

BAHASA INGGRIS

Train of Thoughts

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
2022

SMA/MA Kelas XII Tingkat Lanjut

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Bahasa Inggris: Train of Thoughts untuk SMA/MA Kelas XII Tingkat Lanjut

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Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memiliki tugas dan fungsi mengembangkan buku pendidikan pada satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, termasuk Pendidikan Khusus. Buku yang dikembangkan saat ini mengacu pada Kurikulum Merdeka. Kurikulum ini memberikan keleluasaan bagi satuan/program pendidikan dalam mengimplementasikan kurikulum dengan prinsip diversifikasi sesuai dengan kondisi satuan pendidikan, potensi daerah, dan peserta didik.

Pemerintah dalam hal ini Pusat Perbukuan mendukung implementasi Kurikulum Merdeka di satuan pendidikan dengan mengembangkan buku siswa dan buku panduan guru sebagai buku teks utama. Buku ini dapat menjadi salah satu referensi atau inspirasi sumber belajar yang dapat dimodifikasi, dijadikan contoh, atau rujukan dalam merancang dan mengembangkan pembelajaran sesuai karakteristik, potensi, dan kebutuhan peserta didik.

Adapun acuan penyusunan buku teks utama adalah Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran yang ditetapkan melalui Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 262/M/2022 Tentang Perubahan atas Keputusan Mendikbudristek No. 56/M/2022 Tentang Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran, serta Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 033/H/KR/2022 tentang Perubahan Atas Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka.

Sebagai dokumen hidup, buku ini tentu dapat diperbaiki dan disesuaikan dengan kebutuhan dan perkembangan keilmuan dan teknologi. Oleh karena itu, saran dan masukan dari para guru, peserta didik, orang tua, dan masyarakat sangat dibutuhkan untuk

pengembangan buku ini di masa yang akan datang. Pada kesempatan ini, Pusat Perbukuan menyampaikan terima kasih kepada semua pihak yang telah terlibat dalam penyusunan buku ini, mulai dari penulis, penelaah, editor, ilustrator, desainer, dan kontributor terkait lainnya. Semoga buku ini dapat bermanfaat khususnya bagi peserta didik dan guru dalam meningkatkan mutu pembelajaran.

Jakarta, Desember 2022
Kepala Pusat,

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Preface

The world without borders has evolved in the period of globalization, which is characterized by the rapid expansion of technology in which information can be accessed from the tip of the finger. Both teachers and students are required to integrate and apply technological use in learning. In the process, the emergence of the Covid-19 Pandemic condition has accelerated the learning patterns from face-to-face learning activities to online learning which has accelerated the progress. These, of course, have brought various challenges from uneven distribution of network and supporting gadgets available, teachers and students readiness, and even the phenomenon called learning loss, which is the decrease of students' competence and certain skills obtained due to the limited amount of learning process.

Additionally, the demand of 21st century learning is that it focuses on educating students based on their era. Education shall not only focus on academic growth but also should develop students competences including 4C: Critical thinking, creativity, collaboration, and communication skill. In addition to this, the government also adds another C which is character as the main point to consider in the educational system.

To respond to these challenges and needs, the government came up with the idea of 'Merdeka Belajar' (independent learning). Merdeka Belajar is the focus of the implementation of 'kurikulum merdeka' (independent curriculum) in which teachers and students are given a wide opportunity to freely choose what they consider to be important in the classroom. This book has been designed as an extension of 'kurikulum merdeka' episodes, which is arranged based on Capaian Pembelajaran (learning achievement). This book aims to provide an innovative learning resource which equips every skill of learning English in a creative, engaging, and fun series of activities. Another important feature, this book also focuses on developing students' characters by integrating the values of Profil Pelajar Pancasila which are: having faith and piety to God Almighty and having noble character, independent,

critical reasoning, creative, mutual cooperation and global diversity in every activity in each chapter.

In the end, we hope that both students and teachers find this book beneficial and helpful to reach the learning goals.

The writers

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MIND MAP

BUKU TEKS UTAMA BAHASA INGGRIS TINGKAT LANJUT KELAS XII (FASE F)



Content Mapping

Unit	Topic	Skill Focus
1	Environment awareness Digging the hidden gem of Borneo (Kalimantan)	<p>Listening Understand short conversation and text about the beauty of Kalimantan and some problems about underwater conservation</p> <p>Reading Comprehend narrative text about Bujang Beji.</p> <p>Speaking Give personal opinion on preserving marine life.</p> <p>Writing Write arguments.</p>
2	Connected to social media	<p>Listening Understand short conversations about the negative effects of social media</p> <p>Reading Understand analytical exposition text about consumerism and negative impacts of social media.</p> <p>Speaking Give a presentation about Overcoming consumerism</p> <p>Writing Write an analytical exposition text about the impacts of social media.</p>


Unit	Topic	Skill Focus
3	Get in touch with nature	<p>Listening Understand the strength and the weaknesses of some places mentioned in the audio</p> <p>Reading Comprehend Discussion text about advantages and disadvantages of Nihiwatu and Snorkeling.</p> <p>Speaking Give a travel review</p> <p>Writing Write a discussion text about solo traveling</p>
4	Future method of payment	<p>Listening Understand a talk about Financial Literacy.</p> <p>Reading Comprehend texts about future methods of payment: the cashless and financial literacy.</p> <p>Speaking Presenting opinion about Cause and effect of certain financial behavior</p> <p>Writing Write a discussion text about overspending.</p>

Unit	Topic	Skill Focus
5	Today's Life	<p>Listening Understand a talk about minimalism</p> <p>Reading Comprehend Pros and cons texts about becoming minimalist and digital minimalism.</p> <p>Speaking Perform debate about minimalism and digital minimalism.</p> <p>Writing Write a pros and cons essay about frugal living.</p>

The Essential Components of the Book

Lead In

This stage provides some stimulus questions which are oriented to activate the prior knowledge and introduce topics that are going to be learned in the chapter. The students are expected to express their opinion or share experiences to respond to the questions.




At the end of unit you are able to:

- ✓ Understand the implicit and explicit information (main ideas and detailed information) of the text.
- ✓ Express opinion of a story and issue about environmental awareness.
- ✓ Present ideas in group.
- ✓ Change arguments in form of multimodal text.
- ✓ Plan an argument with an appropriate schematic.

Lead In

1. Asking related questions about Kalimantan.
 - What crossed your mind when you heard Kalimantan?
 - Do you know about Derawan Island in Kalimantan? Or do you know any interesting tourist attractions there?

Unit 1 | Digging the Hidden Gem of Borneo (Kalimantan) 23



A. Listening

1. Activity A.1

Works in Pairs

Look at the photos and answer the questions:

1. Look at the photos above, what can you conclude from the pictures?
2. What do you think the boy is doing?
3. Would you like to visit this place? Why or why not?

2. Activity A. 2

Listening

Listen to the conversation between two people talking about Kalimantan

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Listening

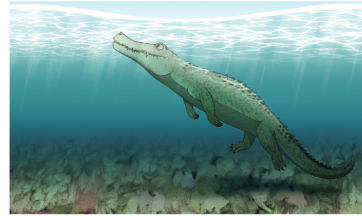
Monologues and dialogues are provided in the Listening activities. You are expected to comprehend the main idea, explicit and implicit information in the audio recording well.

Reading

Reading activities encourage the student to recognize various genres of texts such as argumentative text, analytical exposition, and discussion text. You are expected to comprehend the text well so that It will enhance your skills in sharpening the vocabulary skills, giving some insights in developing ideas from good modeling of the text so that It will enhance the productive skills really much.

Kalimantan also lie beyond its seas which are filled with countless amazing perfect for those who enjoy diving, snorkeling and underwater photography.

B. Reading



1. Activity B.1

Works in Pairs

Discuss the questions.

1. What do you know about Kalimantan?
2. Is it important to preserve the sea of Kalimantan? Why?
3. Give your opinion regarding the destruction of nature that occurs in Kalimantan.
4. Have you heard or read any folktales from Kalimantan? Can you give an example?

1. I understand how the use of fish toxins endanger humans' health.
2. The use of fish toxins endanger humans' health.
3. I believe many people still use bombs to fish.
4. Fish catching traditional equipment is better than using bomb.
5. The old generations think only to exploit the sea.

C. Speaking

1. Activity C.1

Works in Pairs

Look at the photos and answer the questions

- a. What do the pictures illustrate?
- b. What issue is portrayed in the pictures?
- c. How was the issue delivered?
- d. What is your opinion toward the issue?



Speaking

Speaking activities motivate the students to share their thoughts in presenting ideas in the form of role-playing, a presentation, and a debate. You are expected to have effective communication at this stage.

Writing

The sequence steps of writing activities provide good scaffolding for students to write a text independently at the end of the lesson. You are expected to share your thoughts in various genres of texts in written form.

D. Writing

Overview

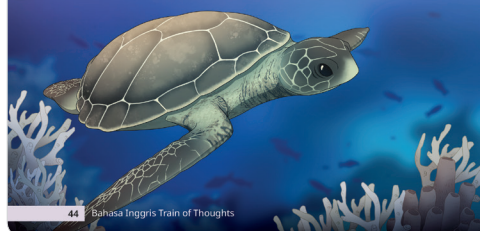
Expressing an argument is part of the *genre of arguing* which is a fundamental language process for learning in the beginning stage. The students are stimulated to give an opinion of a story and share reasons for a viewpoint. Mental verbs, the personal voices, and the impersonal voices are useful to express a point of view or proposition to be followed by an elaboration. According to Knapp and Watkins (2005) the key structural features of argument (in all its textual forms): namely, a point followed by an elaboration.

1. Activity D.1

Works in Pairs

Choose four points that are most relevant to the topic "Illegal Fishing Putting Future Indonesian Sea at Risk".

1. The absence of the government's strict policy in prevailing eco-friendly ways to catch fish endangers the future of the Indonesian sea.



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Points of Scoring	Indicators	Score	Your Score for your friend's work
Organization	The writing is put together well	25	
	It is difficult for the reader to follow	0	
Language	There is a good range of vocabulary and grammar	25	
	There are mistakes that could make the reader difficult and confusing for the reader.	0	

In retrospect

What I have learned from this chapter: _____

The material(s) I understand the most: _____

The material(s) that needs improvements: _____

In Retrospect

This part of the book asks the students to share their learning journey; the benefits and challenges of learning; and the implication of materials in real life.

Assessment

This part of the book is aimed to measure the competencies achieved by the students at the end of learning.

The material(s) that I want to learn more: _____


My opinion about this chapter: _____

Assesmen

Part 1

Read the following text and answer the questions

Damak and The Black Hat



There was a man called Damak. He lived in a little house by the sea in Ambo Island. He caught fish from the sea to eat. He got money for rice by selling wood.

One day, as he was getting wood, he heard a very loud noise and soon he realized what sound it was.

"It is a bomb! Oh, my God!"

Damak dropped the wood he was carrying, and ran to the source of noise.

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Put your response in this table.

Point of Argument	
Elaboration	

2. Write your draft into a good paragraph.

3. _____ your paragraph in front of your classmates.

Enrichment

As citizens, let's talk about the problems in our surrounding. Research and write the problems by referring to the guidance questions:

- What are the issues in your surrounding?
- Let's find the problems around us and take pictures?
- Can you tell me why you chose this?

Your point of arguments must be supported by a photo taken from your area.

Unit 1 | Digging the Hidden Gem of Borneo (Kalimantan) 57

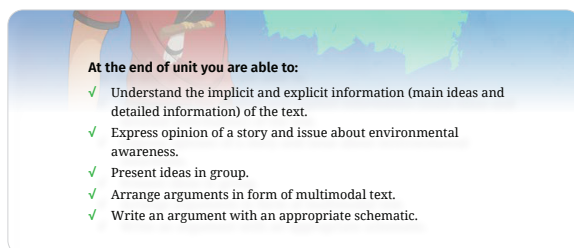
Enrichment

This part of the book provides opportunities to advance your English skills through implementation in real life.

Learning Instructions

The following points will give you guidance on how to use this book.

1. The goals of learning are presented at the beginning of each chapter. Keep these goals in mind to help your learning focus.




2. Read the 'mind map' section to know what you will learn in each chapter.



3. Read the instructions for each practice carefully, and ask your teacher if the instruction is still unclear.

A. Listening

1. Activity A.1

 **Works in Pairs**

Look at the photos and answer the questions:

1. Look at the photos above, what can you conclude from the pictures?
2. What do you think the boy is doing?
3. Would you like to visit this place? Why or why not?

4. Audio transcript can be accessed by scanning the QR Code or visit the link to download the audio recording. The QR Code is provided in appendices.

Appendices

Scan the QR Code or visit the link on page to download the audio recording



- Study the vocabularies in each section carefully as each macro skill in each chapter is integrated, understanding key vocabularies will help your comprehension in other sections. The glossary section is also provided at the end of the chapter.



- Fill out the 'In Retrospect' section at the end of each unit to assess what you have learned throughout the chapter.

In retrospect

What I have learned from this chapter: _____

The material(s) I understand the most: _____

- Do the assessment and enrichment to measure your progress in learning English.

Assesmen

Part 1

Read the following text and answer the questions

Damak and The Black Hat



There was a man called Damak. He lived in a little house by the sea in Ambo Island. He caught fish from the sea to eat. He got money for rice by selling wood.