplying water



# Text 2 Geysers



## I. Multiple choice

Answer the following questions by choosing the best answer a, b, c, d or e!

5. Since temperature rises approximately 1 F for every sixty feet under the earth's surface, and pressure increases with depth, the water that seeps down in cracks and fissures until it reaches very hot rock in the earth's interior becomes heated to a temperature in excess of 290. The word "It" refers to ....

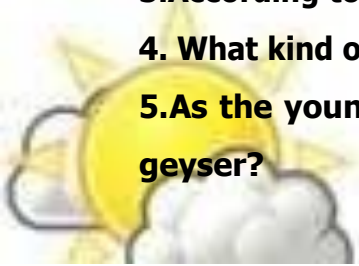
- a. earth
- b. temperature
- c. gallon
- d. water
- e. rock

## II. Essay

Question number 1-5 based on the reading text above.

Answer the following questions correctly!

1. What does the reading text tell you about?
2. How does geyser happen?
3. According to you, what is geyser?
4. What kind of text does the text discuss?
5. As the young generation, how to protect the earth from the geyser?





## Text 3 Snow



**The snowfall is always exciting, isn't it? In the snowfall, you can crunch through the snow, make a snowman and play with snowballs with your brother/siblings. Have you ever wondered how snow is made, though?**

**Snow occurs when water vapors in the air freeze before they can turn into water. This happens when the temperature in the clouds is very cold. Snowflakes are made up of crystals of ice that have formed around bits of dirt in the air. The snowflakes start out very small and grow. Each snowflake is different and might contain up to 200 crystals.**

**But we can't see snow in the tropical countries so, we just can see snow in the country who has four seasons in a year.**

**Source:<https://www.englishiana.com/2016/08/20-contoh-explanation-text-terjemahannya.html>**



## Text 3 Snow



### **Glossary :**

Crunch \ 'krənʃ \ (v) menginjak dengan keras

Sibling \ 'si-bliŋ \ (n) saudara

Though \ 'θō \ (conjunction) meskipun

Contain \ kən-'tān \ (v) berisi

Snowflake \ 'snō-, flāk \ (n) kepingan salju

---



# Text 3

## Snow



### I. Multiple choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. Snow occurs when water vapors in the air freeze before they can turn into water. The synonym of the word "occur" word is ...

- a. sibling
- b. happen
- c. water vapors
- d. countries
- e. form

2. The main idea of second paragraph is .....

- a. process of snow is made
- b. process of tropical countries
- c. steps of changing the temperature
- d. how to play with siblings
- e. process of 4 reasons in a year



# Text 3 Snow



## I. Multiple choice

Answer the following questions by choosing the best answer a, b, c, d or e!

3 ..... that have formed a round bit of dirt in the air. The antonym of the "dirt" word is ....

- a .dirty
- b. messy
- c. uncomfortable
- d. clean
- e. clear

4. We usually call the last paragraph as.....

- a. Resolution
- b. Twist
- c. Conclusion
- d. Recommendation
- e. Reiteration



# Text 3 Snow



## I. Multiple choice

Answer the following questions by choosing the best answer a, b, c, d or e!

5 . In Analytical Exposition Text, it mostly uses .....

- a. simple present tense
- b. simple present continuous
- c. simple past tense
- d. simple future tense
- e. simple perfect tense

## II. Essay

Question number 1-5 based on the reading text above.

Answer the following questions correctly!

1. What does the reading text tell you about?
2. What is the generic structure of text?
3. According to you, what is snow?
4. How does snow happen?
5. As a person lives in the tropical country, what do you think about snow?



## Text 4 Flood

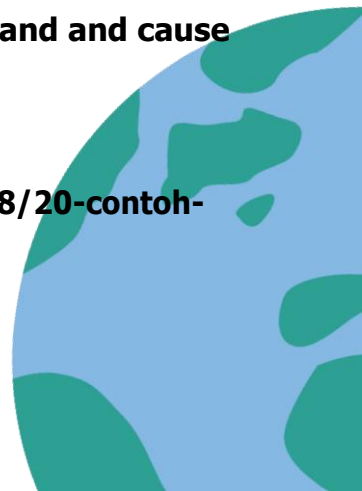


**Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, floods hit Jakarta very often and cause many victims. Then, do you know the process of how a flood happens? Let's pay attention to the following explanation.**

**The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rainwater is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear on the surface of the land. Flooding can be a disaster for humans when floods happen in an area where people live because the water carries along with objects like houses, bridges, cars, furniture and even people.**

**On the other hand, the process of non-natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water flow clogged. This makes the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.**

**Source : <https://www.englishiana.com/2016/08/20-contoh-explanation-text-terjemahannya.html>**



## Text 4 Flood



### Glossary :

Victim \ 'vik-təm \ (n) korban

Evaporation \ i-,va-pə-'rā-shən \ (n) penguapan

Overflow \ ,ō-vər-'flō \ (v) meluap

Flood \ 'fləd \ (n) banjir

Disaster \ di-'za-stər , -'sa- \ (n) bencana

---



# Text 4 Flood



## I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. Flooding is a disaster which usually happens in large and populated cities. The antonym of the word "large" word is ...

- a. great
- b. big
- c. major
- d. small
- e. substantial

2. The text gives us information about ....

- a. The ways to minimize flood
- b. The process of how a flood happens
- c. The effects of flood
- d. The impacts of flood
- e. The importance of knowing flood





# Text 4 Flood



## I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

3. The main idea of second paragraph is.....

- a. evaporation
- b. the process of non-natural flooding
- c. the process of natural flooding
- d. big disaster
- e. habit of littering

4. Then the rain water is absorbed by the ground surface and it flows to the lower place. The word "It" refers to ...

- a. flood
- b. rain water
- c. non-natural flooding
- d. evaporation
- e. lower place



# Text 4 Flood



## I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

5. Let's pay attention to the following explanation. The synonym of the word "attention" is ....

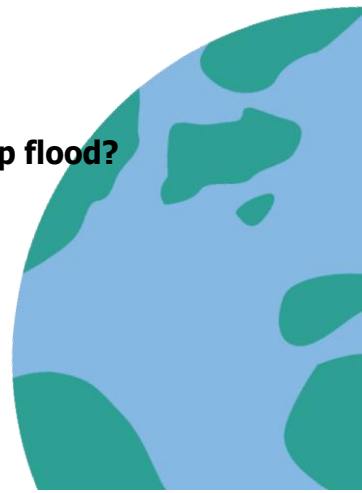
- a. ignore
- b. warn
- c. critique
- d. share
- e. notice

## II. Essay

Question number 1-5 based on the reading text above.

Answer the following questions correctly!

1. Based on the text above, where does flood happen?
2. What is the impact of flood for people?
3. Based on the text, how many kinds of flood?
4. What does the reading text tell you about?
5. As a young generation, what should we do to stop flood?



## **Text 5**

# **Harmful Effects of Littering**



**Do you know that people produce a lot of waste every day? Indeed, this cannot be avoided but finding a good way to overcome it is a must because the habit of littering can affect the environment to be very terrible. Below are various harmful effects of littering that we may not be aware of**

**If your environment does not smell nice, there may be some organic waste scattered about. The organic waste can rot and will pollute the air with an unpleasant odour. Rotten garbage is also a place for harmful germs. These harmful germs can be spread through the air or with the help of flies. That means, when you let the organic waste scatter around, you also have to be prepared to get sick.**

**Non-organic waste or what is called non-biodegradable waste, for example, Styrofoam and plastics, can also have a negative impact on the environment. In fact, this type of garbage causes flooding in urban areas. Plastic and Styrofoam that are dumped carelessly will be carried by rainwater to the drain. Then it piles up in the gutter and clogs the drains. When this situation has occurred, then flooding can no longer be avoided.**



# Text 5

## Harmful Effects of Littering



**This type of waste is also often carried out to sea. So that it can pollute water and endanger marine life. The dangers are very real. In fact, hundreds of marine animals such as fish, turtles, whales, and seals have died because they accidentally ate plastic or cigarette butts. This number will continue to grow if we don't start changing our habit of littering. If the disaster above is not enough to arouse your heart, do you want to eat fish with garbage in its stomach? If not, change bad habits.**

**Source : <https://www.contohtext.com/2021/01/contoh-teks-analytical-exposition.html>**

### **Glossary :**

Littering \ 'li-tər \ (n) membuang sampah sembarangan

Harmful \ 'härm-fəl \ (adj) berbahaya

Terrible \ 'ter-ə-bəl , 'te-rə- \ (adj) mengerikan

Environment \ in-'vī-rə(n)-mənt , -'vī(-ə)r(n)- \ (n) lingkungan

Garbage \ 'gär-bij \ (n) sampah



# Text 5

## Harmful Effects of Littering



### I. Multiple choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. The good way to overcome producing a lot of waste is .....

  - a. littering the garbage as you want
  - b. creating water pollution
  - c. creating air pollution
  - d. stop producing a lot of waste
  - e. keep producing a lot of waste

2. Plastic and Styrofoam that are dumped carelessly will be carried by rainwater to the drain. Then they pile up in the gutter and clog the drains. The word "they" refers to ...

  - a. plastic and paper
  - b. plastic and Styrofoam
  - c. styrofoam and paper
  - d. rotten garbage
  - e. environment

3. In Analytical Exposition Text, it mostly uses .....

  - a. simple perfect tense
  - b. simple present continuous
  - c. simple past tense
  - d. simple future tense
  - e. simple present tense



# Text 5

## Harmful Effects of Littering



### I. Multiple choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. There are hundreds of marine animals that have died because they accidentally ate plastic or cigarette butts, they are.....

- a. fish, turtles, rabbits, whales
- b. fish, seals, turtles, snakes
- c. seals, fish, turtles, whales
- d. whales, rabbits, snakes, seals
- e. seals, fish, elephants, turtles

5.....can affect the environment to be terrible. The synonym the word "terrible" is ....

- a. beautiful
- b. pretty
- c. nice
- d. awesome
- e. horrible



# Text 5

## Harmful Effects of Littering



### II. Essay

Question number 1-5 based on the reading text above.  
Answer the following questions correctly!

1. What does the reading text tell you about?
2. What does the reason hundreds of marine animals die?
3. What kind of text does the text discuss about?
4. According to you, what will happen if people don't want to change their habit of littering?
5. As the young generation, how do you stop producing a lot of waste?



## Text 6

# Weather Related Problem



**Every year thousands of people die, due to weather related problems. It can happen in both winter and in summer. Let's examine the causes for a moment.**

**The year 2003 was a time of extreme cold in the winter. Extreme, that is by European standards. In Britain alone, the number of people who died from cold-related illnesses was described as 'shameful'. Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia.**

**In the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France was particularly badly hit, with nearly fifteen thousand death which were related to the sweltering heat. In Britain, the number of heat-related death was much lower than the number of winter deaths.**

**It is important to note that government need to give some advices to people on how to protect their health.**

**Source : [https://ec.europa.eu/clima/change/causes\\_en](https://ec.europa.eu/clima/change/causes_en)**





# Text 6

## Weather Related Problem



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### Glossary :

Weather \ 'we-thər \ (n) cuaca

Examine \ ig-'za-mən \ (v) menguji, meneliti

Extreme \ ik-'strēm \ (adj) ekstrim

Illnesses \ 'il-nəs \ (n) penyakit

Shameful \ 'shām-fəl \ (adj) memalukan

---



# Text 6

## Weather Related Problem



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. Based on the text, the extreme cold in winter ever happened in ....
  - a. 2007
  - b. 2006
  - c. 2005
  - d..2004
  - e. 2003
  
2. It is important to note that government need to give some advices to people on how to protect their health (paragraph 4 line 1). The word "it" refers to .....

  - a. cold related death
  - b. heat related death
  - c. warm related death
  - d. cold seasons
  - e. snow related death

  
3. Some illnesses that caused twenty-five people died are...
  - a. strokes, heart attacks, fever, high blood pressure
  - b. bronchitis, flu, fever, heart attacks
  - c. strokes, fever, bronchitis, diabetes
  - d. flu, pneumonia, heart attacks, strokes
  - e. pneumonia, high blood pressure, fever, flu



# Text 6

## Weather Related Problem



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. The main idea of first paragraph is .....

- a. every year thousands of people die, due to weather related problems.
- b. it can happen in both winter and in summer.
- c. let's examine the causes for a moment.
- d. the year 2003 was a time of extreme cold in the winter.
- e. extreme, that is by European standards

5. It is important to note that government need to give some advice to people on how to protect their health. The synonym of the word "advice" is .....

- a. prohibition
- b. warning
- c. suggestion
- d. order
- e. imperative

### II. Essay

Question number 1-5 based on the reading text above.

Answer the following questions correctly!

- 1. What tenses is mostly used in the text?
- 2. What did the reason twenty-three thousand people die in Europe?
- 3. What should government do to protect their people's health?
- 4. How many did people die in Britain because of extreme cold?
- 5. As the young generation, how do you solve the problem based on the text?



# Text 7

## Greenhouse Gases



**Have you ever heard about greenhouse gases? For the detail information let's check the following information.**

**The main driver of climate change is the greenhouse effect. Some gases in the Earth's atmosphere act a bit like the glass in a greenhouse, trapping the sun's heat and stopping it from leaking back into space and causing global warming.**

**Many of these greenhouse gases occur naturally, but human activity is increasing the concentrations of some of them in the atmosphere, in particular:**

- **carbon dioxide (CO<sub>2</sub>)**
- **methane**
- **nitrous oxide**
- **fluorinated gases**

**CO<sub>2</sub> produced by human activities is the largest contributor to global warming. By 2020, its concentration in the atmosphere had risen to 48% above its pre-industrial level (before 1750).**

**So, other greenhouse gases are emitted by human activity in smaller quantities. Methane is a more powerful greenhouse gas than CO<sub>2</sub> but has a shorter atmospheric lifetime. Nitrous oxide, like CO<sub>2</sub>, is a long-lived greenhouse gas that accumulates in the atmosphere over decades to centuries. Natural causes, such as changes in solar radiation or volcanic activity are estimated to have contributed less than plus or minus 0.1°C to total warming between 1890 and 2010.**

**Source : [https://ec.europa.eu/clima/change/causes\\_en](https://ec.europa.eu/clima/change/causes_en)**



# Text 7

## Greenhouse Gases



### Glossary :

atmosphere \ 'at-mə-,sfir \ (n) atmosfir, suasana

Trap \ 'trap \ (v) terjebak

Emit \ ē-'mit \ (v) memancarkan, mengeluarkan

Decade \ 'de-,kād (n) dekade

Estimate \ 'e-stə-,māt \ (v) memperkirakan



# Text 7

## Greenhouse Gases



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. What is the generic structure of the text?

- a. Arguments-Recommendation-Thesis
- b. Thesis-Argument-Recommendation
- c. Thesis-Argument-Reiteration
- d. Thesis-Supporting Points-Contrasting Points-Reiteration
- e. Reiteration-Arguments-Thesis

2. The gas that has the largest contributor to global warming is....

- a.oxygen
- b.nitrogen
- c.methane
- d.carbon dioxide
- e.nitrous oxide

3. Natural causes, such as changes in solar radiation or volcanic activity are estimated to have contributed less .... (Paragraph 5). The synonym of the word "estimated" is .....

- a. approximation
- b. fix
- c. real
- d. definitely
- e. certainly



# Text 7

## Greenhouse Gases



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. The gas that is a more powerful greenhouse gas than carbon dioxide is.....

- a. fluorinated gases
- b. nitrogen
- c. oxygen
- d. nitrous oxide
- e. methane

5. The main idea of the first paragraph is.....

- a. carbon dioxide production
- b. other greenhouse gases
- c. greenhouse effect
- d. kind of greenhouse gas
- e. oxygen production

### II. Essay

Question number 1-5 based on the reading text above.

Answer the following questions correctly!

1. How many concentration gases are in atmosphere in 2020?
2. Beside the natural causes of greenhouse gases, what else is the cause of greenhouse gases?
3. What does the reading text tell you about?
4. What is the social function of the text?
5. As a young generation, what should you do to reduce the greenhouse effect?



# Text 8

## Causes of Rising Emissions



**Do you know the causes of rising emission? What are they? We shall check together in the following explanation.**

**There are some causes of rising emissions, they are:**

- Burning coal, oil and gas produces carbon dioxide and nitrous oxide.**
- Cutting down forests (deforestation). Trees help to regulate the climate by absorbing CO<sub>2</sub> from the atmosphere. When they are cut down, that beneficial effect is lost and the carbon stored in the trees is released into the atmosphere, adding to the greenhouse effect.**
- Increasing livestock farming. Cows and sheep produce large amounts of methane when they digest their food.**
- Fertilizers are containing nitrogen produce nitrous oxide emissions.**
- Fluorinated gases are emitted from equipment and products that use these gases. Such emissions have a very strong warming effect, up to 23 000 times greater than CO<sub>2</sub>.**

**After we know the causes of rising emissions, there are many bad effects for environment and also our earth. We are as a citizen still want to ignore this issue?**

**Source : [https://ec.europa.eu/clima/change/causes\\_en](https://ec.europa.eu/clima/change/causes_en)**





# Text 8

## Causes of Rising Emissions



### Glossary :

Coal \ 'kōl \ (n) batu bara

Beneficial \ ,be-nə-'fi-shəl \ (adj) bermanfaat

Burn \ 'bərn \ (v) membakar

Release \ ri-'lēʒ \ (v) melepaskan, mengeluarkan

Digest \ 'dī-jest \ (v) mencerna



# Text 8

## Causes of Rising Emissions



### I, Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. There are some causes of rising emissions, except ....
  - a. fertilizer
  - b. fluorinated gases
  - c. deforestation
  - d. irrigation
  - e. burning coal
  
2. What is the social function of the text?
  - a. To tell a story
  - b. To describe the reader
  - c. To entertain the reader
  - d. To give information
  - e. To persuade the reader
  
3. Fluorinated gases are emitted from equipment and products that use these gases. Such emissions have a very strong warming effect, up to 23 000 times greater than CO<sub>2</sub>. The synonym of the word "equipment" is .....
  - a. products
  - b. food
  - c. emits
  - d. contains
  - e. tool



# Text 8

## Causes of Rising Emissions



### I, Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. Such emissions have a very strong warming effect, up to 23 000 times greater than CO<sub>2</sub>. The antonym of the word "strong" is .....
- a. firm
  - b. weak
  - c. solid
  - d. hard
  - e. intense
5. The animals that produce large amounts of methane are.....
- a. cows and sheep
  - b. sheep and chicken
  - c. cows and chicken
  - d. duck and cows
  - e. duck and sheep

### II. Essay

Question number 1-5 based on the reading text above.

Answer the following questions correctly!

1. What is the impact of deforestation?
2. What are gases that include in fertilizers?
3. What are fluorinated gases?
4. Please write down the causes of rising emissions?
5. Based on the text, what should we do to solve this issue?



# Text 9

## Climate Change



**Climate change is a long-term shift in global or regional climate patterns. Often climate change refers specifically to the rise in global temperatures from the mid-20th century to the present.**

**Climate is sometimes mistaken for the weather. But climate is different from the weather because it is measured over a long period of time, while the weather can change from day to day, or from year to year. The climate of an area includes seasonal temperature and rainfall averages, and wind patterns. Different places have different climates. A desert, for example, is referred to as a dry climate because little few waterfalls, such as rain or snow, during the year. Other types of climates include tropical climates, which are hot and humid, and temperature climates, which have warm summers and cooler winters.**

**Climate change is the long-term alteration of temperature and typical weather patterns in a place. Climate change can refer to a particular location or the planet as a whole. Climate change may cause weather patterns to be less predictable. These unexpected weather patterns can make it difficult to maintain and grow crops in regions that rely on farming because expected temperature and rainfall levels can no longer be relied on. Climate change has also been connected with other damaging weather events such as more frequent and more intense storms, floods, downpours, and winter storms.**



# Text 9

## Climate Change



**In polar regions, the warming global temperatures associated with climate change have meant ice sheets and glaciers are melting at an accelerated rate from season to season. This contributes to sea levels rising in different regions of the planet. Together with expanding ocean waters due to rising temperatures, the resulting rise in sea level has begun to damage coastlines as a result of increased flooding and erosion.**

**The cause of current climate change is largely human activity, like burning fossil fuels, like natural gas, oil, and coal. Burning these materials releases what are called greenhouse gases into Earth's atmosphere. There, these gases trap heat from the sun's rays inside the atmosphere causing Earth's average temperature to rise. This rise in the planet's temperature is called global warming. The warming of the planet impacts local and regional climates. Throughout Earth's history, climate has continually changed. When occurring naturally, this is a slow process that has taken place over hundreds and thousands of years. The human influenced climate change that is happening now is occurring at a much faster rate.**

**Source: <https://www.nationalgeographic.org/encyclopedia/climate-change/>**



# Text 9

## Climate Change



### Glossary :

Measure \ 'me-zhər , 'mā- \ (v) mengukur

Average \ \ 'a-v(ə-)rij \ (n) rata-rata

Humid \ \ 'hyü-məd , 'yü- \ (adj) lembab

Alteration \ òl-tə-'rā-shən \ (n) perubahan

damage \ 'da-mij \ (n) kerusakan



# Text 9

## Climate Change



### I, Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. The main idea of the first paragraph is ....
  - a. the kind of climate change
  - b. the difference between climate and change
  - c. the definition of climate change
  - d. the warning of global temperature
  - e. the cause of current climate change
2. The generic structures of the text are ....
  - a. Thesis – arguments – recommendation
  - b. General statement – sequential explanation
  - c. Newsworthy events – background events – sources
  - d. Thesis – arguments – reiteration
  - e. General statement – arguments
3. The area of the climate are .....
  - a. seasonal temperature, humid, wind patterns
  - b. wind patterns, hot weather, rainfall averages
  - c. seasonal temperature, rainfall averages, wind pattern
  - d. rainfall average, wind pattern, cooler winter
  - e. warm summer, humid, wind pattern



# Text 9

## Climate Change



### I, Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. These unexpected weather patterns can make it difficult to maintain and grow crops in regions that rely on farming because expected temperature and rainfall levels can no longer be relied on. The synonym of the word "difficult" is.....

- a. easy
- b. simple
- c. mild
- d. light
- e. complicated

5. The long-term alteration of temperature and typical weather pattern in a place is.....

- a. rainfall
- b. winter storm
- c. global temperature
- d. climate change
- e. tropical climates





# Text 9

## Climate Change



### II. Essay

Question number 1-5 based on the reading text above.

Answer the following questions correctly!

1. What are the differences between climate and weather?
2. What is the example of different places having different climates?
3. What tense is mostly used in the text?
4. What type of the text above?
5. As a young generation, how do we reduce the climate change for our earth?



# Text 10

## Greenhouse Effect



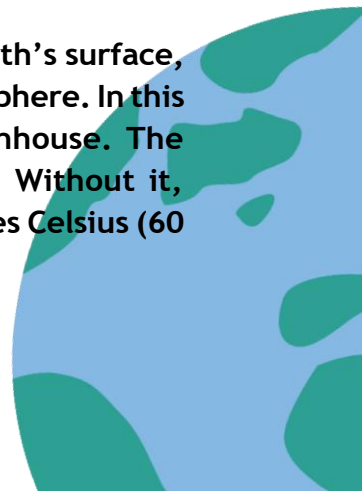
What do you know about global warming? Global warming describes the current rise in the average temperature of Earth's air and oceans. Global warming is often described as the most recent example of climate change.

Earth's climate has changed many times. Our planet has gone through multiple ice ages, in which ice sheets and glaciers covered large portions of the Earth. It has also gone through warm periods when temperatures are higher than they are today.

Past changes in Earth's temperature happened very slowly, over hundreds of thousands of years. However, the recent warming trend is happening much faster than it has. Natural cycles of warming and cooling are not enough to explain the amount of warming we have experienced in such a short time—only human activities can account for it. Scientists worry that the climate is changing faster than some living things can adapt to it.

The Greenhouse effect. Human activities contribute to global warming by increasing the greenhouse effect. The greenhouse effect happens when certain gases—known as greenhouse gases—collect in Earth's atmosphere. These gases, which occur naturally in the atmosphere, include carbon dioxide, methane, nitrogen oxide, and fluorinated gases sometimes known as chlorofluorocarbons (CFCs).

Greenhouse gases let the sun's light shine onto the Earth's surface, but they trap the heat that reflects back up into the atmosphere. In this way, they act like the insulating glass walls of a greenhouse. The greenhouse effect keeps Earth's climate comfortable. Without it, surface temperatures would be cooler by about 33 degrees Celsius (60 degrees Fahrenheit), and many life forms would freeze.



# Text 10

## Greenhouse Effect



Since the Industrial Revolution in the late 1700s and early 1800s, people have been releasing large quantities of greenhouse gases into the atmosphere. That amount has skyrocketed in the past century. Greenhouse gas emissions increased 70 percent between 1970 and 2004. Emissions of carbon dioxide, the most important greenhouse gas, rose by about 80 percent during that time. The amount of carbon dioxide in the atmosphere today far exceeds the natural range seen over the last 650,000 years.

Most of the carbon dioxide that people put into the atmosphere comes from burning fossil fuels such as oil, coal, and natural gas. Cars, trucks, trains, and planes all burn fossil fuels. Many electric power plants also burn fossil fuels.

Another way people release carbon dioxide into the atmosphere is by cutting down forests. This happens for two reasons. Decaying plant material, including trees, releases tons of carbon dioxide into the atmosphere. Living trees absorb carbon dioxide. By diminishing the number of trees to absorb carbon dioxide, the gas remains in the atmosphere.

Most methane in the atmosphere comes from livestock farming, landfills, and fossil fuel production such as coal mining and natural gas processing. Nitrous oxide comes from agricultural technology and fossil fuel burning.



# Text 10

## Greenhouse Effect



Fluorinated gases include chlorofluorocarbons, hydrochlorofluorocarbons, and hydrofluorocarbons. These greenhouse gases are used in aerosol cans and refrigeration.

We can conclude that all of these human activities add greenhouse gases to the atmosphere, trapping more heat than usual and contributing to global warming.

Source: [https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm\\_source=BiblioRCM\\_Row](https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm_source=BiblioRCM_Row)

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### Glossary :

Current \ 'kər-ənt , 'kə-rənt \ (adj) saat ini

Glacier \ 'glā-shər also -zhər , especially British 'glā-sē-ə or 'glā-sē-ə \ (n) gletser

Without \ wi-'thau̯t , -'thau̯t \ (preposition) tanpa

Cover \ 'kə-vər \ (v) menutupi

Portion \ 'pɔr-shən \ (n) bagian

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# Text 10

## Greenhouse Effect



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. The main idea of the third paragraph is ....
  - a. global warming
  - b. Earth's climate
  - c. past changes in Earth's temperature
  - d. the greenhouse effects
  - e. example of climate change
  
2. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to.....
  - a. description
  - b. narration
  - c. anecdote
  - d. procedure
  - e. analytical exposition
  
3. The activities that contribute to global warming by increasing the greenhouse effect is ....
  - a. weather
  - b. industrial activities
  - c. human activities
  - d. greenhouse gases
  - e. natural cycles of warming



# Text 10

## Greenhouse Effect



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. In this way, they act like the insulating glass walls of a greenhouse (in paragraph 5 line 2). The word “they” refers to.....

- a. global warming
- b. sunlight
- c. temperature
- d. greenhouse gases
- e. greenhouse effect

5. Since the Industrial Revolution in the late 1700s and early 1800s, people have been releasing large quantities of greenhouse gases into the atmosphere (in paragraph 6 line 1). The synonym of “release” is

.....

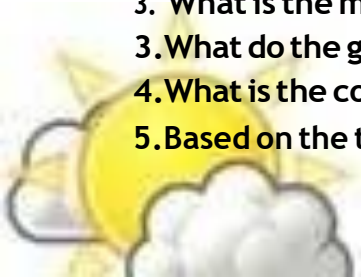
- a. come
- b. go
- c. ignore
- d. lose
- e. let go

### II. Essay

Question number 1-5 based on the reading text above.

Answer the following questions correctly!

1. What does the text talk about?
2. What is the purpose of the text?
3. What is the main idea of 6th paragraph?
3. What do the gases occur naturally in the atmosphere?
4. What is the conclusion of the text?
5. Based on the text, what is generic structure of the text?



# Text 11

## Effects of Global Warming



**Have you ever felt that our weather is getting hotter and hotter recently? Even slight rises in average global temperatures can have big effects. Perhaps the biggest, most obvious effect is that glaciers and ice caps melt faster than usual. The meltwater drains into the oceans, causing sea levels to rise and oceans to become less salty.**

**Ice sheets and glaciers advance and retreat naturally. As Earth's temperature has changed, the ice sheets have grown and shrunk, and sea levels have fallen and risen. / corals found on land in Florida, Bermuda, and the Bahamas show that the sea level must have been five to six meters (16-20 feet) higher 130,000 years ago than it is today. Earth doesn't need to become oven-hot to melt the glaciers. Northern summers were just three to five degrees Celsius (five to nine degrees Fahrenheit) warmer during the time of those ancient fossils than they are today.**

**However, the speed at which global warming is taking place is unprecedented. The effects are unknown. Glaciers and ice caps cover about 10 percent of the world's landmass today. They hold about 75 percent of the world's fresh water. If all of this ice melted, sea levels would rise by about 70 meters (230 feet). The IPCC reported that the global sea level rose about 1.8 millimetres (0.07 inches) per year from 1961 to 1993, and 3.1 millimeters (0.12 inches) per year since 1993.**





# Text 11

## Effects of Global Warming

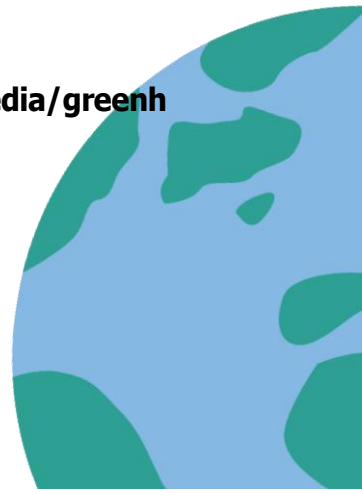


**Rising sea levels could flood coastal communities, displacing millions of people in areas such as Bangladesh, the Netherlands, and the U.S. state of Florida. Forced migration would impact not only those areas, but the regions to which the “climate refugees” flee. Millions more people in countries like Bolivia, Peru, and India depend on glacial meltwater for drinking, irrigation, and hydroelectric power. The rapid loss of these glaciers would devastate those countries.**

**Glacial melt has already raised the global sea level slightly. However, scientists are discovering ways the sea level could increase even faster. For example, the melting of the Chacaltaya Glacier in Bolivia has exposed dark rocks beneath it. The rocks absorb heat from the sun, speeding up the melting process.**

**So, that is the reason why many scientists use the term “climate change” instead of “global warming.” This is because greenhouse gas emissions affect more than just temperature. Another effect involves changes in precipitation like rain and snow. Patterns in precipitation may change or become more extreme. Over the course of the 20th century, precipitation increased in eastern parts of North and South America, northern Europe, and northern and central Asia. However, it has decreased in parts of Africa, the Mediterranean, and parts of southern Asia.**

**Source:[https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm\\_source=BiblioRCM\\_Row](https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm_source=BiblioRCM_Row)**





# Text 11

## Effects of Global Warming



### Glossary :

Obvious \ 'äb-vē-əs \ (adj) jelas

Drain \ 'drān \ (v) mengeringkan

Ancient \ 'än(t)-shənt , 'än(k)-shənt \ (adj) kuno

Coral \ 'kór-əl , 'kär- \ (n) koral

Devastate \ 'de-və- , stāt \ (v) menghancurkan



# Text 11

## Effects of Global Warming



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to.....

- a. description
- b. narration
- c. anecdote
- d. procedure
- e. analytical exposition

2. They hold about 75 percent of the world's fresh water. If all of this ice melted, sea levels would rise by about 70 meters (230 feet) (in paragraph 3 line 6). The word "they" refers to.....

- a. glacier and ice caps
- b. ice caps and snow
- c. glaciers and snow
- d. meltwater and glaciers
- e. meltwater and ice caps

3. Rising sea levels could flood coastal communities displacing millions of people, it is in.....

- a. Canada
- b. Netherlands
- c. Japan
- d. South Korea
- e. China



# Text 11

## Effects of Global Warming



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. Glacial melt has already raised the global sea level slightly (in paragraph 5 line 1). The antonym of "raise" refers to.....

- a. increase
- b. boost
- c. elevate
- d. decrease
- e. promote

5. The countries that depend on glacial meltwater for drinking, irrigation, and hydroelectric powers are in .....

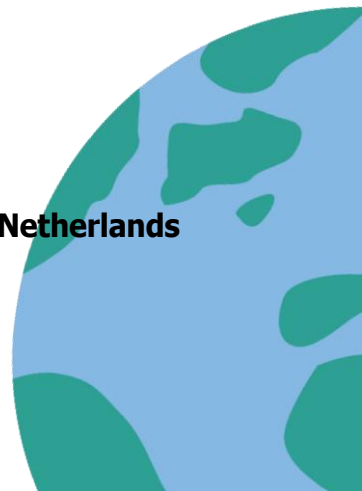
- a. Peru and Netherland
- b. Florida and India
- c. India and Bolivia
- d. Bolivia and Bangladesh
- e. Florida and Peru

### II. Essay

Question number 1-5 based on the reading text above.

Answer the following questions correctly!

1. What is the purpose of the text?
2. What is the generic structure of the text?
3. What is the main idea of the second paragraph?
4. What tense is mostly used in the text?
5. Based on the text, what happened in Bangladesh, the Netherlands and U.S State of Florida?



# Text 12

## Future Changes



**Nobody can look into a crystal ball and predict the future with certainty. However, scientists can make estimates about future population growth, greenhouse gas emissions, and other factors that affect climate. They can enter those estimates into computer models to find out the most likely effects of global warming.**

**The IPCC predicts that greenhouse gas emissions will continue to increase over the next few decades. As a result, they predict the average global temperature will increase by about 0.2 degrees Celsius (0.36 degrees Fahrenheit) per decade. Even if we reduce greenhouse gas and aerosol emissions to their 2000 levels, we can still expect a warming of about 0.1 degree Celsius (0.18 degrees Fahrenheit) per decade.**

**The panel also predicts global warming will contribute to some serious changes in water supplies around the world. By the middle of the 21st century, the IPCC predicts, river runoff and water availability will most likely increase at high latitudes and in some tropical areas. However, many dry regions in the mid-latitudes and tropics will experience a decrease in water resources.**

**As a result, millions of people may be exposed to water shortages. Water shortages decrease the amount of water available for drinking, electricity, and hygiene. Shortages also reduce water used for irrigation. Agricultural output would slow and food prices would climb. Consistent years of drought in the Great Plains of the United States and Canada would have this effect.**



# Text 12

## Future Changes



We can conclude that IPCC data suggest that the frequency of heat waves and extreme precipitation will increase. Weather patterns such as storms and tropical cyclones will become more intense. Storms themselves may be stronger, more frequent, and longer-lasting. They would be followed by stronger storm surges, the immediate rise in sea level following storms. Storm surges are particularly damaging to coastal areas because their effects (flooding, erosion, damage to buildings and crops) are lasting.

Source:[https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm\\_source=BiblioRCM\\_Row](https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm_source=BiblioRCM_Row)

### Glossary :

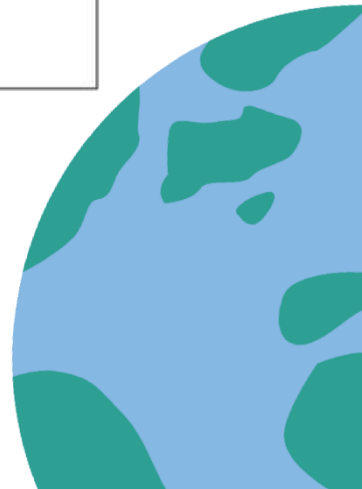
Estimate \ 'e-stə-, māt \ (v) memperkirakan

Increase \ in-'krēs , 'in-,krēs (v) meningkat

Decrease \ di-'krēs , 'dē-,krēs \ (v) menurun

Reduce \ ri-'düs , -'dyüs \ (v) mengurangi

Amount \ ə-'maunt \ (n) jumlah



# Text 12

## Future Changes



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. They can enter those estimates .... (in paragraph 1 line 3).

The "they" refers to ....

- a. scientists
- b. population growth
- c. greenhouse
- d. glaciers
- e. greenhouse emissions

2. The generic structures of the text are ....

- a. Thesis – arguments – recommendation
- b. General statement – sequential explanation
- c. Newsworthy events – background events – sources
- d. Thesis – arguments – reiteration
- e. General statement – arguments

3. Shortages also reduce water .....(in paragraph 4 line 2).

The synonym of "reduce" is ....

- a. lower
- b. degrade
- c. bring down
- d. drop
- e. increase



# Text 12

## Future Changes



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. The main idea of the second paragraph is.....
  - a. the IPCC prediction
  - b. the panel prediction
  - c. nobody prediction
  - d. future population growth
  - e. greenhouse gas emission
  
5. We usually call the last paragraph as.....
  - a. Resolution
  - b. Reformation
  - c. Conclusion
  - d. Recommendation
  - e. Twist

### II. Essay

Question number 1-5 based on the reading text above.  
Answer the following questions correctly!

1. What type of the text above?
2. What does the text discuss about?
3. What does the panel predict about this topic?
4. What's the IPCC predict related to the topic?
5. What tense is mostly used in the text?





# Text 13

## What We Can Do



**Reducing our greenhouse gas emissions is a critical step in slowing the global warming trend. Many governments around the world are working toward this goal.**

**The biggest effort so far has been the Kyoto Protocol, which was adopted in 1997 and went into effect in 2005. By the end of 2009, 187 countries had signed and ratified the agreement. Under the protocol, 37 industrialized countries and the European Union have committed to reducing their greenhouse gas emissions.**

**There are several ways that governments, industries, and individuals can reduce greenhouse gases. We can improve energy efficiency in homes and businesses. We can improve the fuel efficiency of cars and other vehicles. We can also support development of alternative energy sources, such as solar power and biofuels, that don't involve burning fossil fuels.**

**Some scientists are working to capture carbon dioxide and store it underground, rather than let it go into the atmosphere. This process is called carbon sequestration.**

**Trees and other plants absorb carbon dioxide as they grow. Protecting existing forests and planting new ones can help balance greenhouse gases in the atmosphere.**





## Text 13

# What We Can Do



**Changes in farming practices could also reduce greenhouse gas emissions. For example, farms use large amounts of nitrogen-based fertilizers, which increase nitrogen oxide emissions from the soil. Reducing the use of these fertilizers would reduce the amount of this greenhouse gas in the atmosphere.**

**The way farmers handle animal manure can also have an effect on global warming. When manure is stored as liquid or slurry in ponds or tanks, it releases methane. When it dries as a solid, however, it does not.**

**Reducing greenhouse gas emissions is vitally important. However, the global temperature has already changed and will most likely continue to change for years to come. The IPCC suggests that people explore ways to adapt to global warming as well as try to slow or stop it.**



# Text 13

## What We Can Do



We can sum up that there are some of the suggestions for adapting include:

- ♦ Expanding water supplies through rain catchment, conservation, reuse, and desalination.
- ♦ Adjusting crop locations, variety, and planting dates.
- ♦ Building seawalls and storm surge barriers and creating marshes and wetlands as buffers against rising sea levels.
- ♦ Creating heat-health action plans, boosting emergency medical services, and improving disease surveillance and control.
- ♦ Diversifying tourism attractions, because existing attractions like ski resorts and coral reefs may disappear.
- ♦ Planning for roads and rail lines to cope with warming and/or flooding.
- ♦ Strengthening energy infrastructure, improving energy efficiency, and reducing dependence on single sources of energy.

Source:[https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm\\_source=BiblioRCM\\_Row](https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm_source=BiblioRCM_Row)



# Text 13

## What We Can Do



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### Glossary :

Government \ 'gə-vər(n)-mənt , -və-mənt \ (noun, often attribute ) pemerintah

Toward \ 'tō-ərd , 'tò(-ə)rd \ (preposition) ke arah

Emission \ ē-'mi-shən \ (n) emisi

Improve \ \ im-'prüv \ (v) memperbaiki

Vehicle \ 'vē-ə-kəl *also* 'vē-'hi-kəl \ (n) kendaraan

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# Text 13

## What We Can Do



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. We usually call the last paragraph as.....

- a. Resolution
- b. Twist
- c. Reformation
- d. Recommendation
- e. Conclusion

2. Some scientists are working to capture carbon dioxide, and store it underground ... (in paragraph 4 line 1). The word "it" is.....

- a. atmosphere
- b. carbon dioxide
- c. oxygen
- d. solar power
- e. biofuels

3. The main idea of third paragraph is ....

- a. reducing the greenhouse
- b. Kyoto protocol
- c. some scientists' effort
- d. several ways from government
- e. greenhouse effects



# Text 13

## What We Can Do



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. The IPCC suggest that people explore ways to adapt to global warming as well as try to slow or stop it (in paragraph 7 line 3). The antonym of "adapt" is.....

- a. adjust
- b. fit
- c. uncomfortable
- d. suit
- e. conform

5. Some suggestion for adapting global warming, except.....

- a. adjust crop location
- b. expanding water supplies through rain catchment
- c. planning is for roads and rail lines to cope with waning or flooding
- d. deforestation/cutting many trees
- e. strengthening energy infrastructure



# Text 13

## What We Can Do



### II. Essay

Question number 1-5 based on the reading text above.  
Answer the following questions correctly!

1. What is the purpose of the text?
2. Please mention some suggestions for adapting global warming?
3. When did 187 countries had signed and ratified the agreement?
4. Related to the topic, what does IPCC suggest to people?
5. What is the generic structure of the text?



# Text 14

## Causes and Effects of Climate Change

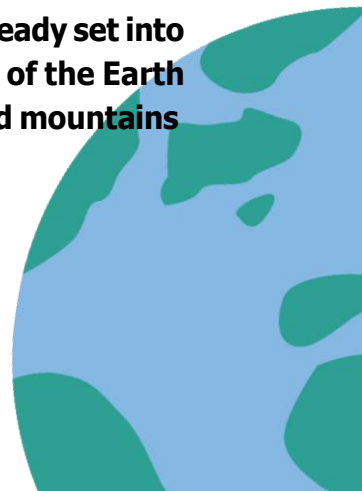


**Glaciers are melting, sea levels are rising, cloud forests are drying, and wildlife is scrambling to keep pace. It has become clear that humans have caused most of the past century's warming by releasing heat-trapping gases as we power our modern lives. Called greenhouse gases, their levels are higher now than at any time in the last 800,000 years.**

**We often call the result global warming, but it is causing a set of changes to the Earth's climate, or long-term weather patterns, that vary from place to place. While many people think of global warming and climate change as synonyms, scientists use "climate change" when describing the complex shifts now affecting our planet's weather and climate systems—in part because some areas actually get cooler in the short term.**

**Climate change encompasses not only rising average temperatures but also extreme weather events, shifting wildlife populations and habitats, rising seas, and a range of other impacts. All of those changes are emerging as humans continue to add heat-trapping greenhouse gases to the atmosphere, changing the rhythms of climate that all living things have come to rely on.**

**The rhythms of climate that all living things have come to rely on. What will we do—what can we do—to slow this human-caused warming? How will we cope with the changes we've already set into motion? While we struggle to figure it all out, the fate of the Earth as we know it—coasts, forests, farms, and snow-capped mountains—hangs in the balance.**



# Text 14

## Causes and Effects of Climate Change



**Aren't temperature changes natural?. Human activity isn't the only factor that affects Earth's climate. Volcanic eruptions and variations in solar radiation from sunspots, solar wind, and the Earth's position relative to the sun also play a role. So do large-scale weather patterns such as El Niño.**

**But climate models that scientists use to monitor Earth's temperatures take those factors into account. Changes in solar radiation levels as well as minute particles suspended in the atmosphere from volcanic eruptions, for example, have contributed only about two percent to the recent warming effect. The balance comes from greenhouse gases and other human-caused factors, such as land use change.**

**The short timescale of this recent warming is singular as well. Volcanic eruptions, for example, emit particles that temporarily cool the Earth's surface. But their effect lasts just a few years. Events like El Niño also work on fairly short and predictable cycles. On the other hand, the types of global temperature fluctuations that have contributed to ice ages occur on a cycle of hundreds of thousands of years.**

**In conclusion, for thousands of years now, emissions of greenhouse gases into the atmosphere have been balanced out by greenhouse gases that are naturally absorbed. As a result, greenhouse gas concentrations and temperatures have been fairly stable, which has allowed human civilization to flourish within a consistent climate.**

**Source:**<https://www.nationalgeographic.com/environment/article/global-warming-overview>





# Text 14

## Causes and Effects of Climate Change



### Glossary :

Scrambling \ 'skram-b(ə-)liŋ \ (v) penipuan

Describing \ di-'skrīb \ (v) menjelaskan

Affecting \ ə-'fek-tiŋ , a- \ (v) mempengaruhi

Rely on \ rely on \ (phrasal verb) mengandalkan

Cope \ 'kōp \ (v) menghadapi



# Text 14

## Causes and Effects of Climate Change



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. There are some results of global warming, except ....
  - a. a set of changes to Earth's climate
  - b. long term weather patterns
  - c. varies from place to place
  - d. climate change
  - e. irrigation
2. We often call the result global warming, but it is causing a set of changes to the Earth's climate, or long-term weather patterns, that vary from place to place. The synonym of "result", except .....

  - a. increase
  - b. yield
  - c. output
  - d. proceeds
  - e. outcome

3. The main idea of the third paragraph is ....
  - a. the result of global warming
  - b. the impact of climate change
  - c. about glacier
  - d. the short timescale
  - e. the human cause warming



# Text 14

## Causes and Effects of Climate Change



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. Based on the text, the effect of Earth's climate is not only human activity but also.....

- a. deforestation
- b. solar radiation
- c. flood
- d. volcanic eruption
- e. snow

5. The social function of the text is

- a. To tell a story
- b. To describe the reader
- c. To entertain the reader
- d. To give information
- e. To persuade the reader

### I. Essay

Question number 1-5 based on the reading text above.  
Answer the following questions correctly!

- 1. What is the main idea of the first paragraph?
- 2. What is the generic structure of this topic?
- 3. What does climate change encompass?
- 4. Based on the text, what kind of text that is used?
- 5. What does the text talk about?



# **Text 15**

## **Climate Change Affects All Regions Around The World**



**Polar ice shields are melting and the sea is rising. In some regions extreme weather events and rainfall are becoming more common while others are experiencing more extreme heat waves and droughts. These impacts are expected to intensify in the coming decades.**

**Melting ice and rising seas when the water warms up it expands. At the same time, global warming causes polar ice sheets and glaciers to melt. The combination of these changes is causing sea levels to rise, resulting in flooding and erosion of coastal and low-lying areas.**

**Extreme weather, shifting rainfall. Heavy rain and other extreme weather events are becoming more frequent. This can lead to floods and decreasing water quality, but also decrease the availability of water resources in some regions.**

### **Consequences for Europe**

- Southern and central Europe are seeing more frequent heat waves, forest fires and droughts.**
- The Mediterranean area is becoming drier, making it even more vulnerable to drought and wildfires.**
- Northern Europe is getting significantly wetter, and winter floods could become common.**
- Urban areas, where 4 out of 5 Europeans now live, are exposed to heat waves, flooding or rising sea levels, but are often ill-equipped for adapting to climate change.**

**Consequences for developing countries. Many poor developing countries are among the most affected. People living there often depend heavily on their natural environment and they have the least resources to cope with the changing climate.**



# Text 15

## Climate Change Affects All Regions Around The World



**Risks for human health. Climate change is already having an impact on health:**

- There has been an increase in the number of heat-related deaths in some regions and a decrease in cold-related deaths in others.
- We are already seeing changes in the distribution of some water-borne illnesses and disease vectors.

**Costs for society and economy. Damage to property and infrastructure and to human health imposes heavy costs on society and the economy. Between 1980 and 2011 floods affected more than 5.5 million people and caused direct economic losses of more than €90 billion. Sectors that rely strongly on certain temperatures and precipitation levels such as agriculture, forestry, energy and tourism are particularly affected.**

**And the last is the risks for wildlife. Climate change is happening so fast that many plants and animal species are struggling to cope. Many terrestrial, freshwater and marine species have already moved to new locations. Some plant and animal species will be at increased risk of extinction if global average temperatures continue to rise unchecked.**

**Source : [https://ec.europa.eu/clima/change/consequences\\_en](https://ec.europa.eu/clima/change/consequences_en)**



# Text 15

## Climate Change Affects All Regions Around The World



### Glossary :

Experience \ ik-'spir-ē-ən(t)s \ (n) pengalaman

Common \ 'kă-mən \ (adj) umum

Wave \ 'wāv \ (n) gelombang

Expend \ ik-'spend \ (v) mengeluarkan

Frequent \ frē-'kwent , 'frē-kwənt \ (adj) sering



# Text 15

## Climate Change Affects All Regions Around The World



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

1. The tense is mostly used in the text is

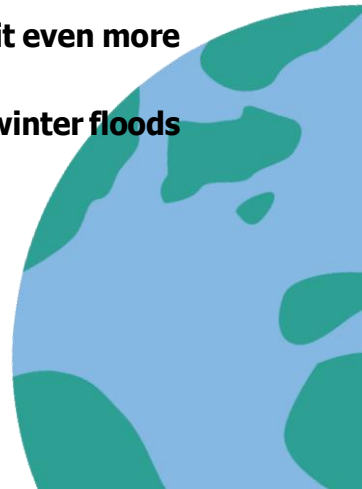
- a. Simple present tense
- b. Past tense
- c. Simple perfect tense
- d. Present continuous tense
- e. Past continuous tense

2. Heavy rain and other extreme events are becoming more frequent (in paragraph 3 line 1). The antonym of "frequent" is.....

- a. regular
- b. usual
- c. seldom
- d. ordinary
- e. common

3. Based on the text, there are some consequences for Europe, except (in paragraph 4) ....

- a. Southern and central Europe are seeing more frequent heat waves, forest fires and droughts.
- b. irrigation and fresh air in the forest
- c. The Mediterranean area is becoming drier, making it even more vulnerable to drought and wildfires.
- d. Northern Europe is getting significantly wetter, and winter floods could become common.
- e. Urban areas, where 4 out of 5 Europeans now live



# Text 15

## Climate Change Affects All Regions Around The World



### I. Multiple Choice

Answer the following questions by choosing the best answer a, b, c, d or e!

4. What is the generic structure of the text?
  - a. Arguments-Recommendation-Thesis
  - b. Thesis-Argument-Recommendation
  - c. Thesis-Argument-Reiteration
  - d. Thesis-Supporting Points-Contrasting Points-Reiteration
  - e. Reiteration-Arguments-Thesis
  
5. Climate change is happening so fast that many plants and animal species are struggling to cope. The synonym of "struggle" is, except...
  - a. fight
  - b. battle
  - c. scramble
  - d. give up
  - e. fighting

### II. Essay

Question number 1-5 based on the reading text above. Answer the following questions correctly!

1. What is the main idea of second paragraph?
2. Related to the text, please mention some consequences for Europe?
3. What does the text talk about?
4. What kind of text that is used?
5. What is the purpose of the text?





# THE SOURCES OF THE DEVELOPED READING MATERIALS

## 1. Global Warming

Source: <https://www.nationalgeographic.org/encyclopedia/global-warming/>

## 2. Geysir

Source: <https://www.englishiana.com/2016/08/20-contoh-explanation-terjemahannya.html> text-

## 3. Snow

Source: <https://www.englishiana.com/2016/08/20-contoh-explanation-terjemahannya.html> text-

## 4. Flood

Source: <https://www.englishiana.com/2016/08/20-contoh-explanation-text-terjemahannya.html>

## 5. Harmful Effect of Littering

Source: <https://www.contohtext.com/2021/01/contoh-teks-analytical-exposition.html>

## 6. Weather Related Problem

Source : [https://ec.europa.eu/clima/change/causes\\_en](https://ec.europa.eu/clima/change/causes_en)

## 7. Greenhouse Gases

Source : [https://ec.europa.eu/clima/change/causes\\_en](https://ec.europa.eu/clima/change/causes_en)

## 8. Causes of Rising Emissions

Source : [https://ec.europa.eu/clima/change/causes\\_en](https://ec.europa.eu/clima/change/causes_en)

## 9. Climate Change

Source: <https://www.nationalgeographic.org/encyclopedia/climate-change/>

## 10. Greenhouse Effect

Source: [https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm\\_source=BiblioRCM\\_Row](https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm_source=BiblioRCM_Row)

## 11. Effect of Global Warming

Source: [https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm\\_source=BiblioRCM\\_Row](https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm_source=BiblioRCM_Row)

# THE SOURCES OF THE DEVELOPED READING MATERIALS

## 12. Future Changes

Source:[https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm\\_source=BiblioRCM\\_Row](https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm_source=BiblioRCM_Row)

## 13. What We Can Do

Source:[https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm\\_source=BiblioRCM\\_Row](https://www.nationalgeographic.org/encyclopedia/greenhouse-effect/?utm_source=BiblioRCM_Row)

## 14. Causes and Effects of Climate Change

Source:<https://www.nationalgeographic.com/environment/article/global-warming-overview>

## 15. Climate Change Affects All Regions Around the World

Source : [https://ec.europa.eu/clima/change/consequences\\_en](https://ec.europa.eu/clima/change/consequences_en)

# THE ANSWER KEYS OF THE DEVELOPED READING MATERIALS

Text 1 = Global Warming

Multiple Choice

1. d. Global warming
2. . b. Greenhouse effect
3. e. happen
4. c. Conclusion
5. d. water vapor, methane, sulfur dioxide and carbon dioxide

Essay

1. Global warming
2. The effect of the greenhouse is a big impact on natural conditions, animals, humans and the earth is warming up.
3. Global warming is the long-term warming of planet's overall temperature
4. Gasses produce by the burning of fossil fuels prevent the heat from leaving the atmosphere
5. Turn off the light / electricity devices when not in use, recycle more and plant more plants

Text 2 = Geyser

Multiple Choice

1. a. Old Faithfull in Yellow Park
2. b. The process of the geyser is produced
3. d. under
4. c. Geyser
5. d. water

# THE ANSWER KEYS OF THE DEVELOPED READING MATERIALS

Text 2 = Geysir

Essay

1. Geysir
2. Analytical Exposition Text
3. Geysir is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the earth
4. Because of the greater pressure, the water shoots out of the surface in the form of steam and hot water
5. We need to save electricity for future

Text 3 = Snow

Multiple Choice

1. b. happen
2. d. process of snow
3. d. clean
4. e. Reiteration
5. . simple present

tense Essay

1. It is about the process by which snow is made
2. The generic structure is thesis-argument-reiteration
3. Snow occurs when water vapors in the air freeze before they can turn into water. It is only the country that has 4 seasons in a year.
4. Snow occurs when water vapors in the air freeze before they can turn into water.
5. It is interesting because we can't see it in the tropical countries

# THE ANSWER KEYS OF THE DEVELOPED READING MATERIALS

Text 4 = Flood

Multiple Choice

1. d. small
2. b. the process of natural flooding
3. e. notice
4. b. rain water
5. d. big disaster

Essay

1. In Indonesia
2. Bad habits of human who do not care about the environment such as littering
3. There are two kinds, the process of natural flooding and non-natural flooding
4. Flood
5. Stop littering

Text 5 = Harmful Effects of Littering

Multiple Choice

1. d. stop producing a lot of waste
2. b. plastic and styrofoam
3. e. simple present tense
4. c. seals, fish, turtles, whales
5. c. horrible

Essay

1. Harmful Effects of Littering
2. They accidentally ate plastic/cigarettes butts
3. Harmful Effects of Littering
4. The earth will break and animals will die
5. We have to change our habit of littering

# THE ANSWER KEYS OF THE DEVELOPED READING MATERIALS

Text 6 = Weather Related Problem

Multiple Choice

1. e. 2003
2. a. cold-related death
3. d. flu, pneumonia, heart attacks, strokes
4. a. every year thousands of people die, due to weather related problem
5. c. suggestion

Essay

1. Present Simple Tense
2. Because of extreme cold in winter. People died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia,
3. The government needs to give some advice to people on how to protect their health
4. Nearly 25 thousand people died
5. Maintain/take care their health, eat healthy food and wear proper costume based on the weather

Text 7 = Greenhouse Gasses

Multiple Choice

1. c. Thesis-Argument-Reiteration
2. d. carbon dioxide
3. a. approximation
4. e. methane
5. d. kind of greenhouse gasses

# THE ANSWER KEYS OF THE DEVELOPED READING MATERIALS

Text 7 = Greenhouse Gasses

Essay

1. Concentration gasses in 2020 had risen to 48% above its pre-industrial level before 1750
2. Human activity is increasing the concentrations of greenhouse
3. Greenhouse Gasses
4. It is to persuade the reader
5. Recycle, reuse things, plant more trees

Text 8 = Causes of Rising Emissions

Multiple Choice

1. d. Irrigation
2. e. to persuade the reader
3. e. tool
4. b. weak
5. a. cows and sheep

Essay

1. Concentration gasses in 2020 had risen to 48% above its pre-industrial level before 1750
2. Human activity is increasing the concentrations of greenhouse
3. Greenhouse Gasses
4. It is to persuade the reader
5. Recycle, Reuse things, plant more trees

# THE ANSWER KEYS OF THE DEVELOPED READING MATERIALS

Text 9 = Climate Change

Multiple Choice

1. c. The definition of Climate Change
2. d. Thesis-Arguments-Reiteration
3. c. Seasonal, temperature, fall average, wind pattern
4. e. complicated
5. a. climate change

Essay

1. Climate is measured over a long period of time, weather can change from day to day or from year to year
2. An example of different places having different climates is it is a desert
3. It is a Simple Present Tense
4. It is an analytical exposition
5. Turn off the electrical devices if you don't use hem plant more trees

Text 10 = Greenhouse Effect

Multiple Choice

1. c. Past changes in Earth's temperature
2. e. Analytical exposition
3. a. weather
4. d. greenhouse gases
5. e. let go



# THE ANSWER KEYS OF THE DEVELOPED READING MATERIALS

Text 10 = Greenhouse Effect

Essay

1. The greenhouse effect of the text
2. it is to persuade the reader about the greenhouse effect
3. Since the industrial revolution in the late 1700s and early 1800s, people have been releasing large quantities of greenhouse gases into the atmosphere
4. All of these human activities add greenhouse gases to the atmosphere, trapping more heat than usual and contributing to global warming
5. The generic structure: Thesis-Argument-Reiteration

Text 11 = Effects of Global Warming

Multiple Choice

1. e. Analytical exposition
2. a. glaciers and ice caps
3. b. Netherlands
4. d. decrease
5. c. India and Bolivia

Essay

- It is to persuade the readers
- The generic structure: Thesis-Arguments-Reiteration
- Ice sheets, glaciers advance and retreat naturally
- It is simple present tense
- It was rising sea levels could flood coastal communities

# THE ANSWER KEYS OF THE DEVELOPED READING MATERIALS

Text 12 = Future Changes

Multiple Choice

1. e. greenhouse emissions
2. d. Thesis-Arguments-Reiteration
3. b. degrade
4. a. The IPCC prediction
5. c. conclusion

Essay

1. It is an analytical exposition
2. Future changes
3. Panel predicts about global warming will contribute to some serious changes in water supplies around the world
4. IPCC predicts that greenhouse emissions will continue to increase over the next few decades
5. It is simple present tense

Text 13 = What We Can Do

Multiple Choice

- e. conclusion
- b. carbon dioxide
- d. several ways from government
- c. uncomfortable
- d. deforestation/cutting many trees

# THE ANSWER KEYS OF THE DEVELOPED READING MATERIALS

Text 13 = What We Can Do

Essay

1. It is to persuade the reader
2. Some suggestions for adapting to global warming are expanding water supplies through rain catchment, adjusting crop locations, variety, and planting dates, etc.
3. By the end of 2009, 187 countries had signed and ratified the agreement
4. The IPCC suggests that people explore ways to adapt to global warming as well as try to slow or stop it
5. The generic structure: Thesis-Arguments-Reiteration

Text 14 = Causes and Effects of Climate Change

Multiple Choice

1. e. irrigation
2. a. increase
3. b. the impacts of climate change
4. d. volcanic eruption
5. e. persuade the reader

Essay

1. The main idea of the first paragraph is glaciers are melting, sea levels are rising, cloud forests are drying, and wildlife is scrambling to keep pace
2. The generic structure: Thesis-Arguments-Reiteration
3. Climate change encompasses not only rising average temperatures but also extreme weather events, shifting wildlife populations and habitats, rising seas and arrange of other impacts
4. It is an analytical exposition
5. causes and effects of climate change

# THE ANSWER KEYS OF THE DEVELOPED READING MATERIALS

Text 15 = Climate Change Affects All Regions Around the World

Multiple Choice

1. a. simple present tense
2. c. seldom
3. b. irrigation and fresh air in the forest
4. c. Thesis-Arguments-Reiteration
5. d. give up

Essay

- The main idea of the second paragraph is global warming causes polar ice sheets and glaciers to melt
  - Some consequences for Europe :
    - Southern and central Europe are seeing more frequent heat waves, forest fires and droughts.
    - The Mediterranean area is becoming drier, making it even more vulnerable to drought and wildfires.
    - Northern Europe is getting significantly wetter, and winter floods could become common.
    - Urban areas, where 4 out of 5 Europeans now live, are exposed to heat waves, flooding or rising sea levels, but are often ill-equipped for adapting to climate change.
3. Climate change affects all regions around the worlds
  4. It is an analytical exposition
  5. It is to persuade the readers

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Harmer (2007) states that reading is useful for language acquisition. It provided that students more or less understand what they read, the more they read, the better they get at it. Reading is also a process of searching and comprehending some information that is available in the reading material. There are some reading text types or genres of the text of English subject taught to students. Exposition text is one of the genres that is studied by Senior High School students. Hasani (2005) mentions that exposition is a form of writing that is often used in conveying scientific descriptions but does not try to influence the opinion of the reader. In relation with Minister of Education and Culture (2017) states that an English textbook with the material about climate change has existed, and it talks about analytic exposition text in the eleventh grade. The students are able to comprehend the content of reading texts taught and enhance their proficiency in reading. Based on the students' needs, the materials dealing with climate change presented in the exposition text can promote the students in learning. They can gain more understanding of the content since it is related to their daily life, and develop and practice the students' skills related to their field of study. So, it is needed to develop reading materials dealing with climate change as novelty research. Moreover, the use of climate change-based material is highly recommended by UNESCO, the number of climate change based materials is still limited in Indonesia, even many schools still lack English text books containing climate change material. The product was the reading materials based on climate change and provided with some questions related to reading comprehension aspects that will be based on certain cognitive levels.

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