

ENGLISH AUDIOPIEDIA
SUPPLEMENTARY MATERIALS

DEMAND TOO MUCH, I'LL GO UP!

A. IDENTIFICATION

Code	:	18/EAP/XI SMA
Theme	:	Economy
Subtheme	:	Price Gouging on Products
Social Function	:	To ask and give information related to natural and social phenomena.
Grade	:	Grade XI Senior High School

B. KEY VOCABULARY

price gouging (noun phrase)	:	mencungkil harga
supply (noun)	:	penawaran
demand (noun)	:	permintaan
increase (verb)	:	meningkat
decrease (verb)	:	menurun
skyrockets (idiom, verb)	:	membumbung tinggi
scarcity (noun)	:	kelangkaan

C. MONOLOGUE SCRIPT

Have you had any surprises at your favourite supermarkets lately? Maybe you went there and they were out of sugar, or you could not find any eggs on the shelves. Did you want to buy cooking oil, but the amount you could purchase was limited? Masks and hand sanitizers are beginning to feel like items from a bygone era. When they are available, you have to pay such high prices. Frankly, it is a strange situation, but it's not uncommon. I often emerge during a pandemic or a disaster. I am price gouging. People recognize me when a seller increases the prices of goods, services or commodities to a much higher level than normal.

Do you know why I emerge? The simplest model of a market involves two things: supply and demand. Actually, I am merely a reaction to these two things. When supply decreases, the prices of goods increase. Inversely, when the supply of a good increases, the price falls. A similar

relationship exists between price and demand. When the demand for a good increases, the price of that good also increases. When the demand decreases, the price of the good also falls with it. A disaster or pandemic provides a double hit impact. On the demand side, people become worried and start panic buying. On the supply side, scarcity can become the result of disruptions to productivity due to the pandemic or disaster. That is why I start to emerge. Panic buying triggers the increase of demand while the supply is disrupted. Consequently, prices of goods skyrocket. When you all demand too much, I will go up.

The current pandemic is taking place in the era of social media. So, markets digest information and anticipate it faster. People make assumptions and hence make decisions just by scrolling down their phone. Becoming alarmist and panic buying are common reactions, which accelerate the emergence of me.

D. EXERCISES

Task 1: Explore

Answer the questions by choosing A, B, C, D or E.

1. What is the intention of the speaker?
 - A. to tell listeners about the facts of price gouging
 - B. to explain the history of price gouging
 - C. to retell the chronology of price gouging
 - D. to explain how price gouging occurs
 - E. to describe the characteristics of price gouging

2. The speaker said, "but the amount you could purchase was limited"
What is the synonym of the word "purchase"?
 - A. buy
 - B. sell
 - C. order
 - D. offer
 - E. get

3. What is the last part of the talk about?
 - A. general information about price gouging
 - B. a chronology of price gouging

- C. phases regarding price gouging
- D. extra information about price gouging
- E. the speaker's opinion about the effect of price gouging

Key Answer

1. D. to explain how price gouging occurs
2. A. buy
3. D. extra information about price gouging

Task 2: Explore

Answer the questions by choosing A, B, C, D or E.

1. What will listeners most likely do after listening to the talk?
 - A. tell other people about the impact of price gouging
 - B. read more information about ways to stabilise prices
 - C. start panic buying
 - D. buy things for daily needs
 - E. be more consumptive

2. The speaker said, "Frankly, it is a strange situation, but it's not uncommon. I often emerge during a pandemic or a disaster."
What does the speaker imply?
 - A. Price gouging frequently occurs during a pandemic or a disaster.
 - B. People do not know much about price gouging.
 - C. Price gouging is not a popular issue.
 - D. Knowing about price gouging is important for some people.
 - E. It is easy to create price gouging.

3. Why is panic buying considered to trigger price gouging?
 - A. It causes the supply of goods to increase.
 - B. It makes prices fall.
 - C. It increases the demand of goods.
 - D. It creates scarcity of products.
 - E. It creates disruption to productivity.

Key Answer

1. B. read more information about ways to stabilise prices
2. A. Price gouging frequently occurs during a pandemic or a disaster.
3. C. It increases the demand of goods.

Task 3: Apply

Answer the questions by choosing A, B, C, D or E.

1. Which group of words is similar in meaning?
 - A. strange, uncommon, unusual, ordinary
 - B. goods, commodity, price, products
 - C. disruption, break, assistance, potential
 - D. skyrocket, rise, escalate, increase
 - E. panic, alarmist, calm, careful

2. People make assumptions and hence make decisions just by scrolling down their phone. Becoming alarmist and panic buying are common reactions, which accelerate the emergence of me.
Which sentence is suitable to complete these sentences?
 - A. You should become more alarmist.
 - B. Will you also start panic buying?
 - C. I hope you will join them.
 - D. Make sure you keep scrolling down your phone.
 - E. I will help you to make an assumption.

Key Answer

1. D. skyrocket, rise, escalate, increase
2. B. Will you also start panic buying?

Task 4: Present

Listen to the audio and do the following activities. You may choose the ones that you like most, or the activities that your teacher assigns to you.

1. After listening to the monologue, talk about what you have understood about price gouging using your own words.
2. Suppose you are the owner of a shop, what would you do if price gouging occurred?

3. Make an infographic (supply and demand curve for price gouging) based on the explanation about price gouging. Make sure that the influencing factors are described clearly.

Key Answer

1. The restatement should contain general statements/definitions, explanations (process/stages/phase) and closing - extra information. The use of technical terms related to price gouging (price, supply, demand, productivity, increase, decrease) can be found in the talk. The influencing factors/affective aspects of price gouging can be restated completely using understandable language.
2. Answers may vary
The answer should mention about personal decision and some steps to be taken when he/she becomes a business person. It is also expected that the student will mention the characteristics of a good business person.

Use the following Rubric for oral presentation assessment: (For activity 1 and 2)

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/ or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or

	statistics; supports conclusions/ideas with evidence	that support the subject; includes some data or evidence that supports conclusions	provides weak examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence	no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Grammar/Vocabulary	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical form • Uses a range of appropriate vocabulary when talking 	<ul style="list-style-type: none"> • Shows sufficient degree of control of simple grammatical form • Uses appropriate vocabulary to talk 	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical form • Uses a vocabulary of isolated words and phrases when talking 	<ul style="list-style-type: none"> • Shows no control of grammatical form • Does not use appropriate vocabulary to talk
Pronunciation	<ul style="list-style-type: none"> • is mostly intelligible and has some controls of phonological features at both utterance and word levels 	<ul style="list-style-type: none"> • is mostly intelligible despite limited controls of phonological features 	<ul style="list-style-type: none"> • has limited controls of phonological features and is often unintelligible 	<ul style="list-style-type: none"> • No controls of phonological features and is mostly unintelligible
Comments				

3. Infographic

Good infographics contain :

- General information
- Process/stages
- Informative chart/graphic/pictures

Example:



Use the following Rubric for infographic assessment

Rubric for Infographic Assessment

Task Description:

Criteria	Weight	Exceptional	Admirable	Marginal	Unacceptable
Content	50%	<ul style="list-style-type: none"> ◆ Appropriate details support main idea ◆ Accurate and detailed information ◆ Information adequately supports purpose of visual 	<ul style="list-style-type: none"> ◆ Most details support main idea ◆ Accurate information for almost all subject matter ◆ Information is mostly adequate and supportive of visual's purpose 	<ul style="list-style-type: none"> ◆ Few details support main idea ◆ Lacking accurate information ◆ Inadequate information is not clearly supportive of visual's purpose 	<ul style="list-style-type: none"> ◆ No details to support main idea ◆ Information is not accurate ◆ Information does not support the visual's purpose
Focus	20%	<ul style="list-style-type: none"> ◆ Topic and title clear and easily identified ◆ Main idea is clearly appropriate to topic ◆ All illustrations complement purpose of visual 	<ul style="list-style-type: none"> ◆ Topic and title are mostly clear and easily identified ◆ Main idea is appropriate to topic ◆ Most illustrations complement purpose of 	<ul style="list-style-type: none"> ◆ Topic and title difficult to identify ◆ Main idea not clearly stated ◆ Few illustrations complement purpose of visual 	<ul style="list-style-type: none"> ◆ Topic and title are not clearly identified ◆ No main idea ◆ Illustrations do not complement purpose of visual

			visual		
Visual Appeal	20%	<ul style="list-style-type: none"> ◆ Outstanding use of colour, design, and space ◆ Original and creative design ◆ Overall design is pleasing and harmonious 	<ul style="list-style-type: none"> ◆ Adequate use of colour, design, and space <ul style="list-style-type: none"> ◆ Design is adequate ◆ Overall design is mostly pleasing and harmonious 	<ul style="list-style-type: none"> ◆ Inappropriate use of colour, design, and space <ul style="list-style-type: none"> ◆ Design lacks creativity ◆ Lack of harmonious design in presentation 	<ul style="list-style-type: none"> ◆ Little attempt to use colour, design and space appropriately ◆ Design is dull ◆ Project has sloppy appearance
Mechanics	10%	<ul style="list-style-type: none"> ◆ Free of grammatical errors ◆ Words are legible and pertinent to topic 	<ul style="list-style-type: none"> ◆ Mostly free of grammatical errors ◆ Most words are legible and pertinent to topic 	<ul style="list-style-type: none"> ◆ Frequent grammatical errors ◆ Presentation is illegible and confusing 	<ul style="list-style-type: none"> ◆ Too frequent grammatical errors ◆ Distractive elements make illustration ineffective

E. REFERENCES

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- Isyunanda Kristianus Pramudito (2020) - Rationality maintains macroeconomic immunity – The Jakarta Post article March 24, 2020 page 4.
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