

ENGLISH AUDIOPIEDIA  
SUPPLEMENTARY MATERIALS

I MIGHT CAUSE YOU TO BE APART FROM OTHERS FOR A MOMENT

A. IDENTIFICATION

Code	:	17/EAP/XI SMA
Theme	:	Health
Subtheme	:	Social distancing
Social Function	:	To ask and give information related to natural and social phenomena.
Grade	:	Grade XI Senior High School

B. KEY VOCABULARY

disease (noun)	:	penyakit
spread (noun)	:	penyebaran
spread (verb)	:	menyebarkan
outbreak (noun)	:	wabah
contagious (adj)	:	menular
slow (verb)	:	memperlambat
flattening the curve (verb phrase)	:	meratakan kurva
social distancing (noun phrase)	:	menjaga jarak dengan orang lain

C. MONOLOGUE SCRIPT

Hi friends! Throughout history, as humans spread across the world, infectious diseases have been a constant companion. Even in this modern era, outbreaks are constant. Some of history's most deadly pandemics include the Bubonic Plague, Smallpox, Ebola, Spanish flu, Hong Kong Flu, SARS and MERS. Do you know that I have existed since the 14<sup>th</sup> century? During the plague pandemic people knew me as the practice of quarantining. Now, people call me "social distancing". I am the best measure to prevent the spread of a contagious disease, by staying away from mass gatherings and maintaining physical distance between people. So, why am I crucial?

I might still be one of the best ways of fighting a pandemic. My aim is to "flatten the curve". This means slowing the rate at which a disease is spread, so there will be fewer critical cases in

the short term. Slowing the spread allows medical services to cope with the caseload at any given time. It maximizes the prospect of patients getting the care they need when they need it, thereby reducing deaths.

So, how do I slow down the spread? Each person infected is thought to pass it on to two or three people in the early stages of an outbreak. If you are infected, and continue to socialize as normal, it is likely you will pass the virus on to between two to three friends or family members, who could each then go on to infect a further 2 to 3 people. Within one month, one case can lead to 244 other cases and in two months, this number can soar to 59,604 cases. When you put me into practice, I can slow the spread and stop this domino effect. I might cause you to be apart from others for a moment but you can help protect countless others and yourself in the long run.

#### D. EXERCISES

Task 1: Explore

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

1. What is the purpose of the speaker?
  - A. to provide listeners with some tips on social distancing
  - B. to explain why and how social distancing slows down the spread of disease
  - C. to retell the history of social distancing in the world
  - D. to explain some activities in regard to social distancing
  - E. to present two different opinions about social distancing
  
2. The speaker said, "I am the best measure to prevent the spread of a contagious disease."  
What is a synonym of the word "contagious"?
  - A. dangerous
  - B. infectious
  - C. strange
  - D. harmless
  - E. safe
  
3. What is the last part of the talk about?
  - A. What is social distancing?
  - B. How do people practice social distancing?
  - C. How social distancing can slow down the spread of a disease.
  - D. Why social distancing is crucial.

E. Who should be practicing social distancing.

### Key Answer

1. B. to explain why and how social distancing slows down the spread of disease
2. B. infectious
3. C. How social distancing can slow down the spread of a disease

### Task 2: Explore

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

1. What will the listener most likely do after listening to the talk?
  - A. tell other people tips on social distancing
  - B. find out more information about the practice of social distancing
  - C. stop practicing social distancing
  - D. help medical services to treat infected people
  - E. tell people about the drawbacks of social distancing
2. The speaker said, "I might still be one of the best ways of fighting a pandemic."  
What does the speaker imply?
  - A. There are still other ways to fight a pandemic.
  - B. Social distancing is not effective to fight a pandemic.
  - C. Pandemics and social distancing are closely related.
  - D. Knowing about social distancing is important.
  - E. Social distancing is the only way to fight a pandemic.
3. Based on the talk, how does social distancing impact on medical services?
  - A. It means people can meet their doctor virtually.
  - B. It helps people to be more hygienic.
  - C. It can make people stay connected with medical services.
  - D. It can stop transmission from person to person.
  - E. It reduces the number of critical cases that need to be treated at any given time.

### Key Answer

1. B. find out more information about the practice of social distancing
2. A. There are still other ways to fight a pandemic.
3. E. It reduces the number of critical cases that need to be treated at any given time.

### Task 3: Apply

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

1. Which group of words has a similar meaning?
  - A. spread, grow, decrease, limit
  - B. socialize, mingle, interact, get together
  - C. allow, let, forbid, permit
  - D. slow, decelerate, stop, decrease
  - E. outbreak, flare-up, outburst, calmness
  
2. Which sentence is most suitable to complete these sentences?

When you put me into practice, I can slow the spread and stop this domino effect. I might cause you to be apart from others for a moment but you can help protect countless others and yourself in the long run.

  - A. Dont be afraid of the disease.
  - B. Love the people around you.
  - C. You can be very healthy all around the globe.
  - D. Stay home and stay safe.
  - E. Don't socialize for a moment.

### Key Answer

1. B. socialize, mingle, interact, get together
2. D. Stay home and stay safe.

### 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 social distancing using your own words.

2. a. Suppose the government has recommended all citizens practice social distancing. What steps will you take after the policy is issued?
- b. If social distancing is applied, what would you do if you were ....
  - A. a pharmacy sales assistant
  - B. the owner of a grocery store
  - C. an event organizer
3. Make an infographic based on the explanation about social distancing. Use illustrations, graphics or curves to show that disease can spread widely, and can be slowed down by social distancing.

### Key Answer

1. The restatement should contain general statements/definitions, explanations (process/stages/phases) and closing - extra information. The use of technical terms related to social distancing (disease, spread, outbreak, stay away, avoid mass gatherings, flatten the curve, slow the spread) can be found in the talk.  
The reason/rationale of how social distancing can slow the spread of the disease can be restated completely using understandable language.
2. Answers may vary  
The answer should mention about personal decision and some steps that will be taken when he/she is social distancing, such as finding out more information about social distancing, knowing the do's and don'ts, and finding out more information on how to anticipate the psychological effects. The answer should also mention about social distancing steps taken when he/she has a certain role, such as a pharmacy sales assistant, the owner of a grocery store, or an event organizer.

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

### Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume</li> </ul>	<ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes</li> <li>• Speaks in low volume and/ or monotonous</li> </ul>

	interest and emphasize key points	variation of volume and inflection	with little or no inflection	tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with expected answers to all questions, without elaboration</li> <li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>• Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have grasp of information and cannot answer questions about subject</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented</li> <li>• Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no interest in topic presented</li> <li>• Fails to increase audience understanding of knowledge of topic</li> </ul>
Grammar/Vocabulary	<ul style="list-style-type: none"> <li>• Shows a good degree of control of simple grammatical form</li> <li>• Uses a range of appropriate vocabulary when talking</li> </ul>	<ul style="list-style-type: none"> <li>• Shows sufficient degree of control of simple grammatical form</li> <li>• Uses appropriate vocabulary to talk</li> </ul>	<ul style="list-style-type: none"> <li>• Shows only limited control of a few grammatical form</li> <li>• Uses a vocabulary of isolated words and phrases when talking</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no control of grammatical form</li> <li>• Does not use appropriate vocabulary to talk</li> </ul>
Pronunciation	<ul style="list-style-type: none"> <li>• is mostly intelligible and has some controls of phonological features at both utterance and word levels</li> </ul>	<ul style="list-style-type: none"> <li>• is mostly intelligible despite limited controls of phonological features</li> </ul>	<ul style="list-style-type: none"> <li>• has limited controls of phonological features and is often unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• No controls of phonological features and is mostly unintelligible</li> </ul>
Comments				

### 3. Infographic

Good infographics contain :

- General information
- Process/stages
- Informative charts/graphics/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"> <li>◆ Appropriate details support main idea</li> <li>◆ Accurate and detailed information</li> <li>◆ Information adequately supports purpose of visual</li> </ul>	<ul style="list-style-type: none"> <li>◆ Most details support main idea</li> <li>◆ Accurate information for almost all subject matter</li> <li>◆ Information is mostly adequate and supportive of visual's purpose</li> </ul>	<ul style="list-style-type: none"> <li>◆ Few details support main idea</li> <li>◆ Lacking accurate information</li> <li>◆ Inadequate information is not clearly supportive of visual's purpose</li> </ul>	<ul style="list-style-type: none"> <li>◆ No details to support main idea</li> <li>◆ Information is not accurate</li> <li>◆ Information does not support the visual's purpose</li> </ul>
Focus	20%	<ul style="list-style-type: none"> <li>◆ Topic and title clear and easily identified</li> </ul>	<ul style="list-style-type: none"> <li>◆ Topic and title are mostly</li> </ul>	<ul style="list-style-type: none"> <li>◆ Topic and title difficult to identify</li> </ul>	<ul style="list-style-type: none"> <li>◆ Topic and title are not</li> </ul>

		<ul style="list-style-type: none"> <li>◆ Main idea is clearly appropriate to topic</li> <li>◆ All illustrations complement purpose of visual</li> </ul>	clear and easily identified <ul style="list-style-type: none"> <li>◆ Main idea is appropriate to topic</li> <li>◆ Most illustrations complement purpose of visual</li> </ul>	<ul style="list-style-type: none"> <li>◆ Main idea not clearly stated</li> <li>◆ Few illustrations complement purpose of visual</li> </ul>	clearly identified <ul style="list-style-type: none"> <li>◆ No main idea</li> <li>◆ Illustrations do not complement purpose of visual</li> </ul>
Visual Appeal	20%	<ul style="list-style-type: none"> <li>◆ Outstanding use of color, design, and space</li> <li>◆ Original and creative design</li> <li>◆ Overall design is pleasing and harmonious</li> </ul>	<ul style="list-style-type: none"> <li>◆ Adequate use of color, design, and space</li> <li>◆ Design is adequate</li> <li>◆ Overall design is mostly pleasing and harmonious</li> </ul>	<ul style="list-style-type: none"> <li>◆ Inappropriate use of color, design, and space</li> <li>◆ Design lacks creativity</li> <li>◆ Lack of harmonious design in presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Little attempt to use color, design and space appropriately</li> <li>◆ Design is dull</li> <li>◆ Project has sloppy appearance</li> </ul>
Mechanics	10%	<ul style="list-style-type: none"> <li>◆ Free of grammatical errors</li> <li>◆ Words are legible and pertinent to topic</li> </ul>	<ul style="list-style-type: none"> <li>◆ Mostly free of grammatical errors</li> <li>◆ Most words are legible and pertinent to topic</li> </ul>	<ul style="list-style-type: none"> <li>◆ Frequent grammatical errors</li> <li>◆ Presentation is illegible and confusing</li> </ul>	<ul style="list-style-type: none"> <li>◆ Too frequent grammatical errors</li> <li>◆ Distractive elements make illustration ineffective</li> </ul>

## E. REFERENCES

- Abigail Beall (2020) Why social distancing might last for some time diambil dari <https://www.bbc.com/future/article/20200324-covid-19-how-social-distancing-can-beat-coronavirus> pada 20 April 2020
- Kementerian Pendidikan dan Kebudayaan. (2016). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 24 Tahun 2016. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Nicholas Le Pan (2020) -Visualizing the History of Pandemics. Diambil dari <https://www.visualcapitalist.com/history-of-pandemics-deadliest/> pada 20 April 2020
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- Wikipedia (2020). Social distancing diambil dari [https://en.m.wikipedia.org/wiki/Social\\_distancing](https://en.m.wikipedia.org/wiki/Social_distancing) pada 18 April 2020.