

a. Identity

Subject:
English Literature

Semester one

Time allocation:
6 X 45 minutes

BASIC COMPETENCE

3.4 menerapkan fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan setara antara dua benda/tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsure kebahasaan *both... and; not only ... but also; either ... or; neither ... nor*)

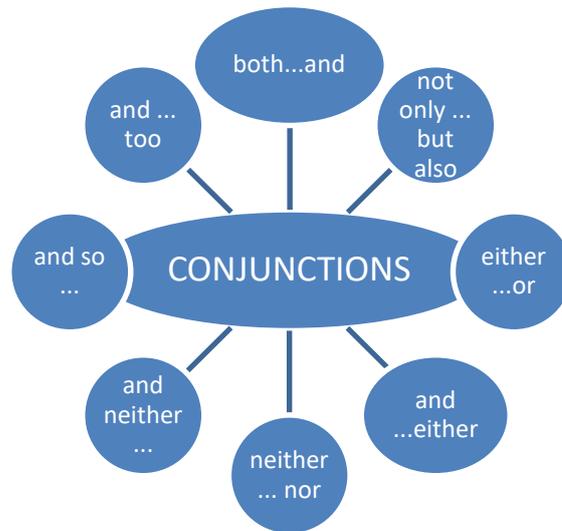
4.4 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi yang mengandung hubungan setara antara dua benda/tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

CORRELATIVE CONJUNCTIONS

learning purpose

In this chapter, you will learn about some correlative conjunctions. Surely, you will have to know the proper grammatical structure to make meaningful sentences. Practicing by writing and speaking is needed to enhance your understanding on the social function and the structure of conjunctions.

B. Concept mapping



C. Learning process

GENERAL INSTRUCTION : You have to do the activities step by step to understand the learning material. At the end, there will be an evaluation to test your level of understanding on the material. When your level is above the passing score, you may continue to the next material. Before you ask for the evaluation, please ensure yourself that you have already mastered the whole material in this chapter.

Before learning:

Read this dialogue below, then write the structure of the underlined sentences!

Ron: Do you agree that playing games can train us to both think logically and make a fast decision.

Lea: I am not sure of that because I think either game has negative effects.

Ron: I see. According to me, either action game or adventure one is suitable for me.

Lea: Sorry, I am familiar with neither online games nor offline one.

Whilst learning

Now, try learning those structure from these sources:

<https://hedwigbooks.com/2018/07/18/correlative-conjunctions/>

and <https://www.youtube.com/watch?v=GY0aLqSztbE&t=951s>

Having understood the correct structure and function, try doing these exercises below!

Activity one

Join the two sentences with some correlative conjunctions.

A. With different subjects to join

1. Real-time strategy games are suitable for the competition.
Role-playing games are suitable for the competition.
2. *God of War* is the more recent game of beat-em up games.
Castle Crashers is the more recent game of beat-em up games.
3. *Dance Dance Revolution* challenges the players to keep in step with the rhythm.
Guitar Hero challenges the players to keep in step with the rhythm
4. New game categories have been created to satisfy the gamers.
New genres have been created to satisfy the gamers.
5. The setting of the games doesn't define video game genre.
The story of the games doesn't define video game genre.

B. With different objects to join



1. Modern games require high computer processing power.
Modern games require creative game developers.
2. Gamers should choose what they can play.
Gamers should choose which conveys scientific message.
3. Stealth games focus on cunning to resolve game challenges.
Stealth games focus on precision to resolve game challenges.
4. Game developers are advancing game-based learning.
Game developers are advancing serious game.
5. Some games do not give good education to the players.
Some games do not give good stimulation on the brain.

C. With different adjectives

1. These children games are traditional.
These children games are quite easy.
2. Some games make the players become creative.
Some games make the players become innovative.
3. Children won't feel happy to learn school subjects without games.
Children won't feel joyful to learn school subjects without games.
4. Some traditional games still seem up-to date for children to play.
Some traditional games still seem challenging for children to play.
5. The game makers are enthusiastic to make the game for school subjects.
The game makers are encouraged to make the game for school subjects.

D. With different verbs

1. Video game entertains us.
Video game influences our brain.
2. The brain-training games may enhance the working of memory.
The brain-training games may improve cognitive abilities.
3. Psychologists research on the effect of the brain-training games on our memory.
Psychologists look for the proof for their effectiveness.
4. Neurobiologists prove the good impact of games on the formation of memory.
Neurobiologists ensure the ability of games to reverse the brain decline.
5. The older adult gamers don't have interest in games.
The older adult gamers aren't used to the game technology

E. Correct the sentences below!

1. Some children games are not only traditional and very old.
2. Many games are derived from either everyday life or reflect the culture.
3. Entertainment value becomes the focus in making children games and so is education one.
4. Technology development doesn't influence some traditional games and neither cultural changes.
5. Video has spawned a new generation of electronic games and computer technology too.
6. A lot of creations of new games are due to both the discovery of things but also the interaction among societies.
7. Children learn to play mainly form either parents nor adults.
8. Parents mostly prefer games that train their children not only physically and mentally.
9. Children, nowadays, neither want to play traditional children games or choose the offline games.
10. Not only *Snakes and Ladders* but also *Monopoly* are popular board games.



Activity two

Read the article below! Then based on the article, make sentences of your own with correlative conjunction as many as possible!

Text

How video games affect the brain

Video gaming is clearly a popular form of entertainment, with video gamers collectively spending 3 billion hours per week in front of their screens. Due to their widespread use, scientists have

researched how video games affect the brain and behavior. Are these effects positive or negative? We examine the evidence.

At a glance, more than [150 million](#) people in the United States play video games regularly, or for at least 3 hours per week. The average American gamer is a 35-year-old adult, with 72 percent of gamers aged 18 or older. For video game use by children, most parents – 71 percent – indicate that video games have a positive influence on their child’s life.

Video game sales continue to increase year on year. In 2016, the video game industry sold more than [24.5 billion games](#) – up from 23.2 billion in 2015, and 21.4 billion in 2014.

The top three best-selling video games of 2016 were *Call of Duty: Infinite Warfare*, *Battlefield 1*, and *Grand Theft Auto V*. These games fall into the first-person shooter or action-adventure genres – the top two genres, accounting for 27.5 percent and 22.5 percent of sales, respectively. First-person shooter and action genres often stand accused of stirring aggression and causing violence and [addiction](#).

Decades of research examining video gaming and violence have failed to reach consensus among scientists. Scientists have been unable to find a causal link between playing video games and acts of violence in the real world.

Video games and brain changes

A growing body of evidence, however, shows that video gaming can affect the brain and, furthermore, cause changes in many regions of the brain.

Scientists have recently collected and summarized results from 116 scientific studies to determine how video games can influence our brains and behaviors. The [findings](#) of their review were published in *Frontiers in Human Neuroscience*.

“Games have sometimes been praised or demonized, often without real data backing up those claims. Moreover, gaming is a popular activity, so everyone seems to have strong opinions on the topic,” says Marc Palaus, first author of the review.

By looking at all research to date, Palaus and team aimed to observe whether any trends had emerged with regard to how video games impact the structure and activity of the brain. A total of 22 of the reviewed studies explored structural changes in the brain and 100 studies analyzed changes in brain functionality and behavior.

Results of the studies indicate that playing video games not only changes how our brains perform but also their structure.

For example, video game use is known to affect attention. The studies included in the review show that video game players display improvements in several types of attention, including sustained attention and selective attention. Furthermore, the regions of the brain that play a role in attention are more efficient in gamers compared with non-gamers, and they require less activation to stay focused on demanding tasks.

Evidence also demonstrates that playing video games increases the size and competence of parts of the brain responsible for visuospatial skills – a person’s ability to identify visual and spatial relationships among objects. In long-term gamers and individuals who had volunteered to follow a video game training plan, the right hippocampus was enlarged.

Researchers have discovered that video gaming can be addictive – a phenomenon known as “Internet gaming disorder.”

In gaming addicts, there are functional and structural alterations in the neural reward system – a group of structures associated with feeling pleasure, learning, and motivation. Exposing video game

addicts to game-related cues that cause cravings, and monitoring their brain responses, highlighted these changes – changes that are also seen in other addictive disorders.

“We focused on how the brain reacts to video game exposure, but these effects do not always translate to real-life changes,” notes Palaus. The research into the effects of video gaming is still in its infancy and scientists are still scrutinizing what aspects of gaming impact what brain regions and how.

“It’s likely that video games have both positive (on attention, visual and motor skills) and negative aspects (risk of addiction), and it is essential we embrace this complexity,” Palaus continues.

(source: <https://www.medicalnewstoday.com/articles/318345#Are-brain-training-games-beneficial?>)

Closing:

NOW, SUMMARIZE WHAT YOU HAVE LEARNT BY COMPLETING THE SENTENCES BELOW! TRY NOT SEEING THE GRAMMAR BOOK.

1. Mention all correlative conjunctions which you know.
2. Explain how they are applied in sentences.
3. Give example of each conjunction!

SHOW YOUR ANSWERS TO THE TEACHER AND LET HER / HIM CHECK IT.

NOW, FILL IN THE TABLE BELOW TO REFLECT YOURSELF ON UNDERSTANDING THE MATERIAL!

SELF-REFLECTION ON THE MASTERY OF MATERIALS

No	questions	Yes	No
1.	Can you differentiate the social function of each conjunction?		
2.	Can you apply those conjunctions in sentences?		