



DAR2/Profesional/157/1/2019

**PENDALAMAN MATERI PENDIDIKAN BAHASA INGGRIS**

**MODUL 1 ENGLISH FOR PUBLIC INFORMATION**

**PENULIS:**

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Kementerian Pendidikan dan Kebudayaan  
2019

Judul : English for Public Information

Penulis : Saefurrohman, Ph.D

ISBN : -

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Penerbit : Kemendikbud

Redaksi :

Jl. Raya Dukuh Waluh PO BOX 202 Purwokerto, Banyumas

Distributor Tunggal : 5 November 2019

Cetakan Pertama : 2019

Hak cipta dilindungi Undang-Undang

Dilarang memperbanyak modul ini dalam bentuk dan dengan cara apapun tanpa ijin tertulis dari penerbit

## **Kata Pengantar**

Puji Syukur kehadirat Allah SWT karena atas limpahan rahmat-Nya sehingga kami dapat menyelesaikan Modul 1 untuk daring 2 Profesional, Program Pendidikan Guru, Program Studi Pendidikan Bahasa Inggris. Modul 1 ini berjudul English for Public Information, yang bertujuan untuk membekali peserta didik akan teks yang berkaitan dengan English for Public Information. Modul ini juga dilengkapi dengan latihan, tes formatif dan summative untuk menguji pemahaman peserta didik terkait dengan materi yang terdapat pada modul.

Kami mengucapkan terima kasih kepada berbagai pihak yang telah membantu proses penyelesaian modul ini, terutama kepada penyelia Prof. Dr. Putu Kerti Nitiasih, MA dan Dra, Nury, Supriyanti, MA, yang telah membimbing penyusun dalam pembuatan modul ini.

Kami menyadari masih banyak kekurangan dalam penyusunan modul ini. Oleh karena itu, kami sangat mengharapkan kritik dan saran demi perbaikan dan kesempurnaan modul ini. Semoga modul ini dapat bermanfaat bagi kita semua, khususnya para peserta didik Program Pendidikan Guru.

Purwokerto, 5 November 2019

Penyusun

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## **MODULE 1**

### **ENGLISH FOR PUBLIC INFORMATION**

#### **A. Introduction**

Welcome to the Module 1. This module entitles *English for Public Information*. Based on its name, this module is arranged to make you, as the English learners and as the English teachers know and understand on how to learn and teach English for public Information.

This module will also explore about comprehension and ability of short functional texts. You will be introduced to the concept of public notice, post and banners, texts of graphic organizers, and texts of infographic. You will be asked to observe kinds of sample of public notice, posts and banners, graphic organizers, and infographic in Indonesia. You have to make a product of public notice, posts and banners, graphic organizers, and infographic.

What will you learn from this book?

1. knowledge to engage in social functions in contextually acceptable short functional text structures and lexico-grammatical features
2. the social functions, text structures, and lexico-grammatical features of a number of short functional texts in regard to the contexts of situation
3. the differences and similarities between a number of short functional texts from varied contexts of situation, in regard to the social functions, text structures, and lexico- grammatical features
4. how to produce short functional texts with contextually acceptable social functions, with contextually acceptable text structures and lexico-grammatical features.

## **B. Objectives**

This module, *English for Public Information*, aims to help you to

1. have better knowledge particularly in some types of short functional texts.
2. understand four types of short functional texts whose social functions are to inform, warn, remind the readers – public notice text, posters and banners, graphic organizers, and infographics.
3. familiarize you with all language skills in English, namely Listening, Speaking, Reading and Writing.
4. have a higher order thinking by being creative to create samples of public notice, posters and banners, graphic organizers, and infographics.

## **C. Activities**

This module has four learning activities accredited for one credit equals to eight-class hour and distributed in:

1. **Learning Activity 1: Exploring Public Notice**
2. **Learning Activity 2: Exploring Posters and Banners**
3. **Learning Activity 3: Exploring Graphic Organizers**
4. **Learning Activity 4: Exploring Infographic**

Having completed learning this module, you are expected to be able to know more about various types of short functional texts including public notice, posters and banners, graphic organizers, and infographic. Your knowledge and comprehension about short functional texts will be a big help for you to create your own texts and to teach your students meaningfully. When you master

materials about short functional text, it allows you to understand the meaning behind the texts and create your own samples.

There are three specific activities to help you achieve the goals of learning this module namely pre-activity, main-activity, and post-activity.

A. Pre-activity: building background knowledge about short functional texts.

Building background knowledge. Since background knowledge greatly influences comprehension, it is important to have specific concepts of short functional texts. You can provide yourself with factual information such as the information from an encyclopedia or a list of key words from the story and check yourself what you know about the information.

B. Main Activity: Many activities encourage understanding and enjoyment while you are comprehending the materials about short functional texts.

- Post-it Note: You can write notes while learning
- Identify different types of short functional texts.
- Determine the content of the overview of short functional texts.
- Find factual information from a variety of short functional texts.
- Discover implicit information from a variety of short functional texts.
- Determine the meaning of words based on context.

C. Post-Activity: Questioning, Discussion, Creating, and Presenting.

1. Questioning: Questioning activities encourage you to think about and respond to the information and ideas about short functional texts.
2. Discussion: Discussion is exchanging ideas out loud. The intent is to freely explore ideas, to learn something new or gain a different perspective by pooling the information or insights that more than one person can give.
3. Creating: Making your own text (notice, caution, and prohibition) is another enjoyable activity.
4. Presenting your texts: Presenting your own texts is another enjoyable activity.

***"Have an enjoyable and fruitful learning!"***

## LEARNING ACTIVITY 1: PUBLIC NOTICE



### A. INTRODUCTION

#### 1. Short Description

This part conveys the Learning Activity 1 of Module 1 “English for Public Information”. Have you ever seen samples of public notice? Can you understand the meaning or information contained in the texts? To answer this, you may read a brief description below.

People usually use notice to give information, instruction or warning. That’s why in the notice, people use a simple word with a simple font which is written in a placard or notice board. Notice / caution is a form of



functional Text used as instruction or guidance to someone doing or not doing something. Notice / caution may be in the form of phrases (combination of words), clause (Sentence), or an image / mark / sign. Notice should be easily understood and easy to read, so usually notice or notification always using simple words, written in a simple, and large font. And it is usually placed in public places. Notice can also be signs.

## **2. Relevance**

Can you easily find the sample of notices in your neighborhood? How do you see those? Can you grab the information from the notices you find? Have you ever tried to make one of those? If you have never created notice, so this course will help you much to deepen your comprehension about notices as well as to dig your creativity in creating series of notice. So, let's start and check it out!

## **3. Learning Guide**

There are three specific activities to help you achieve the goals of learning this module namely pre-activity, main-activity, and post-activity.

### **a. Pre-activity: building background knowledge about notices**

Building background knowledge. Since background knowledge greatly influences comprehension, it is important to have specific concepts of short functional texts. You can provide yourself with factual information such as the information from an encyclopedia or a list of key words from the story and check yourself what you know about the information.

### **b. Main Activity: Many activities encourage understanding and enjoyment while you are comprehending the materials about notices.**

- Post-it Note: You can write notes while learning
- Identify series of notice sample

- Determine the messages contained in notices
  - Find factual information from a variety of notices
- c. Post-Activity: Questioning, Discussion, Creating, and Presenting.
- Questioning: Questioning activities encourage you to think about and respond to the information and ideas about notices.
  - Discussion: Discussion is exchanging ideas out loud. The aim is to freely explore ideas, to learn something new or gain a different perspective by pooling the information or insights that more than one person can give.
  - Creating: Making your own notices.
  - Presenting your created notices.

## **B. MAIN SECTION**

### **1. Learning Outcomes**

In Learning Activity 1 you will learn the following competencies:

#### **a. Attitude**

To uphold and apply religious values, moral values, ethical values, personal and social values (honesty, discipline, accountability, independence), care and respect for differences and diversity, tolerance, peace, collaboration, and nationalism.

#### **b. Knowledge**

To analyze the social functions, text structures, and lexico-grammatical features of notices in regard to the contexts of situation.

#### **c. Skill**

After learning this chapter, you are expected to be able to:

- comprehend a series of notice meaningfully.
- compare the social functions of notices regarding the context of situation, the target readers, the points of interests or importance.

- compare the difference among the types of notice.
- comprehend the language features of notice.
- create notices.

## 2. Learning Material and Learning Activities

### a. Definition of Notice

Do you know what notices are? Can you explain the definition of notice? How are they constructed? How are the notices designed for? If you have no idea to answer the questions above, please see the pictures below. The video will provide a depiction about what notices are, so that you can understand the definition, structure, as well as the functions of notices.



Video 1. All about Notice

### Task 1

The video above provides the examples of notice. Answer the questions below.

1. What information is presented in the video?
2. What are the things described in the video?
3. What do you think about the aims of the video above?

4. When you see and read the video above, can you describe any important information about what the pictures are telling about?

**Task 2**

Look at the following pictures and answer the questions

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



**LOCKHART INDEPENDENT SCHOOL DISTRICT**

419 Bois D'Arc Street • Lockhart, Texas 78644 • phone: 512.398.0000 • fax: 512.398.0031  
www.lockhart.isd.org

**NOTICE**  
**OF**  
**PUBLIC MEETING**

**Lockhart Junior High School**  
will hold a  
Public Meeting  
for comment on the  
**Campus Improvement Plan**

September 18, 2019 at 4:30 PM  
in the **Library** at the  
Lockhart Junior High  
500 City Line Road, Lockhart, TX 78644

1. What similar elements do you find in the samples of notice above?
2. What element do you only find in certain picture?
3. Then, how can you conclude a notice?

### **b. Social Function of Public Notice Text**

A notice is a formal means of communication. The purpose of a notice is to announce or display information to a specific group of people. In social communication, there are many functions or purposes of Notice text, they are used:

- To give an instruction / to instruct people to....
- To give information / to inform people to....
- To give direction
- To ask people to....
- To advice/to suggest / to recommend people to....
- To remind people to....
- To warn / to give warning
- To ban / to forbid / to prohibit people to...

The purposes of notice text are based on the message written in the notice. Because of the above functions, that's why in the notice, people use a simple word with a simple font which is written in a placard or notice board.

### **c. Characteristics of Notice Text**

Below are the characteristics of notice text:

- Short text (simple words, phrases, or clauses)
- Easy to understand
- Written in capital font
- Mostly use images/pictures

#### d. Generic Structure of Public Notice

As stated by Nurdiono (2016), there are three parts of generic structure of public notice: attention gather, information, and closure. The description of each part is depicted below.

##### ❖ Attention gather (optional)

Attention gather means using expressions or phrases that can attract readers' or people's attention such as Notice, Warning, or Caution. See the initial word of some examples below.



##### ❖ Information

Information here can be defined as the messages or information of the text that want to be delivered to people.

Look at the example below.



❖ Closure (optional)

Can you see the closure part in the notice below?



If you can't see the closure part of the notice above, you should read the short description about what closure is. Closure is an act of closing: the condition of being closed. Closure in notice text can be defined as a closing statement of notice. As its optional characteristic, closure can be omitted or it can be written in the last part of the text. The function of closure is to close the statements of notice.

After you read the description of closure, can you now find the closure of notice above?

e. Language Features of Public Notice

- ❖ Using Imperative mood (imperative sentence)



The imperative mood is a verb form which makes a command or a request.

For example:

- a. **Empty** the bin, John.

(This is a verb in the imperative mood.)

- b. John **empties** the bin.

(This verb is not in the imperative mood. It is in the indicative mood.)

The main verb (i.e., the finite verb) in an imperative sentence will be in the imperative mood. In other words, it will be a command or a polite request.

Here are some more examples of verbs in the imperative mood (shaded):

- a. **Run!**

- b. **Get out!**

- c. **Stop** the bleeding.

- d. I am going to cross the field. **Shout** when you see the bull.

(*I am going* is the indicative mood (i.e., just a statement).

However, *shout* is in the imperative mood.)

❖ Using Declarative reference

The typical form (structure) of a declarative sentence is:

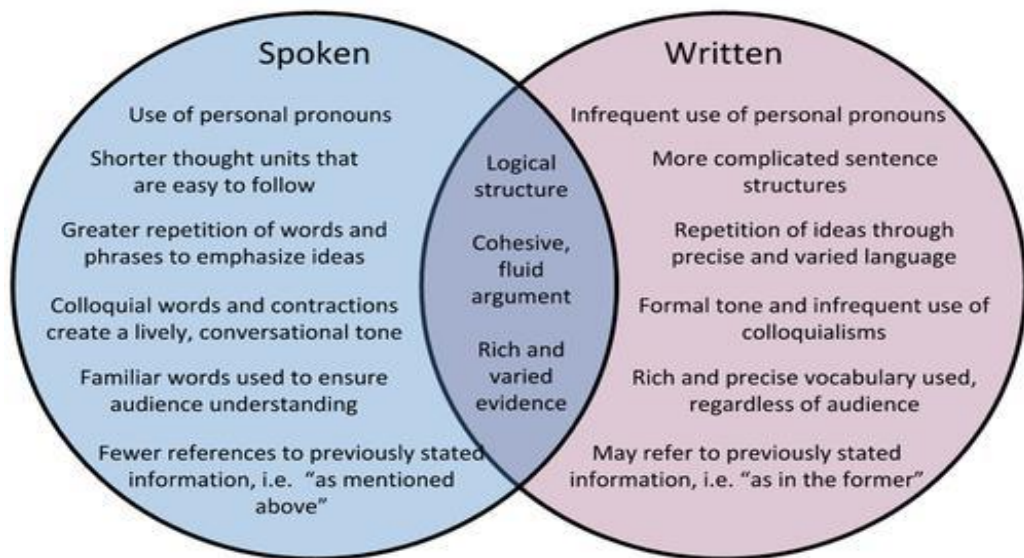
<b>subject</b>	+	<b>verb</b>	
Ram		speaks	Chinese.

The final punctuation is usually a **full-stop/period** (.).

Declarative sentences can be in **positive** or **negative** form, and in **any tense** as well as notice.

❖ Spoken / written language features

In writing notice text, we can use spoken or written language style. The differences between both features are presented in the following charts.



The chart above describes about the difference between spoken and written language features in writing notice.

i. The use of personal pronouns

In spoken language, personal pronouns are often used, yet for written language, they are infrequently used.

ii. Sentence structure

The sentence structure of spoken language is shorter and easier to follow than the sentence structure in written language.

iii. How to emphasize ideas

In spoken language style, to emphasize ideas words, repetition and phrases occur more than written style in which the ideas delivered through precise and varied language.

iv. Tone

Conversational tone is applied in spoken language, whereas in written language it applies formal tone.

v. Vocabulary

Familiar words are mostly used in spoken style in order to ensure readers' understanding, while in written style rich and precise vocabulary is implemented.

vi. Reference to previously stated information

Fewer references to previously stated information are as the feature of spoken language style such as "as mentioned above". Yet, in the written style previously stated information may be required such as "as in the former".

**f. Kinds of Notice and their examples**

Below is the description of kinds of notice and the examples.

▪ **Command**

Command sentences are used when you are telling someone to do something.

Commands usually start with an imperative verb, also known as a 'bossy verb', because they tell someone to do something.

Look at the example 1, the word "keep" is an imperative verb, and it tells someone or people to do something.

Example:

- Keep The Door Closed
- Slow Down
- Keep the Room Clean

▪ **Caution**

A caution is a formal warning that is given to a person who has admitted the offence. It is usually used to remind person or reader to be more careful.

Example:

- CAUTION wet floor
- CAUTION Hot Surface



▪ **Information:**

Information means giving information. Information notice provides or gives information or material contained in the notice texts to the readers/people.

Example:

- For Staff Only
- Rest Area
- Bike Route



▪ **Prohibition**

Prohibition is the action of prohibiting or inhibiting or forbidding (or an instance there of) to do something. Therefore, people or readers are not allowed to do the things written in the notices.

Example:

- Pedestrians Prohibited
- No Smoking
- No Parking
- Don't littering

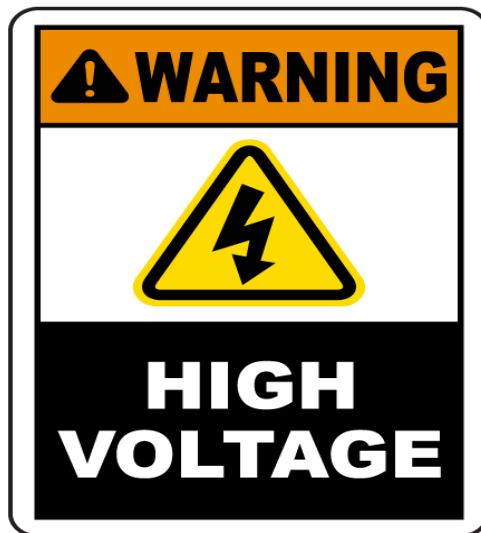


▪ **Warning**

Warning usually refers to a message informing of danger. It can be in both written and spoken form. It is usually intended to make readers or people becoming aware about the danger condition near them.

Example:

- Warning High Voltage
- Warning Keep Out of Children Reach
- Beware of Pickpockets



**Task 3**

Look at the following picture of Notice then analyze the language used in each notice. Describe in the table below as the example done!

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



Picture 7



Picture 8



Picture 9



Picurtre 10



No	Picture number	Kinds of notice	Command	Prohibition sentence	Imperative sentence	Information (for)
1.	1	Notice	-	No dogs are allowed	-	Dogs
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						



#### **Task 4**

You have learned all materials of notice, including all details about them.

Now, your job is trying to have the real try to produce your own notice.

Firstly, you have to make a group of five. Then, go to a school nearby. Do some interview to the headmaster, teachers, staffs or even the students in the school about what problems they are facing regarding their bad habit in school which needs a change. You may also find some good activities which need to be maintained. Then, it is a challenge for you to produce the notice, either caution, prohibition, or notice. Remember, you have to make your product based on the need of the users because in some schools in Indonesia, there are no signs or notice written in English. That's your challenge to make it to make new habituation or habituation change to make them better.

This project can be summarized into some steps below:

- a. Make a need analysis
- b. Do some interview
- c. Design the needed notice
- d. Plan the proper place to display the notice
- e. Ask students, teachers, staffs, or the headmaster whether they understand it or not
- f. Ask them (again) whether your design affect on them or not
- g. Happy working 😊

## Task 5

Look at the following video of teaching Notice and answer the following questions



### Video 2. Teaching Notice

1. From the video, do you think that the method used by the teacher is suitable in teaching notice? Explain it
2. Tell some steps in teaching notice using the method delivered by the teacher in the video

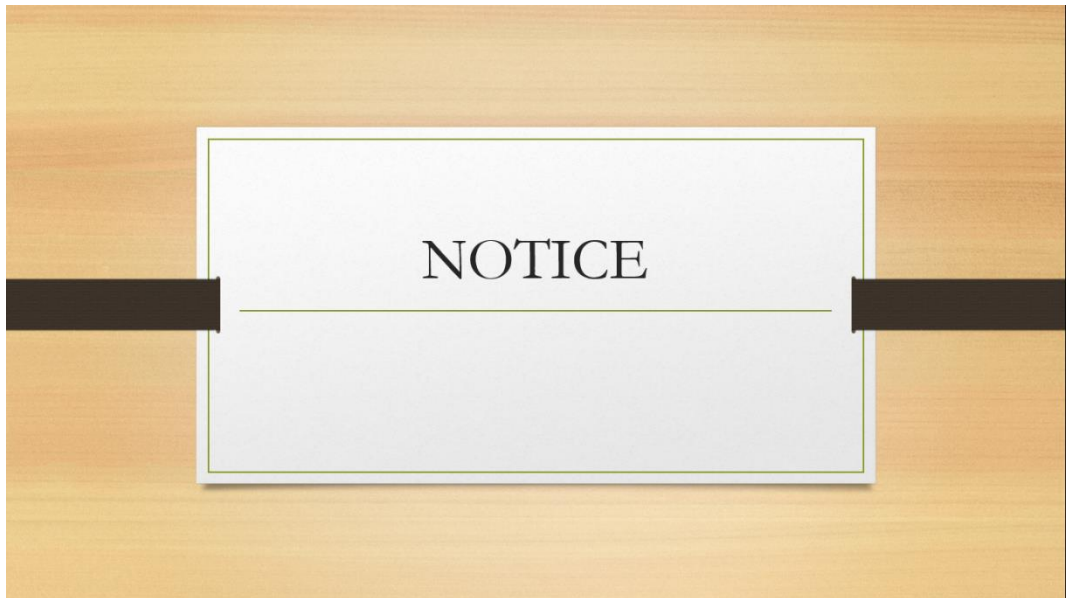
### 3. Discussion Forum

After you have learnt the materials about notice, it's time to evaluate your comprehension. Share your knowledge and experience, and improve your comprehension towards this topic of materials either with other participants or instructor. Therefore, you should get involved in this discussion forum. Let's start!

## C. CLOSING SECTION

### 1. Summary

Look at the following infografis to conclude what have you learnt from learning activity 1



Infografis 1. Notice

### 2. Reflection

To review your understanding about what you have learnt in Module 1, consider the following questions:

- a. What have you learnt from Public Notice?
- b. What are the social functions you have learnt from notices?
- c. How are notices structured?
- d. What are the language features commonly found in notices?
- e. Can you design your notice in good display?
- f. Is your notice understandable?
- g. Is your notice exceptional?

### 3. Formative Test

Instruction: Choose the best answer (A, B, C, or D)

1. When you see the picture below, what does it mean for you?



- A. Do not throw rubbish in that area
  - B. Do not destroy everything in that area
  - C. Do not sleep in that area
  - D. Do not speak in that area
2. Have you ever seen this kind of notice? where do you usually find the sign below?



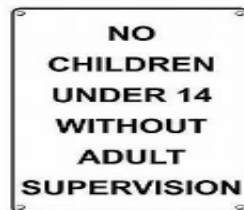
- A. In the supermarket
- B. In the garden
- C. At the hospital
- D. At the airport

3. Look at the following notice.



What does the notice above mean?

- A. We are not allowed to walk near the place
  - B. We are not allowed to come in the place
  - C. We are forbidden to get out from the place
  - D. We are forbidden to put something in the place.
4. Read the following notice



If you see that notice in the glass door, so it means....

- A. We don't have children under 10 years old.
- B. Without the adult supervision, children under 10 years old must enter the room
- C. Without the adult supervision, children under 10 years old mustn't enter the room
- D. There are no children under 10 years old in that room.

5. The following warning means that pedestrians should ... the grass.



- A. not cut                      C. not keep  
B. not water                    D. not walk on
6. Study the notice!



What does the notice above mean?

- A. We have to dry our feet before come in  
B. We can't use our feet to dry something  
C. We should use the dryer to dry our feet  
D. We should use our feet to dry something
7. Where do you Usually find the caution?



- A. Near the windows of the house    C. At the door in a small house  
B. On the wall in a motel                      D. On the lift in a building



8. If you see this sign. It means ...

- A. the road is winding
- B. the road is slippery
- C. the car may not enter this street
- D. there are a lot of vehicles therefore we need to slow down the speed



9. The sentence above means ....

- A. don't make any noise
- B. don't throw rubbish anywhere
- C. put the books on the bookshelf
- D. put the rubbish on the floor



10.

We will find kind of instruction in the following places, EXCEPT...

- A. at the elevator                      C. in the office  
B. at school                              D. along the street

**Answer key Formative:**

- |             |              |
|-------------|--------------|
| <b>1. A</b> | <b>6. A</b>  |
| <b>2. D</b> | <b>7. D</b>  |
| <b>3. B</b> | <b>8. D</b>  |
| <b>4. C</b> | <b>9. A</b>  |
| <b>5. D</b> | <b>10. A</b> |

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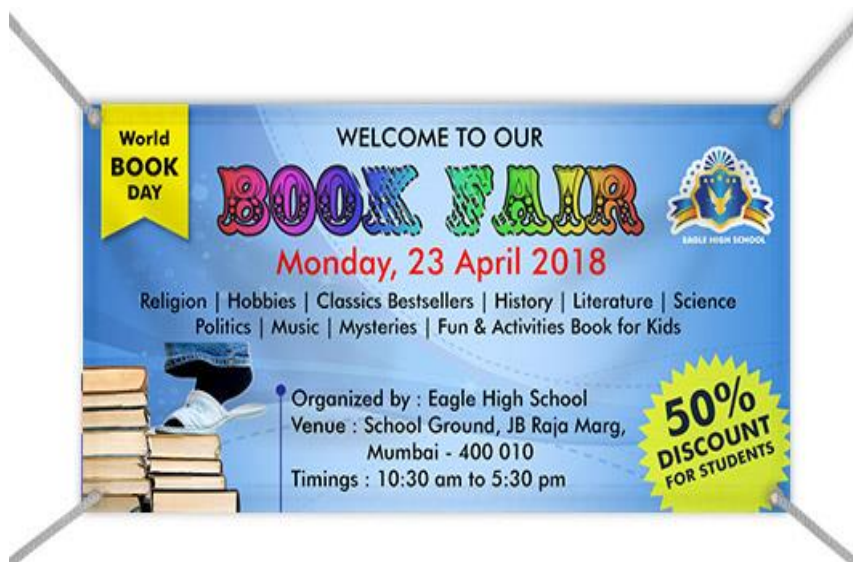
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## LEARNING ACTIVITY 2: POSTER AND BANNER



Source: <http://google.com>

## **A. INTRODUCTION**

### **1. Short Description**

Welcome to the Learning Activity 2 of Module 1 “English for Public Information”. This part will provide materials about poster and banner to enhance your knowledge about what poster and banner are, their structure and language features, as well as how to create a good and effective poster and banner. Below is a short description about what poster is and what banner is.

Poster is one of the communication media that is used to convey a message or an information. The message contained in a poster should be written briefly and clearly in order to establish communication between the creator and readers of poster.

A *banner* is a typically rectangular advertisement placed on a Web site either above, below or on the sides of the Web site's main content and is linked to the advertiser's own Web site. In the early days of the Internet, banners were ads with text and graphic images.

### **2. Relevance**

Do you know the differences between poster and banner? Can you easily find the sample of poster or banner in your neighborhood? How do you see those? Are they interesting and eye-catching or boring for you? Can you grab the information from those posters and banners easily? Have you ever tried to make one of those? If you have no experience of making posters and banners, so this course will help you much to deepen your comprehension about posters and banners as well as to dig your creativity in creating an interesting and eye-catching poster and banner. So, let's start and check it out!

### **3. Learning Guide**

There are three specific activities to help you achieve the goals of learning this module namely pre-activity, main-activity, and post-activity.

a. Pre-activity: building background knowledge about poster and banner

Building background knowledge. Since background knowledge greatly influences comprehension, it is important to have specific concepts of short functional texts. You can provide yourself with factual information such as the information from an encyclopedia or a list of key words from the story and check yourself what you know about the information.

b. Main Activity: Many activities encourage understanding and enjoyment while you are comprehending the materials about poster and banner.

- Post-it Note: You can write notes while learning
- Identify the difference between poster and banner
- Determine the messages contained in poster and banner
- Find factual information from a variety of poster and banner

c. Post-Activity: Questioning, Discussion, Creating, and Presenting.

- Questioning: Questioning activities encourage you to think about and respond to the information and ideas about poster and banner.
- Discussion: Discussion is exchanging ideas out loud. The intent is to freely explore ideas, to learn something new or gain a different perspective by pooling the information or insights that more than one person can give.
- Creating: Making your own poster and banner.
- Presenting your created poster and banner

## **B. MAIN SECTION**

### **1. Learning Outcomes**

In Learning Activity 2 you will learn the following competencies:

#### **a. Attitude**

To uphold and apply religious values, moral values, ethical values, personal and social values (honesty, discipline, accountability, independence), care and respect for differences and diversity, tolerance, peace, collaboration, and nationalism.

#### **b. Knowledge**

To analyze the social functions, text structures, and lexico-grammatical features of report texts in regard to the contexts of situation.

#### **c. Skill**

After learning this chapter, you are expected to be able to:

- comprehend a series of poster and banner meaningfully.
- compare the social functions of poster and banner regarding the context of situation, the target readers, the points of interests or importance.
- compare the difference between the structure of poster and banner
- compare the language features of poster and banner.
- Create a good and effective poster and banner.

### **2. Learning Material and Learning Activities**

#### **a. Definition of Poster and Banner**

- What is Poster?

Do you know what poster is? Can you define posters? How is a poster constructed? How is a poster designed or written for?

You are going to watch some short videos (video 1 and 2). The videos will give you a description about what poster is, and the videos will help you to understand the definition, structure, and the functions of

a poster. Watch the two videos about poster attentively then answer the questions in Activity 1 to help you understand the definition of travel itinerary.

Video 1. “Agriculture New Year Poster”



Source: <https://www.4shared.com/postDownload>

Video 2. “Baseball Game Snack”



Source: <https://www.4shared.com/postDownload>

### **Task 1**

The videos above (video 1 and video 2) provide the examples of poster.

After you watch the videos, answer the following questions about poster.

1. What information was depicted in the two videos?
2. What were the things described in the two posters?
3. Do the two videos provide the information about the time?
4. In your opinion, what were the aims of the posters described in the two videos?
5. When you read the posters, could you find any important information about the subjects contained in the posters?
6. After you answered the questions above, could you define what poster is?

The following pictures are the examples of poster which will help you to understand poster deeper. Read and comprehend the pictures and answer the questions that follow the pictures in order to give you a deeper comprehension about the definition of poster.



Picture 1:Tropical Dreams Poster



# Mindfulness

Your brain is like any other body part or bone,  
it needs to stay healthy to be resilient



## Let's talk about it!

Supporting Mental Health in Schools and Colleges

Eat Well - Learn new skills - Talk about your feelings - Take a break - Care for others - Value yourself and others - Ask for help - Listen - Do something creative - Keep physically active - Be curious - Do one thing at a time - Understand that things come and go - Don't avoid emotions - Challenge your own beliefs - Reward yourself - Set realistic goals - Keep a positive attitude, even if others are trying to put you off - Be able to laugh at yourself - Be present when listening - Focus

**& Most of all, Enjoy being you!**

For more posters, media stands and digital screen graphics & design services, please visit: [www.posterpod.uk](http://www.posterpod.uk)

Picture 2: Mindfulness Poster



Picture 3: Sale Poster

## Task 2

The three pictures (Picture 1, 2, 3) are the examples of poster. Respond to the following questions related to those examples of poster.

1. What information is included in the three posters above?
2. Do you think the posters above are interesting? Why/why not?
3. What is the difference between Picture 1, Picture 2, and Picture 3 related to the aim and information of the posters?
4. After answering the questions above, what do you think a poster is?

### Task 3

Now, responding to the following questions related to Video 1, Video 2, Picture 1, Picture 2, and Picture 3.

1. What similar elements did you find in all of the posters above?
2. What elements did you only find in certain posters?
3. Then, what can you conclude about a poster?

- **What is Banner?**

What do you know about banner? How will you define a banner? How is it designed? How does a banner function? This part of module will give you a brief description about banner (definition, structure, function of banner) by showing you the samples of banner through the following videos.

Let's see and check whether you have a good comprehension about banner or not. Then, you should answer the questions in the activity that follow the videos. Check them out!

Video 3. "Premier League Banner"



#### Video 4. “Stand Banner”



#### Task 4

The videos above show you the examples of banner. After watching those videos, please respond the following questions.

1. What information was depicted in the two videos?
2. What were the things described in the two videos?
3. Do the two videos provide similar form of banner?
4. In your opinion, what were the aims of the banner described in the two videos?
5. When you read those banners, could you find any important information about the subjects contained in the banner?
6. After you answered the questions above, could you define what banner is?

The following pictures are the examples of banner which will help you to understand banner deeper. Read and comprehend the pictures and answer the questions that follow the pictures in order to give you a deeper comprehension about the definition of banner.





Picture 4. Stand banner



Picture 5. Gym Membership Banner

### Task 5

The two pictures (Picture 1, and 2) are the examples of poster. Respond to the following questions related to those examples of poster.

1. What information is included in the banners above?
2. Do you think the banners above are interesting? Why/why not?

3. What is the difference between Picture 1 and Picture 2 related to the aim and information of the posters?
4. After answering the questions above, what do you think a poster is?

### **b. Characteristics of Poster and Banner**

After comprehending the definition of poster and banner in the previous activities, now you have to understand the characteristic of poster and banner. Take a look back at picture 1, picture 2, and picture 3 above and respond the following questions.

1. How is the information or message conveyed in the posters and banners above?
2. Do you think that the posters and banners above are interesting and good for you? In your opinion, what things are making those interesting?
3. What are the posters and banners usually made from?
4. To make it effective in conveying the information of posters and banner, do you think it is necessary to make the posters and banners long or short?
5. After responding to the questions 1-4, can you now describe how a poster and a banner are structured? What elements must be considered in writing the information in the poster and banner?

### **a. Generic Structure of Poster and Banner**

This part of module will describe you about the difference structure between poster and banner. It will show you about the structures or parts of poster and banner. Are you ready to learn about the structure of poster and banner? Check it out!

- **Generic Structure of Poster**

Posters should vary and give creativity its space. However, there are certain basics that are very common. The following order is random and not binding. For the design of a poster the use of rasters or guides may be

helpful. Two, three or four columns can be used. Text and images can run over more than one column.

Below are the parts or structures of a poster.

#### **Header area**

Not all posters require a header or heading. In general, this is the area where a logo is placed, the logo of a department for which the author is working. There can be guidelines as regards the correct placement of a logo; just inquire at your organization.

#### **Title area**

A title should be clearly visible (from a 5 – 10 m distance), significant, and not too long. Due to space restrictions it is often placed next to the logo, which may not be in accordance with your organization's guidelines (e.g. the University of Zurich specifies that the space to the logo's right side has to be left blank).

#### **Author's photo and address**

At poster fairs, where authors are not always standing next to their posters, we recommend providing a photo in order to be recognized and approached, if necessary. There should at least be an address (an e-mail address is often sufficient). Make sure to mention all authors and their affiliation (the latter can be put in the footer area).

#### **Main area**

The main area can be structured and sub-divided, e.g. by using several columns or an image across all columns, etc. In this area, you present the poster's main statement.

## ✚ Footer area

Header and footer can be seen as a kind of framework tying it all together. However, the footer is not just a graphic element; this is where you can indicate references and contact details as well. This is also the only area where the font size doesn't necessarily have to be read from a distance of 1 - 1.5 m.

## ✚ Background

Often there are posters highlighted not only with colors but also with a structure or an image. This background should be appropriate as regards the poster's topic and not be distracting at all. If in doubt, it is always best to choose an unstructured background color.

## ✚ Fonts

In a poster you can use serif as well as sans serif fonts. For longer texts sans serif fonts should be avoided, but since you should not use longer text blocks in a poster both types can be used. Avoid decorative fonts since they are not so legible. Use boldface for emphasis, avoid underscores or italics for a poster.

If you use justification for text blocks, make sure that hyphenation is on. In order to avoid too large spaces between words better use ragged alignment. Lines typically do not contain more than 70-90 characters. Texts with longer lines should have bigger line spacing to render them more legible. Typical line spaces are 20-30% bigger than the font (i.e. for a 40 pt font you should use 48-52 pt line spacing).

### • Generic Structure of Banner

When you want to create a banner, you must consider some components below as the structure of banner.

## ✚ Logo

The company's color scheme and guidelines should be referenced and apparent in the design of banner. It should link to a landing page about



the offer or information on the banner, so make sure it looks consistent to avoid any confusion or anxiety. Remember your logo must be included to build readers' awareness and recognition. Make sure that it's visually dominant, but not as dominant as the value proposition and the call to action. Also consider including your tagline or other memorable/recognizable program or product.

*Note: Without a logo, there is no way of knowing who the advertiser is and if they are trustworthy.*

### **Value Proposition**

The value proposition should be the most prominent element on the banner. It should take up the most space and be the first thing that attracts the viewers' eyes. Use this space to showcase the benefits of your service/product, grab the visitor's attention and instill a sense of urgency and desire. This is a great place to showcase special thing of your event or program such as offers and prices, i.e. 'High Quality,' '50% off,' 'Limited time offer,' or 'Free!'.

*Note: The value proposition is big, bold, and commands attention above all else.*

### **Body Copy**

The goal of display is to get the visitor's attention, pique their interest, and earn their click. You don't need to, and should NOT, put every bit of information on the banner itself. Include just enough information to get the readers interest and leave them wanting more. It may take some creative, original verbiage to convey all you need to in about 10 words. But remember a simple banner will have higher click through rates, so if the banner takes more than two seconds to read, there is too much text.

*Note: A banner should provide a clear, concise description of the product or event, giving just enough information to want to learn more.*

### **Image**

Choose relevant images, graphics, or photos that enhance the message contained in the banner and that are directly related to your product. Avoid abstract concepts that require too much time and thought to decipher. Images should help bring a sense of visual urgency to the text by using contrasting, bold colors or a sense of clarity to a non-tangible service. However, it is not always necessary to use photos or images in your banners. Text of banner with nice typography on a contrasting background can be just as effective. Use imagery well, but only when you need it.

### **Call to Action (CTA)**

One of the most critical elements of a banner is the call to action or 'the ask', and not including a CTA will assuredly decrease click through rate. The call to action is text or a button that asks the user to 'interact' with the banner ad, whether it's implied or direct. This could be as simple as adding a 'Get the Guide,' 'Test it Out,' 'Watch Now,' or 'Join the Fun' button encouraging the reader to click through to your landing page. Be as clear and specific as possible with your CTA text. You must ensure visitors know what they're getting in exchange for the click.

*Note: With no call to action, you don't know what you're really supposed to do here.*

Now then identify the parts of banner as you studied before in the following samples of banner.

## **b. Social / Language Function of Poster and Banner**

After you learnt the materials about poster and banner above, this part will show you about the social or language function of poster and banner.

- **Functions of Poster**

There are many functions or purposes of poster. It is usually used:

- ✚ to alert and engage the viewer
- ✚ to challenge and call an audience into action.
- ✚ to promote an event

Since posters can be stationary as well as portable, they can be used:

- ✚ At your place of business, to welcome customers and create that all-important symmetry.
- ✚ In public places that draw regular, steady crowds, such as stores, shopping malls, elevators, coffee shops, train stations, community centers and bus stops. Keep in mind that you probably will have to seek permission, or pay a fee, to hang a poster at these places.
- ✚ At trade shows and conventions, where some large and unconventionally sized posters could be exactly what you need to stand out in a crowd.
- ✚ At other businesses with whom you have created strategic alliances. These businesses may ask you to return the favor and post some of their marketing pieces. But if you've created a solid alliance, the crossover appeal should be evident.
- ✚ As perks to vendors and suppliers.
- ✚ As customer prizes at the end of a contest or competition.

- **Function of Banner**

A banner is a flag that signals something. They are connected by a pole such as signal flags on a ship which gives conditions or status of the ship. Some banners are used to advertising or naming of college or

universities. Some banners are also used as a media to promote a product, event, or service. Basically is an announcement so that everyone can see.

### c. Language Features of Poster and Banner

In this section, you learn about the language features of poster and banner. Let's check them out!

- **Language Features of Poster**

To create effective poster, you must consider the language features of poster below.

- ✚ **Short Text Elements**

It is suggested to keep text elements to 50 words or even fewer (depends on the size of poster). Do not write too long, you can make it shorter by using some pictures or images, or even graphs.

- ✚ **Phrases and Active voice**

Use phrases rather than full sentences. Try to always use active voice. In most English sentences with an action verb, the subject performs the action denoted by the verb.

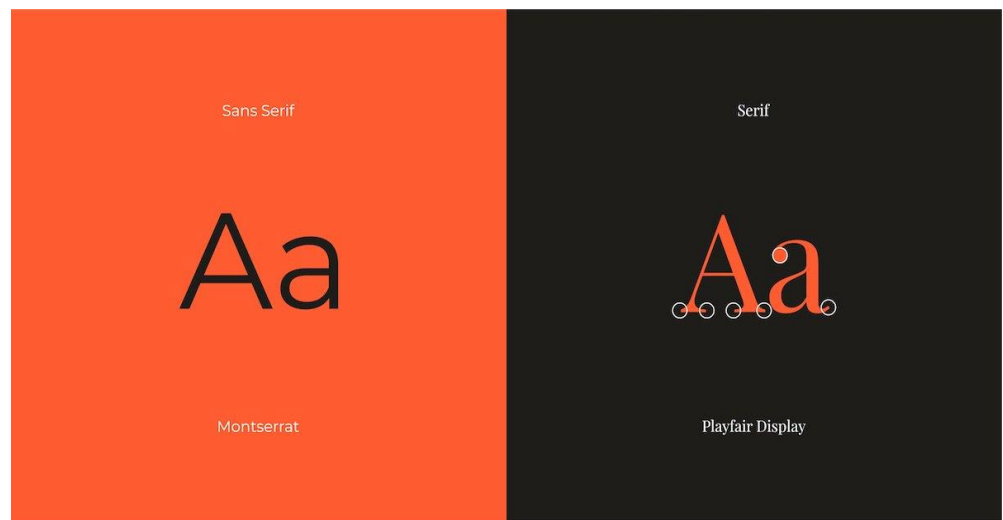
These examples show that the [subject](#) is *doing* the verb's action

<p>The man must have eaten five hamburgers</p> <p>The <b>man</b> (<i>subject</i>) is doing the <b>eating</b> (<i>verb</i>).</p> <p>Marilyn mailed the letter.</p> <p><b>Marilyn</b> (<i>subject</i>) is doing the <b>mailing</b> (<i>verb</i>).</p> <p>Colorful parrots live in the rainforests.</p> <p><b>Parrots</b> (<i>subject</i>) are doing the <b>living</b> (<i>verb</i>).</p>
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## ✚ **Serif font for text and san-serif font for title and Heading** **(Optional)**

A serif is a decorative line or taper added to the beginning and/or end of a letter's stem, which creates small horizontal and vertical planes within a word. So, in a nutshell, serif fonts have those decorative lines or tapers (also commonly referred to as “tails” or “feet”) while sans serif fonts don't—hence the “sanes” in their title. Without tails, sans-serif fonts are made up of simple, clean lines that are the same width throughout. Some of the most commonly used serif fonts include Times New Roman, Garamond, Baskerville, Georgia, and Courier New. Some of the most popular sans serif fonts on the black include Arial, Helvetica, Proxima Nova, Futura, and Calibri.

You can see the difference between serif and san-serif font in the picture below.



- **Language Features of Banner**

When you want to create a banner, you must consider the language features of banner. Have you known its feature before? If not, this following explanation will help you to comprehend the features of banner.

- ✚ **Use Simple Present Tense**

Sometimes the present simple tense doesn't seem very simple. Here we will sort it all out for you!

We use the present simple tense to express the following ideas:

1. To state facts or general truths
2. To express habits or customs
3. To relate future plans (often regarding programs and timetables)
4. To tell jokes and stories or to report sporting events in real time.

### Examples of the Present Simple

1. The sun **sets** in the west.
2. We **produce** lasers for cosmetic surgery.
3. They **move** into their new home next week.
4. So, I **go** to Mr. D and **say** "I deserve a better mark in this class".
5. Jones **stops** in mid-court and **passes** the ball to Schuster.

### Forming the Present Simple

Subject	verb	rest of sentence
I / You / We / They	sleep	late on Saturdays
He / She / It	goes	to the beach every weekend

#### Use simple phrases or statement

The use of simple phrases or statement here is as the slogan that reflects the program or event showed in the banner. This is usually written in large font in order to grab the readers' attention. The

phrases can be in the form of important information about the event or program. This sample may visualize you about the phrases in the banner.



Before dealing with creating a poster and banner, you should think about what a good poster and banner should look like. Additionally, you should check which software and visual material (photos, graphs etc.) can be used. Before you start creating your poster, make sure that you know its main message, why it is important, what is new about it and how you are going to support this message.

Like a cook, prepare everything you need before you start writing and drawing.

- A good poster and banner presents reduced information while getting to the point of what the audience should remember.
- It is appealing to the eye while inviting to read.
- What is most important can be spotted right away.
- It invites to ask questions while sparking a debate.

A good poster and banner should say:

- Look at me!

In order to be read at all, a poster has to attract the observer's attention, just like an advertisement. One second must be enough to get the viewer's attention, fifteen seconds to understand the main message.

Its title should be readable from a distance of 5 m while presenting the shortest summary as possible, in other words, its «take-home message». This title should be special, to the point, and significant in order to attract attention. It is not always easy to find a good title. The following steps can be of help:

- ✚ Make a summary of the poster's content using only five sentences, for banner it usually has a statement as the slogan of company or program
- ✚ Condense these sentences into one sentence
- ✚ Select keywords and key terms
- ✚ Then finally combine these words to form your title

- Read me!

There should only be a text as necessary on a poster and banner, what needs to be known but not what would be nice to know. Reading running text is generally more time consuming than listings; it is therefore advisable to make only little use of running texts.

Images (photos, graphs, tables, etc.) should be self-explanatory and contain titles as well as references. Background images are an exception since their purpose is only illustrative.

- Ask me!

Ideally, a poster delivers food for thought and sparks a debate. This can be achieved by surprises or uncommon comparisons; however, it is important to stick to the facts. Question marks, used literally or figuratively, can also stimulate a discussion.



**Task 6**

**Look at the sample of pictures below! Can you identify which ones are posters and which ones are banners? Discuss them with your friend!**

Picture 1



Picture 2



Picture 3

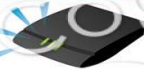


Picture 4

# INTERNET USE


The Internet is a system of interconnected networks. To connect to the Internet, you will need:

### Hardware




To connect to the Internet a modem is required. Internal modems are used in mobile devices to connect to the internet via Wi-Fi, 3G and 4G technology.

### Software



A web browser is required to retrieve and present information on the World Wide Web. Internet Service Providers provide connection software.


### An Internet Service Provider



Internet Service Providers (ISPs) provide access to the Internet and additional services, such as e-mail and website hosting.


## Internet Features

### Communication




E-mail is used to send and receive digital messages over the Internet. Instant messaging is used for real-time messaging over the Internet. WhatsApp, VoIP enables video communication.

### E-learning




The Internet can be used to access web-based learning systems and is a great source for revision and research. There are also numerous educational apps for use on smartphones and tablets.

### E-commerce




Internet shopping has become hugely popular. Online stores are available 24 hours a day and enable consumers to shop from home.

### File Storage and Transfer




Users can download and upload files, such as music, to and from the Internet. Many businesses also offer a secure online data storage service.

### Social Networking




Social networking websites are a great way of keeping in touch with friends and family, and meeting new people. Discussion boards, instant messaging and forums are common features.

### Gaming




The Internet can be used to access single and multi-user computer games. Players from all around the world can participate and compete in the same game.

### News and Entertainment




The Internet is updated constantly, providing instant access to breaking news, entertainment and sport results.

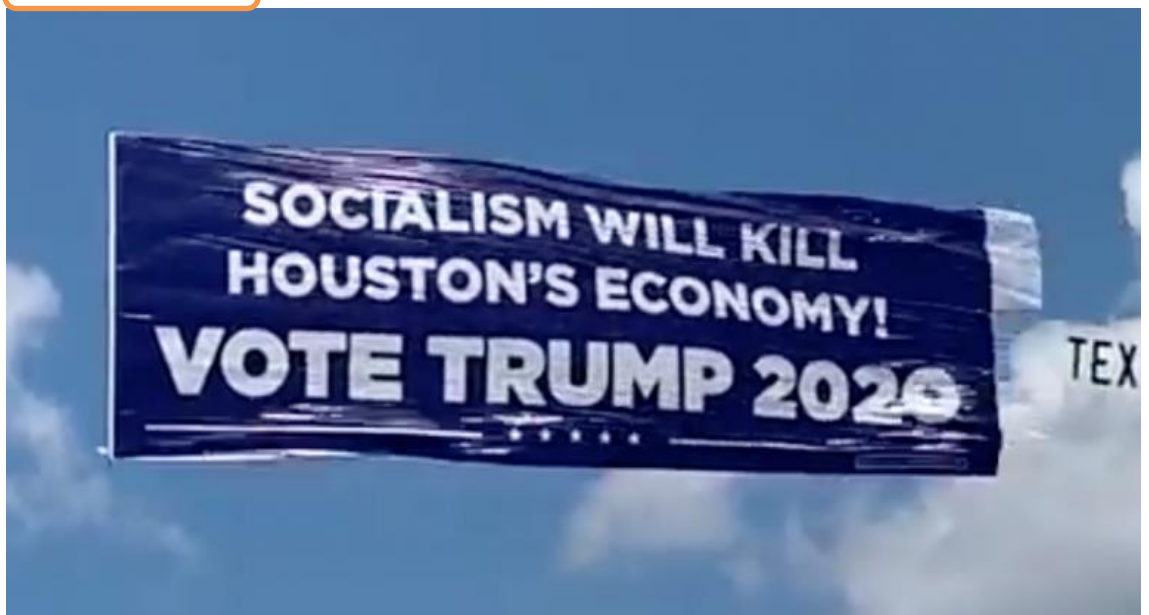
### Online Audio and Video



Users can buy and download music, podcasts and videos online. File-sharing websites, such as YouTube, enable users to share audio and video, whilst many television broadcasters stream programmes online.



Picture 5



### Task 7

Make a group of five. Discuss with your friends whether those posters and banners include in good and effective ones or bad and ineffective ones. Don't forget to mention your arguments about why and why not.

### Task 8

Identify the following items from the posters and banners above.

Picture No	Function	Structure	Language Features	Target readers
1	To promote an event	- Image - Body copy - ..... - .....	Simple phrase: family fun day	Parents and kids
2				
3				
4				
5				

### Task 9

You have learned all materials of poster and banner. Now, your job is trying to have the real try to produce your own poster and banner. Firstly, you have to make a group of five. Then, as a teacher, think of any event that you want to run in your school (what event, where, when, what for). Then, it is a challenge for you to produce a poster and a banner to socialize and promote the event. Make a good and effective as well as eye-catching poster and banner as the media to introduce and promote the event.



### 3. Discussion Forum

After you have learnt the materials about poster and banner, it's time to assess your comprehension. Share your knowledge and experience, and improve your comprehension towards this topic of materials either with other participants or instructor. Therefore, you should get involved in this discussion forum. Let's start!

## A. CLOSING SECTION

### 1. Summary

This infografis describes you about a brief description of poster and banner.



Infografis 1. Poster and banner

### 2. Reflection

To review your understanding about what you have studied in Chapter 2, consider the following questions:

- a. How can you define poster and banner?
- b. What are the social functions of poster and banner?
- c. How are poster and banner structured?
- d. What are the language features commonly found in poster and banner?

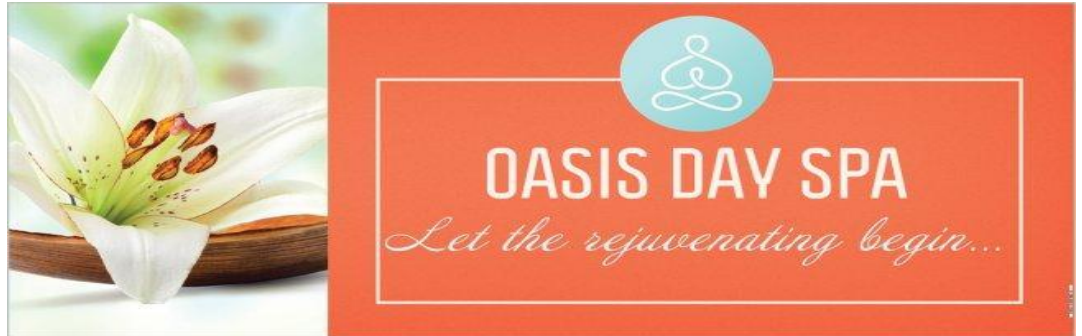
- e. Can you design an effective poster and banner in good and eye-catching display?
- f. Are your created poster and banner understandable?

### 3. Formative Test

**Choose the best answer for each question (A, B, C or D).**

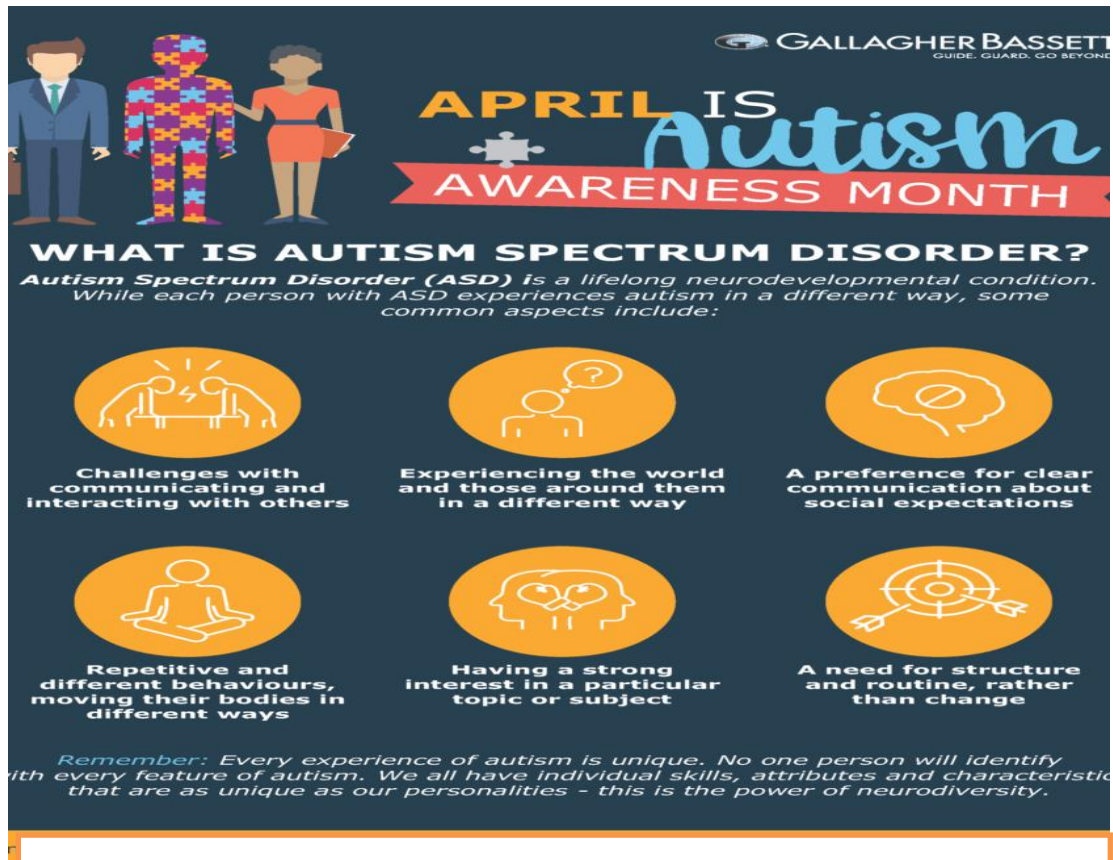
1. Imagine that you have an event that you would run soon, when you have a logo for your event where should we put it in a poster?
  - a. Header area
  - b. Title area
  - c. Author
  - d. Main area
2. You usually find texts and pictures in the poster, how do you see the characteristic of the text in the title area of a poster should be, *except*....
  - a. Visible
  - b. Eye-catching
  - c. Short
  - d. Significant
3. When you are designing a banner, the part of banner's body copy must be written in....
  - a. Long statement
  - b. A statement of about 10 words
  - c. Precise picture or symbol
  - d. Full-statement
4. As poster has several functions, it can be used to ..... *except*
  - a. To give a name of a company
  - b. To call audience
  - c. To promote a program or event
  - d. To engage reader's attention
5. Which one is the sample of value proposition?
  - b. UMP
  - c. Sale!
  - c. Come and Join us!
  - d. Let's have fun!

**Picture 1: Question no 6 -7**



6. According to the banner above, what is its function?
  - a. To show a name of an agency
  - b. To show a condition of an agency
  - c. To promote an event held by an agency
  - d. To promote a product or service of an agency
  
7. The banner contains the following items as its structure, *except*.....
  - d. Logo
  - c. CTA
  - e. Image
  - d. Body copy

Picture 2: Question No 8-10



8. How is the structure used in the poster?
- Header area, title area, author, main area, background, and fonts
  - Header area, author, title area, main area, and fonts
  - Title area, author, main area, footer, background, and fonts
  - Author, main area, footer, background, and fonts
9. Based on the information written in the poster above, who is the target reader of the poster?
- Parents and teachers
  - Police officer
  - Children
  - Primary school students
10. As a poster has a certain message or information, can you guess what the message containing in the poster is?
- To promote autism event



- b. To call audience coming to event
- c. To inform and alert readers about autism and what they should do
- d. To name an event of autism

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Retrieved on September 13, 2019 at 10.30 a.m

#### 3. Answer Key

**Activity 1**

**Poster: Picture 2 and 4**

**Banner: Picture 1, 3, and 5**

**Activity 2: the answer may vary**

**Activity 3:**

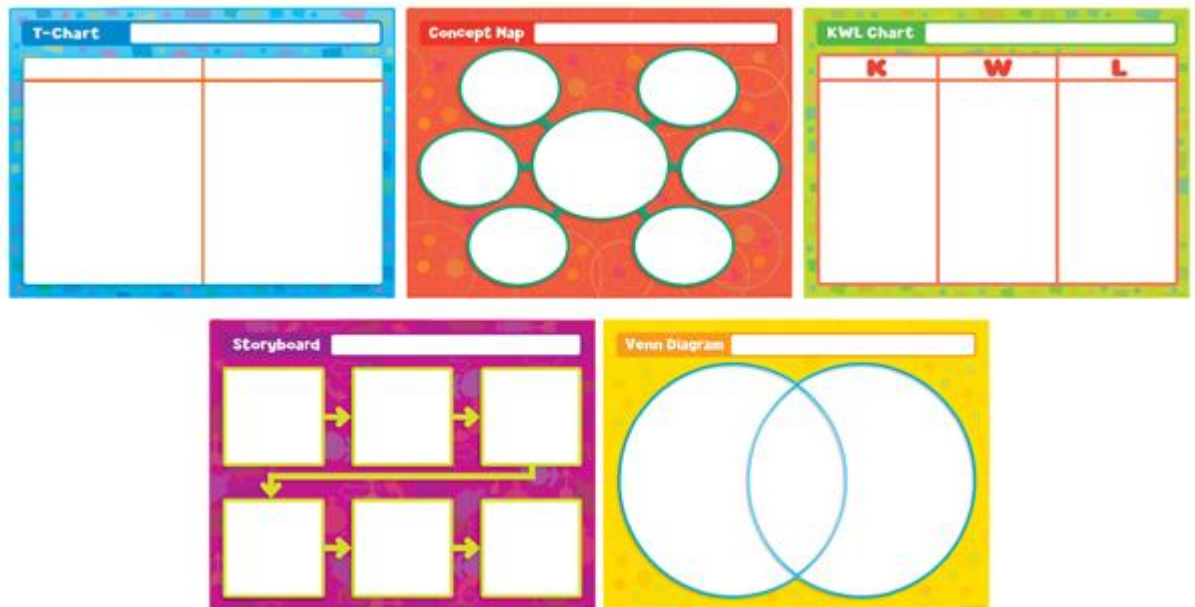
<b>Picture No</b>	<b>Function</b>	<b>Structure</b>	<b>Language Features</b>	<b>Target readers</b>
<b>1</b>	To promote an event	- Image - Body copy - ..... - .....	Simple phrase: family fun day	Parents and kids
<b>2</b>	To alert and engage readers joining the program of foster child	- Title area - Author - Main area - Footer - Background - Fonts	Short text element Active voice Serif and san-serif font	Adult people
<b>3</b>	to promote a service or product	- Logo - Body copy - Image	Simple present Simple phrases	All people
<b>4</b>	To provide information about internet	- Title area - Main area - Background - Fonts	Short text element Active voice Serif and san-serif font	All people
<b>5</b>	To call the readers to vote trump	<b>Body copy</b>	<b>Simple phrases</b>	<b>All people who vote</b>

**Activity 4: The answer may vary**

**Formative:**

- |             |              |
|-------------|--------------|
| <b>1. A</b> | <b>6. D</b>  |
| <b>2. B</b> | <b>7. C</b>  |
| <b>3. B</b> | <b>8. A</b>  |
| <b>4. A</b> | <b>9. A</b>  |
| <b>5. C</b> | <b>10. C</b> |

## LEARNING ACTIVITY 3: GRAPHIC ORGANIZERS



Source : <http://www.mrsjudyaraujo.com/graphic-organizers/>

### A. INTRODUCTION

#### 1. Short Description

Welcome to Module 1 Learning Activity 3: Graphic Organizers. This chapter provides materials related to graphic organizers: the definition, the generic structures, the social functions, the language features, and the examples. Below is the short description of graphic organizers.

Briefly, a graphic organizer represents visual understanding that structures information by organizing significant elements of a notion or subject in a pattern using labels. Their primary function is to present information in a concise manner that emphasizes concept organization and relationships.

#### 2. Relevance

Have you ever thought of really creating meaningful learning? It can only be created when new information is related to existing knowledge which later forms a strong cognitive structure. Graphic organizers provide learners the relationships between existing knowledge and new

information strategically. Imagine that learners can autonomously order information well, comprehend relationships between information parts, organize information and opinion, synthesize information, integrate the skills of thinking, reading and writing, and use problem solving and higher level thinking skills in real life situation. That would be the core of learning which we as teachers expect from our students.

### **3. Learning Guide**

There are three specific activities to help you achieve the learning outcomes of this chapter, namely pre-activity, main activity, and post-activity.

#### **a. Pre-Activity**

This part builds your background knowledge about graphic organizers. In this chapter, you are provided with theories related to graphic organizers.

#### **b. Main Activity**

This part encourages you to understand deeper about graphic organizers. In this chapter, you are facilitated by some information about types and examples of graphic organizers.

#### **c. Post-Activity**

This part leads you to discuss and reflect your learning on graphic organizers. In this chapter, you are led to analyze the function of each type of graphic organizers.

## **B. MAIN SECTION**

### **1. Learning Outcomes**

#### **a. Attitude**

To uphold and apply religious values, moral values, ethical values, personal and social values (honesty, discipline, accountability, and independence), care and respect for differences, and diversity, tolerance, peace, collaboration, and nationalism.

**b. Knowledge**

To analyze the social functions, text structures, and lexico-grammatical features of graphic organizers regarding the contexts of the situation.

**c. Skill**

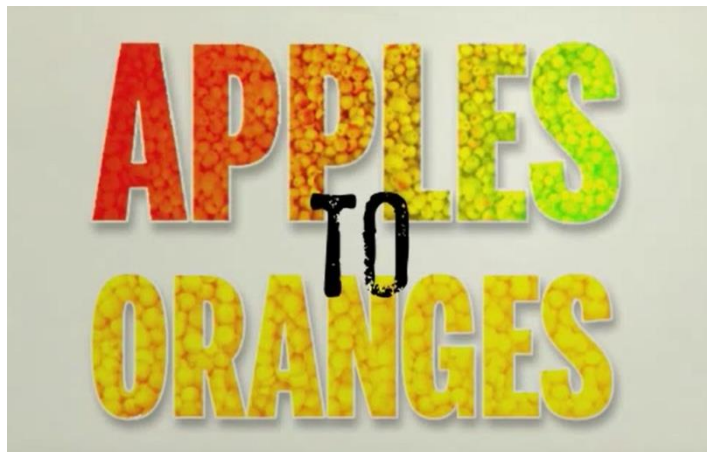
- Comprehend some types of graphic organizers meaningfully
- Compare the social functions, generic structure, and language features of a graphic organizer regarding the context of situation, the target readers, and the points of interests or importance.
- Construct graphic organizers informatively

**2. Learning Materials and Activities**

**a. Definition**

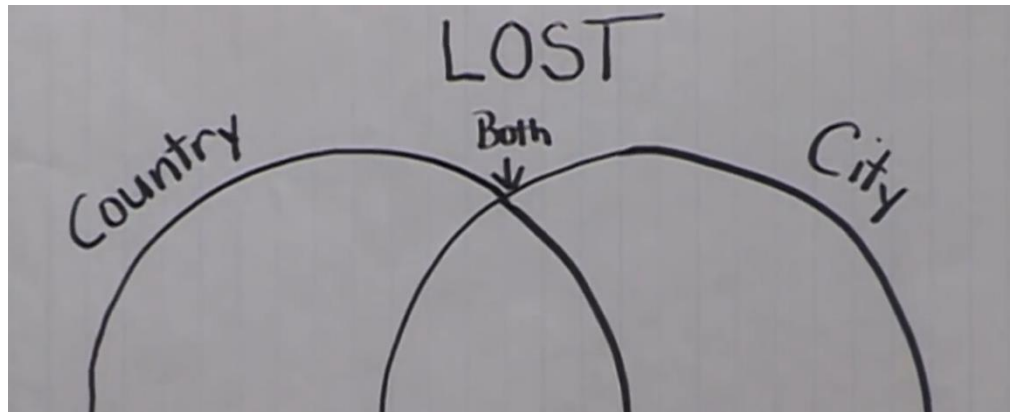
Graphic organizers help teachers show and explain relationships between content and sub-content and how they relate to other areas. To deepen your understanding about graphic organizers, please watch the two videos below and respond to the questions that follow.

Video 1. “Apples to Oranges”



Source: <http://www.visual.ly>

Video 2. “Using Venn Diagram in Reading Class”



Source: <https://www.youtube.com/watch?v=4q2nnitOOZw>

**Task 1**

Video 1 and Video 2 show you the use of one type of graphic organizers. Respond to the following questions to analyze the definition and function of graphic organizers.

1. What information was shown in the two videos?
2. What was the relationship between the object being explained in the two videos?
3. How did the speaker in the two videos explain the information?
4. What tools/ data organizers were used in the two videos to explain the information?
5. Do you think the organizers helped you understand the information? Why?
6. Now, how can you define a graphic organizer?

**b. Generic Structure**

Having defined graphic organizers by watching the videos, now it is time for you to know the generic structure of graphic organizers. Take a look at the following figures to analyze the parts of a graphic organizer.



Figure 3.1 “Freelance vs Corporate”



Figure 3.2 “Great Artists of the Renaissance”



## **Task 2**

Respond to the following questions related to the generic structure of graphic organizers.

1. What was the main point being explained in each figure?
2. Where can you find the specific information of the main point?
3. Do you find any explanation of the information? How was it presented?
4. Now, can you mention the generic structure of a graphic organizer?  
What are they?

To confirm your analysis, the followings are the generic structure of graphic organizers.

- ❖ **Titles, headings, and/or labels**

The title of a graphic organizer indicates the data or information which is going to be presented.

- ❖ **Specific locations for information**

Information in a graphic organizer is presented in the form of pictures, symbols or words specifically so that the readers will easily understand the content of an issue or topic.

- ❖ **Short descriptions (bullets or limited sentences)**

The description of visual presentations is often limited to minimize the long wordily explanation which will distract the readers.

### **c. Social/ Language Function**

Adding to the generic structure of graphic organizers mentioned above, the followings are some social functions for using graphic organizers:

1. **Tools for critical and creative thinking**

Graphic organizers assist learners concentrate on what's significant because they highlight key concepts and vocabulary, and their interactions. Thus, they offer the tools for critical and creative thinking.

## 2. Tools for organizing information

Graphic organizers are network-like visual representations that enable learners to add or alter their background knowledge by seeing the links and contradictions between existing knowledge and fresh information.

## 3. Tools for understanding information and relationships

Graphic organizers serve as mental instruments for helping learners comprehend and maintain significant information and relationships.

## 4. Tools for depicting knowledge and understanding

Graphic organizers provide an optional way to depict knowledge and comprehension, so it is especially useful for learners who find it difficult to express relationships in written language between certain components.

## 5. Tools for self-learning

Learners who use graphic organizers are able to develop autonomous learning like note taking, planning, presentation, etc. In other words, graphic organizers are beneficial to learners' learning inside and beyond classrooms.

Additionally, the followings are some common types of graphic organizers which bring certain social function more specifically. Viewed from the pattern of text structures, there are 5 types of graphic organizers:

### 1. Description

The author describes a topic by listing characteristics, features, and examples.

#### a. Signal Words

- for example
- for instance
- specifically
- characteristics
- are
- such as
- looks like
- in addition

b. Graphic Organizer

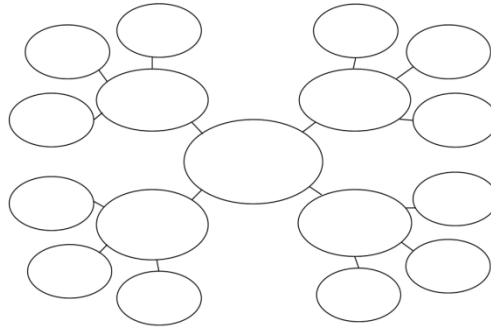


Figure 3.3. Descriptive Graphic Organizer

c. Summary Frame Questions

- What specific person, place, thing, event, or concept is being described?
- What are the most important attributes or characteristics?

2. Sequence

The author lists items in numerical or chronological order.

a. Signal Words

- first, second, third
- next
- then
- finally

b. Graphic Organizer

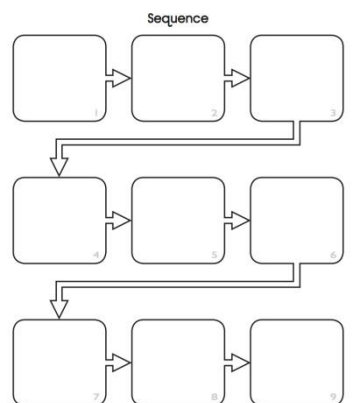


Figure 3.4. Sequence Graphic Organizer

c. Summary Frame Questions

- What sequence of events is being described?
- What are the major incidents that occur?
- How is the sequence or cycle revealed in the text?

### 3. Compare and Contrast

The author explains how two or more things are alike and/or how they are different.

#### a. Signal Words

- different
- in contrast
- alike
- same as
- on the other hand
- both
- either-or
- however
- by contrast

#### b. Graphic Organizer

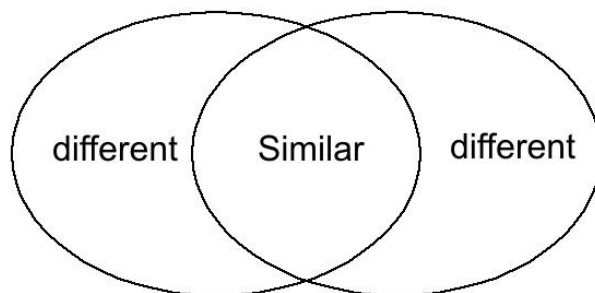


Figure 3.5. Comparison and Contrast Graphic Organizer

#### c. Summary Frame Questions

- What items are being compared?
- What characteristics of items form the basis of the comparison?
- What characteristics do they have in common; how are these items alike?
- In what way are these items different?

4. Cause and Effect

The author lists one or more causes and the resulting effects.

a. Signal Words

- reasons why
- reasons for
- if ... then
- as a result
- therefore
- because
- finally
- leads to
- effects of
- caused by
- result
- outcome
- impact
- influenced by

b. Graphic Organizer

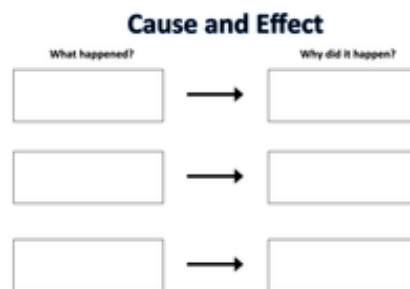


Figure 3.6. Cause and Effect Graphic Organizer

c. Summary Frame Questions

- What specific event(s) occurred? What happened?

- What was the cause(s) of the event?
- In what ways did prior event(s) cause or influence the main event?
- What was the effect(s) of the event?

5. Problem and Solution

The author states one or more problems and lists one or more solutions for the problem.

a. Signal Words

- problem is
- dilemma is
- puzzle is
- solved
- answer
- because
- since
- this led to

b. Graphic Organizer

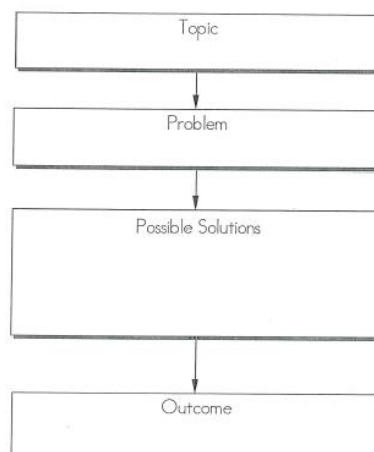


Figure 3.7. Problem and Solution Graphic Organizer

c. Summary Frame Questions

- What is the problem(s)?
- Why does this become problem?
- What is the possible solution(s)?
- According to the text, what solution has the best chance for succeeding?

Regarding the basic forms of graphic organizers depicted before, the followings are examples of the use of the 5 types of graphic organizers explained above.

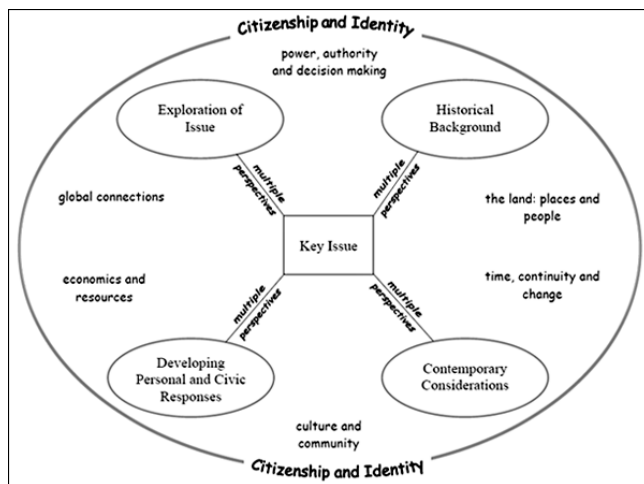


Figure 3.8. Example of Descriptive Graphic Organizer

### Six Steps to Smarter Studying

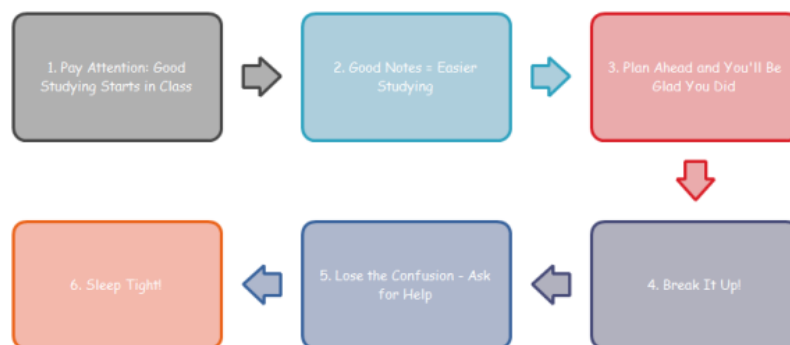


Figure 3.9. Example of Sequence Graphic Organizer

# Compare and Contrast

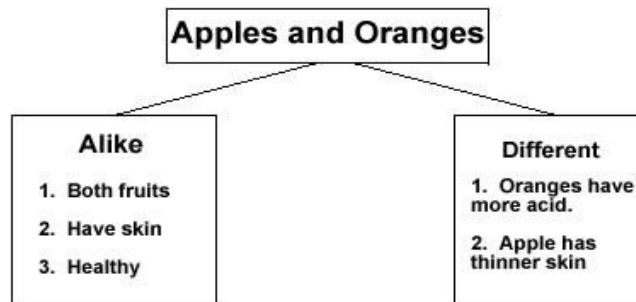


Figure 3.10. Example of Compare and Contrast Graphic Organizer

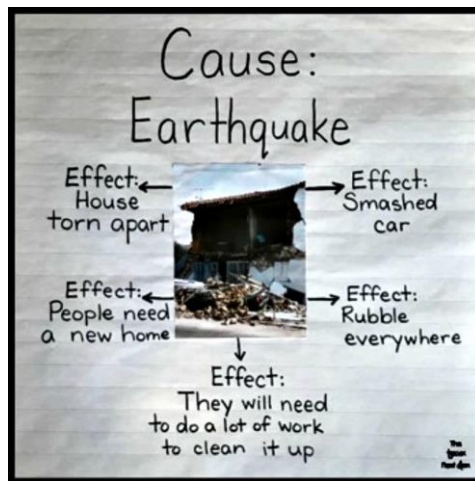


Figure 3.11. Example of Cause and Effect Graphic Organizer

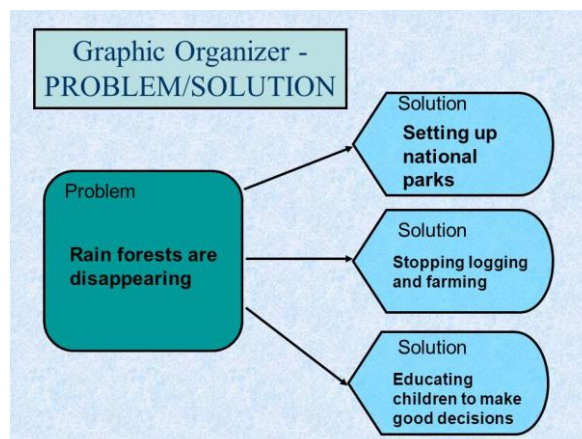




Figure 3.12. Example of Problem and Solution Graphic Organizer

**d. Language Features**

One of the goals of using graphic organizers is to make learners focus on the connections between information, language barriers such as words and grammars are removed. The organizers provide the learner with a different way of seeing and thinking about information. Therefore, the key features of graphic organizers do not deal with lexico-grammatical matters. Instead, they are developed in the following ways.

1. Complex information is conveyed in a simple-to-understand manner through a visual display. In other words, a large amount of information can be converted into easy-to-read display. In short, they show instead of tell how information is structured. It facilitates students' understanding in an easier way.
2. Analytical, critical, planning, and creative thinking skills are concerned. By using graphic organizers, the learner has to identify the relationships between items, see the meaning, prioritize the information, and decide the items should be placed. It leads to form their learning strategy better.
3. The organizers are made to be easily edited, revised, and added.
4. Graphic organizers have multiple uses such as planning, brainstorming, studying, or summarizing. They can be used in writing or reading skill.
5. Most graphic organizers use short words or phrases, or drawings, so they can appropriately be used with all levels of learners.

**Task 3**

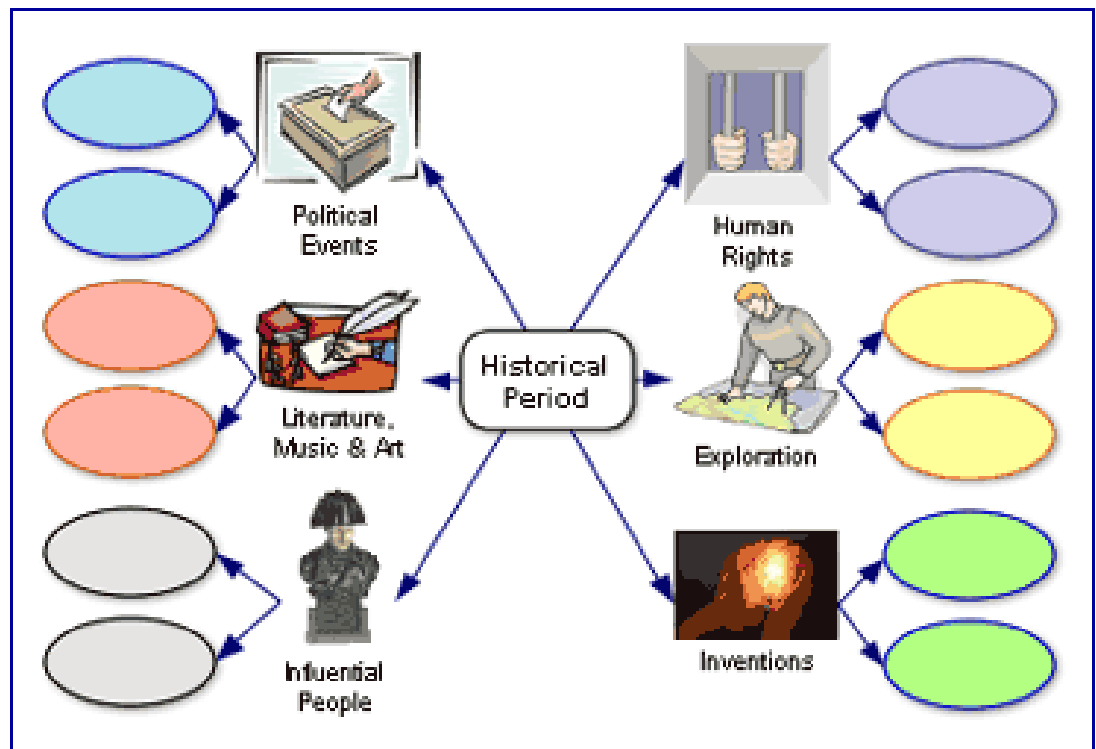
Take a look back to the figures of example of graphic organizers in the previous part of this chapter. Analyze the generic structure of each example and put your information in the provided table below.

<b>No.</b>	<b>Types of Graphic Organizer</b>	<b>Generic Structure</b>		
		<b>Title/Heading</b>	<b>Forms of information (pictures/ words/ symbols)</b>	<b>Descriptions</b>
1				
2				
3				
4				
5				

--	--	--	--	--

#### Task 4

- What information can you put in the blank bubbles shown in the graphic organizer below?
- If you are using this graphic organizer in your class, what learning phase (brainstorming/ exploring/ summarizing) suits this organizer?



#### Task 5

- Read a short essay entitled “A Walk on Sunday Afternoon”.
- Create a graphic organizer related to the content of the essay. (see video 3 as a reference to make it)
- Make sure your graphic organizer has clear heading, locations of information (pictures/ words/ symbols), and short descriptions.

### **A Walk on Sunday Afternoon**

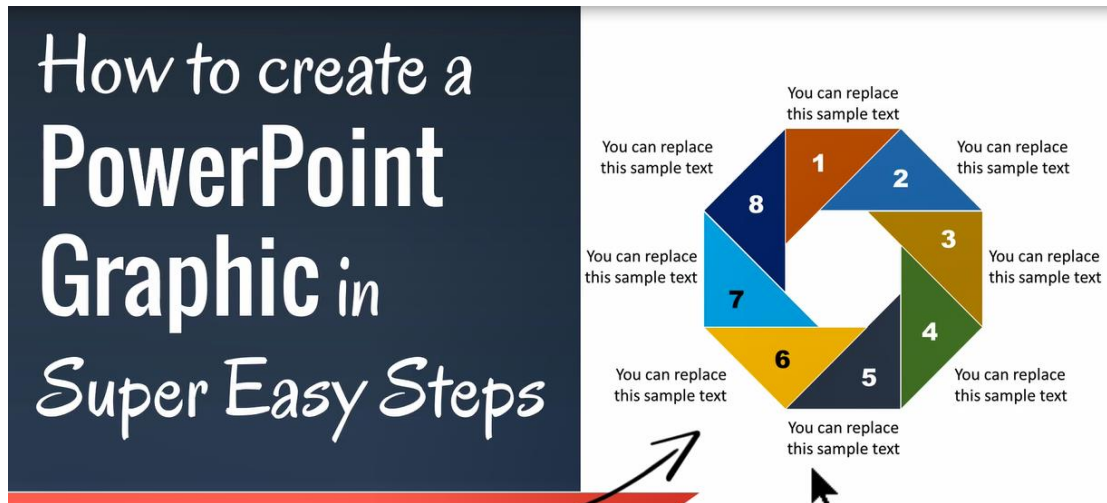
I enjoy spending my Sunday afternoons outside the house. I cannot have the same experience in the United States that I had in Mexico when I was a child, but I have found a place that is similar to my home. Willowbrook Mall in Houston, Texas, is my favorite place in the U.S. to take a walk because it reminds me of Moreda Street in Morelia, Mexico. They are very different but also similar in some ways, especially on a Sunday afternoon.

For me, Willowbrook Mall has an atmosphere that is like Moreda Street's. In both places, people stroll and gather. In Morelia, families leave church and go for a walk along Moreda Street on Sunday afternoon. Often people stop at an outdoor café and have an ice cream or coffee and watch people walk by. Now that I live in Houston, Willowbrook Mall is the place where I go to see people on Sundays for their afternoon walk. I sit in a food court where I can drink a coffee with my friend, as I watch teenagers and families walking through the mall. When I see them, I remember how life was when I was a child.

Despite the similarities, Moreda Street and Willowbrook Mall are very different. Willowbrook Mall is more modern. On the one hand, Moreda Street has old colonial buildings and beautiful old trees that shade the street. It is also quiet. On the other hand, Willowbrook Mall is new and the lights are bright, and loud music plays in the stores. The people on Moreda Street also have more traditional ways. Men wear attractive, conservative suits and women wear light summer dresses. Fathers watch their teenage daughters closely and do not let their daughters hold hands with boys. In contrast, many teenagers go to Willowbrook Mall without their parents, and boyfriends and girlfriends walk with their arms around each other. When I see them, I realize that my daughter will have a different experience growing up in Houston than I did in Moreda. Then, I worry about her, and I miss Moreda Street, where life is more traditional.

It is interesting to see how people and places from different countries can be similar and different at the same time. Moreda Street and Willowbrook Mall are very different in appearance and culture, but they are also similar because they are both places where people like to go to relax on a Sunday afternoon.

### Video 3. How to make Infografis



### 3. Discussion Forum

Since you have learned this topic and involved in some learning activities, it is necessary for you to confirm your understanding, share your knowledge and experience, and improve your comprehension on this topic, either with other participants or instructor. Therefore, you should get involved in this discussion forum.

## C. CLOSING SECTION

### 1. Summary

The following infografis summarize the learning activity 3



# GRAPHIC ORGANIZERS

## Infografis 1. graphic organizers

### 2. Reflection

To review your understanding about what you have learnt in Learning activity 3, consider the following questions.

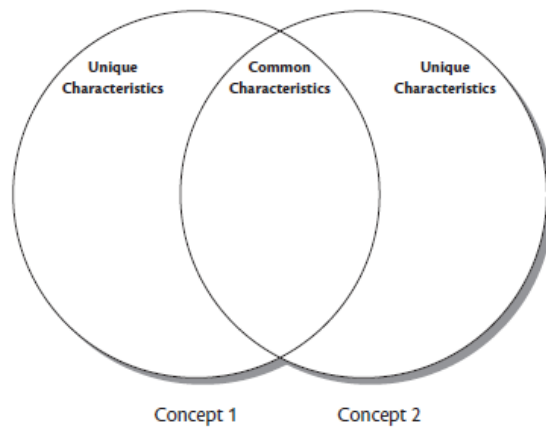
- h. What have you learnt from graphic organizers?
- i. What are the social functions you have learnt from graphic organizers?
- j. How are graphic organizers structured?
- k. What are the key features commonly found in a graphic organizer?
- l. Can you design your graphic organizer in an informative display?
- m. How can you define your graphic organizer understandable?
- n. How can you say your graphic organizer exceptional?

### 3. Formative Test

Choose the best answer A, B, C or D for each number.

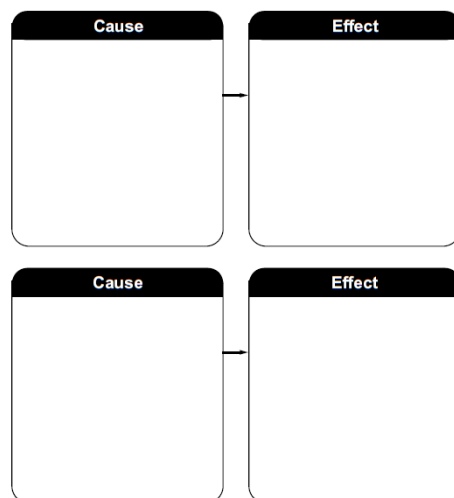
1. What is the function of the following diagram?

Venn Diagram



- A. To show a series of event  
B. To tell the descriptive details of a topic  
C. To compare and contrast two concepts  
D. To present problem and solution of an issue
2. What topic fits in this type of graphic organizer?

Cause and Effect



- A. Diabetes and its triggers
- B. A process of admitting to a hospital
- C. The function of left and right hemispheres of brain
- D. Types of human bones

3. When do we need to fill in the column of 'What I have learned' in this graphic organizer?

K-W-H-L Chart

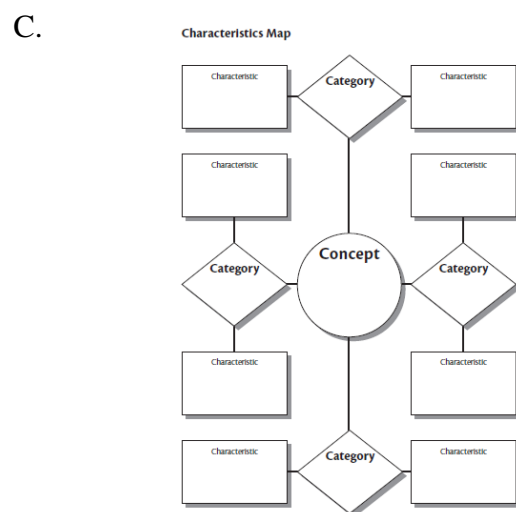
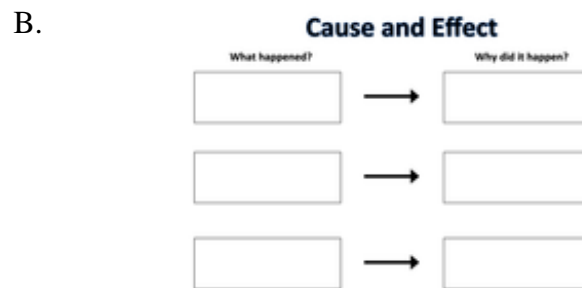
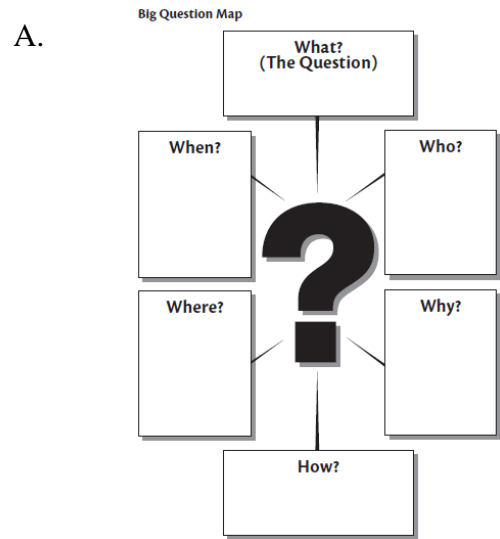
Topic: \_\_\_\_\_

<b>K</b> What do I know?	<b>W</b> What do I want to know?	<b>H</b> How I will learn?	<b>L</b> What I have learned?

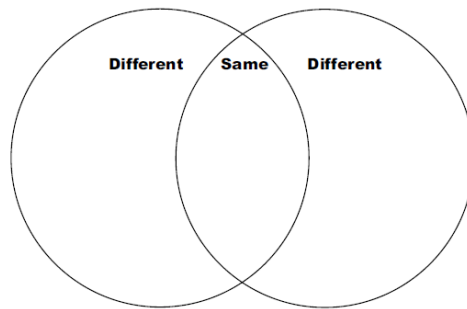
- A. at the class-planning phase
  - B. before starting the class discussion
  - C. during the class discussion
  - D. after the class discussion
4. What type of graphic organizer suits to our topic if we want to tell characters in a narrative story in detail?
- A. Description graphic organizer
  - B. Sequence graphic organizer
  - C. Cause and effect graphic organizer
  - D. Problem and solution graphic organizer



5. Which form of graphic organizers below best used to a topic of “5 main causes of lung cancer”?

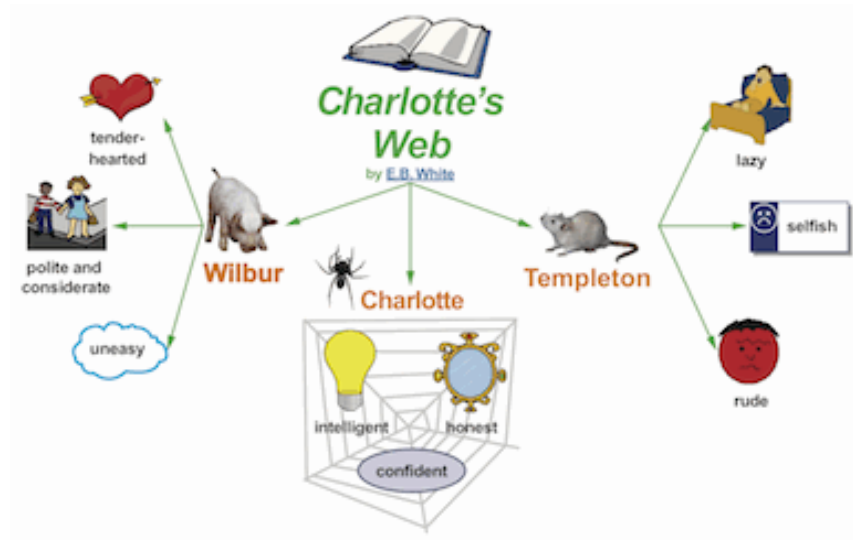


D. **Compare/Contrast**



6. The followings are some characteristics of a graphic organizer, EXCEPT ....
- A. Has and adequate space
  - B. Has a long string of text
  - C. Has short descriptions
  - D. Has an easy-to-read visual display
7. If the author of a text lists items or events in a numerical or chronological order, the best type of graphic organizer to use is ....
- A. Description graphic organizer
  - B. Sequence graphic organizer
  - C. Problem and solution graphic organizer
  - D. Cause and effect graphic organizer

8. What is the topic being presented in this graphic organizer?



- A. characters in a book
  - B. characters in a movie
  - C. farm animals
  - D. pests found in a farm
9. Which of the following summary frame questions appropriately used in a problem and solution graphic organizer?
- A. In what ways did prior event(s) cause or influence the main event?
  - B. In what way are these items different?
  - C. How is the sequence or cycle revealed in the text?
  - D. According to the text, which solution has the best chance for succeeding?
10. Which of the following social functions for using graphic organizers help learners become autonomous?
- A. tools for depicting knowledge and understanding
  - B. tools for self-learning
  - C. tools for organizing information

## D. tools for critical and creative thinking

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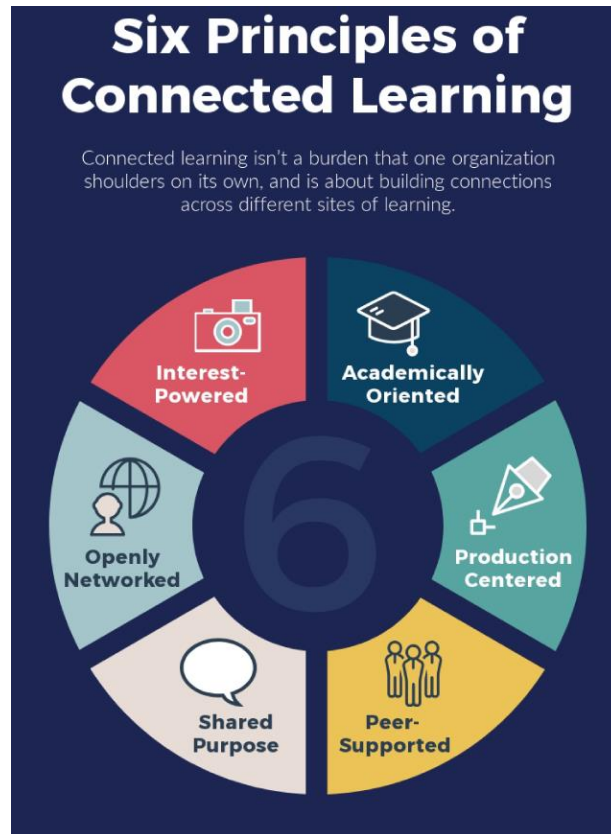
<https://www.weareteachers.com>

### Answer Key

#### Formative test

1. C
2. A
3. D
4. A
5. B
6. B
7. B
8. A
9. D
10. B

## LEARNING ACTIVITY 4: INFOGRAPHICS



Source: <https://bizinfo123.com/6-principals-of-connected-learning/>

### B. INTRODUCTION

#### 1. Short Description

Welcome to chapter 4 of Module 1 “English for Public Information”. In this chapter, you are going to explore about infographics. This part provides materials related to the definition of infographics, the structure, the language features, as well as the information to create effective infographics. Let’s begin with a short description of infographics.

The use of infographics and other data visualizations have become developingly wellknown in the mainstream media, personal websites, and social media. It happens because infographics can be beneficial mechanism to present data in visual manner. You can create infographics in many different ways using software you frequently use.

Infographics are essentially visual representations of information. Commonly, they are utilized to tell stories, bring ideas, or explore issues through a range of different graphics. They are now widely used to increase a reader's understanding of a particular topic or issue. Besides in the traditional media such as newspapers, you can also find infographics in many digital publishing. Increasingly, infographics are being produced by a range of public and private sector institutions as part of publications strategies.

## **2. Relevance**

As a teacher, you might now involve technologies in your class. Linked to this development of teaching, the changes in the way you perform teaching approaches will be influenced by the information creator, such as web-based media. Relevantly, web technologies and new educational environments have started to your teaching processes. It is common that the learning process can now be carried out in different environments which manifests in the materials used for educational purposes. The materials which enable the presentation and assessment of various forms of data are commonly applied.

Presenting information through visual components enables you to display a certain condition in an organized way. The visualisation plays an important role regarding the purpose and characteristics of the information being conveyed, and of course the characteristics of learners. Meanwhile, graphics are among the visuals components used to bring information. They enable the information to be more easily understood. For example, a piece of information which is previously presented in several pages of text can be conveyed to the reader through a single graphic. In short, infographics allow information to be conveyed in a certain flow and in the desired context. Combined with certain techniques and educational methods, infographics are beneficial in enhancing your teaching process.

### 3. Learning Guide

There are three specific activities to help you achieve the goals of learning this chapter, namely pre-activity, main-activity, and post-activity.

#### a. Pre-activity: building background knowledge about infographics

Since background knowledge greatly influences comprehension, it is important to have specific concepts of infographics. You can provide yourself with factual information from the Internet or a list of key words from journal articles and check yourself what you know about them.

#### b. Main Activity: comprehending materials about infographics.

- Take notes while exploring materials about infographics
- Identify purposes of infographics
- Determine messages conveyed in infographics
- Find factual information from infographics

#### c. Post-Activity: questioning, discussing, creating, and presenting

- Questioning activities encourage you to think about and respond to the information and ideas about infographics.
- Discussing or exchanging ideas are intended to freely explore ideas, to learn something new, and to gain a different perspective by pooling the information or insights.
- Creating infographics leads you to visualize ideas.
- Presenting your infographics enables you to be reflective.

## C. MAIN SECTION

### 3. Learning Outcomes

In this chapter, you are expected to learn the following competencies:

#### a. Attitude

To uphold and apply religious values, moral values, ethical values, personal and social values (honesty, discipline, accountability,

independence), care and respect for differences and diversity, tolerance, peace, collaboration, and nationalism.

### **b. Knowledge**

To analyze the social functions, text structures, and lexico-grammatical features of report texts in regard to the contexts of situation.

### **c. Skill**

After learning this chapter, you are expected to be able to:

- comprehend infographics meaningfully
- compare the social functions of infographics regarding the context of situation, the target readers, the points of interests or importance
- comprehend the structure of infographics
- comprehend the language features of infographics
- create a good and effective infographic

## **4. Learning Materials and Learning Activities**

### **a. Definition of Infographics**

What is an infographic?

A phrase that you may have heard many times “A picture is worth more than 100 words.” basically indicates the essence and efficiency of visual communications. When we acquire information visually, it may impress us in a more durable time. The message will be transferred more effectively to our brain. Therefore, the importance of infographics will be gained.

So, what do you know about infographics? How will you define them? How is an infographic constructed? How does it function? To help you understand the definition, structure, and function of infographics, you need to learn and read more examples about them. The following examples may lead you to comprehend what an infographic is.

You are going to watch video 1 and video 2 which provide examples of infographics. Watch the following three videos attentively and answer the questions provided in TASK 1 to help you understand the definition of infographics .



Video 1. “Your industry is revolutionizing the world.”



Source: <https://www.youtube.com/watch?v=ThiCMd5kGbE>

Video 2. “Multisoft IT training.”



Source: <https://www.youtube.com/watch?v=fJDKG3JM45I>

### TASK 1

Video 1 and video 2 provide the examples of infographics. After watching the videos, please respond to the following questions.

1. What information was described in Video 1 and Video 2?
2. Were you impressed by the way the information displayed? Why?
3. How was the information provided in both videos?

4. What visual elements were used in the videos?
5. Do you find it easy to get the information from the videos? Why?
6. In your opinion, how was the information in the infographics arranged?
7. If you were getting the same information from an explanation text, would it be easier to understand?
8. After answering questions 1 – 6, how can you define infographics?

### **b. Characteristics of Infographics**

Having discussed the definition of an infographic described above, the followings are some characteristics of successful infographics:

#### 1) Clear Goals

Will your infographic be designed to educate or entertain, or both? Who is the target audience of your infographic? It is essential that you are clear about what you want to achieve through the infographics.

#### 2) Easy to Digest

You do not need to make it so full of information that message is difficult to digest. Information overload can destroy an infographic. When the viewer cannot instantly connect with, they probably will pass right over it. Too much data, colors, and images can make your message harder to understand. Remember, the purpose of an infographic is to deliver a message in a simple visual format. In short, make sure that you keep the message simple to digest because you want to attract, not push away viewers.

#### 3) Compelling Narrative

Infographics have one thing in common: they weave a compelling narrative. An infographic must take the reader on a journey from point A to B, and by the time they finish reading it, they should feel intellectually enhanced and emotionally stimulated.

4) Unique Concept

Infographics should engage and influence the viewer to interact with your message. You need to be able to grasp their interest and attention quickly. If you only create a simple pie chart or a line graph, you cannot impress them. The design must be unique that will draw viewers and make them absorb your message. Sometimes, the smallest details will cause an infographic to be interesting.

5) Creative Design

Creativity helps you widen opportunities of grabbing attention. A stand out infographic will better interest viewers than the monotonous ones when retrieving information. By utilizing technologies, you can customize the design of your infographics.

6) Visual Focus – Not Text

It is important to keep the text minimal, and focus on the visual elements of the infographic. Your infographic needs to ease the viewer from a long explanatory text.

**c. Generic Structure of Infographics**

Creating infographics can be done by hand using simple everyday tools such as paper, pen, pencils, markers, and rulers. However, today they are more often created using computer software, which is both faster and easier and even more beautiful and colorful. They can be created with general illustration software, such as Adobe Illustrator or freewares. There are also a number of specialized websites and tools that can be used to construct infographics. Tools/ software/websites that can be used to produce the infographics are as follows: Pixlr, Hohli, Stat Planet, Google Public Data, Wordle, Tableau, Gapminder, Inkscape, AmCharts, Infogram, Visually, and etc.

After constructing a definition based on the activities in the previous task in this chapter, now it is time for you to know the generic structure of infographics. Take a look at the figure below and respond the questions in Task 2.

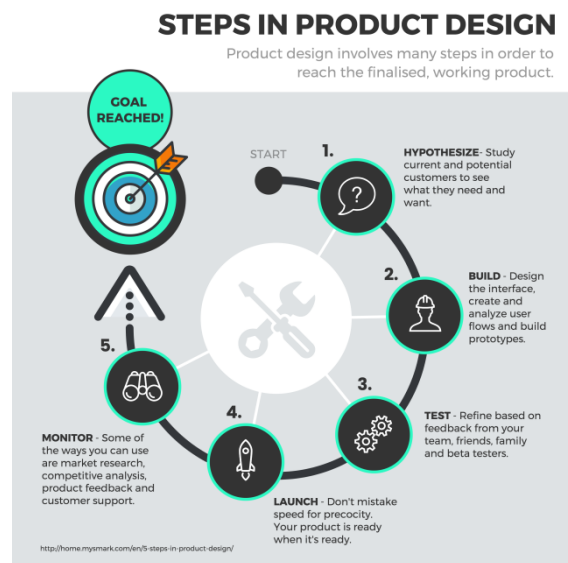


Figure 4.1 “Steps in Product Design”

## TASK 2

1. What is the point of the infographic above?
2. Where can you find the short explanation of the point?
3. What details can you find in the above infographic?
4. What can you conclude about the information provided in the above infographic?
5. How can you be sure that the information is valid?
6. After responding those questions, can you mention the generic structure of an infographic?

So, when you are about to make infographics, the followings are the structure of an infographic:

a. **Headline/ Title**

Your headline should tell about the whole gist of your infographic. It is better for you to make it short yet interesting.

b. **Beginning/ Introduction**

This part contains sentences describing your infographic. Your introduction should grasp your reader's attention.

c. **Middle/ Main Infographic Content**

This is the main focus of your infographic. Here, the main idea of your message is broken down into smaller sections by using subtopics, subheadings, supporting sentences, and data visual elements.

d. **End/ Conclusion**

You summarize and reinforce your argument in this part. You can write what you want your readers to do.

e. **Sources and Footnotes**

Do not forget to cite your sources if you are using sources apart from your own, for finding relevant data for example.

**d. Social / Language Function of Infographics**

According to the use and the goal, the followings are some major types and functions of infographics:

1. **Statistical Infographics**

This type of infographics allows you to visualize survey results, present data from some sources, argue some issues with relevant data, and etc. It focuses on your data and the layout and visuals support you tell the story behind your data. You may include

charts, icons, images, and interesting fonts. You can see the following example of a statistical infographic using a combination of bold fonts and colorful icons to draw attention to each statistic.

## Cloud Survey Facts



Figure 4.2 Statistical Infographics

### 2. Informational Infographics

If you want to inform a concept or to give an overview of a topic, this type of infographic is appropriate to use. Commonly it is divided into sections containing descriptive headers. The flow of your infographic will be clearly seen when you add numbering in each section. However, you do not have to follow a chronological order. If there is only a collection of facts, you might choose a

circular design. The following is an example of informational infographics.



Figure 4.3 Informational Infographic

### 3. Timeline Infographics

This type of infographic functions to visualize the history of something, to highlight important dates, or to give an overview of an event. This infographic supports people to create a clearer figure of a timeframe. Visual aids such as lines, photos, and labels all support explaining points in time. The following is an example of timeline infographic which is illustrated using a colorful icons.

## A BRIEF HISTORY OF TECHNOLOGY

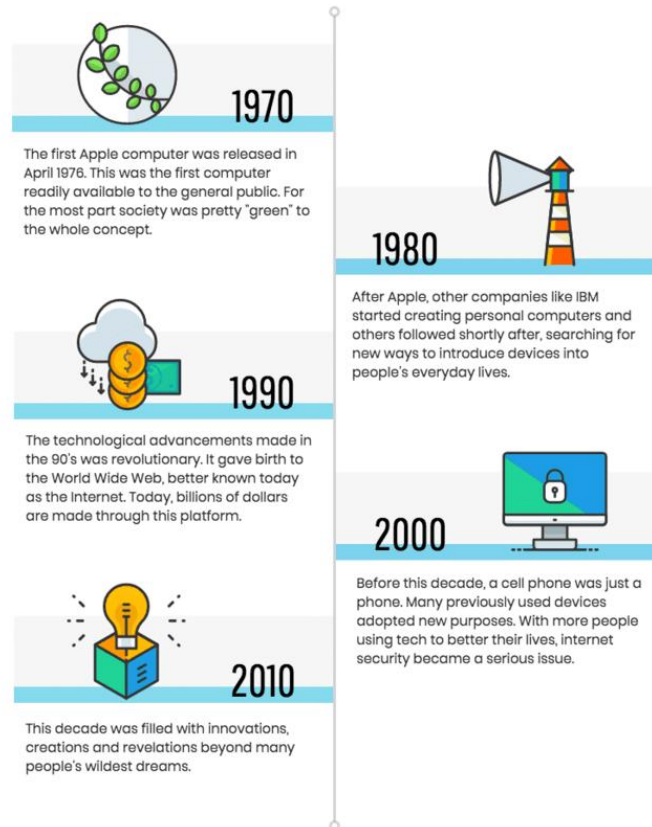


Figure 4.4 Timeline Infographic

### 4. Process Infographics

This type of infographic is suitable for providing a summary or overview of the steps in a process. You can simplify and clarify each step in process infographics. Mostly, it depicts a straightforward top-to-bottom or left-to-right flow. You can put numbering to make your process easy to follow. The following is an example of a process infographic using different colors for the headers of each step and corresponding icons.



## 6 STEPS TO CREATING AN INFOGRAPHIC OUTLINE FROM SCRATCH

Infographic outlines help you streamline the design process and create sweet infographics (*like this one!*). Follow these steps to create an infographic outline from scratch.

**1. PICK A TOPIC**  
When choosing a topic, look for a unique insight, answer a burning question, or provide a solution to a problem. Think: *what would your target audience want to learn about?*

**2. PICK YOUR QUESTIONS**  
Determine your questions and the kind of data you need. Then decide if you want to conduct your own research, use academic sources, use Google search hacks, refer to existing data repositories or something else.

**3. CHOOSE A TOOL FOR COLLECTION DATA**  
Use the right tool to collect your data. For surveys, tools like *Polifish*, *Survey Monkey*, *Typeform*, *Pollmaker* work great. There are plenty out there, so look around!

**4. COLLECT AND ORGANIZE YOUR DATA**  
Group your data, find correlations and draw conclusions wherever you can. These findings will form your *key takeaways*.

**5. COME UP WITH A TITLE AND SUBTITLES**  
Your title and subheaders should be *short and descriptive*. Each section of your infographic should only be a few points or a couple sentences.

**6. INCLUDE NOTES FOR THE DESIGNER**  
Clearly lay out any design preferences and branding requirements that your designers *should keep in mind*. Including some inspirational images can help too!

Create infographics at [venngage.com](http://venngage.com)

### 5. Geographic Infographics

You can visualize location-based data or demographic data through this type of infographic. The focus visual in geographic infographics is the map charts and different types of them work better for different types of data. The following is an example of a geographic infographic which simply points out locations on a map by using icons and brief labels.

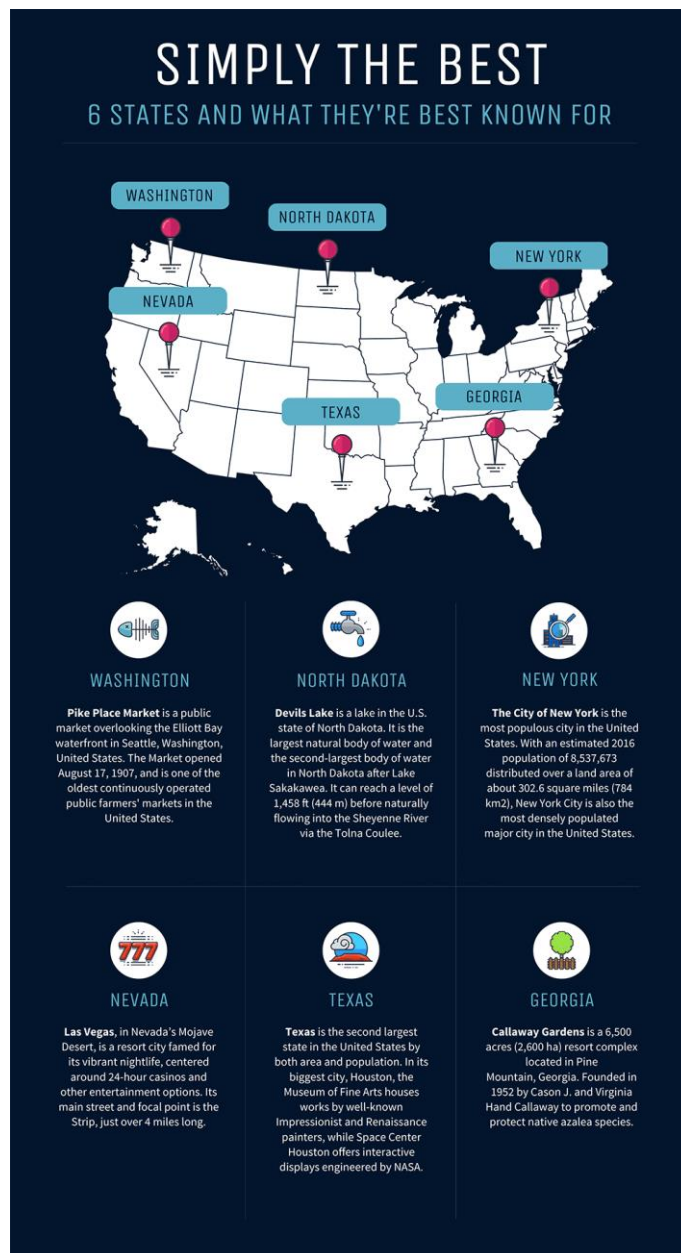


Figure 4.6 Geographic Infographic

## 6. Comparison Infographics

You can use this type of infographic to compare options in an unbiased way or to make one option seem better. Commonly, comparison infographics are divided in the middle vertically or horizontally with one option on each side. To emphasize the option

you want readers to pick, you can use a more interesting color on it. The following is one example of a comparison infographic contrasting colors to emphasize the difference between both options.



Figure 4.7 Comparison Infographic

## 7. Hierarchical Infographics

This type of infographic arrange information from greatest to least. The following is an example of a hierarchical infographic of the pyramid visualizing Maslow's Hierarchy of Needs. At the base of

the pyramid is the most important needs, ascending to the top is the least.

## Maslow's Hierarchy of Needs

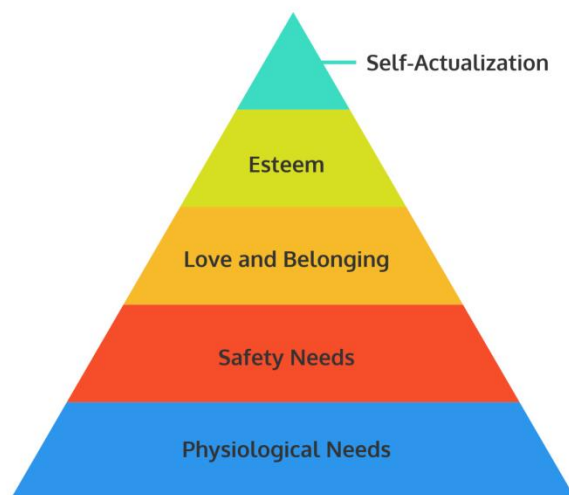








Figure 4.8 Hierarchical Infographic

### 8. List Infographics

You can use this type of infographic to share a collection of tips, or a list of resources, or a list of examples. Generally, it is straightforward. Again, numbering and interesting icons can make the information flow and stand out. The following is an example of a list infographic which has no particular order.

 <b>ADDITION</b> A combination reaction is when two reactants combine to form one product. For example, hydrogen (H) and oxygen (O) combine to form H <sub>2</sub> O.	 <b>DECOMPOSITION</b> A decomposition reaction is when a single compound breaks down into two or more elements or new compounds. Carbonic acid (found in soft drinks) breaks down to produce water (H <sub>2</sub> O) and Carbon Dioxide (CO <sub>2</sub> ).	 <b>SINGLE DISPLACEMENT</b> A single-displacement reaction is when an element reacts with a compound and takes the place of another element in that compound. For example, when zinc reacts with hydrochloric acid, it makes zinc chloride and hydrogen.
$H_2 + O = H_2O$	$H_2CO_3 \rightarrow H_2O + CO_2$	$Zn(s) + 2 HCl(aq) \rightarrow ZnCl_2(aq) + H_2(g)$
<b>TYPES OF CHEMICAL REACTIONS</b>		
 <b>DOUBLE DISPLACEMENT</b> A double displacement reaction occurs when two compounds react, and the positive ions (cation) and the negative ions (anion) of the two reactants switch places, forming two new compounds or products.	 <b>PRECIPITATION</b> A precipitate reaction is when aqueous compounds react to form an insoluble solid called a precipitate. An example is when sodium hydroxide reacts with magnesium chloride, to produce sodium chloride and magnesium hydroxide.	 <b>COMBUSTION</b> A combustion reaction occurs when a substance reacts with oxygen, releasing energy in the form of heat and light. When wood reacts with air, it can combust!  <small>(C<sub>6</sub>H<sub>12</sub>O<sub>6</sub> is actually sugar, which is very close to wood)</small>
$AgNO_3 + NaCl \rightarrow NaNO_3 + AgCl$	$2NaOH + MgCl_2 \rightarrow 2NaCl(aq) + Mg(OH)_2(s)$	$C_6H_{12}O_6 + 6 O_2 = 6 CO_2 + 6 H_2O$

### **e. Language Features of Infographics**

Some language features that you can follow to make a good infographic are as follow:

1. Informative

You need to be informative, accurate, and revealing the message.

You need to make sure that through your infographics, you can add values that a text alone cannot communicate. In general, your aim is to bring clarity and understanding where there is complexity and confusion.

2. Engaging

Use the language that invites people to explore the information and help them find relevance and context. Stimulate them so that they will want to spend time reading your infographics.

3. Accessible

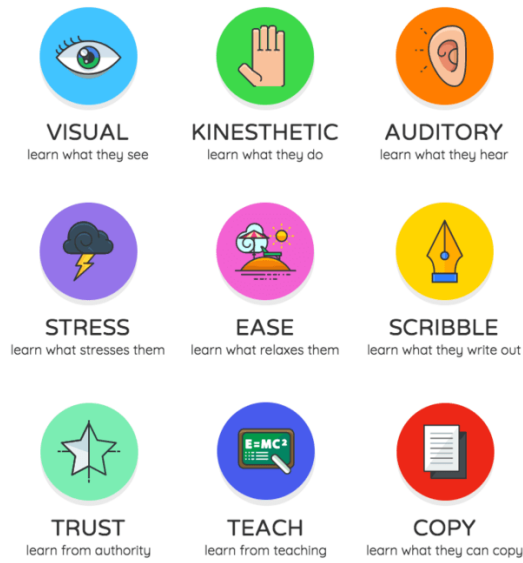
You need to communicate to the readers with the clearest language and the simplest techniques.

### **Task 3**

Give your personal response to the infographics below by considering the following questions:

- What did you find interesting?
- What information do you doubt?
- What information would you like to share with? Why?

# TYPES OF LEARNERS



<http://notes.fundersandfounders.com/post/55187809751/types-of-learners>

Figure 4.9 “Types of Learners”

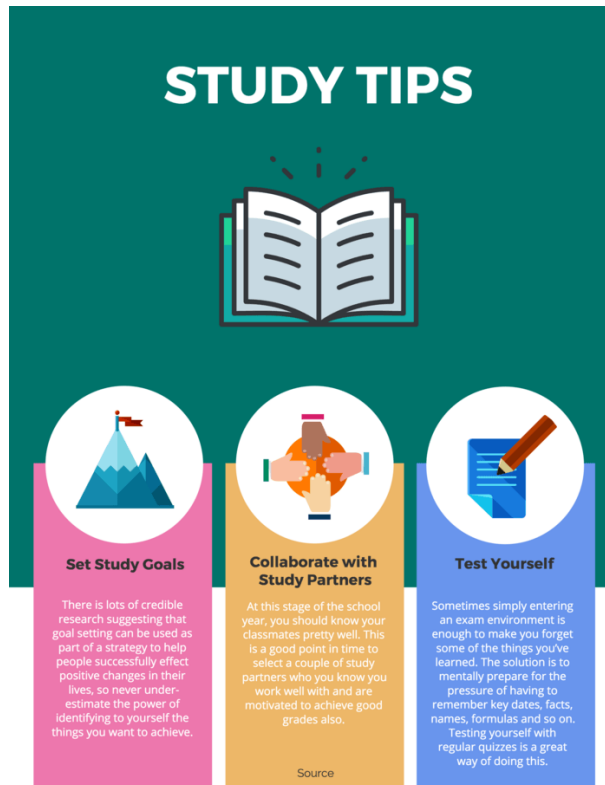
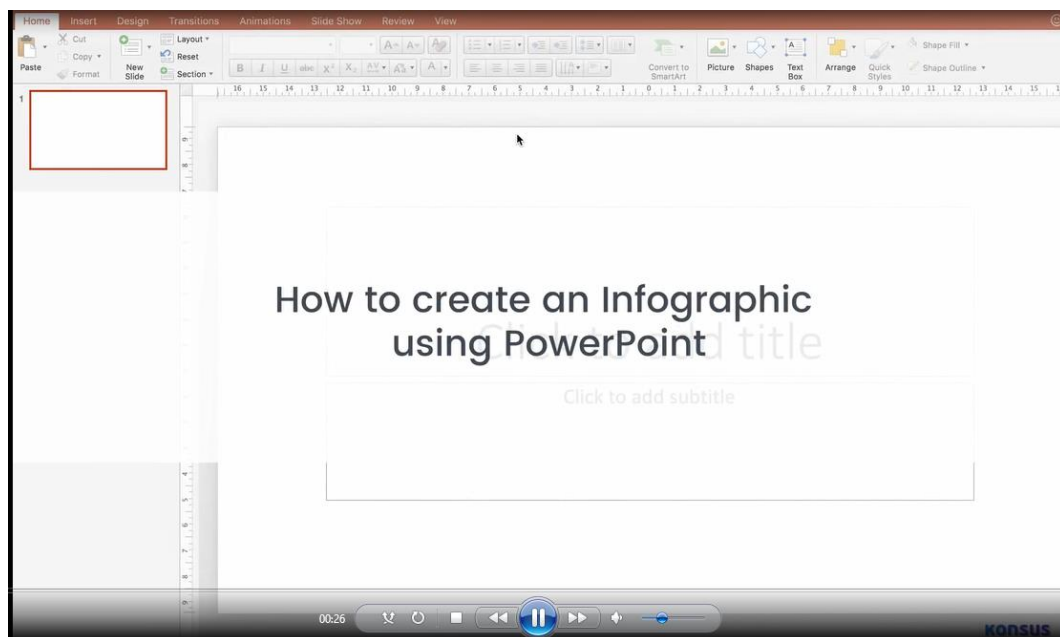


Figure 4.10 “Study Tips”

#### Task 4

Conduct your own research on a topic of ‘positive and negative effects of stress’. You can create questionnaires to distribute manually, using Google from or through social media. Construct relevant questions to get informative or comparative data. Having done collecting data, you are expected to present your findings in an infographic that depicts the results of your research. You may consult to the following video simulation to make it

Video 3. How to make infographic using powerpoint



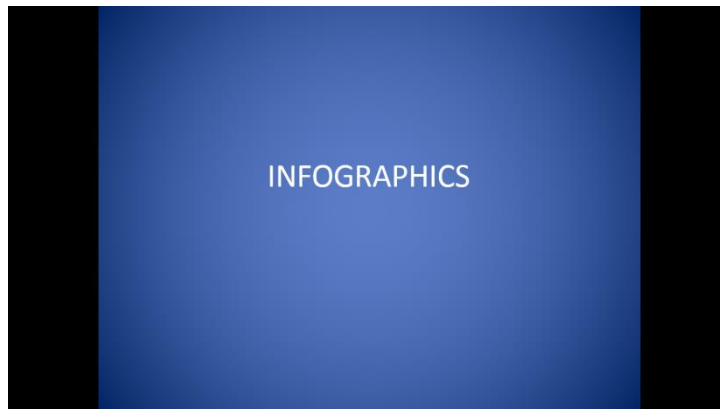
### 3. Discussion Forum

Since you have learned this topic and involved in some learning activities, it is necessary for you to confirm your understanding, share your knowledge and experience, and improve your comprehension on this topic, either with other participants or instructor. Therefore, you should get involved in this discussion forum.

## **C. Closing Section**

### **1. Summary**

To summarize this part, let see the following slide of infographics.



Infografis 1. Infographics

### **Reflection**

To review your understanding about infographics, consider the following questions:

- a. How can you define infographics?
- b. What are some social functions of infographics?
- c. How is an infographic structured?
- d. What are the language features of a successful infographic?
- e. How will you design a good infographic?



## 2. Formative Test

Choose the best answer for each question (A, B, C, or D).

1. Infographics allow you to present what would normally be ... information, in a way that readers can enjoy understand.
  - a. Simple
  - b. Visual
  - c. **Complex**
  - d. Straight-forward
2. The followings are characteristics of successful infographics, EXCEPT ....
  - a. clear goals
  - b. easy to digest
  - c. compelling narrative
  - d. **text-focus**

The infographic below is for questions no. 3 and 4.



3. What structure can't we find in the above infographic?
  1. headline
  2. sources
  3. introduction
  4. main content
4. What type of infographic is the above picture?
  1. Informational infographic
  2. Comparison infographic
  3. Timeline infographic
  4. Hierarchical infographic
5. What type of infographic you will see if the title is as follow.



- a. Process infographic
- b. Comparison infographic
- c. List infographic
- d. Informational infographic

The infographic below is for questions no. 6 – 8.



6. Based on the above infographic, one of the DOs is ....
  1. **prioritize tasks and avoid unstructured meetings**
  2. check and reply to email, and have a coffee on-the-go
  3. skip exercising because you are busy with work
  4. rarely book holidays
7. According to the information stated in the above infographic, workers might get mental health problems because ....
  - a. They never go for a walk during break
  - b. They always say 'yes' to tasks
  - c. They work through lunch hour
  - d. **They ignore other aspects of life for the sake of their job**
8. The goal of the above infographic is ....
  - a. to compare between the positive and negative effects of working
  - b. **to inform readers about the importance of having a balance between life and working**
  - c. to support workers to perform better efforts during working hours
  - d. to show the stress level of workers in the UK
9. If you want to present location-based data, what type of infographic suits your goal?
  - a. Process infographic
  - b. Hierarchical infographic
  - c. **Geographic infographic**
  - d. List infographic
10. What is the main function of timeline infographics?
  - a. to share a collection of tips
  - b. to arrange information from greatest to least
  - c. to provide a summary/ overview of steps in process
  - d. **to visualize the history of something**

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<https://id.pinterest.com/pin/661888476463391074/>

## SUMMATIVE TEST

1. Notice is used to announce something or to provide important information. When you create a notice, it should be ... *except*
  - a. written in capital font
  - b. easy to understand
  - c. written in simple and short text
  - d. supported by a descriptive paragraph
2. Imagine that you have a supermarket and it has got a private room. The room is only for the staffs of your supermarket and the visitors are not allowed to get in that room. Which one is the most suitable notice?

a



b



c



d



3. There are five types of notice. One of those is information notice. Choose the correct statement that provides an information notice.
  - a. No Parking
  - b. Beware of Pickpockets
  - c. Slow Down
  - d. For Staff Only
4. As notice is a part of short functional text, it has some language features. One of those features is ...
  - a. having many pictures
  - b. containing adjectives





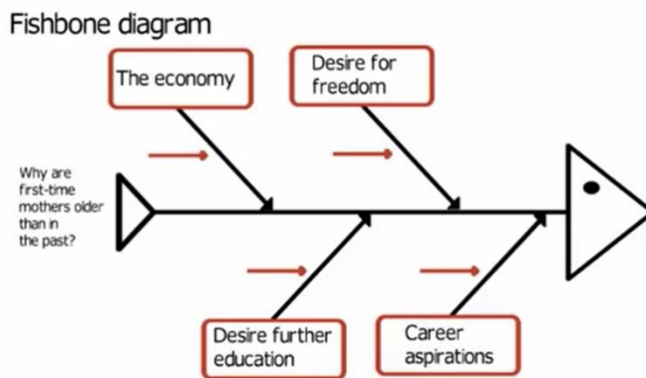


11. What can you tell from the following Venn diagram?



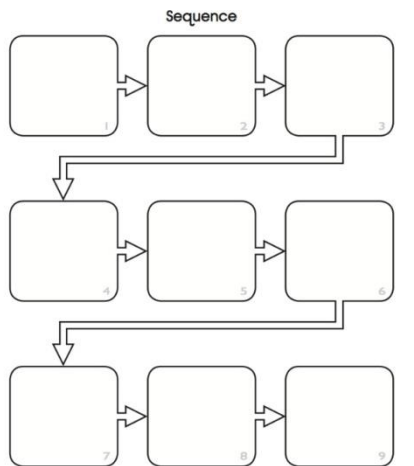
- a. It describes the steps of building a corporation.
- b. It enlists the benefits of working as a freelancer.
- c. It describes the differences and similarities between freelance and corporate working.
- d. It tells the sequence of being both a freelancer and a company employee.

12. What function does this Fishbone diagram provide?



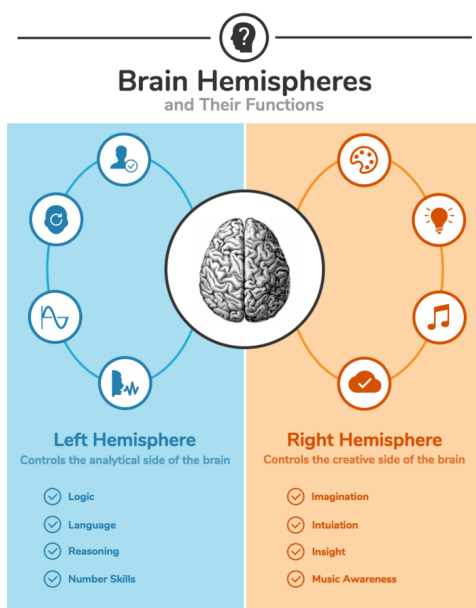
- a. comparing and contrasting two concepts
- b. providing solutions of a certain problem
- c. describing steps of conducting a program
- d. presenting causes and effects of a certain issue

13. What information can you put in the graphic organizer below?



- a. how to create a Bank account
  - b. solutions of managing a big class
  - c. functions of social media in the classroom
  - d. tips to be liked by employees
14. If you are going to present the process of a complete metamorphosis of butterflies, the most appropriate type of graphic organizer you can use is ....
- a. description graphic organizer
  - b. sequence graphic organizer
  - c. cause and effect graphic organizer
  - d. problem and solution graphic organizer
15. Which of the following social functions for using graphic organizers help learners add or alter their background knowledge?
- a. tools for depicting knowledge and understanding
  - b. tools for self-learning
  - c. tools for organizing information
  - d. tools for critical and creative thinking

16. If you want to present survey data, what type of infographic suits your goal?
- Process infographic
  - Hierarchical infographic
  - Geographic infographic
  - Statistical infographic
17. What can you infer from the following infographic?



- We tend to use our left brain if our hobby is playing musical instruments.
  - Mathematical ability relates strongly to the function of the right brain.
  - Both left and right brain hemispheres are controlling the analytical skills.
  - If you are good at arts, you might use your right brain more often than the left one.
18. What is the main function of hierarchical infographics?
- to share a collection of tips
  - to arrange information from greatest to least
  - to provide a summary/ overview of steps in process
  - to visualize the history of something

19. Which information is **NOT TRUE** based on the following infographic?



- a. A logo should be memorable and unique to make an impact and be unforgettable.
- b. The things being described in a logo had better be easily understood by the audience.
- c. A successful logo is usually adapted to all types of social media platforms.
- d. A logo does not have to be easily reformatted and must not use black/white theme.

20. The following is **NOT** one of the characteristics of successful infographics ....

- a. focusing on text
- b. having clear goals
- c. easily understood
- d. compelling narrative

Answer Key

Formative test

1. C
2. D
3. B
4. A
5. B
6. A
7. D
8. B
9. C
10. D

### Summative Test

1. D
2. C
3. D
4. B
5. A
6. D
7. A
8. D
9. B
10. A

11. C
12. D
13. A
14. B
15. C
16. D
17. D
18. B

19. D

20. A