XI Grade Students

LISTENING WORKSHEETS

INDONESIAN ENVIRONMENTAL FIGURES

CAPAIAN PEMBELAJARAN:

Peserta didik mampu memahami informasi penting, menginterpretasikan makna tersirat, dan mengevaluasi isi dari teks naratif berbentuk biografi tokoh lingkungan Indonesia yang diperdengarkan melalui media audio atau video, serta mampu merespon secara lisan maupun tertulis sesuai konteks.

TUJUAN PEMBELAJARAN:

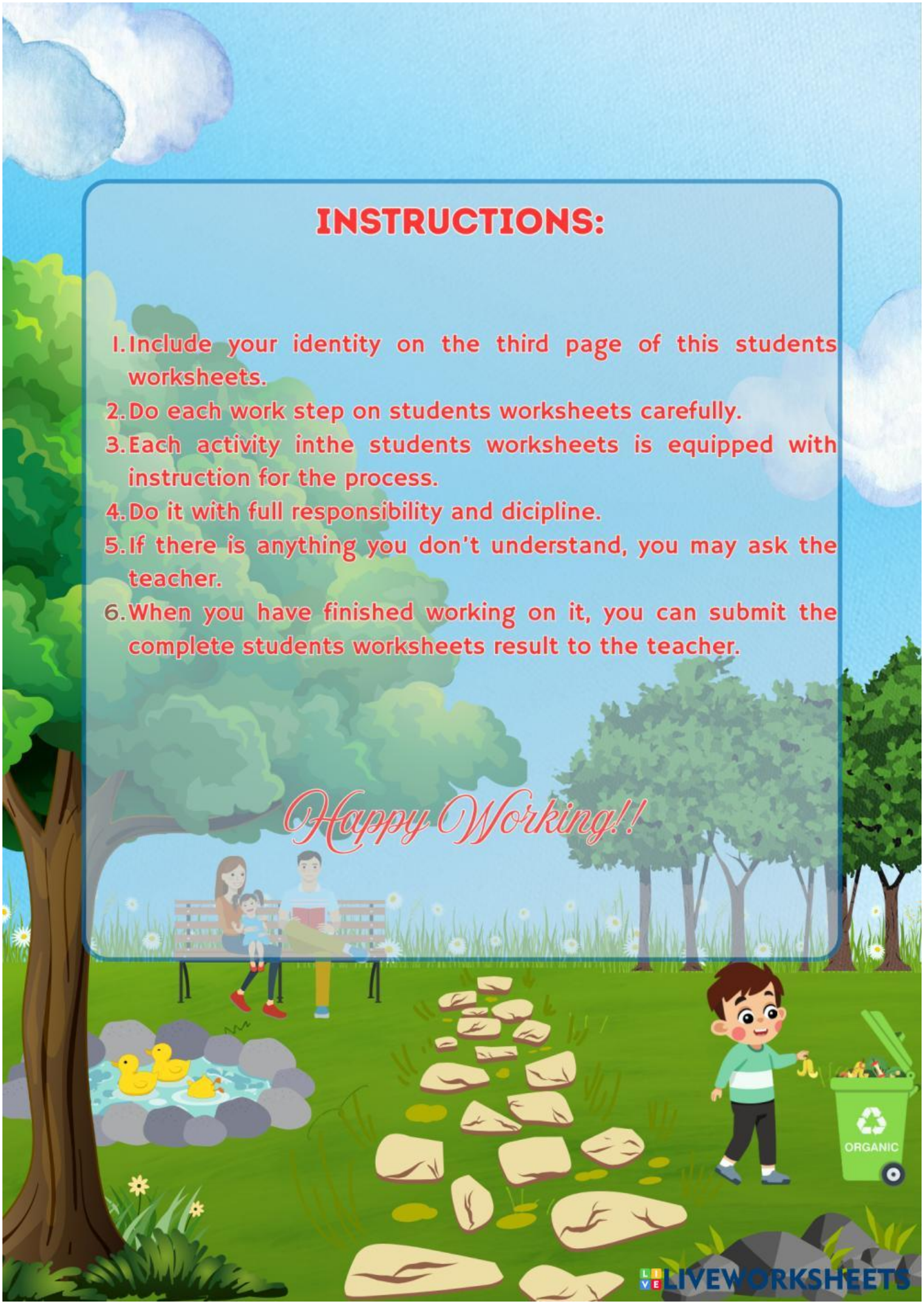
1. Siswa mampu mengidentifikasi informasi spesifik dari teks biografi tokoh lingkungan Indonesia yang didengarkan.
2. Siswa mampu menyimpulkan isi teks naratif tentang tokoh lingkungan berdasarkan audio.
3. Siswa mampu mengevaluasi peran dan kontribusi tokoh lingkungan yang disampaikan dalam teks.
4. Siswa mampu menyampaikan kembali isi teks naratif secara lisan atau tertulis.

LIVEWORKSHEETS

INSTRUCTIONS:

1. Include your identity on the third page of this students worksheets.
2. Do each work step on students worksheets carefully.
3. Each activity inthe students worksheets is equipped with instruction for the process.
4. Do it with full responsibility and dicipline.
5. If there is anything you don't understand, you may ask the teacher.
6. When you have finished working on it, you can submit the complete students worksheets result to the teacher.

Happy Working!!



LIVEWORKSHEETS

Name : _____

Class : _____

PART A



You will listen to the audio above by clicking the "play" button. Look at the statements below, and determine whether they are true or false by clicking ✅ if it true, and ❌ if it false, based on what you have heard.



Pandawara Group: Real Action by Youth for the Environment



LIVEWORKSHEETS

1. Pandawara Group consists of five young men

2. Some members of Pandawara are still college students

3. They started their activities in 2020

4. The group works only in rural areas of Indonesia

5. Name of "Pandawara" symbolizesbringing positive change.

PART B

Listen carefully once more to the short audio biography about Pandawara Group. Then, answer the multiple-choice questions based on what you have heard. Click "Click here" button to see the multiple-choice, then choose the correct one of them to answer the question.

No.	QUESTIONS	CHOICES
1.	What is the main purpose of the conversation?	Click here
2.	What can be inferred about the members of Pandawara?	Click here
3.	Why did the group choose the name "Pandawara"?	Click here
4.	According to the conversation, how did Pandawara Group gain public attention?	Click here
5.	What is implied about the impact of Pandawara's work?	Click here

LIVEWORKSHEETS

PART C



Listen to the audio above by clicking the "play" button, then complete the paragraphs below by selecting the answer provided in the box and dragging the answer and dropping it in the blank part of the sentence



Farwiza Farhan

Pioneer of Leuser Ecosystem Protection



Tropical	Inclusion	Ecosystem	Pursuing
Radboud	Empowerment	Marine	
Whitley	dedication		

LIVEWORKSHEETS

Farwiza Farhan, born on May 1, 1986 in Banda Aceh, Indonesia, is an environmental activist known for her fight to protect the Leuser Ecosystem-one of the most important _____ rainforest areas in the world. She completed her undergraduate studies at University Sains Malaysia in _____ Biology, continued her Masters at the University of Queensland, Australia, and is currently _____ her PhD at _____ University, the Netherlands. After working at the Leuser_____ Management Agency (BPKEL), she founded HAkA Foundation (Hutan, Alam dan Lingkungan Aceh) which focuses on conservation, legal advocacy, and _____ of local communities and women. Farwiza has received numerous international awards, including the _____ Award (2016), Future for Nature Award (2017), and _____ in the TIME100 Next list (2022). In 2024, she was also awarded the Ramon Magsaysay Award for her leadership and _____ to environmental conservation.



LIVEWORKSHEETS