

APPENDICES

APPENDIX A

UNIT 10

CHARACTERISTICS OF LIVING THINGS

Tujuan Pembelajaran

Pada akhir pembelajaran ini Anda diharapkan mampu:

1. melafalkan kata-kata kunci dalam teks bacaan;
2. menggunakan kata-kata kunci dalam kalimat;
3. mencari pokok pikiran dan informasi penunjang dalam teks;
4. mengidentifikasi dan menggunakan bentukan kata dengan benar;
5. menggambarkan kegiatan yang sedang dilakukan menggunakan "present progressive";
6. menggunakan ekspresi untuk menanyakan pelajaran sebelumnya;
7. menggunakan ekspresi untuk mengungkapkan tujuan belajar;
8. menulis apa yang didiktekan dengan benar; dan
9. menuliskan sebuah paragraf berdasarkan gambar berseri.

A. READING

1. Listen and repeat.

characteristic
organism
breathe
development
reproduction
stimulus
recognize

2. Match the words in Column A with the meaning in Column B

A		B
1. characteristics		a. becoming bigger
2. organism		b. signs
3. breathe		c. producing next generation
4. development		d. know
5. reproduction		e. living things
6. stimulus		f. take in air
7. recognize		g. attractor

3. Look at the figures and answer the questions.



Figure 1



Figure 2

1. What things are shown in Figure 1 and Figure 2?
2. Which one is a living thing? Why is it alive?
3. Which one is a non-living thing? Why is it not alive?

4. Read the text silently.

Characteristics of Living Things

1. Doing Respiration

All living things carry on respiration. Respiration is the process of breaking up food to gain energy. In respiration, oxygen is needed; therefore living things take oxygen for respiration. The respiration process produces energy, water vapor and carbon dioxide. The energy produced during the respiration is used for living processes.

2. Moving

Moving is another characteristic of organisms. A plant grows toward the sunlight. Birds fly, snakes slither, and horses walk. We walk and run. Flying, slithering, walking and running are ways of moving. So, all organism move.

3. Receiving and Responding to Stimulus

What do you do to find out that *Mimosa pudica* is alive? Maybe you will touch and see what might happen. One characteristic of an organism is to respond to stimulus in its surrounding. When you touch *Mimosa pudica*, you will see its ability to react to its surrounding. The environment is everything around an organism including other organisms, water, weather, temperature, soil, sound and light. An example of such a response is a plant growing towards the light.

4. Growing and Developing

Notice a palm or banana tree. You will see that this plant grows and produces flowers. Growing is a process of increasing size and number of cells. Human beings grow from infants to adults. So is the activity in a chicken egg shell. You are also the result of a growth and development. You come from one cell. The number of cells of your body increases and you get bigger.

5. Reproduction

All living things reproduce which means that they produce young generations (offspring). Animals like cows and deer reproduce by giving birth, while others like turtles and chickens reproduce by laying eggs. Amoeba, a one-celled-organism, divides itself into two organisms. Reproduction is necessary for organisms so that they are not extinct.

5. Combine the statements in A and B to make sentences based on the text.

No.	A	B
1	The respiration process	a. produce young generations (offspring).
2	Flying, slithering, walking and running	b. responds to something in its surrounding.
3	All living things	c. process of increasing size and number of cells.
4	An organism	d. by growing toward it.
5	Growing is a changing	e. produces energy, water vapor and carbon dioxide.
6	Bacteria reproduce by	f. are ways of moving.
7	A plant responds to light	g. division.

6. Listen and read the text.

7. Identify if the following things are living things based on the characteristics of living things.

Things	Living	Non-living	Characteristics
1. mouse			
2. wooden table			
3. shell			
4. mango fruit			
5. moulds			
6. fungus			
7. virus			

B. LANGUAGE FOCUS

Grammar

1. Now look at the following pictures and their description

A. The rabbits are standing.B. The elephant is eating.C. The fish is swimming.D. The tiger is walking.

Verb	verb+ing	sentence
eat	eating	The rabbits are standing .
run	running	The elephant is eating .
swim	swimming	The fish is swimming .
walk	walking	The tiger is walking .

2. Change the verb into be+V-ing as the example.

- The birds (drink) in the lake.
The birds are drinking in the lake.
- The butterfly (suck) the nectar
.....
- Some dogs (bark) to some cats.
.....
- The cat (sleep) on the mat.
.....
- The eggs (hatch).
.....

Vocabulary

1. Pay attention to the following words that have -ing form

- Mimosa pudica* is an interesting flower.
- Some animal performances in the zoo are boring.
- Rocks are non living things.
- A dancing elephant is in the zoo.

Remember that words before a noun describe the noun. Look at the examples.

5. A tiger is also a swimming cat.

2. Now use the following V-ing as adjectives in a sentence.

1. (interesting)
2. (sleeping)
3. (crying)
4. (flying)
5. (talking)

C. CLASSROOM LANGUAGE

1. Listen and repeat. 

Where did we stop the last time?

Right, who can remember what we did in the last lesson?

Can anyone tell me what we talked about last time?

Let's go over it again, shall we?

Let's do it once more, shall we?

How about doing it again quickly, OK!

What about having another practice, alright?

2. Listen and read. 

Dialogue 1

Teacher : Can anyone tell me what we talked about last time?

Ss : We talked about expansion, Sir.

Teacher : Good. How about doing it again quickly, OK? Then we'll learn the characteristics of living things.

Ss : Ok, Sir.

Dialogue 2

Teacher : Right, who can remember what we did in last lesson? OK, Andre.

Andre : We did experiment with eggs, Ma'am.

Teacher : Good. Today we'll learn how a frog reproduces, and we'll do experiment with frog too. Are you ready?

Ss : Ok, Ma'am.

3. Complete the following dialogues and practice with your friend.

Dialogue 1

Teacher : _____ tell me what we talked about last time?

Ss : We talk about _____, Ma'am.

Teacher : Good, _____, OK?

Ss : Ok, Sir.

Dialogue 2

Teacher : Right. Who can _____ last lesson? OK, James.

James : _____ living things, Sir.

Teacher : Good. Today we'll learn_____. Are you ready?

Ss : _____.

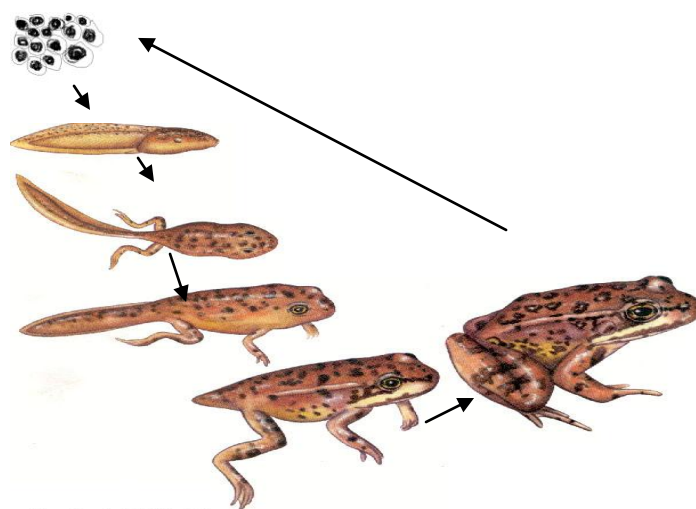
D. LISTENING

Listen and write down what you hear.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....

E. WRITING

Based on the pictures below, write the process of frog metamorphosis. Use the keywords below, and write your sentences in the spaces provided.



A tadpole
Develop lungs and back legs
Develop front legs
Lose tail
Grown up frog

PROCESS OF FROG METAMORPHOSIS

A frog lives in some phases. First, a frog egg hatches to be a tadpole.

Then.....

F. ASSESSMENT

Answer the question.

1. What are the characteristics of living things?

Circle the correct answer.

2. Some plants respond to light by (growing/ grow) toward it.
3. A (bird is swimming/ bird swimming).
4. When an egg (is hatching/ are hatching), the chick breaks the shell.

Complete the dialogue.

5. Teacher: Can anyone tell me what we talked about last time?

Ss : _____, Sir.

G. GLOSSARY

breathe	: bernapas
characteristic	: (n). ciri-ciri, karakteristik
development	: (n). perkembangan
organism	: (n). makhluk hidup, organisme
recognize	: (v). mengenal
reproduction	: (n). perkembangbiakan, reproduksi
stimulus	: (n). rangsangan

UNIT 13

ORGANIZATION OF LIFE

Tujuan Pembelajaran

Pada akhir pembelajaran ini Anda diharapkan mampu:

1. mengidentifikasi 'terms' yang berhubungan dengan 'organization of life'.
2. melafalkan 'term' secara benar dan akurat;
3. menggunakan 'term' sesuai dengan topik;
4. mengidentifikasi kata-kata sulit suatu text;
5. menjawab pertanyaan berdasarkan text; dan
6. mengisi rumpang dengan kata-kata yang tersedia yang berhubungan dengan topik.

A. READING

1. Listen and repeat

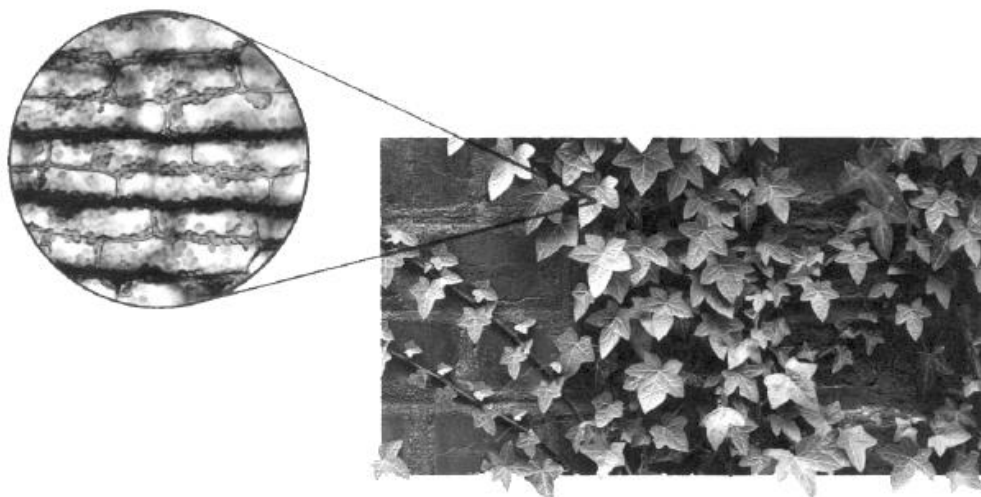
organization	/ ɔ:ɡənər'zeɪʃn /
properties	/'prɒpətɪs /
cells	/sels /
systematic	/'sɪstə'mætɪk /
microscope	/'maɪkrəskəʊp /
zooming	/zu:mɪŋ /
nucleus	/'nju:klɪəs /
cytoplasm	/sɪtəpləsm /
membrane	/'məmbreɪn /

2. Fill in the blanks with the words in the box

In the life *organization*, cells have a very(1)..... role, but you cannot(2)..... it clearly with your(3)..... eyes. You need the help of a(4).....

microscope	organization	naked	important	see
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3. Look at the picture and try to answer the following question



As seen in the picture, plant cells can be clearly seen with a _____ microscope.

1. What does the picture show?
2. What does the picture look like?
3. How is the cell composed?

4. Read the following text and answer the following questions

Organization of cell

Notice how your body is composed? You will know that it is composed of lots of small units and they cannot be seen by naked eyes. Those small units are called cells. Living things may be composed of one cell, but there are others which are composed of millions of cells. It is called multi cellular organisms.

In general, tiny cells can only be seen with a microscope. A cell is the basic unit of all living things. It is the smallest part of a living thing which is fully alive.

Scientists have agreed that based on the existence nucleus membrane, there are two kinds of cells. A cell without the nucleus membrane is called prokaryotic cell. The examples of this type of organism are bacteria and blue algae. Whereas a cell that has a membrane protecting the nucleus material is called eukaryotic cell. The examples are animals and green plant cells.

Each cell in your body is active and has a particular duty. Activities inside a cell may be compared with 24 hour-operating machine which produces different kinds of products. This process looks like an activity inside the factory. Only materials needed are allowed to enter the factory.

So, the function of a cell is similar to factory. All cell functions take place in a building called the cell membrane. The cell membrane covers the external part of a cell and controls the delivery process of substances coming in and out the cell. Cell membrane helps to maintain the chemical balance inside and outside the cell. Food and oxygen are carried into the cell through the membrane, while the remains are cast outside through the membrane.

Cytoplasm is a gel like material inside a cell membrane. Most of the material inside cytoplasm is water and several chemical substances that support the life of a cell. Cytoplasm always moves and flows.

Questions

1. What is the name of a small unit which composes our body?
2. What is the instrument to see a tiny cell?
3. How many kinds of cells are there based on the existence of nucleus membrane?
4. What is the name of a cell without the nucleus membrane?
5. What are the examples of a cell without nucleus membrane?
6. What is the name of a cell with a nucleus membrane?
7. What are the examples of a cell with a nucleus membrane?
8. What are the functions of the cell membrane?
9. What is the name of a material inside a cell membrane?
10. What are the materials inside the cytoplasm?

5. Listen and read the text 

6. Mention the parts of a cell and their functions

B. LANGUAGE FOCUS

1. Formation of words (Suffix derivation)

Pay attention to the following words

organization

projection

ability

existence

reaction

instruction

All the words above belong to NOUN. Through the derivational process, all the words above become noun.

organize	+	tion	-----	organization
project	+	ion	-----	projection
able	+	ity	-----	ability
exist	+	ence	-----	existence
react	+	ion	-----	reaction
instruct	+	ion	-----	instruction
generate	+	ion	-----	generation
observe	+	tion	-----	observation
determine	+	tion	-----	determination
compose	+	tion	-----	composition

2. Change the following words.

develop	+	ment	-----
company	+	ion	-----
product	+	tion	-----
evaluate	+	ion	-----
calculate	+	ion	-----

3. Put a tick (V) to a verb or a noun.

No	Words	Verb	Noun
1.	Determine		
2.	Observation		
3.	Classify		
4.	Projection		
5.	Evaluation		
6.	Instruct		
7.	Organize		
8.	Exist		
9.	Development		
10.	Production		

C. CLASSROOM LANGUAGE

1. Listen and repeat.

Yes, alright.

Certainly.

Well, I

Do you still remember?

Do you understand the material we have just discussed.

Please do the exercises

Is there anybody who doesn't understand...

Do you know what is?

Will you show me the examples of?

2. Listen and repeat the following dialogue.

Teacher : OK students, do you still remember what we have just talked about?

Students : Certainly, it was about the classification of living things.

Teacher : Good, clever students.

Student 1 : Well, you explained it clearly.

Student 2 : I am sorry, I still don't understand. Would you like to explain it again?

Teacher : Well, the classification of living things include the kingdom of plant and animal according to Aristotle. While Linnaeus divided the classification based on the

- similar properties.
- Student 2 : OK. I get it now.
- Teacher : Alright, if you have understood, please make the Classification and also give the example.
- Students : Certainly.

3. Complete the following dialogues

Dialogue 1

- Teacher : Well students, please do in your LKS
- Students :, what number?
- Teacher : Number, about the classification system.
- Students : OK.

Dialogue 2

- Teacher : Alright students, now do the exercises!
- Student : But, I
- Teacher : OK. You can read your textbook again.
- Student :

D. LISTENING

Listen and repeat the following utterances.

- Schleiden stated that all plants are composed of cells.
- Van Leeuwenhoek first saw a single cell organism and called it 'small animal'.
- Hooke mentioned 'cell' to describe a box of cork like structure.
- Using 'Transmission Electron Microscope' (TEM), scientists are able to observe the inner part of a cell very clearly.
- A scientist could observe a very small bacterium.

E. WRITING

Change the verbs in brackets into the correct forms.

The biggest organelle in the cytoplasm of eukaryotic cell (be) nucleus.
 It (control) all chemical reactions in the cell and (contain) chromosome. The
 chromosome (contain) chemical instructions. The chromosome (pass down)
 the chemical instructions from one generation to the next generation. The
 chemical instructions (be)
 important to (build) and (control) the cell.

F. ASSESSMENT

Match the words in Column A with their definition in Column B

Column A	Column B
1. A cell	a. stores food and other chemical material.
2. Cell membrane	b. has a gel-like form (thick).
3. Cell wall	c. controls all cell activities and contain chromosome.
4. Chloroplast	d. has the function of protecting cell content.
5. Chromosome	e. is an energy reactor for cells.
6. Cytoplasm	f. is the basic unit of all living things.
7. Mitochondrion	g. is a part which protects the nucleus.
8. Nucleus membrane	h. exists inside the nucleus.
9. Nucleus	i. only exists in plants.
10. Vacuole	j. is an organelle that can only be found in plant cells.

G. GLOSSARY

cell	: /sel/ (n). sel
cytoplasm	: /sɪtplasm/ (n). sitoplasma
invisible	: /ɪn'vɪzəbl/ (adj). tidak dapat dilihat
membrane	: /'membrein/ (n). membrane (selaput)
microscope	: /'maɪkrəskəʊp/ (n). mikroskop
nucleus	: /'nju:kliəs / (n). nucleus (inti sel)
organization	: /ɔ:gənəɪ'zeɪʃn/ (n). struktur
property	: /'prɒpəti / (n). ciri-ciri
systematic	: /sɪstə'mætɪk/ (adj). sistimatis
zooming	: /zu:mɪŋ/ (adj). pembesaran

UNIT 14

COMPONENTS OF AN ECOSYSTEM AND THEIR INTERACTION

Tujuan pembelajaran

Pada akhir unit ini Anda diharapkan mampu:

1. melafalkan kata-kata kunci dalam teks bacaan;
2. menggunakan kata-kata kunci dalam kalimat;
3. mencari pokok pikiran dan informasi penunjang dalam teks;
4. mengidentifikasi dan menggunakan 'derivational prefix' dengan benar;
5. merespon dan menggunakan tindak tutur dengan benar;
6. menuliskan kalimat yang disimak dengan benar; dan
7. membuat ringkasan teks bacaan.

A. READING

1. Listen and repeat.

components	/ kəm'pəʊnənt/
ecosystem	/ 'i:kəʊsɪstəm/
organism	/ 'ɔ:gənɪzm/
community	/ kə'mju:nɪti/
interact	/ ɪntə'rækt/
environment	/ ɪn'vaɪərənmənt/
ecology	/ ɪ'kɒlədʒi/
conduct	/ kən'dʌkt/
stream water	/ stri:m wɔtə/

2. Use the word in the box to complete the following sentences.

components; community; biology; interact; stream water; conduct; ecosystem

1. The non living protect the living things from dangers.
2. Insects and soil are members of awhich..... to form an ecosystem
3. A person cannot directly drink without processing it first.
4. If a student studieshe has to experiments.
5. Moss which sticks to rocks is a living component of an

3. Look at the two figures below and answer the questions.



Figure 1



Figure 2

Questions:

1. Which one is called an ecosystem?
2. Why?

4. Read the text carefully and answer the questions that follow.

Components of an Ecosystem, Their roles and Interactions

Try to take a walk and observe your surroundings. What do you see? Trees? Roads? If you observe a certain place carefully you will see organisms living there. At the backyard, for example, you may find rats, birds, insects, grass, and bushes. They get support from non-living things such as soil, air, and light to live. Together, the living and non-living things of the community interact to make up an ecosystem. So, an ecosystem always consists of living organisms and non-living things.

Living things interact with each other. Moss and plants sticking to rocks are living components of an ecosystem. How does an organism interact with non-living components in an ecosystem? There is an interaction between two organisms living at the same environment when a frog catches an insect.

What about the interactions among living and non-living things? What will the frog do when someone tries to approach and touch it? It will jump to the pond protecting itself from dangers. So, the frog as a living thing and water as a non-living thing interact to make up an ecosystem.

When you learn interactions in an ecosystem you also learn ecology. It is branch of biology that studies interactions among organisms and environments in ecosystems. Ecologists spend most of their time observing and conducting research concerning the habits of living things and their relation to their environment. The ecologists, for example, conducted an experiment to analyze stream water.

Questions :

1. What is an ecosystem?
2. What are the components of an ecosystem?

3. Could non living things interact with the living things? Explain with examples.
4. Is there any interaction occurring among living things? Clarify your answer.
5. Does the work of ecologists benefit human beings and the environment? Clarify with examples.

5. Listen and read the text. 

6. Rearrange the following sentences to form the summary of the passage.

- a. Living and non living things interact to form an ecosystem.
- b. An ecologist concerns with investigating the habits of living things in relation to their environment.
- c. Whereas a frog in danger who jumps into a pond is an example of an interaction between living and non-living organisms which forms an ecosystem.
- d. The event in which a frog catches an insect is an example of interaction between two living organism

B. LANGUAGE FOCUS

Grammar

1. Study the following chart.

BASIC ARTICLE USAGE

*I. Using **a** or **Ø**: Generic Nouns*

SINGULAR COUNT NOUN	(a) A banana is yellow	A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real concrete thing but rather a symbol of a whole group. In (a) and (b): The speaker is talking about any bananas, <i>bananas</i> is general. In (c), the speaker is talking about any and all fruit, fruit in general.
PLURAL COUNT NOUN	(b) Ø Bananas are yellow	
NONCOUNT NOUN	(c) Ø Fruit is good for you	

*II. Using **a** or **some**: Indefinite Nouns*

SINGULAR COUNT NOUN	(d) I ate a banana	Indefinite nouns are actual things (not symbols), but they are not specifically identified. In (d): the speaker is not referring to "this banana" or "that banana" you gave me. The speaker is simply saying that she/he ate one banana. In (e) and (f): <i>some</i> is often used with indefinite plural count
PLURAL COUNT NOUN	(e) I ate some bananas	
NONCOUNT NOUN	(f) I ate some fruit	

		nouns and indefinite noncount nouns.
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III. Using *the* : Definite Nouns

SINGULAR COUNT NOUN	(g) The banana is ripe	<p>A noun is definite when both the speaker and the listener are thinking about the same specific thing.</p> <p>In (g): The speaker uses <i>the</i> because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker.</p> <p>Notice that <i>the</i> is used with both singular and plural count nouns and with noncount nouns.</p>
PLURAL COUNT NOUN	(h) The bananas are ripe	
NONCOUNT NOUN	(i) The fruit is ripe	

IV. Using *the*: Singular Generic Count Noun

	<p>Yesterday I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran up a tree. The tree was very high.</p>	<p>First mention: some dogs, a cat, a mouse, a tree.</p> <p>Second mention: the dogs, the cat, the mouse, the tree</p>
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V. *The* is sometimes used with a singular generic count noun

Generic 'the' is commonly used with	<p>(1) Species of animals: the whale is <u>the</u> largest mammal on earth</p> <p>(2) Inventions: who invented <u>the</u> microscope</p> <p>(3) Musical instruments: A whale can play <u>the</u> guitar</p>	
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2. In the following dialogues, try to decide whether the speakers will use *a/an*, *some* or *the*.

- A: I have idea. Let's go to zoo on Saturday.

B: Okay
- A: Did you have fun at zoo on Saturday?

B: Sure I did. I saw varieties of fish.
- A: I ran into..... barking dog, when I swerved to avoid.....cat

B: What happened to.....dog andcat.
- A: Have you seen my microscope?

B: It is indrawer inlaboratory.

3. Complete the sentences with a/an, the or ø.

(1).....mutualism is (2).....relationship between two different organisms in which neither is harmed. (3).....relationship is mutually beneficial that is, each helps (4).....other. (5).....lichens are good examples of mutualism. They appear to be (6).....single organisms. However, when you look at (7).....structure of (8).....lichen under (9).....microscope, you will find it is made of two quite different partners. One of these is (10).....alga, which contains chlorophyll.

1. Complete the following sentences using appropriate word form the box

community, interfere, reproduce, non-smoking, surroundings, surname

1. Any is only a part of a larger system.
2. When humans the environment, they tend to destroy it.
3. The compartment is free from smokers.
4. All living organisms to keep on their existence.
5. is a field of study focusing on flora and fauna.
6. Smith is the of Alex.

1. Listen and repeat.

That's good, Ali.
Excellent.
Good job, Ron.
That wasn't good.
That wasn't right, Tina. Try again.
Not to worry, it will improve.
Yes, that's very good.

2. Listen and read the following dialogues

Dialogue 1

Teacher : Good job, Ali. You did it well.
Student (Ali) : Thank you.

Dialogue 2

Teacher : It wasn't right, Ali. You shouldn't have dropped the beaker.
Student (Ali) : I'm sorry, Sir. It won't happen again.

3. Complete the following dialogues.

Dialogue 1

Teacher : _____. You have done the experiment well.

- Students : Thank you, Ma'am.
 Teacher : After 10 days, how tall are the plants in glass A compared to those in the other glasses?

Dialogue 2

- Teacher : So, why are more natural resources being used up? Andy, do you know why?
 Student (Andy): Perhaps because we have lots of natural resources.
 Teacher : _____
 Student (Andy) : I'm sorry, Ma'am. I don't know.

D. LISTENING

Listen to the following sentences and write them down

1.
2.
3.

E. WRITING

Answer the following questions. Then rewrite the answers using appropriate conjunctions (whereas, when.)

1. What do you see when you observe a certain place?
2. How do the organisms support each other?
3. What are the examples of organisms which interact with each other?
4. What example shows an interaction between organisms and non-living things?

F. ASSESSMENT

Listen to the text. It will be read three times. While listening, fill in the missing word.

Why do (1)...*human*..... beings and (2)..... organisms depend (3)..... plants to (4).....? The sun (5).....the main (6) of energy (7)..... all ecosystems. (8)..... plants can (9)..... their energy (10) food in (11).....process of (12).....

G. GLOSSARY

- components : / kəm'pəʊnənt/(n). bagian
 ecosystem : / 'i:kəʊsɪstəm/(n). semua tanaman dan makhluk dengan lingkungannya.
 organism : / 'ɔ:gənɪzm/(n). organisme

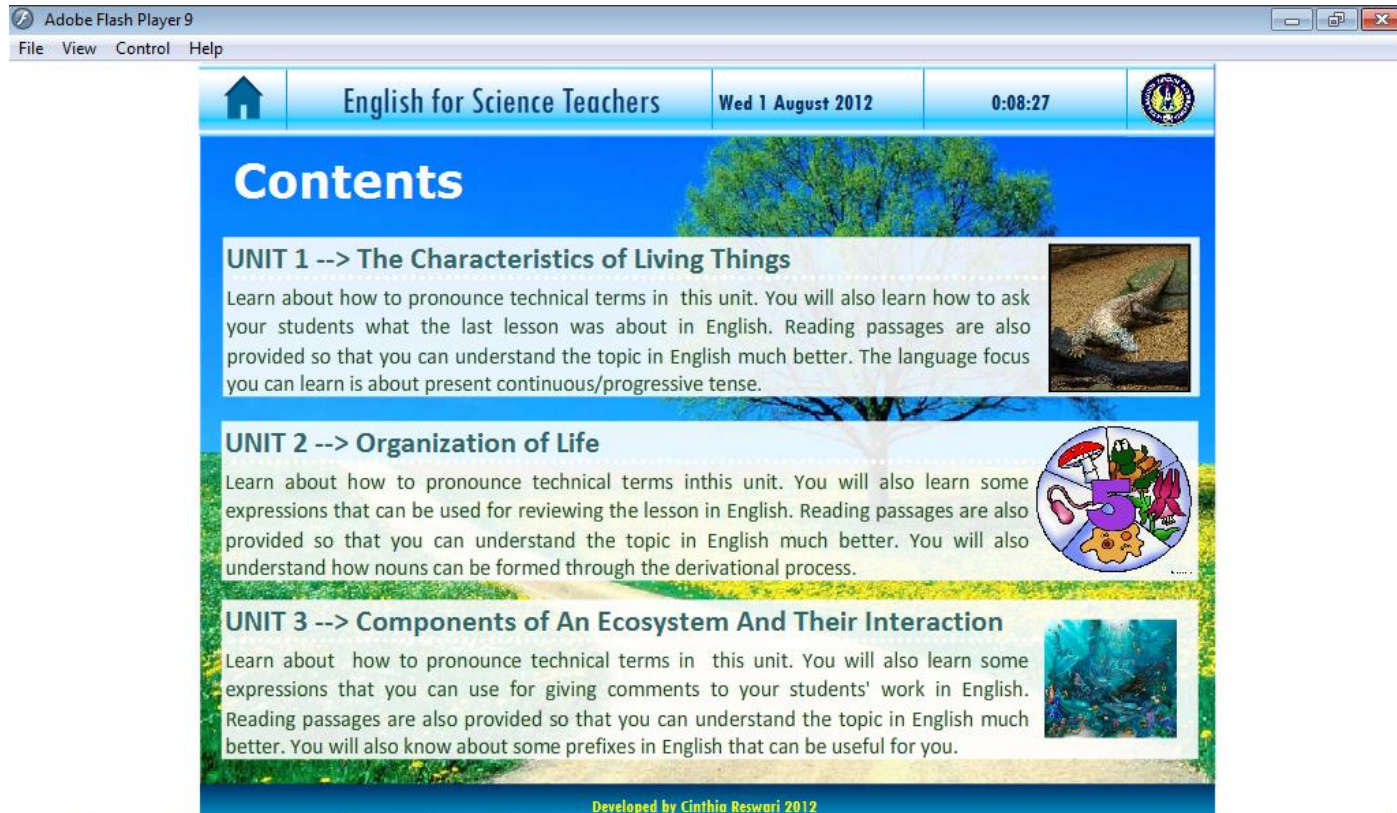
community	: /kə'mju:niti/(n). masyarakat
interact	: /intə'rækt/(v). berinteraksi
environment	: / ɪn'vaɪərənmənt/ (n). lingkungan
ecology	: / ɪ'kɒlədʒi/ (n). pola dan keseimbangan hubungan antara tanaman, binatang, manusia dan lingkungannya di suatu daerah tertentu.
conduct	: /kən'dʌkt/(v). melakukan
stream water	: /stri:m wɔ:tə (n). air sungai

APPENDIX B

WELCOME PAGE



CONTENTS



UNIT 1

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Unit 1 The Characteristics of Living Things

Objectives

By the end of the unit, you are expected to be able to:

1. pronounce keywords in the texts;
2. use the keywords in sentences;
3. use expressions in asking the students about the previous topic they discussed; and
4. explain activities that are happening using "present continuous".



1. Is the komodo dragon a living thing?
2. If yes, why is it classified so?
3. How are you going to explain it to your students in English?

Let's find the answer in this unit.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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A. SPOKEN CYCLE

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English for Science Teachers Wed 1 August 2012 0:11:32

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Say Them Correctly

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Characteristic	[kærəktə'rɪstɪk]
2. Stimulus	['stɪmjʊləs]
3. Environment	[ɪn'vaɪərənmənt]
4. Possess	[pə'zes]
5. Energy	['enədʒi]
6. Immediate	[ɪ'mi:djət]
7. Oxygen	['ɒksɪdʒən]
8. Produce	[prə'dju:s]
9. Waste	[weɪst]
10. Ability	[ə'bɪlɪti]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 0:13:14

Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Check Your Vocabulary.**

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. Characteristic (n)		Energi
2. Stimulus (n)		Mempunyai
3. Environment (n)		Sisa
4. Possess (v)		Ciri
5. Energy (n)		Segera
6. Immediate (adj)		Menghasilkan
7. Oxygen (n)		Kemampuan
8. Produce (v)		Rangsangan
9. Waste (n)		Lingkungan
10. Ability (n)		Oksigen

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 0:13:37

Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Listen**

This video is about a biology teacher starting the lesson and explaining about the characteristics of living things. Watch the video carefully, and then answer the questions by clicking on the options.



1. Which one is the characteristic of komodo dragons?

- a. They have poisonous saliva.
- b. They can only eat certain things.

2. All living things ...

- a. can move by themselves
- b. can respond to stimuli

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 0:14:27

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Listen

Watch the video again, and answer the questions by clicking on the options.



3. There are _____ characteristics of living things.

a. seven

b. eight

4. Which is NOT TRUE according to the video?

a. Living things are made from cells.

b. Plants cannot reproduce.

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 0:14:50

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Listen

Watch the video again, you will find the following expressions:



How are you?

This expression is used for asking how the students are feeling.

Who still remember what we talked about last time?

This expression is used for asking about what the last lesson was about.

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 0:18:01

Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Listen**

Watch this video. You will find the following expressions:



How's life?
This expression is used for asking how the students are feeling.

Who can tell us what we did in the last lesson?
This expression is used for asking about what the last lesson was about.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 0:18:14

Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Study Further.**

Study the following expressions.

Some expressions that can be used for asking how the students are feeling are:

- How are you?
- How's life?
- How are you doing?
- How's everything?

Some responses from the students can be:

- Great.
- Fine.
- Good
- Very well.
- I'm not well.
- Not good.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 0:18:46

Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Study Further.**

Study the following expressions.

Some expressions that can be used for asking about what the last lesson was about are:

- Who still remember what we talked about last time?
- Who can tell us what we did in the last lesson?
- What did we discuss last time?
- What did you learn last meeting?

Some responses from the students can be:

- We talked about ...
- We discussed ...
- We learned ...
- We studied...

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 0:19:08

Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Speak Up.**

Click on the audio icon. Listen and repeat the expression until you can say them correctly.

- How are you? ▶
- How's life? ▶
- How are you doing? ▶
- How's everything? ▶
- Great. ▶
- Fine. ▶
- Good ▶
- Very well. ▶
- I'm not well. ▶
- Not good. ▶

- Who still remember what we talked about last time? ▶
- Who can tell us what we did in the last lesson? ▶
- What did we discuss last time? ▶
- What did you learn last meeting? ▶
- We talked about ... ▶
- We discussed ... ▶
- We learned ... ▶
- We studied... ▶

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 0:19:30

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out

1. Teacher: Good morning students.
Students: Good morning, Ms. Thia.
Teacher: _____
Students: Fine, thank you.

Teacher:

a. How's your life?
b. How's life?

Check
Next

What do you want to learn?

> Spoken Cycle
> Written Cycle
> Language Focus
> Assessment
> Summary
> Glossary

Developed by Cinthia Reswari 2012

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File View Control Help

English for Science Teachers Wed 1 August 2012 0:19:49

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out

2. Teacher: Good afternoon students.
Students: Good afternoon, Ms. Thia.
Teacher: _____
Students: Very well, thank you.

Teacher:

a. How are you all?
b. How well are you?

Check
Next

What do you want to learn?

> Spoken Cycle
> Written Cycle
> Language Focus
> Assessment
> Summary
> Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 0:20:01

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out

3. Teacher: _____
Students: We talked about the characteristics of living things.

Teacher: _____

a. What are we talking about last meeting?
b. What did we talk about last meeting?

Check
Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 0:20:14

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out

4. Teacher: _____
Students: We discussed the characteristics of living things.

Teacher: _____

a. What did we discuss last Monday?
b. Did we discuss about it last Monday?

Check
Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers

Wed 1 August 2012

0:20:32

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out

5. Teacher: _____
Students: We learned about the characteristics of living things.

Teacher: _____

a. What did you learn in our last meeting?
b. What did you have learned last meeting?

Check

Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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English for Science Teachers

Thursday 2 August 2012

10:34:19

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

ANSWER

- How's life?
- How are you all?
- What did we talk about last meeting?
- What did we discuss last Monday?
- What did you learn in our last meeting?

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Adobe Flash Player 9

File View Control Help

English for Science Teachers Thursday 2 August 2012 10:34:44

Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Speak Up.**

Complete and practice the dialogue. You say the teacher's part.

Teacher :?

Student : Fine, Mam.

Teacher : Good, excellent.

.....?

Student : We learned about the characteristics of living things, Mam.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Thursday 2 August 2012 10:35:08

Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Speak Up.**

Supplementary activity.

Situation:

You are starting the class and you want to make sure whether the students still remember what the topic of the previous meeting was. What expression(s) will you use?

This is the end of the spoken cycle. Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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B. WRITTEN CYCLE

Adobe Flash Player 9

File View Control Help

English for Science Teachers Wed 1 August 2012 0:31:40

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Say Them Correctly**

In this reading section, you will read texts about the characteristics of living things. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Breathe	[bri:ð]
2. Recognize	['rekəgnaɪz]
3. Development	[dɪ'veləpmənt]
4. Vapor	['veɪpə]
5. Grow	[grəʊ]
6. Respond	[rɪ'spɒnd]
7. Increase	[ɪn'kri:s]
8. Divide	[dɪ'vaɪd]
9. Necessary	['nesesri]
10. Extinct	[ɪk'stɪŋkt]

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:08:04

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Check Your Vocabulary.**

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. Breathe (v)		Tumbuh
2. Recognize (v)		Uap air
3. Development (n)		Perlu
4. Vapor (n)		Bernafas
5. Grow (v)		Menanggapi
6. Respond (v)		Menempel
7. Increase (v)		Punah
8. Divide (v)		Mengakui
9. Necessary (adj)		Bertambah
10. Extinct (adj)		Kenaikan

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:08:19

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

Characteristics of Living things

1. Doing Respiration
All living things carry on respiration. Respiration is the process of breaking up food to gain energy. In respiration, oxygen is needed; therefore living things take oxygen for respiration. The respiration process produces energy, water vapor and carbon dioxide. The energy produced during the respiration is used for living processes.

1. What is the aim of respiration?

a. To gain oxygen.
b. To get energy.

2. Which is FALSE according to the text?

a. Water vapor is produced in respiration.
b. Some living things do not move.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:08:31

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

3. Receiving and Responding to Stimulus
What do you do to find out that Mimosa pudica is alive? Maybe you will touch and see what might happen. One characteristic of an organism is to respond to stimulus in its surrounding. When you touch Mimosa pudica, you will see its ability to react to its surrounding. The environment is everything around an organism including other organisms, water, weather, temperature, soil, sound and light. An example of such a response is a plant

1. Mimosa Pudica is mentioned in the text as ...

a. an example of a plant
b. an example that living things respond to stimuli

2. Which is TRUE according to the text?

a. Human being and animals come from one cell.
b. There are two ways of how organisms reproduce.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

Developed by Cinthia Reswari 2012

Adobe Flash Player 9

File View Control Help

English for Science Teachers Wed 1 August 2012 7:08:49

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Write.**

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Ada delapan ciri makhluk hidup.

English:

Check

Next

Keywords: characteristic, eight, living thing.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Developed by Cinthia Reswari 2012

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:09:02

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Write.**

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

2. Proses respirasi menghasilkan energi.

English:

Check

Next

Keywords: respiration, produce, energy.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Developed by Cinthia Reswari 2012

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:09:18

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Write.**

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

3. Semua makhluk hidup terbuat dari sel-sel.

English:

Check

Next

Keywords: living thing, made from, cell.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Developed by Cinthia Reswari 2012

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:09:29

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Write.**

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

4. Tumbuhan perlu karbon dioksida, air, dan energi untuk fotosintesis.

English:

Check

Next

Keywords: plant, need, carbon dioxide, water, energy, photosynthesis.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:09:42

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Write.**

Translate the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

5. Semua makhluk hidup disebut organisme.

English:

Check

Next

Keywords: living thing, call, organism.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:09:56

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Write.**

ANSWER

1. Ada delapan ciri makhluk hidup.
-> There are eight characteristics of living things.

2. Proses respirasi menghasilkan energi.
-> The respiration process produces energy..

3. Semua makhluk hidup terbuat dari sel-sel.
-> All living things are made from cells.

4. Tumbuhan perlu karbon dioksida, air, dan energi untuk fotosintesis.
-> Plants need carbon dioxide, water, and energy for photosynthesis.

5. Semua makhluk hidup disebut organisme.
-> All living things are called organism.

**This is the end of the written cycle.
Go on to the other sections.**

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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C. LANGUAGE FOCUS

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English for Science Teachers Wed 1 August 2012 7:10:29

Unit 1 The Characteristics of Living Things

Language Focus: **Let's Learn More**

Now, look at the following pictures. Pay attention to their description.



The rabbits are standing.



The elephant is eating.



The fish is swimming.



The tiger is walking.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:10:41

Unit 1 The Characteristics of Living Things

Language Focus: **Let's Learn More**

From the descriptions of the pictures, we can see that the sentences have the same pattern.

Verb	Verb + ing	Sentence
Eat	Eating	The rabbits are standing .
Run	Running	The elephant is eating .
Swim	Swimming	The fish is swimming .
Walk	Walking	The tiger is walking .

The pattern is:
Subject + to be + V-ing

This is the pattern of present continuous/ progressive tense sentences.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:10:56

Unit 1 The Characteristics of Living Things

Language Focus: **Let's Learn More**

Present Continuous/ Progressive Tense

When do we use Present Cont. Tense?

1. We use the Present Continuous Tense to talk about activities happening now.

Examples

The students are doing their task.
 I am teaching the students about photosynthesis now.
 I am not learning German, I am learning English.
 Who are the students waiting for?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:11:11

Unit 1 The Characteristics of Living Things

Language Focus: **Let's Have A Go.**

Change the verb into be+V-ing.

1. The birds (drink) in the lake.

1. The birds _____ in the lake.

Check

Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:11:28

Unit 1 The Characteristics of Living Things

Language Focus: **Let's Have A Go.**

Answer

1. The birds are drinking in the lake.
2. The butterfly is sucking the nectar.
3. Some dogs are barking to some cats.
4. The bee and the bug are flying in the garden.
5. The eggs are hatching.

This is the end of the language focus section. Go on to the other sections

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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D. ASSESSMENT

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English for Science Teachers Wed 1 August 2012 7:11:48

Unit 1 The Characteristics of Living Things

Assessment: **Let's Check Your Understanding**

Choose the correct answer by clicking a, b, c, or d.

1. Teacher: _____

Student: We discussed the characteristics of living things, Sir.

- a. What did we discuss soon?
- b. What are we discussing last week?
- c. What were we discussing later?
- d. What did we discuss last meeting?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:12:28

Unit 1 The Characteristics of Living Things

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

2. Teacher: _____
Student: Fine, thank you Ms. Thia.

- a. What are you?
- b. How are your life?
- c. How's life?
- d. How's your lifetime?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:12:44

Unit 1 The Characteristics of Living Things

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

3. These are the characteristics of living things except...

- a. All living things can grow.
- b. All living things make noises.
- c. All living things respond to stimuli.
- d. All living things can move.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:13:21

Unit 1 The Characteristics of Living Things

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

4. The number of cells of your body increases and you get bigger.
The word 'increase' in the sentence above has the closest meaning to...

a. Bertambah
b. Kenaikan
c. Naik
d. Banyak

What do you want to learn?

> Spoken Cycle
> Written Cycle
> Language Focus
> Assessment
> Summary
> Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:13:48

Unit 1 The Characteristics of Living Things

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

5. The plants in the school yard _____ bigger and higher.

a. getting
b. are getting
c. is getting
d. gets

What do you want to learn?

> Spoken Cycle
> Written Cycle
> Language Focus
> Assessment
> Summary
> Glossary

This is the end of the assessment section. Go on to the other sections.

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E. SUMMARY

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English for Science Teachers Wed 1 August 2012 7:14:04

Unit 1 The Characteristics of Living Things

Summary **Let's Review This Unit.**

In this unit, you have learned:

1. how to pronounce some words related to the unit 'Components of An Ecosystem and Their Environment',
-> the words are provided in the glossary.
2. how to ask your students to submit their homework/ work,
-> I want you to hand in your homework., Please submit your homework., etc,
3. how to give feedback to your students' work,
-> - good, great, well done, excellent, etc.
4. how to ask your students questions related to a topic.
5. how to end the class
6. . to translate some sentences with the help of some keywords,
7. about the basic articles.
-> a, an, the

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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F. GLOSSARY

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English for Science Teachers Wed 1 August 2012 7:14:18

Unit 1 The Characteristics of Living Things

Glossary

1. Ability --(noun)-- kemampuan	11. Increase --(verb)-- bertambah
2. Breathe --(verb)-- bernafas	12. Necessary --(adjective)-- perlu
3. Characteristic --(noun)-- ciri	13. Oxygen --(noun)-- oksigen
4. Development --(noun)-- perkembangan	14. Possess --(verb)-- mempunyai
5. Divide --(verb)-- membagi	15. Produce --(verb)-- menghasilkan
6. Energy --(noun)-- energi	16. Recognize --(verb)-- mengakui
7. Environment --(noun)-- lingkungan	17. Respond --(verb)-- menanggapi
8. Extinct --(adjective)-- punah	18. Stimuli --(noun)-- rangsangan
9. Grow --(verb)-- tumbuh	19. Vapor --(noun)-- uap air
10. Immediate --(adjective)-- segera	20. Waste --(noun)-- sisa

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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UNIT 2

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English for Science Teachers Wed 1 August 2012 7:16:20

Unit 2 Organization of Life

Objectives

By the end of the unit, you are expected to be able to:

1. pronounce keywords in the texts;
2. use the keywords in sentences;
3. use expressions in reviewing today's lesson;
4. use expressions in asking whether the students understand or not; and
5. identify nouns through the derivational process.



1. How many kingdoms of life are there?
2. What are they?
3. How are you going to explain it to your students in English?

Let's find the answer in this unit.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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A. SPOKEN CYCLE

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English for Science Teachers Wed 1 August 2012 7:16:55

Unit 2 Organization of Life

Spoken Cycle Let's Say Them Correctly

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Although	[ɔ:l'dəʊ]
2. Certainly	['sɔ:tənli]
3. Classify	['klæsɪfaɪ]
4. Fit	[fɪt]
5. Fungi	['fʌŋgaɪ] or ['fʌŋɡɪ]
6. Main	[meɪn]
7. Mixture	['mɪkstʃə]
8. Mushroom	['mʌʃru:m]
9. Use	[ju:z]
10. Variation	[veəri'eɪʃn]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:18:10

Unit 2 Organization of Life

Spoken Cycle Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. Although (conj.)		Fungi
2. Certainly (adv.)		Cocok/pas
3. Classify (v)		Menggunakan
4. Fit (v)		Walaupun
5. Fungi (n)		Utama
6. Main (adj.)		Jamur
7. Mixture (n)		Variasi
8. Mushroom (n)		Pasti/tentu
9. Use (v)		Menggolongkan
10. Variation (n)		Campuran

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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English for Science Teachers Wed 1 August 2012 7:18:28

Unit 2 Organization of Life

Spoken Cycle Let's Listen

This video is about a biology teacher reviewing the lesson and explaining about the organization of life. Watch the video carefully, and then answer the questions by clicking on the options.

1. Basically, the basic structure of cells is ...

a. the same

b. different from each other

2. Living things are classified by...

a. the cell structure difference

b. the variations of the design

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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English for Science Teachers Wed 1 August 2012 7:18:51

Unit 2 Organization of Life

Spoken Cycle Let's Listen

Watch the video again, and answer the questions by clicking on the options.



3. The example of a plant belonging to the fungi kingdom is... .

a. fungus

b. mushroom

4. Algae and protozoans are examples of... .

a. prokaryote organisms

b. protista organisms

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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English for Science Teachers Wed 1 August 2012 7:19:07

Unit 2 Organization of Life

Spoken Cycle Let's Listen

Watch the video again, you will find the following expressions:



Let's review today's lesson.

This expression is used for telling the students that you will review today's lesson.

Is the anybody who doesn't understand about ...?

This expression is used for asking whether the students understand or not.

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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English for Science Teachers Wed 1 August 2012 7:22:46

Unit 2 Organization of Life

Spoken Cycle **Let's Listen**

Study the following expressions.

Some expressions that can be used for reviewing the lesson are:

- Let's review today's lesson.
- Let's go over it again.
- Let's take a glance at today's lesson.

Some expressions that can be used for asking the students whether they understand or not are:

- Is there anybody who doesn't understand...?
- Do you understand?
- Do you get it?
- Do you get what I mean?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:23:14

Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Click on the audio icon. Listen and repeat the expressions until you can say the correctly.

- Let's review today's lesson. ▶

- Let's go over it again. ▶

- Let's take a glance at today's lesson. ▶

- Is there anybody who doesn't understand...? ▶

- Do you understand? ▶

- Do you get it? ▶

- Do you get what I mean? ▶

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:23:29

Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

1. Teacher: Okay Students, _____.
Students: Yes, Ms. Thia.
Teacher: So, what did we just talk about?
Students: We talked about the characteristics of living things, Ms. Thia.

Teacher:

a. let's review today's lesson
b. let us reviewing the lesson

Check
Next

What do you want to learn?

> Spoken Cycle
> Written Cycle
> Language Focus
> Assessment
> Summary
> Glossary

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English for Science Teachers Wed 1 August 2012 7:24:00

Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

2. Teacher: _____.
Students: Very well, Ms. Thia.
Teacher: How many kingdoms of life are there?
Students: There are five, Ms. Thia.

Teacher:

a. Let we glance at the lesson
b. Let's take a glance at today's lesson

Check
Next

What do you want to learn?

> Spoken Cycle
> Written Cycle
> Language Focus
> Assessment
> Summary
> Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:24:19

Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

3. Teacher: What did we just talk about everyone?
Students: The organization of life, Ms. Thia.
Teacher: Good. _____
Students: Sure, Ms. Thia.

Teacher:

a. Let's go over it again, shall we?
b. Let's go above it again.

Check
Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:24:34

Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

4. Teacher: _____ the five kingdoms of life?
Students: No, Ms. Thia.
Teacher: Good. Let's continue.

Teacher:

a. Is there anybody who doesn't understand
b. Is everyone understanding

Check
Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:24:48

Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

5. Student: Can you please explain about protista again, Ms. Thia?
Teacher: Sure, protista is a mixture of organism that do not fit into other kingdoms.
For example, algae and protozoans. _____
Student: Yes, I get it, Ms. Thia.

Teacher:

a. Are you getting it?
b. Do you get it?

Check
Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Thursday 2 August 2012 10:37:09

Unit 2 Organization of Life

Spoken Cycle **Let's Speak Up.**

You are going to review today's lesson. Complete and practice the dialogue. You say the teacher's part.

Teacher :?
Student : Yes, Mam.

Teacher :
Student : Okay, Mam.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Thursday 2 August 2012 10:37:28

Unit 2 Organization of Life

Spoken Cycle **Let's Speak Up.**

Supplementary activity.

Situation:

You have finished discussing the topic of the lesson. You want to review the lesson. What expression(s) will you use?

This is the end of the spoken cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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B. WRITTEN CYCLE

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English for Science Teachers Wed 1 August 2012 7:25:52

Unit 2 Organization of Life

Written Cycle **Let's Say Them Correctly**

In this reading section, you will read texts about the organization of life. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Allowed	▶	[ə'laʊd]
2. Composed	▶	[kəm'pəʊzd]
3. Existence	▶	[ɪg'zɪstəns]
4. Flow	▶	[fləʊ]
5. Maintain	▶	[meɪn'teɪn]
6. Particular	▶	[pə'tɪkjʊ:lə]
7. Protect	▶	[prə'tekt]
8. Substances	▶	['sʌbstəns]
9. Tiny	▶	['taɪni]
10. Without	▶	[wɪ'ðaʊt]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:26:03

Unit 2 Organization of Life

Written Cycle **Let's Check Your Vocabulary.**

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. Allowed (conj.)		Mempertahankan
2. Composed (adv.)		Mengalir
3. Existence (n)		Sangat kecil
4. Flow (v)		Diperbolehkan
5. Maintain (v)		Tertentu
6. Particular (adj.)		Zat kimia
7. Protect (v)		Tanpa
8. Substance (n)		Terdiri dari
9. Tiny (adj.)		Keberadaan/ adanya
10. Without (prep./adv.)		Melindungi

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:26:14

Unit 2 Organization of Life

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

Organization of cell

Notice how your body is composed? You will know that it is composed of lots of small units and they cannot be seen by naked eyes. Those small units are called cells. Living things may be composed of one cell, but there are others which are composed of millions of cells. It is called multi cellular organisms. In general, tiny cells can only be seen with a

1. What is the name of a small unit which composes our body?

a. Nucleus.

b. Cell.

2. Which is TRUE according to the text?

a. Bacteria has nucleus membrane.

b. Animals have nucleus membrane.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:26:24

Unit 2 Organization of Life

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

Each cell in your body is active and has a particular duty. Activities inside a cell may be compared with 24 hour-operating machine which produces different kinds of products. This process looks like an activity inside the factory. Only materials needed are allowed to enter the factory. So, the function of a cell is similar to factory. All cell functions take place in a building called the cell membrane. The cell membrane covers the external part of a cell and controls the delivery

3. Each cell in our body has ...

a. a factory

b. a certain duty

4. Which is NOT TRUE about cytoplasm?

a. It is alive.

b. It helps the cell to live.

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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English for Science Teachers Wed 1 August 2012 7:26:35

Unit 2 Organization of Life

Written Cycle **Let's Write.**

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. five-there-are-kingdoms-life-of-.

Answer:

Check

Next

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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English for Science Teachers Wed 1 August 2012 7:26:49

Unit 2 Organization of Life

Written Cycle **Let's Write.**

ANSWER

1. There are five kingdoms of life.
2. There are two kinds of cells.
3. The example of fungi is mushroom.
4. Each cell in your body has a particular duty.
5. Water and chemical substances in the cytoplasm support the life of a cell.

This is the end of the written cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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C. LANGUAGE FOCUS

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English for Science Teachers Wed 1 August 2012 7:27:16

Unit 2 Organization of Life

Language Focus **Let's Learn More**

Pay attention to the following words.

- organization
- projection
- ability
- existence
- reaction
- instruction
- attendance
- density

What do they have in common?

They end with:
-ion,
-ity, or
-ence

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Language Focus [Let's Learn More](#)

All of the words in the previous page belong to NOUN. Through the derivational process, all of them become noun. Pay attention to the examples below.

1. organize	+	tion	-->	organization
2. project	+	ion	-->	projection
3. able	+	ity	-->	ability
4. exist	+	ence	-->	existence
5. react	+	ion	-->	reaction
6. instruct	+	ion	-->	instruction
7. generate	+	ion	-->	generation
8. observe	+	tion	-->	observation
9. compose	+	tion	-->	composition
10. determine	+	tion	-->	determination

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:28:04

Unit 2 Organization of Life

Language Focus [Let's Learn More](#)

Change the verb into be+V-ing as the example.

1. Today, we are going to talk about the (organize) of life.

1. Today, we are going to talk about the _____ of life.

[Check](#)

[Next](#)

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:28:28

Unit 2 Organization of Life

Language Focus Let's Have A Go.

Answer

1. We are going to talk about the organization of life.
2. Let us study the composition of cells.
3. Based on the existence of nucleus membrane, there are two kinds of cells.
4. You can do a cell observation with a microscope.
5. Cell membrane has the ability to maintain the chemical balance inside and outside the cell.

This is the end of the language focus section. Go on to the other sections

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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D. ASSESSMENT

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English for Science Teachers Wed 1 August 2012 7:29:20

Unit 2 Organization of Life

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

1. Teacher: _____
Student: Yes, Mam.

- a. Let us reviewing the book.
- b. Let us review today's lesson together.
- c. Let's have a reviewing about today's lesson.
- d. Let's have a reviewer together.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:29:32

Unit 2 Organization of Life

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

2. These expressions can be used for complimenting the students except...

a. Well done.

b. Good, that's right.

c. My goodness.

d. Terrific.

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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English for Science Teachers Wed 1 August 2012 7:30:15

Unit 2 Organization of Life

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

3. The following statements are TRUE about cytoplasm except...

a. It is not soft.

b. It consists of water and chemical substances..

c. It is important for the cells.

d. It always flows.

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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English for Science Teachers Wed 1 August 2012 7:30:26

Unit 2 Organization of Life

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

4. Which of the following words is not a NOUN?

- a. Composition
- b. Maintenance
- c. Protection
- d. Beautify

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:30:42

Unit 2 Organization of Life

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

5. Which of the following suffixes can make a NOUN?

- a. -ion and -onion
- b. -ion and ation
- c. -ence and ation
- d. -ion and -ity

This is the end of the assessment section. Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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E. SUMMARY

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English for Science Teachers Wed 1 August 2012 7:31:34

Unit 2 Organization of Life

Summary **Let's Review This Unit.** In this unit, you have learned:

1. how to pronounce some words related to the unit 'Organization of Life',
-> the words are provided in the glossary.
2. how to review today's lesson,
-> - Let's review today's lesson.
3. how to ask your students whether they understand or not,
-> - is there anybody who doesn't understand about...?
-> - do you understand?
4. to make good sentences.
5. about the suffix derivation for NOUN.
-> -ion, -tion, -ity, -ence.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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F. GLOSSARY

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English for Science Teachers Wed 1 August 2012 7:31:54

Unit 2 Organization of Life

Glossary

1. Allowed--(adj.)--diperbolehkan	11. Maintain--(verb)--menjaga
2. Although--(conj.)--walaupun	12. Mixture--(noun)--campuran
3. Certainly--(adverb)--tentu/pasti	13. Mushroom--(noun)--jamur
4. Classify--(verb)--menggolongkan	14. Particular--(adj.)--tertentu
5. Composed--(verb)--terdiri dari	15. Protect--(verb)--melindungi
6. Existence--(noun)--keberadaan	16. Substances--(noun)--zat
7. Fit--(verb)--cocok/pas	17. Tiny--(adj.)--kecil sekali
8. Flow--(verb)--mengalir	18. Use--(verb)--menggunakan
9. Fungi--(noun)--fungi	19. Variation--(noun)--variasi
10. Main--(adjective)--utama	20. Without -- (prep./adv)--tanpa

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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UNIT 3

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English for Science Teachers Wed 1 August 2012 7:32:18

Unit 3 Components of an Ecosystem and Their Interaction

Objectives

By the end of the unit, you are expected to be able to:

1. pronounce keywords in the texts;
2. use expressions in asking students to submit their work; giving feedback to the students' work; asking the students something about a topic; ending the class;
3. make correct sentences based on the topic; and
4. use articles correctly.



1. What can you see in the picture?
2. Is it an ecosystem?
3. How are you going to explain it to your students in English?

Let's find the answer in this unit.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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A. SPOKEN CYCLE

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English for Science Teachers Wed 1 August 2012 7:33:33

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

Let's Say Them Correctly

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Backyard	[bæk'jɑ:d]
2. Bush	[bʊʃ]
3. Community	[kə'mju:niti]
4. Interact	[intə'rækt]
5. Light	[laɪt]
6. Road	[rəʊd]
7. Soil	[sɔɪl]
8. Support	[sə'pɔ:t]
9. Surrounding	[sə'raʊndɪŋ]
10. Together	[tə'geðə]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:33:44

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle Let's Check Your Vocabulary.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. Backyard (n)		Cahaya
2. Bush (n)		Berinteraksi
3. Community (n)		Sekitar/sekeliling
4. Interact (v)		Kebun belakang
5. Light (n)		Jalan
6. Road (n)		Dukungan
7. Soil (n)		Bersama-sama
8. Support (n)		Semak
9. Surrounding (n)		Komunitas
10. Together (adv.)		Tanah

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English for Science Teachers Wed 1 August 2012 7:34:04

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle Let's Listen

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

This video is about a biology teacher explaining about components of an ecosystem and their interaction. Watch the video carefully, and then answer the questions by clicking on the options.

1. Which one is the living thing?

- a. Light
- b. Tree

2. An ecosystem always consists of...

- a. soil, water, and animals
- b. living and non living things

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File View Control Help

English for Science Teachers Wed 1 August 2012 7:34:14

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle Let's Listen

Watch the video again, and answer the questions by clicking on the options.



3. Non-living things _____ with the living things.

a. support

b. interact

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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English for Science Teachers Wed 1 August 2012 7:34:26

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle Let's Listen

Watch the video again, you will find the following expressions:



I want you to hand in your homework.

This expression is used for asking the students to submit their homework.

Good job. - It's already good, but...
 -It's nice. - You did a good effort...
 Well done. but please ...

These expressions are used for giving feedback to the students' work.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Listen**

Watch this video. You will find the following expressions:



- Can you please tell me...
 - What is/are ...

These expressions can be used for asking the students questions.

Our time is running out.

These expressions can be used for telling the students that the class will end in a moment.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Study Further.**

Study the following expressions.

Some expressions that can be used for asking the students to submit their homework/work are:

- Please hand in your homework.
- Please submit your homework.
- Give your homework to me.
- Show me your homework.

Some expressions that can be used for giving feedback to the students' work are:

- Good job.
- It's nice.
- Well done
- It's already good, but....
- You did a good effort, but

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:35:07

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Study Further.**

Study the following expressions.

Some expressions that can be used for asking questions about the topic to the students are:

- Can you please tell me...?
- What is/are...?
- Why ...?
- How...?

Some expressions that can be used for ending the class are::

- Our time is running out.
- Time is over.
- Time is up.
- It's time to go home.
- We don't have much time left.
- We don't have any time anymore.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Click on the audio icon. Listen and repeat the expressions until you can say them correctly.

- Please hand in your homework. ▶

- Please submit your homework. ▶

- Give your homework to me. ▶

- Show me your homework. ▶

- Our time is running out. ▶

- Time is over. ▶

- Time is up. ▶

- It's time to go home. ▶

- We don't have much time left. ▶

- We don't have any time anymore. ▶

- Good job. ▶

- It's nice. ▶

- Well done ▶

- It's already good, but.... ▶

- You did a good effort, but ▶

- Can you please tell me...? ▶

- What is/are...? ▶

- Why ...? ▶

- How...? ▶

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

1. Teacher: Very well students, before we start our next topic, _____.
Students: Yes, Ms. Thia.

Teacher:

a. please submit your homework
b. your homework are submitted

Check
Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:35:42

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

2. Teacher: Ray, where is your homework?
Student: Here it is, Ms. Thia.
Teacher: (checking Ray's homework) _____, you did a good job.
Student: Thank you, Ms. Thia.

Teacher:

a. Good done
b. Well done

Check
Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:35:52

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

3. Teacher: Venna, _____ some living organisms at your house?
Student: Plants, cats, rabbits, and birds.
Teacher: Good.

Teacher:

a. can you please tell me
b. can you say

Check
Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:36:02

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

4. Kriiiiiiiiiing.....
Teacher: Okay students, _____. Pack up your things.
Students: Very well, Ms. Thia.

Teacher:

a. no more time
b. time is over

Check
Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:36:13

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

5. Teacher: _____
Students: Sure, Ms. Thia.

Teacher:

a. Please hand in your assignment.
b. Where is your assignment?

Check **Next**

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Thursday 2 August 2012 10:40:05

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

ANSWER

1. please submit your homework
2. Well done
3. can you please tell me
4. time is over
5. Please hand in your assignment.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Thursday 2 August 2012 10:40:32

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

You are going to end the lesson. Complete and practice the dialogue. You say the teacher's part.

Teacher :?

Student : Okay, Mam. See you tomorrow.

Teacher : See you.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Thursday 2 August 2012 10:40:47

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

Supplementary activity.

Situation.

You are going to end the class. What expression(s) will you use?

This is the end of the spoken cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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B. WRITTEN CYCLE

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English for Science Teachers Wed 1 August 2012 7:37:20

Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Say Them Correctly**

In this reading section, you will read a text about Components of an Ecosystem and Their environment. Before reading it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Among		[ə'mʌŋ]
2. Approach		[ə'prəʊtʃ]
3. Branch		[brɑːnʃ]
4. Conduct		['veɪpə]
5. Itself		[ɪt'self]
6. Moss		[mɒs]
7. Pond		[pɒnd]
8. Stick		[dɪ'veɪd]
9. Stream		[stri:m]
10. Spend		[spend]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Check Your Vocabulary.**

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. Among (prep.)		Dirinya sendiri
2. Approach (v)		Melaksanakan
3. Branch (n)		Aliran
4. Conduct (v)		Diantara
5. Itself (pron.)		Lumut
6. Moss (n)		Menempel
7. Pond (n)		Menghabiskan
8. Stick (v)		Mendekati
9. Stream (n)		Cabang
10. Spend (v)		Kolam

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

Living things interact with each other. Moss and plants sticking to rocks are living components of an ecosystem. How does an organism interact with non-living components in an ecosystem? There is an interaction between two organisms living at the same environment when a frog catches an insect.

What about the interactions among living and non-living things? What will the frog do when someone tries to approach and

1. What are the components of an ecosystem?
 - a. Tress and animals.
 - b. Living and non living things.
2. Which is FALSE according to the text?
 - a. Living things interact with each other.
 - b. Biology is a branch of ecology.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:38:08

Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

Living things interact with each other. Moss and plants sticking to rocks are living components of an ecosystem. How does an organism interact with non-living components in an ecosystem? There is an interaction between two organisms living at the same environment when a frog catches an insect.

What about the interactions among living and non-living things? What will the frog do when someone tries to approach and

1. What are the components of an ecosystem?
 - a. Tress and animals.
 - b. Living and non living things.
2. Which is FALSE according to the text?
 - a. Living things interact with each other.
 - b. Biology is a branch of ecology.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:38:24

Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Living things and non-living things - form - ecosystem - to - an - interact.

Answer:

Check

Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:38:34

Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

ANSWER

1. Living things and non-living things interact to form an ecosystem.
2. An ecosystem always consists of living organisms and non-living things.
3. A frog jumps to protect itself from dangers.
4. Living things get support from non-living things.
5. Ecology is a branch of biology.

This is the end of the written cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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C. LANGUAGE FOCUS

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English for Science Teachers Wed 1 August 2012 7:38:58

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: Let's Learn More

BASIC ARTICLE USAGE

I. Using a or ø: Generic Nouns

SINGULAR COUNT NOUN	(a) A banana is yellow	A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real concrete thing but rather a symbol of a whole group. In (a) and (b): The speaker is talking about any bananas, <i>bananas</i> is general. In (c), the speaker is talking about any and all fruit, fruit in general.
PLURAL COUNT NOUN	(b) ø Bananas are yellow	
NONCOUNT NOUN	(c) ø Fruit is good for you	

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:39:35

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: Let's Learn More

BASIC ARTICLE USAGE

II. Using a or some: Indefinite Nouns

SINGULAR COUNT NOUN	(d) I ate a banana	Indefinite nouns are actual things (not symbols), but they are not specifically identified. In (d): the speaker is not referring to "this banana" or "that banana" you gave me. The speaker is simply saying that she/he ate one banana. In (e) and (f): <i>some</i> is often used with indefinite plural count nouns and indefinite noncount nouns.
PLURAL COUNT NOUN	(e) I ate some bananas	
NONCOUNT NOUN	(f) I ate some fruit	

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:39:46

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Learn More**

BASIC ARTICLE USAGE

SINGULAR COUNT NOUN
PLURAL COUNT NOUN
NONCOUNT NOUN

III. Using the : Definite Nouns

(g) The banana is ripe
 (h) The bananas are ripe
 (i) The fruit is ripe

A noun is definite when both the speaker and the listener are thinking about the same specific thing.
 In (g): The speaker uses *the* because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker.
 Notice that *the* is used with both singular and plural count nouns and with noncount nouns.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:40:13

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Have A Go.**

BASIC ARTICLE USAGE

IV. Using the: Singular Generic Count Noun

Yesterday I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran up a tree. The tree was very high.

First mention: some dogs, a cat, a mouse, a tree.
 Second mention: the dogs, the cat, the mouse, the tree

V. The is sometimes used with a singular generic count noun

Generic 'the' is commonly used with

- (1) Species of animals: the whale is the largest mammal on earth
- (2) Inventions: who invented the microscope
- (3) Musical instruments: A whale can play the guitar

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:40:27

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: Let's Have A Go.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Complete the sentence with a/an, or the.

1. Mutualism is _____ relationship between two different organisms in which neither is harmed.

Check

Next

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: Let's Have A Go.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Complete the sentence with a/an, or the.

2. _____ relationship is mutually beneficial that is, each helps other.

Check

Next

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English for Science Teachers Wed 1 August 2012 7:40:57

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Have A Go.**

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Complete the sentence with a/an, or the.

3. When you look at _____ structure of lichen under the microscope, you will find it is made of two quite different partners.

Check

Next

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Have A Go.**

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Complete the sentence with a/an, or the.

4. Living and non living things interact to form _____ ecosystem

Check

Next

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Have A Go.**

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Complete the sentence with a/an, or the.

5. ecologist concerns with investigating the habits of living things in relation to their environment.

Check

Next

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Have A Go.**

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Complete the sentence with a/an, or the.

Answer

1. a
2. A
3. the
4. an
5. An

This is the end of the language focus section. Go on to the other sections

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D. ASSESSMENT

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English for Science Teachers Wed 1 August 2012 7:41:57

Unit 3 Components of an Ecosystem and Their Interaction

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

1. Teacher: _____
Student: Here it is, Sir.

- a. What is your homework?
- b. What are your assignments?
- c. Please tell me your homework.
- d. I want you to hand in your homework.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > **Assessment**
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:42:08

Unit 3 Components of an Ecosystem and Their Interaction

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

2. Teacher: _____ Let's go home now. See you everyone.
Student: See you too, Ms. Thia.

- a. Time is up.
- b. Times is up.
- c. The clock is over.
- d. Times over.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > **Assessment**
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:42:20

Unit 3 Components of an Ecosystem and Their Interaction

Assessment **Let's Check Your Understanding**

Choose the correct answer by clicking a, b, c, or d.

3. What is the Indonesian of the word 'moss'?

- a. binatang.
- b. lumut.
- c. insekta.
- d. lembut.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers Wed 1 August 2012 7:42:31

Unit 3 Components of an Ecosystem and Their Interaction

Assessment **Let's Check Your Understanding**

Choose the correct answer by clicking a, b, c, or d.

4. An ecosystem always consists of _____.

- a. living and non-living organisms
- b. animals and plants
- c. living organisms only
- d. many kinds of plants

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

5. How does ____ organism interact with non-living components in an ecosystem?

a. some

b. a

c. an

d. any

This is the end of the assessment section. Go on to the other sections.

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What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

E. SUMMARY

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English for Science Teachers Wed 1 August 2012 7:43:06

Unit 3 Components of an Ecosystem and Their Interaction

Summary Let's Review This Unit.

In this unit, you have learned:

1. how to pronounce some words related to the unit 'Components of An Ecosystem and Their Environment',
-> the words are provided in the glossary.
2. how to ask your students to submit their homework/ work,
-> - I want you to hand in your homework., Please submit your homework., etc,
3. how to give feedback to your students' work,
-> - good, great, well done, excellent, etc.
4. how to ask your students questions related to a topic.
5. how to end the class
6. . to translate some sentences with the help of some keywords,
7. about the basic articles.
-> a, an, the

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What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

F. GLOSSARY

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English for Science Teachers Wed 1 August 2012 7:43:06

Unit 3 Components of an Ecosystem and Their Interaction

Summary **Let's Review This Unit.**

In this unit, you have learned:

1. how to pronounce some words related to the unit 'Components of An Ecosystem and Their Environment',
-> the words are provided in the glossary.
2. how to ask your students to submit their homework/ work,
-> - I want you to hand in your homework., Please submit your homework., etc,
3. how to give feedback to your students' work,
-> - good, great, well done, excellent, etc.
4. how to ask your students questions related to a topic.
5. how to end the class
6. . to translate some sentences with the help of some keywords,
7. about the basic articles.
-> a, an, the

What do you want to learn?

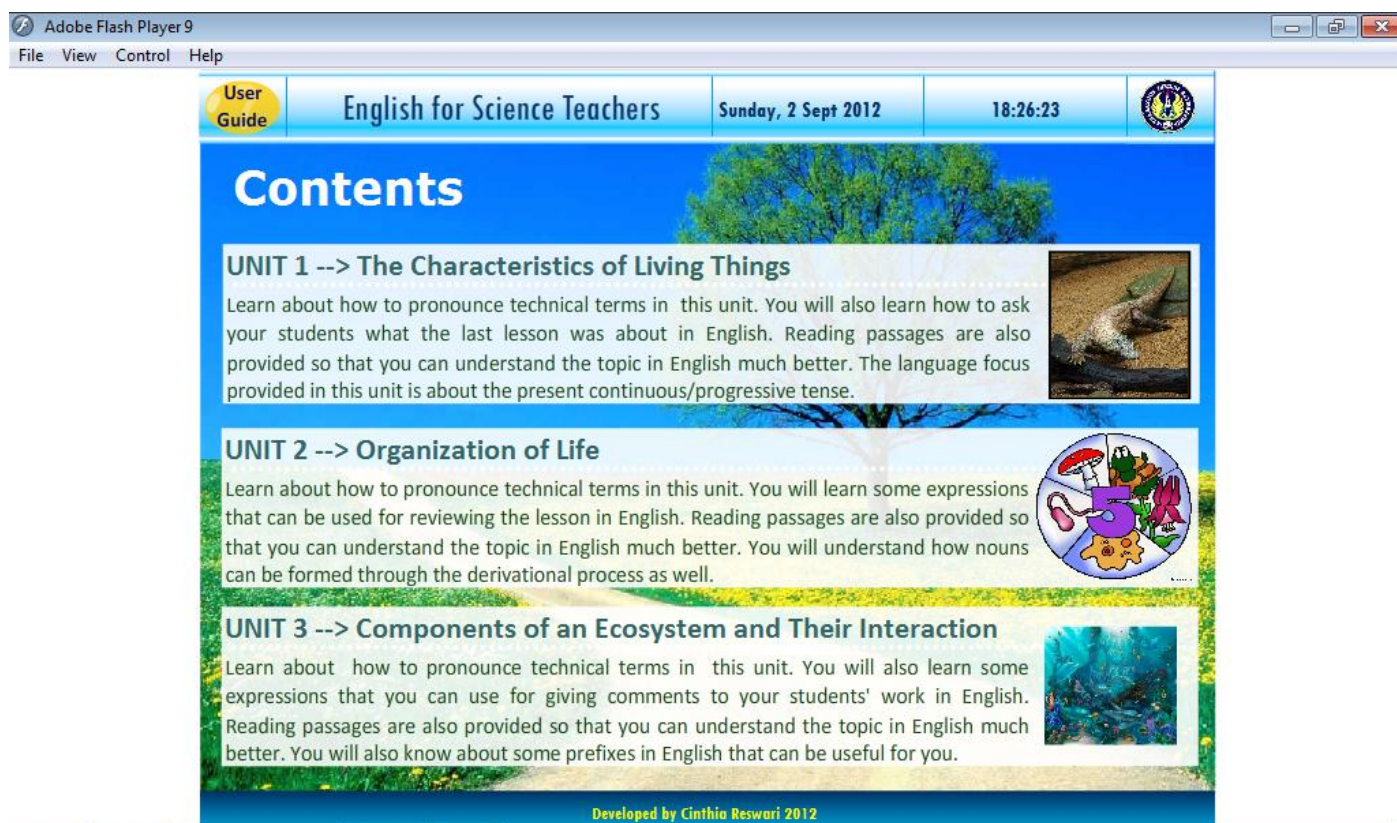
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- > Language Focus
- > Assessment
- > Summary
- > Glossary

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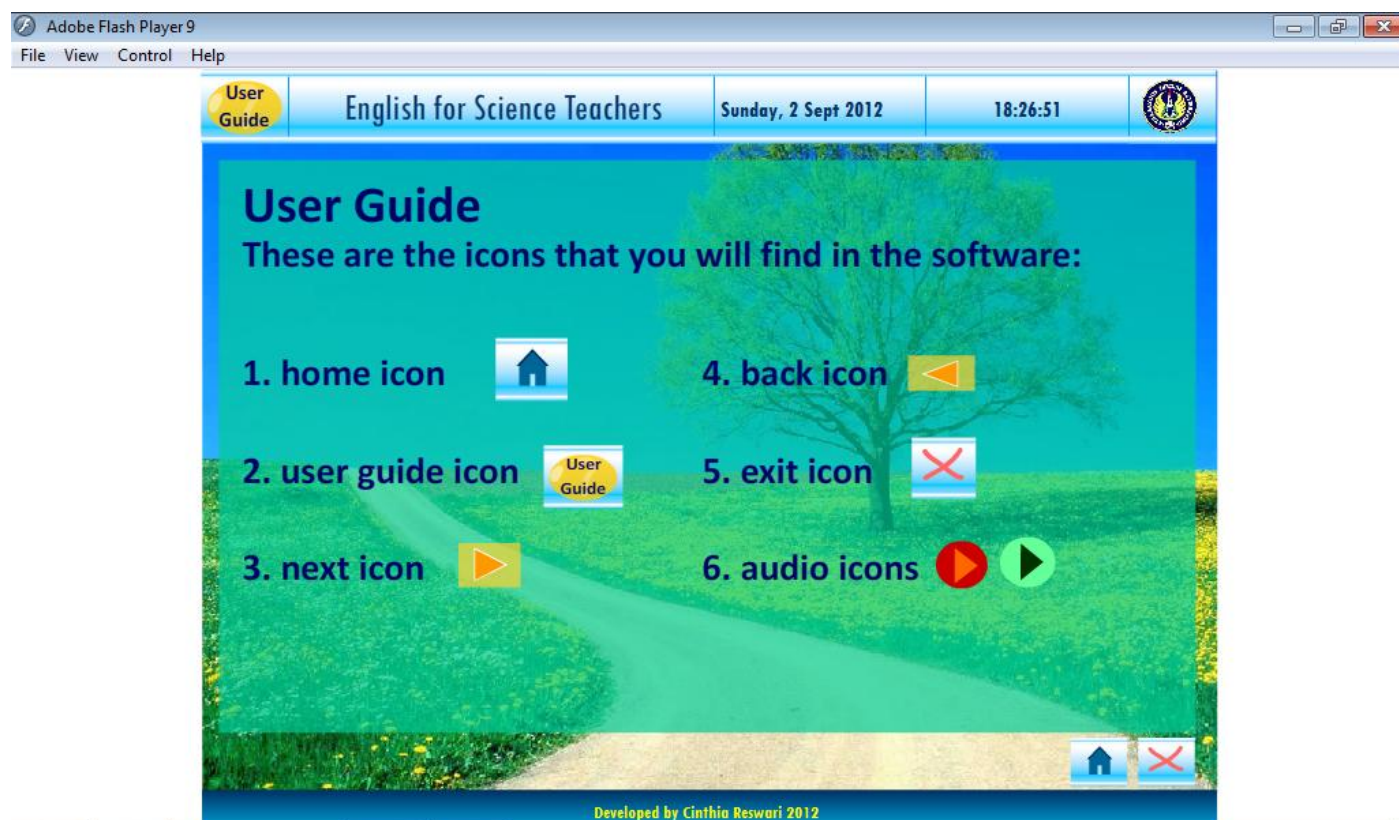
A. INTRODUCTION



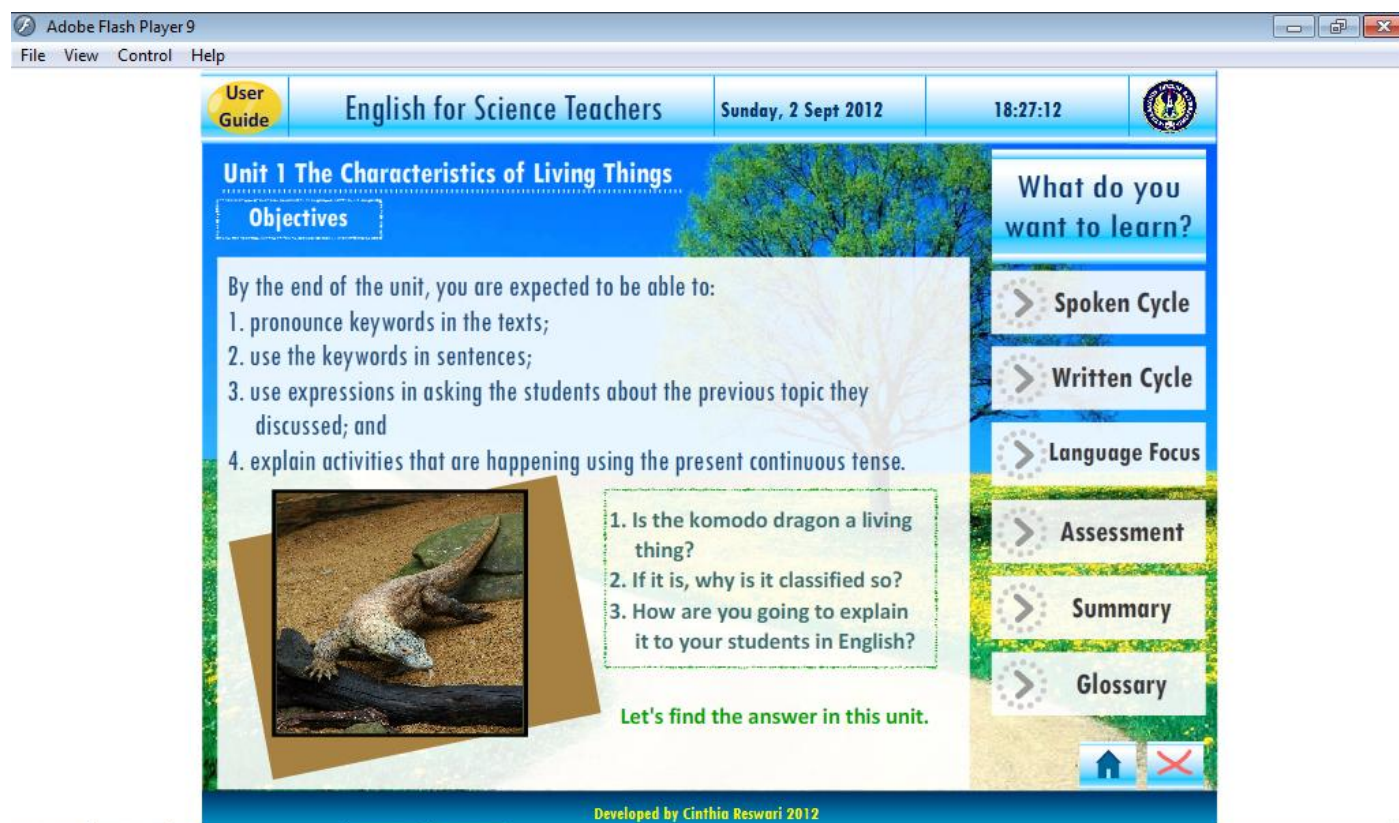
B. CONTENTS PAGE



C. USER GUIDE



D. UNIT 1



1. SPOKEN CYCLE

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:27:37

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Say Them Correctly

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. characteristic	[kærəktə'rɪstɪk]
2. stimulus	['stɪmjʊləs]
3. environment	[m'vaɪənmənt]
4. possess	[pə'zes]
5. energy	['enədʒi]
6. immediate	[ɪ'mɪdʒət]
7. oxygen	['ɒksɪdʒən]
8. produce	[prə'dju:s]
9. waste	[weɪst]
10. ability	[ə'bɪlɪti]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:27:48

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. characteristic (n)		energi
2. stimulus (n)		mempunyai
3. environment (n)		sisia
4. possess (v)		ciri
5. energy (n)		segera
6. immediate (adj)		menghasilkan
7. oxygen (n)		kemampuan
8. produce (v)		rangsangan
9. waste (n)		lingkungan
10. ability (n)		oksigen

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:28:02

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Listen

This video is about a biology teacher starting the lesson and explaining the characteristics of living things. Watch the video carefully, and then answer the questions by clicking on the options.



- Which one is the characteristic of komodo dragons?
 - a. They have poisonous saliva.
 - b. They can only eat certain things.
- All living things ...
 - a. can move by themselves
 - b. can respond to stimuli

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Listen

Watch the video again, and answer the questions by clicking on the options.



- There are _____ characteristics of living things.
 - a. seven
 - b. eight
- Which is NOT TRUE according to the video?
 - a. Living things are made from cells.
 - b. Plants cannot reproduce.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:28:32

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Listen

Watch the video again, you will find the following expressions:



How are you?
This expression is used for asking how the students are feeling.

Who still remember what we talked about last time?
This expression is used for asking about what the last lesson was about.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:28:43

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Listen

Watch this video. You will find the following expressions:



How's life?
This expression is used for asking how the students are feeling.

Who can tell us what we did in the last lesson?
This expression is used for asking about what the last lesson was about.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:28:51

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Study Further.

Study the following expressions.

Some expressions that can be used for asking how the students are feeling are:

- How are you?
- How's life?
- How are you doing?
- How's everything?

Some responses from the students can be:

- Great.
- Fine.
- Good
- Very well.
- I'm not well.
- Not good.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Study Further.

Study the following expressions.

Some expressions that can be used for asking about what the last lesson was about are:

- Who still remember what we talked about last time?
- Who can tell us what we did in the last lesson?
- What did we discuss last time?
- What did you learn last meeting?

Some responses from the students can be:

- We talked about ...
- We discussed ...
- We learned ...
- We studied...

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:29:18

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Click on the audio icon. Listen and repeat the expression until you can say them correctly.

- How are you? ▶
- How's life? ▶
- How are you doing? ▶
- How's everything? ▶
- Great. ▶
- Fine. ▶
- Good ▶
- Very well. ▶
- I'm not well. ▶
- Not good. ▶
- Who still remember what we talked about last time? ▶
- Who can tell us what we did in the last lesson? ▶
- What did we discuss last time? ▶
- What did you learn last meeting? ▶
- We talked about ... ▶
- We discussed ... ▶
- We learned ... ▶
- We studied... ▶

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:35:25

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

1. Teacher: Good morning students.
Students: Good morning, Ms. Thia.
Teacher: _____
Students: Fine, thank you.

Teacher:

a. How's your life?

b. How's life?

Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:35:40

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

2. Teacher: Good afternoon students.
Students: Good afternoon, Ms. Thia.
Teacher: _____
Students: Very well, thank you.

Teacher:

a. How are you all?
b. How well are you?

Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:35:47

Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

3. Teacher: _____
Students: We talked about the characteristics of living things.

Teacher:

a. What are we talking about last meeting?
b. What did we talk about last meeting?

Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

4. Teacher: _____
Students: We discussed the characteristics of living things.

Teacher: _____

a. What did we discuss last Monday?
b. Did we discuss about it last Monday?

Check Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

5. Teacher: _____
Students: We learned about the characteristics of living things.

Teacher: _____

a. What did you learn in our last meeting?
b. What did you have learned last meeting?

Check Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

ANSWER

1. How's life?
2. How are you all?
3. What did we talk about last meeting?
4. What did we discuss last Monday?
5. What did you learn in our last meeting?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Complete and practice the dialogue. You say the teacher's part.

Teacher :?

Student : Fine, ma'am.

Teacher : Good, excellent.

.....?

Student : We learned about the characteristics of living things, ma'am.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle Let's Speak Up.

Supplementary activity.

Situation:

You are starting the class and you want to make sure whether the students still remember what the topic of the previous meeting was. What expression(s) will you use?

This is the end of the spoken cycle. Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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2. WRITTEN CYCLE

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Unit 1 The Characteristics of Living Things

Written Cycle Let's Say Them Correctly

In this reading section, you will read texts about the characteristics of living things. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. breathe	[bri:ð]
2. recognize	['rekəgnaɪz]
3. development	[dɪ'veləpmənt]
4. vapor	['veɪpə]
5. grow	[grəʊ]
6. respond	[rɪ'spɒnd]
7. increase	[ɪn'kri:s]
8. divide	[dɪ'vaɪd]
9. necessary	['nesesəri]
10. extinct	[ɪk'stɪŋkt]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Written Cycle **Let's Check Your Vocabulary.**

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. breathe (v)		tumbuh
2. recognize (v)		uap air
3. development (n)		perlu
4. vapor (n)		bernafas
5. grow (v)		menanggapi
6. respond (v)		membagi
7. increase (v)		punah
8. divide (v)		mengenal
9. necessary (adj)		perkembangan
10. extinct (adj)		bertambah

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

Characteristics of Living things

1. Doing Respiration
All living things carry on respiration. Respiration is the process of breaking up food to gain energy. In respiration, oxygen is needed; therefore living things take oxygen for respiration. The respiration process produces energy, water vapor and carbon dioxide. The energy produced during the respiration is used for living processes.

1. What is the aim of respiration?

- a. To gain oxygen.
- b. To get energy.

2. Which is FALSE according to the text?

- a. Water vapor is produced in respiration.
- b. Some living things do not move.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

3. Receiving and Responding to Stimulus
 What do you do to find out that Mimosa pudica is alive? Maybe you will touch and see what might happen. One characteristic of an organism is to respond to stimulus in its surrounding. When you touch Mimosa pudica, you will see its ability to react to its surrounding. The environment is everything around an organism including other organisms, water, weather, temperature, soil, sound and light. An example of such a response is a plant

1. Mimosa Pudica is mentioned in the text as ...

- a. an example of a plant
- b. an example that living things respond to stimuli

2. Which is TRUE according to the text?

- a. Human beings and animals come from one cell.
- b. There are two ways of how organisms reproduce.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:37:46

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Write.**

Transalte the following sentences into English.
 (Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Ada delapan ciri makhluk hidup.
English:

Check

Next

Keywords: characteristic, eight, living thing

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:38:11

Unit 1 The Characteristics of Living Things

Written Cycle Let's Write.

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

2. Proses respirasi menghasilkan energi.

English:

Check

Next

Keywords: respiration, produce, energy

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:38:26

Unit 1 The Characteristics of Living Things

Written Cycle Let's Write.

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

3. Semua makhluk hidup terbuat dari sel-sel.

English:

Check

Next

Keywords: living thing, made from, cell

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Written Cycle Let's Write.

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

4. Tumbuhan perlu karbon dioksida, air, dan energi untuk fotosintesis.

English:

Check

Next

Keywords: plant, need, carbon dioxide, water, energy, photosynthesis

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:38:44

Unit 1 The Characteristics of Living Things

Written Cycle Let's Write.

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

5. Semua makhluk hidup disebut organisme.

English:

Check

Next

Keywords: living thing, call, organism

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:39:05

Unit 1 The Characteristics of Living Things

Written Cycle **Let's Write.**

ANSWER

1. Ada delapan ciri makhluk hidup.
-> *There are eight characteristics of living things.*
2. Proses respirasi menghasilkan energi.
-> *The respiration process produces energy.*
3. Semua makhluk hidup terbuat dari sel-sel.
-> *All living things are made from cells.*
4. Tumbuhan perlu karbon dioksida, air, dan energi untuk fotosintesis.
-> *Plants need carbon dioxide, water, and energy for photosynthesis.*
5. Semua makhluk hidup disebut organisme.
-> *All living things are called organism.*

This is the end of the written cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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3. LANGUAGE FOCUS

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:39:23

Unit 1 The Characteristics of Living Things

Language Focus **Let's Learn More**

Now, look at the following pictures. Pay attention to their description.



The rabbits are standing.



The elephant is eating.



The fish is swimming.



The tiger is walking.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Language Focus: **Let's Learn More**

From the descriptions of the pictures, we can see that the sentences have the same pattern.

Verb	verb+ing	sentence
eat	eating	The rabbits are standing .
run	running	The elephant is eating .
swim	swimming	The fish is swimming .
walk	walking	The tiger is walking .

The pattern is:
Subject + to be + V-ing

This is the pattern of present continuous/ progressive tense sentences.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Language Focus: **Let's Learn More**

From the descriptions of the pictures, we can see that the sentences have the same pattern.

Verb	verb+ing	sentence
eat	eating	The rabbits are standing .
run	running	The elephant is eating .
swim	swimming	The fish is swimming .
walk	walking	The tiger is walking .

The pattern is:
Subject + to be + V-ing

This is the pattern of present continuous/ progressive tense sentences.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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English for Science Teachers

Sunday, 2 Sept 2012

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Unit 1 The Characteristics of Living Things

Language Focus: Let's Have A Go.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Change the verb into be+ V-ing.

1. The birds (drink) in the lake.

1. The birds _____ in the lake.

Check

Next >

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Unit 1 The Characteristics of Living Things

Language Focus: Let's Have A Go.

Change the verb into be+V-ing.

2.The butterfly (suck) the nectar

2. The butterfly _____ the nectar.

Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:40:48

Unit 1 The Characteristics of Living Things

Language Focus: Let's Have A Go.

Change the verb into be+V-ing.

3. Some dogs (bark) to some cats.

3. Some dogs _____ to some cats.

Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:40:56

Unit 1 The Characteristics of Living Things

Language Focus: Let's Have A Go.

Change the verb into be+V-ing.

4. The bee and the bug (fly) in the garden.

4. The bee and the bug _____ in the garden.

Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:41:08

Unit 1 The Characteristics of Living Things

Language Focus: Let's Have A Go.

Change the verb into be+V-ing.

5. The eggs (hatch).

5. The eggs _____.

Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Language Focus: Let's Have A Go.

Answer

1. The birds are drinking in the lake.
2. The butterfly is sucking the nectar.
3. Some dogs are barking to some cats.
4. The bee and the bug are flying in the garden.
5. The eggs are hatching.

This is the end of the language focus section. Go on to the other sections

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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4. ASSESSMENT

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Unit 1 The Characteristics of Living Things

Assessment: Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

1. Teacher: _____
Student: We discussed the characteristics of living things, Sir.

- a. What did we discuss soon?
- b. What are we discussing last week?
- c. What were we discussing later?
- d. What did we discuss last meeting?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

2. Teacher: _____
Student: Fine, thank you Ms. Thia.

- a. What are you?
- b. How are your life?
- c. How's life?
- d. How's your lifetime?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:41:56

Unit 1 The Characteristics of Living Things

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

3. These are the characteristics of living things except...

- a. All living things can grow.
- b. All living things make noises.
- c. All living things respond to stimuli.
- d. All living things can move.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:42:03

Unit 1 The Characteristics of Living Things

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

4. The number of cells of your body increases and you get bigger.
The word 'increase' in the sentence above has the closest meaning to...

- a. bertambah
- b. kenaikan
- c. naik
- d. banyak

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:42:11

Unit 1 The Characteristics of Living Things

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

5. The plants in the school yard _____ bigger and higher.

- a. getting
- b. are getting
- c. is getting
- d. gets

This is the end of the assessment section. Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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5. SUMMARY

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English for Science Teachers

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18:50:31

Unit 1 The Characteristics of Living Things

Summary

Let's Review This Unit.

In this unit, you have learned:

1. how to pronounce some words related to the unit 'Characteristics of Living Things',
-> the words are provided in the glossary.
2. how to ask your students about what the last lesson was about,
-> - What did we talk about in the last lesson?
-> - What did we discuss last time?
-> - what have you learned last week?
3. how to ask your students about how they feel,
-> - how are you ?
-> - how's life?
4. to translate some sentences,
5. about the present continuous/progressive tense.
-> Subject + to be + V-ing

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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6. GLOSSARY

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Unit 1 The Characteristics of Living Things

Glossary

1. ability --(noun)-- kemampuan	11. increase --(verb)-- bertambah
2. breathe --(verb)-- bernafas	12. necessary --(adjective)-- perlu
3. characteristic --(noun)-- ciri	13. oxygen --(noun)-- oksigen
4. development --(noun)-- perkembangan	14. possess --(verb)-- mempunyai
5. divide --(verb)-- membagi	15. produce --(verb)-- menghasilkan
6. energy --(noun)-- energi	16. recognize --(verb)-- mengenali
7. environment --(noun)-- lingkungan	17. respond --(verb)-- menanggapi
8. extinct --(adjective)-- punah	18. stimuli --(noun)-- rangsangan
9. grow --(verb)-- tumbuh	19. vapor --(noun)-- uap air
10. immediate --(adjective)-- segera	20. waste --(noun)-- sisa

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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E. UNIT 2

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Unit 2 Organization of Life

Objectives

By the end of the unit, you are expected to be able to:

1. pronounce keywords in the texts;
2. use the keywords in sentences;
3. use expressions in reviewing today's lesson;
4. use expressions in asking whether the students understand or not; and
5. identify nouns through the derivational process.



1. How many kingdoms of life are there?
2. What are they?
3. How are you going to explain them to your students in English?

Let's find the answer in this unit.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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1. SPOKEN CYCLE

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

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Unit 2 Organization of Life

Spoken Cycle **Let's Say Them Correctly**

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. although		[ə'l'dəʊ]
2. certainly		['sə:tənli]
3. classify		['klæsɪfaɪ]
4. fit		[fɪt]
5. fungi		['fʌŋgaɪ] or ['fʌŋgi]
6. main		[meɪn]
7. mixture		['mɪkstʃə]
8. mushroom		['mʌʃru:m]
9. use		[ju:z]
10. variation		[veəri'eɪʃn]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. although (conj.)		fungi
2. certainly (adv.)		cocok/pas
3. classify (v)		menggunakan
4. fit (v)		walaupun
5. fungi (n)		utama
6. main (adj.)		jamur
7. mixture (n)		variasi
8. mushroom (n)		pasti/tentu
9. use (v)		menggolongkan
10. variation (n)		campuran

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle Let's Listen

This video is about a biology teacher reviewing the lesson and explaining the organization of life. Watch the video carefully, and then answer the questions by clicking on the options.



1. Basically, the basic structure of cells is ...

- a. the same
- b. different from each other

2. Living things are classified by...

- a. the cell structure difference
- b. the variations of the design

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Listen**

Watch the video again, and answer the questions by clicking on the options.



3. An example of a plant belonging to the fungi kingdom is... .

a. fungus

b. mushroom

4. Algae and protozoans are examples of... .

a. prokaryote organisms

b. protista organisms

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Listen**

Watch the video again, you will find the following expressions:



Let's review today's lesson.

This expression is used for telling the students that you will review today's lesson.

Is the anybody who doesn't understand about ...?

This expression is used for asking whether the students understand or not.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Listen**

Study the following expressions.

Some expressions that can be used for reviewing the lesson are:

- Let's review today's lesson.
- Let's go over it again.
- Let's take a glance at today's lesson.

Some expressions that can be used for asking the students whether they understand or not are:

- Is there anybody who doesn't understand...?
- Do you understand?
- Do you get it?
- Do you get what I mean?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Click on the audio icon. Listen and repeat the expressions until you can say the correctly.

- Let's review today's lesson. ▶

- Let's go over it again. ▶

- Let's take a glance at today's lesson. ▶

- Is there anybody who doesn't understand...? ▶

- Do you understand? ▶

- Do you get it? ▶

- Do you get what I mean? ▶

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

1. Teacher: Okay Students, _____.
Students: Yes, Ms. Thia.
Teacher: So, what did we just talk about?
Students: We talked about the characteristics of living things, Ms. Thia.

Teacher:

a. let's review today's lesson
b. let us reviewing the lesson

Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Home X

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Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

2. Teacher: _____.
Students: Very well, Ms. Thia.
Teacher: How many kingdoms of life are there?
Students: There are five, Ms. Thia.

Teacher:

a. Let we glance at the lesson
b. Let's take a glance at today's lesson

Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Home X

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:53:24

Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

3. Teacher: What did we just talk about everyone?
Students: The organization of life, Ms. Thia.
Teacher: Good. _____
Students: Sure, Ms. Thia.

Teacher:

a. Let's go over it again, shall we?
b. Let's go above it again.

Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Home X

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User Guide English for Science Teachers Sunday, 2 Sept 2012 18:53:30

Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

4. Teacher: _____ the five kingdoms of life?
Students: No, Ms. Thia.
Teacher: Good. Let's continue.

Teacher:

a. Is there anybody who doesn't understand
b. Is everyone understanding

Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Home X

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Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

5. Student: Can you please explain protista again, Ms. Thia?
Teacher: Sure, protista is a mixture of organisms that do not fit into other kingdoms.
For example, algae and protozoans. _____
Student: Yes, I get it, Ms. Thia.

Teacher:

a. Are you getting it?
b. Do you get it?

Check
Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

5. Student: Can you please explain protista again, Ms. Thia?
Teacher: Sure, protista is a mixture of organisms that do not fit into other kingdoms.
For example, algae and protozoans. _____
Student: Yes, I get it, Ms. Thia.

Teacher:

a. Are you getting it?
b. Do you get it?

Check
Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Spoken Cycle Let's Study Further.

ANSWER

1. let's review today's lesson
2. Let's take a glance at today's lesson
3. Let's go over it again, shall we?
4. Is there anybody who doesn't understand
5. Do you get it?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle Let's Speak Up.

You are going to review today's lesson. Complete and practice the dialogue. You say the teacher's part.

1.

Teacher :

Student :Yes, ma'am.
2.

Teacher :What did we talked about today?

Student : We talked about the organization of life, ma'am.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Speak Up.**

Supplementary activity.

Situation:

You have finished discussing the topic of the lesson. You want to review the lesson. What expression(s) will you use?

This is the end of the spoken cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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2. WRITTEN CYCLE

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Unit 2 Organization of Life

Written Cycle **Let's Say Them Correctly**

In this reading section, you will read texts about the organization of life. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. allowed	▶	[ə'laʊd]
2. composed	▶	[kəm'pəʊzd]
3. existence	▶	[ɪg'zɪstəns]
4. flow	▶	[fləʊ]
5. maintain	▶	[meɪn'teɪn]
6. particular	▶	[pə'tɪkjʊ:lə]
7. protect	▶	[prə'tekt]
8. substances	▶	['sʌbstəns]
9. tiny	▶	['tɪni]
10. without	▶	[wɪ'daʊt]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Written Cycle Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. allowed (conj.)		mempertahankan
2. composed (adv.)		mengalir
3. existence (n)		sangat kecil
4. flow (v)		diperbolehkan
5. maintain (v)		tertentu
6. particular (adj.)		zat kimia
7. protect (v)		tanpa
8. substance (n)		terdiri dari
9. tiny (adj.)		keberadaan/ adanya
10. without (prep./adv.)		melindungi

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Written Cycle Let's Read.

Read the text carefully, and then answer the questions.

Organization of cell

Your body is composed of lots of small units and they cannot be seen by naked eyes. Those small units are called cells. Living things may be composed of one cell, but there are others which are composed of millions of cells. They are called multi cellular organisms. In general, tiny cells can only be seen with a microscope. A cell is the basic unit of all

1. What is the name of a small unit which composes our body?

a. Nucleus.
b. Cell.

2. Which is TRUE according to the text?

a. Bacteria has nucleus membrane.
b. Animals have nucleus membrane.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

Each cell in your body is active and has a particular duty. Activities inside a cell may be compared with 24 hour-operating machine which produces different kinds of products. This process looks like an activity inside the factory. Only materials needed are allowed to enter the factory. So, the function of a cell is similar to factory. All cell functions take place in a building called the cell membrane. The cell membrane covers the external part of a cell and controls the delivery

3. Each cell in our body has ...

a. a factory

b. a certain duty

4. Which is NOT TRUE about cytoplasm?

a. It is alive.

b. It helps the cell to live.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Written Cycle **Let's Write.**

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. five-there-are-kingdoms-life-of-.

Answer:

Check

Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Written Cycle Let's Write.

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

2. two-there-cells-of-kinds-are.

English:

Check

Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Written Cycle Let's Write.

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

3. fungi-example-mushroom-the-of-is.

English:

Check

Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Written Cycle **Let's Write.**

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

4. duty-each-body-cell-in-has-particular-a-your.

English:

Check

Next ➤

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Written Cycle **Let's Write.**

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

5. water and chemical substances- the cytoplasm-in-support -cell-life-a-of-the.

English:

Check

Next ➤

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Written Cycle **Let's Write.**

ANSWER

1. There are five kingdoms of life.
2. There are two kinds of cells.
3. The example of fungi is mushroom.
4. Each cell in your body has a particular duty.
5. Water and chemical substances in the cytoplasm support the life of a cell.

This is the end of the written cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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3. LANGUAGE FOCUS

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Unit 2 Organization of Life

Language Focus **Let's Learn More**

Pay attention to the following words.

- organization
- projection
- ability
- existence
- reaction
- instruction
- density

What do they have in common?

They end with:
-ion,
-ity, or
-ence

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Language Focus: **Let's Learn More**

All of the words in the previous page belong to NOUN. Through the derivational process, all of them become noun. Pay attention to the examples below.

1. organize	+	tion	-->	organization
2. project	+	ion	-->	projection
3. able	+	ity	-->	ability
4. exist	+	ence	-->	existence
5. react	+	ion	-->	reaction
6. instruct	+	ion	-->	instruction
7. generate	+	ion	-->	generation
8. observe	+	tion	-->	observation
9. compose	+	tion	-->	composition
10. determine	+	tion	-->	determination

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Language Focus: **Let's Learn More**

Change the verb into be+V-ing as the example.

1. Today, we are going to talk about the (organize) of life.

1. Today, we are going to talk about the _____ of life.

Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Language Focus: [Let's Learn More](#)

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Change the verb into be+V-ing as the example.

2. Let us study the (compose) of cells.

2. Let us study the _____ of cells.

Check

Next >

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Unit 2 Organization of Life

Language Focus: [Let's Learn More](#)

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Change the verb into be+V-ing as the example.

3. Based on the (exist) of the nucleus membrane, there are two kinds of cells.

3. Based on the _____ of the nucleus membrane, there are two kinds of cells.

Check

Next >

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Unit 2 Organization of Life

Language Focus: [Let's Learn More](#)

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Change the verb into be+V-ing as the example.

4. You can do a cell (observe) with a microscope.

4. You can do a cell with a microscope.

Check

Next

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Unit 2 Organization of Life

Language Focus: [Let's Learn More](#)

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Change the verb into be+V-ing as the example.

5. Cell membranes have the (able) to maintain the chemical balance inside and outside the cell.

5. Cell membranes have the to maintain the chemical balance inside and outside the cell.

Check

Next

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Unit 2 Organization of Life

Language Focus **Let's Learn More**

Answer

1. We are going to talk about the organization of life.
2. Let us study the composition of cells.
3. Based on the existence of the nucleus membrane, there are two kinds of cells.
4. You can do a cell observation with a microscope.
5. Cell membranes have the ability to maintain the chemical balance inside and outside the cell.

This is the end of the language focus section. Go on to the other sections

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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4. ASSESSMENT

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Unit 2 Organization of Life

Assessment **Let's Check Your Understanding**

Choose the correct answer by clicking a, b, c, or d.

1. Teacher: _____
Student: Yes, ma'am.

- a. Let us reviewing the book.
- b. Let us review today's lesson together.
- c. Let's have a reviewing about today's lesson.
- d. Let's have a reviewer together.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

2. These expressions can be used for complimenting the students except...

- a. Well done.
- b. Good, that's right.
- c. My goodness.
- d. Terrific.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

3. The following statements are TRUE about cytoplasm except...

- a. It is not soft.
- b. It consists of water and chemical substances..
- c. It is important for the cells.
- d. It always flows.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

4. Which of the following words is not a NOUN?

a. composition

b. maintainance

c. protection

d. beautify

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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Unit 2 Organization of Life

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

5. Which of the following suffixes can make a NOUN?

a. -ion and -onion

b. -ion and attion

c. -ence and attion

d. -ion and -ity

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

This is the end of the assessment section. Go on to the other sections.

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5. SUMMARY

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Unit 2 Organization of Life

Summary Let's Review This Unit.

In this unit, you have learned:

1. how to pronounce some words related to the unit 'Organization of Life',
-> the words are provided in the glossary.
2. how to review today's lesson,
-> Let's review today's lesson.
3. how to ask your students whether they understand or not,
-> is there anybody who doesn't understand about...?
-> do you understand?
4. to make good sentences.
5. about the suffix derivation for NOUN.
-> -ion, -tion, -ity, -ence.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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6. GLOSSARY

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Unit 2 Organization of Life

Glossary

1. allowed--(adj.)--diperbolehkan	11. maintain--(verb)--menjaga
2. although--(conj.)--walaupun	12. mixture--(noun)--campuran
3. certainly--(adverb)--tentu/pasti	13. mushroom--(noun)--jamur
4. classify--(verb)--menggolongkan	14. particular--(adj.)--tertentu
5. composed--(verb)--terdiri dari	15. protect--(verb)--melindungi
6. existence--(noun)--keberadaan	16. substances--(noun)--zat
7. fit--(verb)--cocok/pas	17. tiny--(adj.)--kecil sekali
8. flow--(verb)--mengalir	18. use--(verb)--menggunakan
9. fungi--(noun)--fungi	19. variation--(noun)--variasi
10. main--(adjective)--utama	20. without -- (prep/adv)--tanpa

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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F. UNIT 3

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Unit 3 Components of an Ecosystem and Their Interaction

Objectives

By the end of the unit, you are expected to be able to:

1. pronounce keywords in the texts;
2. use expressions in asking students to submit their work; giving feedback to the students' work; asking the students something about a topic; ending the class;
3. make correct sentences based on the topic; and
4. use articles correctly.



1. What can you see in the picture?
2. Is it an ecosystem?
3. How are you going to explain it to your students in English?

Let's find the answer in this unit.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Home X

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1. SPOKEN CYCLE

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Say Them Correctly**

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. backyard		[bæk'jɑ:d]
2. bush		[buʃ]
3. community		[kə'mju:niti]
4. interact		[intə'rækt]
5. light		[laɪt]
6. road		[rəʊd]
7. soil		[sɔɪl]
8. support		[sə'pɔ:t]
9. surrounding		[sə'raʊndɪŋ]
10. together		[tə'geðə]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Check Your Vocabulary.**

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. backyard (n)		cahaya
2. bush (n)		berinteraksi
3. community (n)		sekitar/sekeliling
4. interact (v)		kebun belakang
5. light (n)		jalan
6. road (n)		dukungan
7. soil (n)		bersama-sama
8. support (n)		semak
9. surrounding (n)		komunitas
10. together (adv.)		tanah

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Listen**

This video is about a biology teacher explaining components of an ecosystem and their interaction. Watch the video carefully, and then answer the questions by clicking on the options.



1. Which one is a living thing?

a. Light

b. Tree

2. An ecosystem always consists of...

a. soil, water, and animals

b. living and non living-things

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Listen**

Watch the video again, and answer the questions by clicking on the options.



3. Non-living things _____ with the living things.

a. support

b. interact

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:03:09

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Listen**

Watch the video again, you will find the following expressions:



I want you to hand in your homework.

This expression is used for asking the students to submit their homework.

Good job. It's already good, but...
It's nice. You did a good effort...
Well done, but please...

These expressions are used for giving feedback to the students' work.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:03:17

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Listen**

Watch this video. You will find the following expressions:



- Can you please tell me...
- What is/are ...

These expressions can be used for asking the students questions.

Our time is running out.

These expressions can be used for telling the students that the class will end in a moment.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Study Further.**

Study the following expressions.

Some expressions that can be used for asking the students to submit their homework/work are:

- Please hand in your homework.
- Please submit your homework.
- Give your homework to me.
- Show me your homework.

Some expressions that can be used for giving feedback to the students' work are:

- Good job.
- It's nice.
- Well done
- It's already good, but....
- You did a good effort, but

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Study Further.**

Study the following expressions.

Some expressions that can be used for asking questions about the topic to the students are:

- Can you please tell me...?
- What is/are...?
- Why ...?
- How...?

Some expressions that can be used for ending the class are:

- Our time is running out.
- Time is over.
- Time is up.
- It's time to go home.
- We don't have much time left.
- We don't have any time anymore.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Click on the audio icon. Listen and repeat the expressions until you can say them correctly.

- Please hand in your homework.
- Please submit your homework.
- Give your homework to me.
- Show me your homework.
- Our time is running out.
- Time is over.
- Time is up.
- It's time to go home.
- We don't have much time left.
- We don't have any time anymore.
- Good job.
- It's nice.
- Well done.
- It's already good, but....
- You did a good effort, but
- Can you please tell me...?
- What is/are...?
- Why ...?
- How...?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

1. Teacher: Very well students, before we start our next topic, _____.
Students: Yes, Ms. Thia.

Teacher:

a. please submit your homework

b. your homework are submitted

Check

Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

2. Teacher: Ray, where is your homework?
Student: Here it is, Ms. Thia.
Teacher: (checking Ray's homework) _____, you did a good job.
Student: Thank you, Ms. Thia.

Teacher:

a. Good done
b. Well done

Check
Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

3. Teacher: Venna, _____ some living organisms at your house?
Student: Plants, cats, rabbits, and birds.
Teacher: Good.

Teacher:

a. can you please tell me
b. can you say

Check
Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

4. Kriiiiiiiiiing.....
Teacher: Okay students, _____. Pack up your things.
Students: Very well, Ms. Thia.

Teacher:

a. no more time
b. time is over

Check
Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

5. Teacher: _____
Students: Sure, Ms. Thia.

Teacher:

a. Please hand in your assignment.
b. Where is your assignment?

Check
Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

ANSWER

1. please submit your homework
2. Well done
3. can you please tell me
4. time is over
5. Please hand in your assignment.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

You are going to end the lesson. Complete and practice the dialogue. You say the teacher's part.

Teacher :?

Student : Okay, ma'am. See you tomorrow.

Teacher : See you.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

Supplementary activity.

Situation.

You are going to end the class. What expression(s) will you use?

This is the end of the spoken cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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2. WRITTEN CYCLE

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Say Them Correctly**

In this reading section, you will read a text about Components of an Ecosystem and Their environment. Before reading it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. among	[ə'mʌŋ]
2. approach	[ə'prəʊtʃ]
3. branch	[brʌ:ŋʃ]
4. conduct	['veɪpə]
5. itself	[ɪt'self]
6. moss	[mɒs]
7. pond	[pɒnd]
8. stick	[dɪ'vaɪd]
9. stream	[stri:m]
10. spend	[spend]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Check Your Vocabulary.**

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. among (prep.)		dirinya sendiri
2. approach (v)		melaksanakan
3. branch (n)		aliran
4. conduct (v)		di antara
5. itself (pron.)		lumut
6. moss (n)		menempel
7. pond (n)		menghabiskan
8. stick (v)		mendekati
9. stream (n)		cabang
10. spend (v)		kolam

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

Living things interact with each other. Moss and plants sticking to rocks are living components of an ecosystem. How does an organism interact with non-living components in an ecosystem? There is an interaction between two organisms living at the same environment when a frog catches an insect.

What about the interactions among living and non-living things? What will the frog do when someone tries to approach and

1. What are the components of an ecosystem?
 - a. Tress and animals.
 - b. Living and non living things.
2. Which is FALSE according to the text?
 - a. Living things interact with each other.
 - b. Biology is a branch of ecology.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:06:18

Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

Living things interact with each other. Moss and plants sticking to rocks are living components of an ecosystem. How does an organism interact with non-living components in an ecosystem? There is an interaction between two organisms living at the same environment when a frog catches an insect.

What about the interactions among living and non-living things? What will the frog do when someone tries to approach and

1. What are the components of an ecosystem?
 - a. Tress and animals.
 - b. Living and non living things.
2. Which is FALSE according to the text?
 - a. Living things interact with each other.
 - b. Biology is a branch of ecology.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Living things and non-living things - form - ecosystem - to - an - interact.

Answer:

Check

Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

2. Living organisms and non-living things - ecosystem - consists - always - an - of.

English:

Check

Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

3. jumps - protect - a frog - to - itself - dangers - from .

English:

Check

Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

4. non-living things - get - living things - support - from.

English:

Check

Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

5. branch - ecology - biology - is - a - of.

English:

Check

Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

ANSWER

1. Living things and non-living things interact to form an ecosystem.
2. An ecosystem always consists of living organisms and non-living things.
3. A frog jumps to protect itself from dangers.
4. Living things get support from non-living things.
5. Ecology is a branch of biology.

This is the end of the written cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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3. LANGUAGE FOCUS

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: [Let's Learn More](#)

BASIC ARTICLE USAGE

I. Using a or ø: Generic Nouns

SINGULAR COUNT NOUN	(a) A banana is yellow	A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real concrete thing but rather a symbol of a whole group. In (a) and (b): The speaker is talking about any bananas, <i>bananas</i> is general. In (c), the speaker is talking about any and all fruit, fruit in general.
PLURAL COUNT NOUN	(b) ø Bananas are yellow	
NONCOUNT NOUN	(c) ø Fruit is good for you	

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: [Let's Learn More](#)

BASIC ARTICLE USAGE

II. Using a or some: Indefinite Nouns

SINGULAR COUNT NOUN	(d) I ate a banana	Indefinite nouns are actual things (not symbols), but they are not specifically identified. In (d): the speaker is not referring to "this banana" or "that banana" you gave me. The speaker is simply saying that she/he ate one banana. In (e) and (f): <i>some</i> is often used with indefinite plural count nouns and indefinite noncount nouns.
PLURAL COUNT NOUN	(e) I ate some bananas	
NONCOUNT NOUN	(f) I ate some fruit	

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Learn More**

BASIC ARTICLE USAGE

SINGULAR COUNT NOUN
PLURAL COUNT NOUN
NONCOUNT NOUN

III. Using the : Definite Nouns

(g) The banana is ripe
(h) The bananas are ripe
(i) The fruit is ripe

A noun is definite when both the speaker and the listener are thinking about the same specific thing.
In (g): The speaker uses *the* because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker.
Notice that *the* is used with both singular and plural count nouns and with noncount nouns.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Have A Go.**

BASIC ARTICLE USAGE

IV. Using the: Singular Generic Count Noun

Yesterday I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran up a tree. The tree was very high.

First mention: some dogs, a cat, a mouse, a tree.
Second mention: the dogs, the cat, the mouse, the tree

V. The is sometimes used with a singular generic count noun

Generic 'the' is commonly used with

- (1) Species of animals: the whale is the largest mammal on earth
- (2) Inventions: who invented the microscope
- (3) Musical instruments: A whale can play the guitar

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:08:22

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Have A Go.**

Complete the sentence with **a/an**, or **the**.

1. Mutualism is _____ relationship between two different organisms in which neither is harmed.

Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:08:43

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Have A Go.**

Complete the sentence with **a/an**, or **the**.

2. _____ relationship is mutually beneficial, that is, each helps other.

Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:08:51

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: Let's Have A Go.

Complete the sentence with a/an, or the.

3. When you look at _____ structure of lichen under the microscope, you will find it is made of two quite different partners.

Check

Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:08:59

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: Let's Have A Go.

Complete the sentence with a/an, or the.

4. Living and non-living things interact to form _____ ecosystem

Check

Next

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:09:05

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: Let's Have A Go.

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

Complete the sentence with a/an, or the.

5. _____ ecologist investigates the habits of living things in relation to their environment.

Check

Next

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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:09:11

Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: Let's Have A Go.

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

Complete the sentence with a/an, or the.

Answer

1. a

2. A

3. the

4. an

5. An

This is the end of the language focus section. Go on to the other sections

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4. ASSESSMENT

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Unit 3 Components of an Ecosystem and Their Interaction

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

1. Teacher: _____
Student: Here it is, ma'am.

- a. What is your homework?
- b. What are your assignments?
- c. Please tell me your homework.
- d. I want you to hand in your homework.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

2. Teacher: _____ Let's go home now. See you everyone.
Student: See you too, Ms. Thia.

- a. Time is up.
- b. Times is up.
- c. The clock is over.
- d. Times over.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Assessment **Let's Check Your Understanding**

Choose the correct answer by clicking a, b, c, or d.

3. What is the Indonesian of the word 'moss'?

- a. binatang.
- b. lumut.
- c. insekta.
- d. lembut.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Assessment **Let's Check Your Understanding**

Choose the correct answer by clicking a, b, c, or d.

4. An ecosystem always consists of _____.

- a. living and non-living organisms
- b. animals and plants
- c. living organisms only
- d. many kinds of plants

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:10:12

Unit 3 Components of an Ecosystem and Their Interaction

Assessment Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

5. How does ____ organism interact with non-living components in an ecosystem?

- a. some
- b. a
- c. an
- d. any

This is the end of the assessment section. Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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5. SUMMARY

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User Guide English for Science Teachers Sunday, 2 Sept 2012 19:10:33

Unit 3 Components of an Ecosystem and Their Interaction

Summary Let's Review This Unit.

In this unit, you have learned:

1. how to pronounce some words related to the unit 'Components of an Ecosystem and Their Interaction',
-> the words are provided in the glossary.
2. how to ask your students to submit their homework/ work,
-> - I want you to hand in your homework., Please submit your homework., etc,
3. how to give feedback to your students' work,
-> - good, great, well done, excellent, etc.
4. how to ask your students questions related to a topic.
5. how to end the class
6. to translate some sentences with the help of some keywords,
7. about the basic articles.
-> a, an, the

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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6. GLOSSARY

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19:10:51

Unit 3 Components of an Ecosystem and Their Interaction

Glossary

1. among --(prep.)-- diantara	11. moss --(noun)--lumut
2. approach --(verb)--mendekat	12. pond --(noun)--kolam
3. backyard --(noun)--halaman belakang	13. road --(noun)--jalan
4. branch --(noun)--cabang	14. soil --(noun)--tanah
5. bush --(noun)--semak-semak	15. spend --(verb)--menghabiskan
6. community --(noun)--komunitas	16. stick --(verb)--menempel
7. conduct --(verb)--melakukan	17. stream --(noun)--aliran
8. interact --(verb)--berinteraksi	18. support --(noun)--dukungan
9. itself --(pron.)--dirinya sendiri	19. surrounding --(n)--sekitar
10. light --(noun)--cahaya	20. together --(adv.)--bersama-sama

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment



> Summary

> Glossary

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WELCOME TO INTERACTIVE LEARNING MULTIMEDIA OF 'ENGLISH FOR YEAR VII SCIENCE TEACHERS'


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Contents


UNIT 1 --> The Characteristics of Living Things

Learn about how to pronounce technical terms in this unit. You will also learn how to ask your students what the last lesson was about in English. Reading passages are also provided so that you can understand the topic in English much better. The language focus provided in this unit is about the present continuous/progressive tense.




UNIT 2 --> Organization of Life

Learn about how to pronounce technical terms in this unit. You will learn some expressions that can be used for reviewing the lesson in English. Reading passages are also provided so that you can understand the topic in English much better. You will understand how nouns can be formed through the derivational process as well.



UNIT 3 --> Components of an Ecosystem and Their Interaction

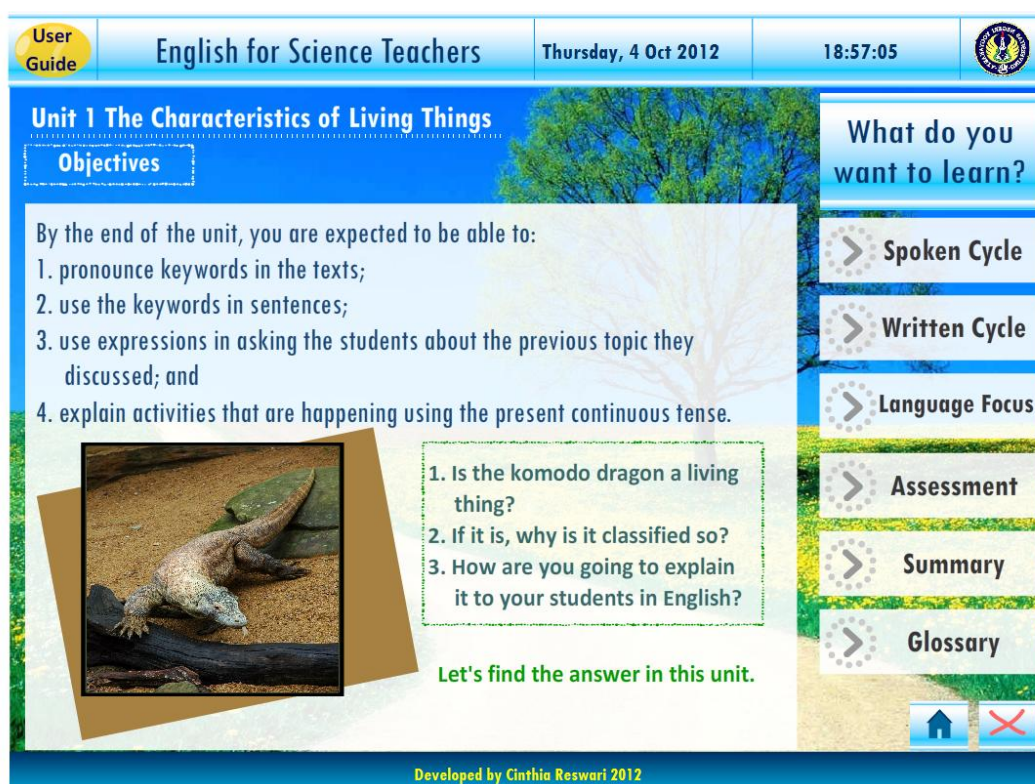
Learn about how to pronounce technical terms in this unit. You will also learn some expressions that you can use for giving comments to your students' work in English. Reading passages are also provided so that you can understand the topic in English much better. You will also know about some prefixes in English that can be useful for you.




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UNIT 1














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Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Say Them Correctly.**

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.


1. characteristic		[kærəktə'ristɪk]
2. stimulus		['stɪmjʊləs]
3. environment		[ɪn'vaɪərənmənt]
4. possess		[pə'zes]
5. energy		['enədʒi]
6. immediate		[ɪ'mi:djət]
7. oxygen		['ɒksɪdʒən]
8. produce		[prə'dju:s]
9. waste		[weɪst]
10. ability		[ə'bɪlɪti]



What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Check Your Vocabulary.**


Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. characteristic (n)	<input type="text"/>	energi
2. stimulus (n)	<input type="text"/>	mempunyai
3. environment (n)	<input type="text"/>	sisa
4. possess (v)	<input type="text"/>	ciri
5. energy (n)	<input type="text"/>	segera
6. immediate (adj)	<input type="text"/>	menghasilkan
7. oxygen (n)	<input type="text"/>	kemampuan
8. produce (v)	<input type="text"/>	rangsangan
9. waste (n)	<input type="text"/>	lingkungan
10. ability (n)	<input type="text"/>	oksigen

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary


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Unit 1 The Characteristics of Living Things

Spoken Cycle
Let's Listen.

This video is about a biology teacher starting the lesson and explaining the characteristics of living things. Watch the video carefully, and then answer the questions by clicking on the options.



1. Which one is the characteristic of komodo dragons?

a. They have poisonous saliva.

b. They can only eat certain things.
2. All living things ...

a. can move by themselves

b. can respond to stimuli

What do you want to learn?

>
Spoken Cycle

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Written Cycle

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Unit 1 The Characteristics of Living Things

Spoken Cycle
Let's Listen.

Watch the video again, and answer the questions by clicking on the options.



3. There are _____ characteristics of living things.

a. seven

b. eight
4. Which is NOT TRUE according to the video?

a. Living things are made from cells.

b. Plants cannot reproduce.

What do you want to learn?

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Spoken Cycle

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Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Listen.**

Watch the video again, you will find the following expressions:




How are you?
This expression is used for asking how the students are feeling.

Who still remember what we talked about last time?
This expression is used for asking about what the last lesson was about.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary


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Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Listen.**

Watch this video. You will find the following expressions:




How's life?
This expression is used for asking how the students are feeling.

Who can tell us what we did in the last lesson?
This expression is used for asking about what the last lesson was about.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Study Further.**

Study the following expressions.

Some expressions that can be used for asking how the students are feeling are:	Some responses from the students can be:
<ul style="list-style-type: none"> - How are you? - How's life? - How are you doing? - How's everything? 	<ul style="list-style-type: none"> - Great. - Fine. - Good - Very well. - I'm not well. - Not good.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
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Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Study Further.**

Study the following expressions.

Some expressions that can be used for asking about what the last lesson was about are:	Some responses from the students can be:
<ul style="list-style-type: none"> - Who still remember what we talked about last time? - Who can tell us what we did in the last lesson? - What did we discuss last time? - What did you learn last meeting? 	<ul style="list-style-type: none"> - We talked about ... - We discussed ... - We learned ... - We studied...

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
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Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Speak Up.**

Click on the audio icon. Listen and repeat the expression until you can say them correctly.

- How are you? 
- How's life? 
- How are you doing? 
- How's everything? 
- Great. 
- Fine. 
- Good 
- Very well. 
- I'm not well. 
- Not good. 


- Who still remember what we talked about last time? 
- Who can tell us what we did in the last lesson? 
- What did we discuss last time? 
- What did you learn last meeting? 
- We talked about ... 
- We discussed ... 
- We learned ... 
- We studied... 

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What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.


1. Teacher: Good morning students.
Students: Good morning, Ms. Thia.
Teacher: _____
Students: Fine, thank you.

Teacher: _____

a. How's your life?

b. How's life?



Check


Next 

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What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle
Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

2. Teacher: Good afternoon students.
Students: Good afternoon, Ms. Thia.
Teacher: _____
Students: Very well, thank you.

Teacher: _____

a. How are you all?

b. How well are you?

Check

Next >>

What do you want to learn?

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Spoken Cycle


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Unit 1 The Characteristics of Living Things

Spoken Cycle
Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

3. Teacher: _____
Students: We talked about the characteristics of living things.

Teacher: _____

a. What are we talking about last meeting?

b. What did we talk about last meeting?

Check

Next >>

What do you want to learn?

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Spoken Cycle

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Unit 1 The Characteristics of Living Things

Spoken Cycle
Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

4. Teacher: _____
Students: We discussed the characteristics of living things.

Teacher: _____

a. What did we discuss last Monday?

b. Did we discuss about it last Monday?

Check

Next >>

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment


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Unit 1 The Characteristics of Living Things

Spoken Cycle
Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

5. Teacher: _____
Students: We learned about the characteristics of living things.

Teacher: _____

a. What did you learn in our last meeting?

b. What did you have learned last meeting?

Check

Next >>

What do you want to learn?

> Spoken Cycle

> Written Cycle

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Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Speak Up.**

ANSWER

1. How's life?
2. How are you all?
3. What did we talk about last meeting?
4. What did we discuss last Monday?
5. What did you learn in our last meeting?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
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- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Spoken Cycle **Let's Speak Up.**

Complete and practice the dialogue. You say the teacher's part.

Teacher :?

Student : Fine, ma'am.

Teacher : Good, excellent.


.....?

Student : We learned about the characteristics of living things, ma'am.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
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Unit 1 The Characteristics of Living Things

Spoken Cycle

Let's Speak Up.







Supplementary activity.



Situation:

You are starting the class and you want to make sure whether the students still remember what the topic of the previous meeting was.
What expression(s) will you use?

This is the end of the spoken cycle.
Go on to the other sections.

What do you want to learn?

-  Spoken Cycle
-  Written Cycle
-  Language Focus
-  Assessment
-  Summary
-  Glossary

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Unit 1 The Characteristics of Living Things

Written Cycle

Let's Say Them Correctly.

In this reading section, you will read texts about the characteristics of living things. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. breathe		[bri:ð]
2. recognize		['rekəgnaɪz]
3. development		[dɪ'veləpmənt]
4. vapor		['veɪpə]
5. grow		[grəʊ]
6. respond		[rɪ'spɒnd]
7. increase		[ɪn'kri:s]
8. divide		[dɪ'vaɪd]
9. necessary		['nesesəri]
10. extinct		[ɪk'stɪŋkt]

What do you want to learn?

-  Spoken Cycle
-  Written Cycle
-  Language Focus
-  Assessment
-  Summary
-  Glossary







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User Guide

English for Science Teachers

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Unit 1 The Characteristics of Living Things

Written Cycle

Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. breathe (v)		tumbuh
2. recognize (v)		uap air
3. development (n)		perlu
4. vapor (n)		bernafas
5. grow (v)		menanggapi
6. respond (v)		membagi
7. increase (v)		punah
8. divide (v)		mengenali
9. necessary (adj)		perkembangan
10. extinct (adj)		bertambah

What do you want to learn?

Spoken Cycle

Written Cycle

Language Focus

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User Guide

English for Science Teachers

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Unit 1 The Characteristics of Living Things

Written Cycle

Let's Read.

Read the text carefully, and then answer the questions.

Characteristics of Living things

1. Doing Respiration
All living things carry on respiration. Respiration is the process of breaking up food to gain energy. In respiration, oxygen is needed; therefore living things take oxygen for respiration. The respiration process produces energy, water vapor and carbon dioxide. The energy produced during the respiration is used for living

1. What is the aim of respiration?

a. To gain oxygen.

b. To get energy.

2. Which is FALSE according to the text?

a. Water vapor is produced in respiration.

b. Some living things do not move.

What do you want to learn?

Spoken Cycle

Written Cycle


Language Focus

Assessment

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Glossary

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Unit 1 The Characteristics of Living Things

Written Cycle

Let's Read.

Read the text carefully, and then answer the questions.

3. Receiving and Responding to Stimulus

What do you do to find out that *Mimosa pudica* is alive? Maybe you will touch and see what might happen. One characteristic of an organism is to respond to stimulus in its surrounding. When you touch *Mimosa pudica*, you will see its ability to react to its surrounding. The environment is everything around an organism including other organisms, water, weather, temperature, soil, sound and light. An example of such a

1. *Mimosa Pudica* is mentioned in the text as ...



a. an example of a plant

b. an example that living things respond to stimuli


2. Which is TRUE according to the text?


a. Human beings and animals come from one cell.


b. There are two ways of how organisms reproduce.






What do you want to learn?


 Spoken Cycle



 Written Cycle

 Language Focus

 Assessment

 Summary

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Unit 1 The Characteristics of Living Things

Written Cycle

Let's Write.

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Ada delapan ciri makhluk hidup.

English:

Check

Next 




What do you want to learn?

 Spoken Cycle

 Written Cycle

 Language Focus

 Assessment


 Summary

 Glossary




Keywords: characteristic, eight, living thing

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Unit 1 The Characteristics of Living Things

Written Cycle Let's Write.

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

2. Proses respirasi menghasilkan energi.

English:

Check
Next >

Keywords: respiration, produce, energy

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

> Home
> Close

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Unit 1 The Characteristics of Living Things

Written Cycle Let's Write.

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

3. Semua makhluk hidup terbuat dari sel-sel.

English:

Check
Next >

Keywords: living thing, made from, cell

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

> Home
> Close

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Unit 1 The Characteristics of Living Things

Written Cycle

Let's Write.

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

4. Tumbuhan perlu karbon dioksida, air, dan energi untuk fotosintesis.

English:

Check

Next >

Keywords: plant, need, carbon dioxide, water, energy, photosynthesis

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

Home

Close

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Unit 1 The Characteristics of Living Things

Written Cycle

Let's Write.

Transalte the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

5. Semua makhluk hidup disebut organisme.

English:

Check

Next >

Keywords: living thing, call, organism

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment


> Summary

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Close

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Unit 1 The Characteristics of Living Things

Written Cycle

Let's Write.

ANSWER

1. Ada delapan ciri makhluk hidup.
-> *There are eight characteristics of living things.*
2. Proses respirasi menghasilkan energi.
-> *The respiration process produces energy.*
3. Semua makhluk hidup terbuat dari sel-sel.
-> *All living things are made from cells.*
4. Tumbuhan perlu karbon dioksida, air, dan energi untuk fotosintesis.
-> *Plants need carbon dioxide, water, and energy for photosynthesis.*
5. Semua makhluk hidup disebut organisme.
-> *All living things are called organism.*

This is the end of the written cycle.
Go on to the other sections.

What do you want to learn?

>
Spoken Cycle


>
Written Cycle


>
Language Focus

>
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Unit 1 The Characteristics of Living Things

Language Focus

Let's Learn More.

Now, look at the following pictures. Pay attention to their description.



The rabbits are standing.



The elephant is eating.



The fish is swimming.



The tiger is walking.

What do you want to learn?

>
Spoken Cycle

>
Written Cycle

>
Language Focus

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User Guide

English for Science Teachers

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Unit 1 The Characteristics of Living Things

Language Focus
Let's Learn More.

From the descriptions of the pictures, we can see that the sentences have the same pattern.

Verb	verb+ing	sentence
eat	eating	The rabbits are standing .
run	running	The elephant is eating .
swim	swimming	The fish is swimming .
walk	walking	The tiger is walking .

The pattern is:
Subject + to be + V-ing

This is the pattern of present continuous/ progressive tense sentences.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary




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English for Science Teachers

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Unit 1 The Characteristics of Living Things

Language Focus
Let's Learn More.

Present Continuous/ Progressive Tense

When do we use Present Continuous Tense?


1. We use the Present Continuous Tense to talk about activities happening now.

Examples

The students are doing their task.
I am teaching the students photosynthesis now.
I am not learning German, I am learning English.
Who are the students waiting for?

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
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Unit 1 The Characteristics of Living Things

Language Focus Let's Have A Go.

Change the verb into be+V-ing.

1. The birds (drink) in the lake.

1. The birds _____ in the lake.



Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
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Unit 1 The Characteristics of Living Things

Language Focus Let's Have A Go.

Change the verb into be+V-ing.

2.The butterfly (suck) the nectar

2. The butterfly _____ the nectar.



Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
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Unit 1 The Characteristics of Living Things

Language Focus Let's Have A Go.

Change the verb into be+V-ing.

3. Some dogs (bark) to some cats.

3. Some dogs _____ to some cats.

Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
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Unit 1 The Characteristics of Living Things

Language Focus Let's Have A Go.

Change the verb into be+V-ing.



4. The bee and the bug (fly) in the garden.

4. The bee and the bug _____ in the garden.

Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
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Unit 1 The Characteristics of Living Things

Language Focus Let's Have A Go.

Change the verb into be+V-ing.

5. The egg (hatch).

5. The egg _____.




Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary




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Unit 1 The Characteristics of Living Things

Language Focus Let's Have A Go.



Change the Answer

1. The birds are drinking in the lake.
2. The butterfly is sucking the nectar.
3. Some dogs are barking to some cats.
4. The bee and the bug are flying in the garden.
5. The eggs are hatching.


This is the end of the language focus section. Go

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Assessment
Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.


1. Teacher: _____
Student: We discussed the characteristics of living things, Sir.

- a. What did we discuss soon?
- b. What are we discussing last week?
- c. What were we discussing later?
- d. What did we discuss last meeting?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Assessment
Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.


2. Teacher: _____
Student: Fine, thank you Ms. Thia.

- a. What are you?
- b. How are your life?
- c. How's life?
- d. How's your lifetime?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Assessment

Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.

3. These are the characteristics of living things except...

a. All living things can grow.

b. All living things make noises.

c. All living things respond to stimuli.

d. All living things can move.

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus


> Assessment

> Summary

> Glossary

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Unit 1 The Characteristics of Living Things

Assessment

Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.

4. The number of cells of your body increases and you get bigger.
The word 'increase' in the sentence above has the closest meaning to...

a. bertambah

b. kenaikan

c. naik

d. banyak

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus


> Assessment

> Summary

> Glossary

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Unit 1 The Characteristics of Living Things

Assessment
Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.

5. The plants in the school yard _____ bigger and higher.



- a. getting
- b. are getting
- c. is getting
- d. gets


This is the end of the assessment section. Go on to the other sections.

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What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 1 The Characteristics of Living Things

Summary
Let's Review This Unit.



In this unit, you have learned:

1. how to pronounce some words related to the unit 'Characteristics of Living Things',
-> the words are provided in the glossary.
2. how to ask your students about what the last lesson was about,
-> - What did we talk about in the last lesson?
-> - What did we discuss last time?
-> - what have you learned last week?
3. how to ask your students about how they feel,
-> - how are you ?
-> - how's life?
4. to translate some sentences,
5. about the present continuous/progressive tense.
-> Subject + to be + V-ing

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What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
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Unit 1 The Characteristics of Living Things

Glossary

1. ability --(noun)-- kemampuan	11. increase --(verb)-- bertambah
2. breathe --(verb)-- bernafas	12. necessary --(adjective)-- perlu
3. characteristic --(noun)-- ciri	13. oxygen --(noun)-- oksigen
4. development --(noun)-- perkembangan	14. possess --(verb)-- mempunyai
5. divide --(verb)-- membagi	15. produce --(verb)-- menghasilkan
6. energy --(noun)-- energi	16. recognize --(verb)-- mengenali
7. environment --(noun)-- lingkungan	17. respond --(verb)-- menanggapi
8. extinct --(adjective)-- punah	18. stimuli --(noun)-- rangsangan
9. grow --(verb)-- tumbuh	19. vapor --(noun)-- uap air
10. immediate --(adjective)-- segera	20. waste --(noun)-- sisa

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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UNIT 2

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Unit 2 Organization of Life

Objectives

By the end of the unit, you are expected to be able to:

- pronounce keywords in the texts;
- use the keywords in sentences;
- use expressions in reviewing today's lesson;
- use expressions in asking whether the students understand or not; and
- identify nouns through the derivational process.

- How many kingdoms of life are there?
- What are they?
- How are you going to explain them to your students in English?

Let's find the answer in this unit.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle

Let's Say Them Correctly.

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. although		[ə:l'dəʊ]
2. certainly		['sə:tənli]
3. classify		['klæsɪfaɪ]
4. fit		[fɪt]
5. fungi		['fʌŋɡaɪ] or ['fʌŋɡɪ]
6. main		[meɪn]
7. mixture		['mɪkstʃə]
8. mushroom		['mʌʃru:m]
9. use		[ju:z]
10. variation		[veəri'eɪʃn]

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle

Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. although (conj.)		fungi
2. certainly (adv.)		cocok/pas
3. classify (v)		menggunakan
4. fit (v)		walaupun
5. fungi (n)		utama
6. main (adj.)		jamur
7. mixture (n)		variasi
8. mushroom (n)		pasti/tentu
9. use (v)		menggolongkan
10. variation (n)		campuran

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle
Let's Listen.

This video is about a biology teacher reviewing the lesson and explaining the organization of life. Watch the video carefully, and then answer the questions by clicking on the options.



1. Basically, the basic structure of cells is

a. the same

b. different from each other
2. Living things are classified by... .

a. the cell structure difference

b. the variations of the design



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What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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Unit 2 Organization of Life

Spoken Cycle
Let's Listen.

Watch the video again, and answer the questions by clicking on the options.



3. An example of a plant belonging to the fungi kingdom is... .

a. fungus

b. mushroom
4. Algae and protozoans are examples of... .

a. prokaryote organisms

b. protista organisms



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What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Listen.**

Watch the video again, you will find the following expressions:

Let's review today's lesson.

This expression is used for telling the students that you will review today's lesson.

Is the anybody who doesn't understand about ...?

This expression is used for asking whether the students understand or not.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Listen.**

Study the following expressions.

Some expressions that can be used for reviewing the lesson are:

- Let's review today's lesson.
- Let's go over it again.
- Let's take a glance at today's lesson.

Some expressions that can be used for asking the students whether they understand or not are:

- Is there anybody who doesn't understand...?
- Do you understand?
- Do you get it?
- Do you get what I mean?

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Click on the audio icon. Listen and repeat the expressions until you can say the correctly.


- Let's review today's lesson. ▶
- Let's go over it again. ▶
- Let's take a glance at today's lesson. ▶

- Is there anybody who doesn't understand...? ▶
- Do you understand? ▶
- Do you get it? ▶
- Do you get what I mean? ▶

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

1. Teacher: Okay Students, _____.
 Students: Yes, Ms. Thia.
 Teacher: So, what did we just talk about?
 Students: We talked about the characteristics of living things, Ms. Thia.

Teacher: _____

a. let's review today's lesson

b. let us reviewing the lesson


Check

Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle

Let's Study Further.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary




Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

2. Teacher: _____.

Students: Very well, Ms. Thia.

Teacher: How many kingdoms of life are there?

Students: There are five, Ms. Thia.

Teacher: _____

a. Let we glance at the lesson

b. Let's take a glance at today's lesson

Check

Next >

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Unit 2 Organization of Life

Spoken Cycle

Let's Study Further.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary




Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

3. Teacher: What did we just talk about everyone?

Students: The organization of life, Ms. Thia.

Teacher: Good. _____

Students: Sure, Ms. Thia.

Teacher: _____

a. Let's go over it again, shall we?

b. Let's go above it again.

Check

Next >

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Unit 2 Organization of Life

Spoken Cycle

Let's Study Further.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary




Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

4. Teacher: _____ the five kingdoms of life?
Students: No, Ms. Thia.
Teacher: Good. Let's continue.

Teacher: _____


a. Is there anybody who doesn't understand

b. Is everyone understanding

Check

Next >>

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Unit 2 Organization of Life

Spoken Cycle

Let's Study Further.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

5. Student: Can you please explain protista again, Ms. Thia?
Teacher: Sure, protista is a mixture of organisms that do not fit into other kingdoms.
For example, algae and protozoans. _____
Student: Yes, I get it, Ms. Thia.

Teacher: _____


a. Are you getting it?

b. Do you get it?

Check

Next >>

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Unit 2 Organization of Life

Spoken Cycle **Let's Study Further.**


ANSWER

1. let's review today's lesson
2. Let's take a glance at today's lesson
3. Let's go over it again, shall we?
4. Is there anybody who doesn't understand
5. Do you get it?

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle **Let's Speak Up.**

You are going to review today's lesson. Complete and practice the dialogue. You say the teacher's part.

1.

Teacher :

Student :Yes, ma'am.
2.


Teacher :What did we talked about today?

Student : We talked about the organization of life, ma'am.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Spoken Cycle

Let's Speak Up.

Supplementary activity.

Situation:

You have finished discussing the topic of the lesson. You want to review the lesson. What expression(s) will you use?

This is the end of the spoken cycle.
Go on to the other sections.

What do you want to learn?

> Spoken Cycle


> Written Cycle


> Language Focus

> Assessment

> Summary

> Glossary





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Unit 2 Organization of Life

Written Cycle

Let's Say Them Correctly.

In this reading section, you will read texts about the organization of life. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. allowed		[ə'laʊd]
2. composed		[kəm'pəʊzd]
3. existence		[ɪg'zɪstəns]
4. flow		[fləʊ]
5. maintain		[mem'teɪn]
6. particular		[pə'tɪkjʊ:lə]
7. protect		[prə'tekt]
8. substances		['sʌbstəns]
9. tiny		['tɪni]
10. without		[wɪ'ðaʊt]

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary









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Unit 2 Organization of Life

Written Cycle **Let's Check Your Vocabulary.**

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. allowed (conj.)		mempertahankan
2. composed (adv.)		mengalir
3. existence (n)		sangat kecil
4. flow (v)		diperbolehkan
5. maintain (v)		tertentu
6. particular (adj.)		zat kimia
7. protect (v)		tanpa
8. substance (n)		terdiri dari
9. tiny (adj.)		keberadaan/ adanya
10. without (prep./adv.)		melindungi

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Written Cycle **Let's Read.**

Read the text carefully, and then answer the questions.

Organization of cell

Your body is composed of lots of small units and they cannot be seen by naked eyes. Those small units are called cells. Living things may be composed of one cell, but there are others which are composed of millions of cells. They are called multi cellular organisms. In general, tiny cells can only be seen with a microscope. A cell is the basic unit of all

1. What is the name of a small unit which composes our body?

a. Nucleus.

b. Cell.

2. Which is TRUE according to the text?


a. Bacteria has nucleus membrane.

b. Animals have nucleus membrane.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 2 Organization of Life

Written Cycle

Let's Read.

Read the text carefully, and then answer the questions.

Each cell in your body is active and has a particular duty. Activities inside a cell may be compared with 24 hour-operating machine which produces different kinds of products. This process looks like an activity inside the factory. Only materials needed are allowed to enter the factory.

So, the function of a cell is similar to factory. All cell functions take place in a building called the cell membrane. The cell membrane covers the external part of a cell and controls the

3. Each cell in our body has

a. a factory

b. a certain duty

4. Which is NOT TRUE about cytoplasm?

a. It is alive.

b. It helps the cell to live.

What do you want to learn?

> Spoken Cycle


> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary



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Unit 2 Organization of Life

Written Cycle

Let's Write.

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. five-there-are-kingdoms-life-of-.

Answer:



Check

Next >

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary



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Unit 2 Organization of Life

Written Cycle Let's Write.

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

2. two-there-cells-of-kinds-are.

English:

Check
Next 



What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary




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Unit 2 Organization of Life

Written Cycle Let's Write.

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

3. fungi-example-mushroom-the-of-is.

English:

Check
Next 



What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary




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Unit 2 Organization of Life

Written Cycle Let's Write.

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

4. duty-each-body-cell-in-has-particular-a-your.

English:


Check
Next 

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary




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Unit 2 Organization of Life

Written Cycle Let's Write.

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)



5. water and chemical substances- the cytoplasm-in-support
-cell-life-a-of-the.


English:

Check
Next 


What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary



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Unit 2 Organization of Life

Written Cycle **Let's Write.**



ANSWER

1. There are five kingdoms of life.
2. There are two kinds of cells.
3. The example of fungi is mushroom.
4. Each cell in your body has a particular duty.
5. Water and chemical substances in the cytoplasm support the life of a cell.


This is the end of the written cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Language Focus **Let's Learn More.**

Pay attention to the following words.





- organization
- projection
- ability
- existence
- reaction
- instruction
- density

What do they have in common?


They end with:
-ion,
-ity, or
-ence

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Language Focus Let's Learn More.

All of the words in the previous page belong to NOUN. Through the derivational process, all of them become noun. Pay attention to the examples below.

1. organize	+	tion	-->	organization
2. project	+	ion	-->	projection
3. able	+	ity	-->	ability
4. exist	+	ence	-->	existence
5. react	+	ion	-->	reaction
6. instruct	+	ion	-->	instruction
7. generate	+	ion	-->	generation
8. observe	+	tion	-->	observation
9. compose	+	tion	-->	composition
10. determine	+	tion	-->	determination

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus


> Assessment

> Summary

> Glossary

Home
Close

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Unit 2 Organization of Life

Language Focus Let's Learn More.

Change the word in the bracket into the correct form.

1. Today, we are going to talk about the (organize) of life.

1. Today, we are going to talk about the _____ of life.

Check
Next >

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus


> Assessment

> Summary

> Glossary

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Close

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Unit 2 Organization of Life

Language Focus: Let's Learn More.

Change the word in the bracket into the correct form.



2. Let us study the (compose) of cells.

2. Let us study the _____ of cells.


Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Language Focus: Let's Learn More.

Change the word in the bracket into the correct form.



3. Based on the (exist) of the nucleus membrane, there are two kinds of cells.

3. Based on the _____ of the nucleus membrane, there are two kinds of cells.

Check
Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Language Focus: **Let's Learn More.**

Change the word in the bracket into the correct form.

4. You can do a cell (observe) with a microscope.

4. You can do a cell _____ with a microscope.



Check


Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary




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Unit 2 Organization of Life

Language Focus: **Let's Learn More.**

Change the word in the bracket into the correct form.

5. Cell membranes have the (able) to maintain the chemical balance inside and outside the cell.



5. Cell membranes have the _____ to maintain the chemical balance inside and outside the cell.

Check


Next >

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Language Focus

Let's Learn More.

What do you want to learn?

Spoken Cycle
Written Cycle
Language Focus
Assessment
Summary
Glossary


Home
X

Answer

1. We are going to talk about the organization of life.
2. Let us study the composition of cells.
3. Based on the existence of the nucleus membrane, there are two kinds of cells.
4. You can do a cell observation with a microscope.
5. Cell membranes have the ability to maintain the chemical balance inside and outside the cell.

This is the end of the language focus section. Go

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Unit 2 Organization of Life

Assessment

Let's Check Your Understanding.

What do you want to learn?

Spoken Cycle
Written Cycle
Language Focus
Assessment
Summary
Glossary

Home
X

Choose the correct answer by clicking a, b, c, or d.

1. Teacher: _____

Student: Yes, ma'am.


a. Let us reviewing the book.

b. Let us review today's lesson together.

c. Let's have a reviewing about today's lesson.

d. Let's have a reviewer together.

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Unit 2 Organization of Life

Assessment
Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.


2. These expressions can be used for complimenting the students except...

- a. Well done.
- b. Good, that's right.
- c. My goodness.
- d. Terrific.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Assessment
Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.


3. The following statements are TRUE about cytoplasm except...

- a. It is not soft.
- b. It consists of water and chemical substances..
- c. It is important for the cells.
- d. It always flows.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Assessment

Let's Check Your Understanding.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary


Choose the correct answer by clicking a, b, c, or d.

4. Which of the following words is not a NOUN?

- a. composition
- b. maintanance
- c. protection
- d. beautify

Home
Close

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Unit 2 Organization of Life

Assessment

Let's Check Your Understanding.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

Choose the correct answer by clicking a, b, c, or d.

5. Which of the following suffixes can make a NOUN?

- a. -ion and -onion
- b. -ion and attion
- c. -ence and attion
- d. -ion and -ity

Home
Close

This is the end of the assessment section. Go on to the other sections.

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Unit 2 Organization of Life

Summary
Let's Review This Unit.

In this unit, you have learned:

1. how to pronounce some words related to the unit 'Organization of Life',
-> the words are provided in the glossary.
2. how to review today's lesson,
-> - Let's review today's lesson.
3. how to ask your students whether they understand or not,
-> - is there anybody who doesn't understand about...?
-> - do you understand?
4. to make good sentences.
5. about the suffix derivation for NOUN.
-> -ion, -tion, -ity, -ence.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 2 Organization of Life

Glossary

1. allowed--(adj.)--diperbolehkan	11. maintain--(verb)--menjaga
2. although--(conj.)--walaupun	12. mixture--(noun)--campuran
3. certainly--(adverb)--tentu/pasti	13. mushroom--(noun)--jamur
4. classify--(verb)--menggolongkan	14. particular--(adj.)--tertentu
5. composed--(verb)--terdiri dari	15. protect--(verb)--melindungi
6. existence--(noun)--keberadaan	16. substances--(noun)--zat
7. fit--(verb)--cocok/pas	17. tiny--(adj.)--kecil sekali
8. flow--(verb)--mengalir	18. use--(verb)--menggunakan
9. fungi--(noun)--fungi	19. variation--(noun)--variasi
10. main--(adjective)--utama	20. without -- (prep./adv)--tanpa

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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UNIT 3


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Unit 3 Components of an Ecosystem and Their Interaction

Objectives

By the end of the unit, you are expected to be able to:

1. pronounce keywords in the texts;
2. use expressions in asking students to submit their work; giving feedback to the students' work; asking the students something about a topic; ending the class;
3. make correct sentences based on the topic; and
4. use articles correctly.



1. What can you see in the picture?
2. Is it an ecosystem?
3. How are you going to explain it to your students in English?

Let's find the answer in this unit.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

Let's Say Them Correctly.

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.


1. backyard		[bæk'ja:d]
2. bush		[bʊʃ]
3. community		[kə'mju:niti]
4. interact		[intə'rækt]
5. light		[laɪt]
6. road		[rəʊd]
7. soil		[sɔɪl]
8. support		[sə'pɔ:t]
9. surrounding		[sə'raʊndɪŋ]
10. together		[tə'geðə]



What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B


A	B	C
1. backyard (n)		cahaya
2. bush (n)		berinteraksi
3. community (n)		sekitar/sekeliling
4. interact (v)		kebun belakang
5. light (n)		jalan
6. road (n)		dukungan
7. soil (n)		bersama-sama
8. support (n)		semak
9. surrounding (n)		komunitas
10. together (adv.)		tanah



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What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary


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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

Let's Listen.

This video is about a biology teacher explaining components of an ecosystem and their interaction. Watch the video carefully, and then answer the questions by clicking on the options.



1. Which one is a living thing?


a. Light

b. Tree

2. An ecosystem always consists of...

a. soil, water, and animals

b. living and non living-things



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What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Listen.**

Watch the video again, and answer the questions by clicking on the options.



3. Non-living things _____ with the living things.

a. support

b. interact

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary


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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Listen.**

Watch the video again, you will find the following expressions:



I want you to hand in your homework.

This expression is used for asking the students to submit their homework.


Good job. - It's already good, but...
 - It's nice. - You did a good effort...
 Well done, but please...

These expressions are used for giving feedback to the students' work.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary


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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Listen.**

Watch this video. You will find the following expressions:



- Can you please tell me...

- What is/are ...

These expressions can be used for asking the students questions.


Our time is running out.

These expressions can be used for telling the students that the class will end in a moment.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Study Further.**

Study the following expressions.

Some expressions that can be used for asking the students to submit their homework/work are:

- Please hand in your homework.
- Please submit your homework.
- Give your homework to me.
- Show me your homework.


Some expressions that can be used for giving feedback to the students' work are:

- Good job.
- It's nice.
- Well done
- It's already good, but....
- You did a good effort, but

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Study Further.**

Study the following expressions.

Some expressions that can be used for asking questions about the topic to the students are:

- Can you please tell me...?
- What is/are...?
- Why ...?
- How...?


Some expressions that can be used for ending the class are:

- Our time is running out.
- Time is over.
- Time is up.
- It's time to go home.
- We don't have much time left.
- We don't have any time anymore.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary









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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Click on the audio icon. Listen and repeat the expressions until you can say them correctly.

- Please hand in your homework. 
- Please submit your homework. 
- Give your homework to me. 
- Show me your homework. 
- Our time is running out. 
- Time is over. 
- Time is up. 
- It's time to go home. 
- We don't have much time left. 
- We don't have any time anymore. 

- Good job. 
- It's nice. 
- Well done 
- It's already good, but.... 
- You did a good effort, but 
- Can you please tell me...? 
- What is/are...? 
- Why ...? 
- How...? 

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

1. Teacher: Very well students, before we start our next topic, _____.
Students: Yes, Ms. Thia.

Teacher: _____

a. please submit your homework

b. your homework are submitted

Check

Next >

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

Home

Close

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

2. Teacher: Ray, where is your homework?
Student: Here it is, Ms. Thia.
Teacher: (checking Ray's homework) _____, you did a good job.
Student: Thank you, Ms. Thia.

Teacher: _____

a. Good done

b. Well done

Check

Next >

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

Home

Close

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

3. Teacher: Venna, _____ some living organisms at your house?
Student: Plants, cats, rabbits, and birds.
Teacher: Good.

Teacher: _____

a. can you please tell me
b. can you say

Check
Next >

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

4. Kriiiiiiiiiing.....
Teacher: Okay students, _____ . Pack up your things.
Students: Very well, Ms. Thia.

Teacher: _____

a. no more time
b. time is over

Check
Next >

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus


> Assessment

> Summary

> Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

5. Teacher: _____
Students: Sure, Ms. Thia.

Teacher: _____

a. Please hand in your assignment.
b. Where is your assignment?

Check **Next** ➤

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What do you want to learn?

> Spoken Cycle



> Written Cycle


> Language Focus

> Assessment

> Summary

> Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle **Let's Speak Up.**

ANSWER

1. please submit your homework
2. Well done
3. can you please tell me
4. time is over
5. Please hand in your assignment.

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What do you want to learn?

> Spoken Cycle



> Written Cycle


> Language Focus

> Assessment

> Summary

> Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

You are going to end the lesson. Complete and practice the dialogue. You say the teacher's part.

Teacher :?


Student : Okay, ma'am. See you tomorrow.

Teacher : See you.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

Supplementary activity.

Situation.

You are going to end the class. What expression(s) will you use?

This is the end of the spoken cycle.
Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle

Let's Say Them Correctly.

In this reading section, you will read a text about Components of an Ecosystem and Their environment. Before reading it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. among		[ə'mʌŋ]
2. approach		[ə'prəʊtʃ]
3. branch		[brɑ:nʃ]
4. conduct		['vɜ:pə]
5. itself		[ɪt'self]
6. moss		[mɒs]
7. pond		[pɒnd]
8. stick		[dɪ'stɪk]
9. stream		[stri:m]
10. spend		[spend]


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Close

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle

Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B

A	B	C
1. among (prep.)		dirinya sendiri
2. approach (v)		melaksanakan
3. branch (n)		aliran
4. conduct (v)		di antara
5. itself (pron.)		lumut
6. moss (n)		menempel
7. pond (n)		menghabiskan
8. stick (v)		mendekati
9. stream (n)		cabang
10. spend (v)		kolam


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Close

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle

Let's Read.

Read the text carefully, and then answer the questions.

Living things interact with each other. Moss and plants sticking to rocks are living components of an ecosystem. How does an organism interact with non-living components in an ecosystem? There is an interaction between two organisms living at the same environment when a frog catches an insect.

What about the interactions among living and non-living things? What will the frog do when someone tries to approach

1. What are the components of an ecosystem?

a. Tress and animals.

b. Living and non living things.

2. Which is FALSE according to the text?

a. Living things interact with each other.

b. Biology is a branch of ecology.

> Spoken Cycle



> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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User Guide	English for Science Teachers	Thursday, 4 Oct 2012	19:33:38	
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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle

Let's Write.

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Living things and non-living things - form - ecosystem - to - an - interact.

Answer:



Check

Next >

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary




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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

2. Living organisms and non-living things - ecosystem - consists - always - an - of.

English:

Check

Next ➤

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus


> Assessment

> Summary

> Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

3. jumps - protect - a frog - to - itself - dangers - from .

English:

Check

Next ➤

What do you want to learn?

> Spoken Cycle


> Written Cycle

> Language Focus

> Assessment

> Summary

> Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

4. non-living things - get - living things - support - from.

English:

Check

Next ➤

What do you want to learn?

➤ Spoken Cycle


➤ Written Cycle

➤ Language Focus

➤ Assessment

➤ Summary

➤ Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle **Let's Write.**

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

5. branch - ecology - biology - is - a - of.

English:

Check

Next ➤

What do you want to learn?

➤ Spoken Cycle

➤ Written Cycle

➤ Language Focus

➤ Assessment

➤ Summary

➤ Glossary


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User Guide

English for Science Teachers

Thursday, 4 Oct 2012

19:34:47



Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle

Let's Write.



ANSWER

1. Living things and non-living things interact to form an ecosystem.
2. An ecosystem always consists of living organisms and non-living things.
3. A frog jumps to protect itself from dangers.
4. Living things get support from non-living things.
5. Ecology is a branch of biology.

This is the end of the written cycle.
Go on to the other sections.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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User Guide

English for Science Teachers

Thursday, 4 Oct 2012

19:35:00



Unit 3 Components of an Ecosystem and Their Interaction

Language Focus

Let's Learn More.

BASIC ARTICLE USAGE

I. Using a or ø: Generic Nouns

SINGULAR COUNT NOUN	(a) A banana is yellow	<p>A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real concrete thing but rather a symbol of a whole group. In (a) and (b): The speaker is talking about any bananas, <i>bananas</i> is general. In (c), the speaker is talking about any and all fruit, fruit in general.</p>
PLURAL COUNT NOUN	(b) ø Bananas are yellow	
NONCOUNT NOUN	(c) ø Fruit is good for you	

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary






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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Learn More.**

BASIC ARTICLE USAGE

SINGULAR COUNT NOUN

PLURAL COUNT NOUN

NONCOUNT NOUN

II. Using *a* or *some*: Indefinite Nouns

(d) I ate a banana

(e) I ate some bananas

(f) I ate some fruit

Indefinite nouns are actual things (not symbols), but they are not specifically identified.

In (d): the speaker is not referring to "this banana" or "that banana" you gave me. The speaker is simply saying that she/he ate one banana.

In (e) and (f): *some* is often used with indefinite plural count nouns and indefinite noncount nouns.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Learn More.**

BASIC ARTICLE USAGE

SINGULAR COUNT NOUN

PLURAL COUNT NOUN

NONCOUNT NOUN

III. Using *the*: Definite Nouns

(g) The banana is ripe

(h) The bananas are ripe

(i) The fruit is ripe

A noun is definite when both the speaker and the listener are thinking about the same specific thing.

In (g): The speaker uses *the* because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker.

Notice that *the* is used with both singular and plural count nouns and with noncount nouns.

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary


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English for Science Teachers

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus
Let's Have A Go.

BASIC ARTICLE USAGE

IV. Using the: Singular Generic Count Noun


Yesterday I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran up a tree. The tree was very high.	First mention: some dogs, a cat, a mouse, a tree. Second mention: the dogs, the cat, the mouse, the tree
---	---

V. The is sometimes used with a singular generic count noun

Generic 'the' is commonly used with	(1) Species of animals: the whale is the largest mammal on earth	(2) Inventions: who invented the microscope	(3) Musical instruments: A whale can play the guitar
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What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary




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User Guide

English for Science Teachers

Thursday, 4 Oct 2012


19:35:42



Unit 3 Components of an Ecosystem and Their Interaction

Language Focus
Let's Have A Go.

Complete the sentence with a/an, or the.




1. Mutualism is _____ relationship between two different organisms in which neither is harmed.

Check


Next

What do you want to learn?

- Spoken Cycle
- Written Cycle
- Language Focus
- Assessment
- Summary
- Glossary



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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus Let's Have A Go.

Complete the sentence with a/an, or the.

2. relationship is mutually beneficial, that is, each helps other.

Check

Next >

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment


> Summary

> Glossary

Home

Close

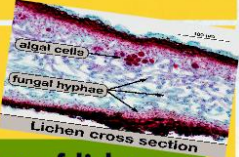
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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus Let's Have A Go.

Complete the sentence with a/an, or the.



3. When you look at structure of lichen under the microscope, you will find it is made of two quite different partners.

Check

Next >

What do you want to learn?

> Spoken Cycle

> Written Cycle

> Language Focus

> Assessment


> Summary

> Glossary

Home

Close

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Have A Go.**



Complete the sentence with a/an, or the.

4. Living and non-living things interact to form _____ ecosystem.

Check **Next**

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: **Let's Have A Go.**

Complete the sentence with a/an, or the.



5. _____ ecologist investigates the habits of living things in relation to their environment.


Check **Next**

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Language Focus **Let's Have A Go.**

Complete the sentence with a/an, or the.



Answer

1. a
2. A
3. the
4. an
5. An


This is the end of the language focus section. Go

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Assessment **Let's Check Your Understanding.**





Choose the correct answer by clicking a, b, c, or d.

1. Teacher: _____
Student: Here it is, ma'am.


- a. What is your homework?
- b. What are your assignments?
- c. Please tell me your homework.
- d. I want you to hand in your homework.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Assessment

Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.


2. Teacher: _____ Let's go home now. See you everyone.
 Student: See you too, Ms. Thia.

a. Time is up.

b. Times is up.

c. The clock is over.

d. Times over.



What do you want to learn?

- >
Spoken Cycle
- >
Written Cycle
- >
Language Focus
- >
Assessment
- >
Summary
- >
Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Assessment

Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.


3. What is the Indonesian of the word 'moss'?

a. binatang.

b. lumut.

c. insekta.


d. lembut.



What do you want to learn?

- >
Spoken Cycle
- >
Written Cycle
- >
Language Focus
- >
Assessment
- >
Summary
- >
Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Assessment
Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.


4. An ecosystem always consists of _____.

- a. living and non-living organisms
- b. animals and plants
- c. living organisms only
- d. many kinds of plants

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Assessment
Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.

5. How does ____ organism interact with non-living components in an ecosystem?

- a. some
- b. a
- c. an
- d. any

This is the end of the assessment section. Go on to the other sections.

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Summary
Let's Review This Unit.

In this unit, you have learned:

1. how to pronounce some words related to the unit 'Components of an Ecosystem and Their Interaction',
-> the words are provided in the glossary.
2. how to ask your students to submit their homework/ work,
-> - I want you to hand in your homework., Please submit your homework., etc,
3. how to give feedback to your students' work,
-> - good, great, well done, excellent, etc.
4. how to ask your students questions related to a topic.
5. how to end the class
6. to translate some sentences with the help of some keywords,
7. about the basic articles.
-> a, an, the

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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Unit 3 Components of an Ecosystem and Their Interaction

Glossary

1. among --(prep.)-- diantara	11. moss --(noun)--lumut
2. approach --(verb)--mendekat	12. pond --(noun)--kolam
3. backyard --(noun)--halaman belakang	13. road --(noun)--jalan
4. branch --(noun)--cabang	14. soil --(noun)--tanah
5. bush --(noun)-- semak-semak	15. spend --(verb)--menghabiskan
6. community --(noun)--komunitas	16. stick --(verb)--menempel
7. conduct --(verb)--melakukan	17. stream --(noun)--aliran
8. interact --(verb)--berinteraksi	18. support --(noun)--dukungan
9. itself --(pron.)--dirinya sendiri	19. surrounding --(n)--sekitar
10. light --(noun)--cahaya	20. together --(adv.)--bersama-sama

What do you want to learn?

- > Spoken Cycle
- > Written Cycle
- > Language Focus
- > Assessment
- > Summary
- > Glossary

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THE MAIN INSTRUMENT
NEEDS ANALYSIS INTERVIEW GUIDELINE

Below is the list of pointers pertaining to the information that the researcher needs to know from the science teachers for the needs analysis.

1. The English proficiency level of the science teachers.
2. The part of English which is most difficult to be learnt by them. Why?
3. What they think of the training they had joined. Why?
4. What they think of the textbooks and other materials in the training and outside the training.
 - Whether the materials are sufficient or not. Why?
5. What they really want and expect when they learn English especially for their profession requirement.
6. Their preferred way in learning English. Why?
7. What they know about interactive learning multimedia.
8. What they think about interactive learning multimedia as a media in learning English. Why do they think so?
9. What aspects they think should be included in the interactive multimedia.
 - The language skills
 - Examples
 - Exercises
 - Etc.

Note: The instrument guideline is in English. However, the interview will be in Indonesian. Other questions may come up depending on the progress of the interview.

THE MAIN INSTRUMENT

POST-IMPLEMENTATION INTERVIEW GUIDELINE

Below is the list of pointers pertaining to the information that the researcher needs to know from the science teachers for the needs analysis.

1. What the science teachers think about the interactive multimedia in details.
2. Whether the interactive learning multimedia contains the materials they need.
 - If yes, which part(s)?
 - If no, what should be provided in the interactive learning multimedia?
3. Whether the interactive learning multimedia helps them study English better.
 - If yes, why?
 - If no, why?
4. Whether the interactive learning multimedia is easy to be operated and followed.
 - If yes, why?
 - If no, why?
5. Further suggestions from them so that the interactive learning multimedia is better.

Note: The instrument guideline is in English. However, the interview will be in Indonesian. Other questions may come up depending on the progress of the interview.

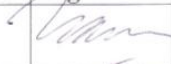

EVALUATION INSTRUMENT

Title of Software : Interactive Learning Media of 'English for Year VII Science Teachers'

Intended Users : Science Teachers of Pilot Project International Standard Schools in Daerah Istimewa Yogyakarta.

Date : 7 August 2012

Evaluators :

No.	Name	Signature
1.	Drs. Suharso, M.Pd. (Content & Educational Outcomes)	
2.	Nur Hidayanto P.S.P, M.Pd. (Operation/media)	

Directions

- Answer each question with **Y** for **yes**, or
A for **amendments needed**, or
C for **major changes needed**.
- Please write down in the space provided amendments or changes that are needed to make the software a more useful learning tool.

Taken from:

Evaluation of CAL software for higher
education: a task for three experts by
Jeff James*

CONTENT

☒ ☐ ☐ Can specific, appropriate objectives be identified?
 Y A C

☒ ☐ ☐ Are the objectives appropriate to the level and nature of study?
 Y A C

☒ ☐ ☐ Is the content suitable for the intended users in terms of subject material?
 Y A C

☒ ☐ ☐ Is the content suitable for the intended users in terms of degree of difficulty?
 Y A C

☒ ☐ ☐ Is the material up-to-date?

Y

A

C

☒ ☐ ☐ Is the material accurate?

Y

A

C

☒ ☐ ☐ Is the material arranged in a logical structure?

Y

A

C

☒ ☐ ☐ Is any documentation/support material which is included useful, necessary, and well presented?

Y

A

C

additional comments

EDUCATIONAL OUTCOMES

☒ ☐ ☐ Can specific, appropriate objectives be identified?
 Y A C

☒ ☐ ☐ Does it appear that the student will achieve the objectives by using this software?
 Y A C

☒ ☐ ☐ Is the program motivating?
 Y A C

☒ ☐ ☐ Does this software involve a wide range of the student's higher- level skills?
 Y A C

☒ ☐ ☐ Are the student's tasks appropriate?

Y A C

☒ ☐ ☐ Is feedback on performance given to the user/ tutor?

Y A C

☒ ☐ ☐ Is there appropriate reinforcement (positive, negative, partial)?

Y A C

additional comments

OPERATION/MEDIA

☒ ☐ ☐ Are directions clear and prompts (and icons) appropriate?
 Y A C

☒ ☐ ☐ Is help available (by request or otherwise)?
 Y A C

☒ ☐ ☐ Is the screen format clear, attractive, and informative?
 Y A C

☐ ☒ ☐ Is the program bug-free (including spelling/grammar)?
 Y A C

☒ ☐ ☐
 Y A C

Is there appropriate use of multimedia?

Replay of sound/ movies?

Sound option?

☒ ☐ ☐
 Y A C

Is aid given to the user for difficult/technical words?

☐ ☐ ☒
 Y A C

Is there any indication that the English language within the program interferes with the student's learning?

additional comments

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Nur Hidayanto P.S.P, M.Pd.

NIP : 19821122 200604 1 001

Institusi : FBS UNY

Bidang keahlian : Media

Menyatakan bahwa program *interactive learning multimedia* sebagai hasil skripsi dengan judul *Developing Interactive Learning Multimedia of 'English for Year VII Science Teachers'* dari mahasiswa:

Nama : Cinthia Reswari

NIM : 08202244023

Telah siap/~~belum siap~~* diujicobakan dengan menambahkan beberapa saran berikut.

- Tombol next, back, dan home diletakkan di bawah halaman.
- Tombol ketika diklick harus berbeda warnanya.
- Tambahkan tombol exit/quit.
- Judul pilihan diperbesar
- Cek script untuk tombol-tombol yang masih belum berfungsi baik dan diperbaiki.

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator/ Validator



Nur Hidayanto P.S.P, M.Pd.

NIP. 19821122 200604 1 001

*Coret yang tidak perlu.

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Drs. Suharso, M.Pd.
 NIP : 19591006 198403 1 002
 Institusi : FBS UNY
 Bidang keahlian : Materi/ Isi

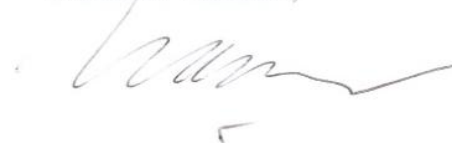
Menyatakan bahwa program *interactive learning multimedia* sebagai hasil skripsi dengan judul *Developing Interactive Learning Multimedia of 'English for Year VII Science Teachers'* dari mahasiswa:

Nama : Cinthia Reswari
 NIM : 08202244023

Telah siap/~~belum siap~~* diujicobakan dengan menambahkan beberapa saran berikut.

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator/ Validator,



Drs. Suharso, M.Pd.
 NIP. 19591006 198403 1 002

*Coret yang tidak perlu.

Kuesioner Hasil *Try-Out Interactive Learning Multimedia*

Tanggal :

Data Responden

Nama :

Usia :

Sekolah :

Tanda tangan

Mohon isi kuesioner ini dengan memberi tanda centang (✓) pada pilihan yang Anda pilih.

Keterangan:

STS= sangat tidak setuju

TS = tidak setuju

S = setuju

SS = sangat setuju

A. Aspek isi (content aspect)

No.	Pernyataan	STS	TS	S	SS
1	Materi sudah sesuai dengan tujuan pembelajaran yang ada dalam multimedia pembelajaran interaktif.				
2	Materi sudah sesuai dengan kebutuhan saya dalam mempelajari bahasa Inggris.				
3	Empat keterampilan berbahasa (mendengarkan, berbicara, membaca, dan menulis) sudah tercakup pada multimedia pembelajaran interaktif.				
4	Penggunaan tata bahasa, ejaan, dan struktur kalimatnya sudah benar dan mudah dipahami.				
5	Tingkat kesulitan soal evaluasi sudah sesuai dengan kemampuan saya.				
6	Materinya bermanfaat dalam kehidupan saya.				
7	Umpan balik sudah cukup (respon jawaban salah/benar).				
8	Materi pada multimedia interaktif ini memudahkan saya belajar bahasa Inggris.				

B. Aspek media (media aspect)

No.	Pernyataan	STS	TS	S	SS
1	Teks sudah jelas dan mudah dibaca.				
2	Komposisi warna dan kombinasi warna sudah baik.				
3	Mudah untuk digunakan.				
4	Tampilan gambar sudah baik.				
5	Petunjuk penggunaan software sudah jelas.				

6	Mudah menggunakan tombol yang tersedia.				
7	Menu bebas untuk dipilih.				
8	Suara cukup jelas.				
9	Multimedia pembelajaran interaktif ini membangkitkan motivasi saya untuk belajar bahasa Inggris.				
10	Multimedia pembelajaran interaktif ini membuat saya merasa mudah untuk belajar bahasa Inggris.				

C. Aspek interaksi (interactivity aspect)

No.	Pernyataan	STS	TS	S	SS
1	Interaktifitas multimedia pembelajaran interaktif ini sesuai dengan kemampuan saya.				
2	Multimedia pembelajaran interaktif ini memberikan saya kesempatan untuk berinteraksi dengan ikon-ikon atau tombol-tombol.				
3	Multimedia pembelajaran interaktif ini meminta saya untuk menerapkan apa yang telah dipelajari.				
4	Saya dapat mengoperasikannya dengan mandiri.				
5	Saya dapat belajar mandiri dengan menggunakan multimedia pembelajaran interaktif ini.				

IBU NUR CHASANAH SMP MUHAMMADIYAH 2 YK (28 APRIL 2012) 08:30

- CINTHIA : Ibu namanya ibu siapa?
- IBU NUR : Chasanah.
- CINTHIA : Bu Chasanah siapa?
- IBU NUR : Ch
- CINTHIA : Ibu sebelumnya sudah pernah ikut pelatihan bahasa Inggris begitu belum bu?
- IBU NUR : Sudah
- CINTHIA : Sudah, diadakan oleh siapa?
- IBU NUR : Sekolah
- CINTHIA : Sekolah? Dari lembaga luar gitu nggih bu?
- IBU NUR : Iya
- CINTHIA : Terus,eee, Ada pre-test, post-test bu?
- IBU NUR : Ada
- CINTHIA : Ee biasanya hasil ibu itu bagus atau bagaimana,hehe?
- IBU NUR : Yaa ada kenaikan
- CINTHIA : Ada kenaikan, peningkatan ,Peningkatannya di bidang apa biasanya?
- IBU NUR : Ya kalau untuk, ee, apa, conversation di kelas itu nambah.
- CINTHIA : Inggih.
- IBU NUR : Kemudian juga pernah, tes TOEFL itu juga pernah.
- CINTHIA : Ok. Tes TOEFL
- IBU NUR : dari UNY
- CINTHIA : Berapa ibu ini *score*nya?
- IBU NUR : 453 po ya. Dari pre-test yang tadinya.
- CINTHIA : Berarti setelah ada itu, naik, meningkat nggih bu nilainya?
- IBU NUR : Iya.
- CINTHIA : Kalau dari tes TOEFL itu yang paling susah apa? Yang ini, *Listening*
- IBU NUR : *Listening*
- CINTHIA : *Listening*, terus, *structure*nya?
- IBU NUR : Ya, kalau *structure*nya itu memang harus dipelajari dulu.
- CINTHIA : Kalau *reading*nya yang paling mudah? Atau bagaimana?
- IBU NUR : Lupa e, Dah setahun yang lalu, Sik lali, tapi ya yang saya ingat ya *listening*nya.
- CINTHIA : Iya kalau *listening* memang begitu.
- IBU NUR : Ya sebenarnya kalau memang benar-bener intensif dipelajari ya dikit-dikit. Tapi kalo memang sama sekali ga pernah digunakan ya lupa
- CINTHIA : Inggih, *Okay*. Baik. Kalau ini misalnya di dalam kelas ibu *bilingual* nggih?
- IBU NUR : Iya.
- CINTHIA : Biasanya bahasa Inggris yang dipakai ketika apa bu? Ketika membuka kelas atau menutup, atau materi?
- IBU NUR : Ya, kalo materi in Englsih. Kalaumateri in *English*.
- CINTHIA : Berarti *deliver the materials* sudah in *Englsih*?

- Emang kadang diberi penjelasannya in Indonesia. Utamanya itu konsepnya itu. Cuman nanti dalam bentuk tertulis itu *in English*. Penyampaian ya campuran
- IBU NUR : Inggris ya indonesia. Prinsipnya itu ya konsep tu masuk. Kalau awal-awal dulu malah *in English*. Sering banyak *in English*nya. Saya kan evaluasi, saya evaluasi kalau *in English* semua itu eee, belum bisa ditangkap lebih leluasa oleh siswa.
- CINTHIA : Inggih.
- IBU NUR : Sekarang ya campuran.
- CINTHIA : Ooo. Nggih
- IBU NUR : Yang saya tekankan in Indoesianya juga.. Yang utamanya konsep itu masuk dulu.
- CINTHIA : Inggih.
- IBU NUR : Meski sebenarnya kalau materi tu tetap in English.
- CINTHIA : Inggih.
- IBU NUR : Cuma penyampainannya itu. Penekanannya saya yakinkan dengan *in* Indonesia.
- CINTHIA : Kalau ibu belajar bahasa Inggris biasanya sebelum kelas ini mengajar memakai bahasa Inggris biasanya di rumah belajar dulu atau memang sudah terbiasa.
- IBU NUR : Ya kalau awal-awal dulu gitu.
- CINTHIA : Inggih.
- IBU NUR : Terus sampai mana tadi? Ya jadi ya awal-awalnya untuk yang misalnya perintah atau apa. *Instruction* untuk siswa itu *in English*. Dan mungkin itu sudah jadi biasa untuk siswa. Terus
- CINTHIA : Inggih.
- IBU NUR : Tadi apa pertanyaannya?
- CINTHIA : Emm, biasanya belajar bahasa Inggris sebelumnya.
- IBU NUR : Ooo sebelumnya. Ya awal-awalnya gitu. Terus ee apa itu, konsultasi sama guru bahasa Inggris. Cuma yang terakhir itu sudah ga punya. Ga memungkinkan, jadi itu, apa, yang jelas saya persiapkan materinya *in English*. Cuman untuk bahasanya ya jalan gitu. Ya jalan saya prioritasnya ke konsep dulu.
- CINTHIA : Ke konsep dulu.
- IBU NUR : Iya. Kalo misalnya *in English* itu saya liat anaknya masih belum paham ya saya ulangi pake in Indonesia.
- CINTHIA : Kalau ini. Kesulitan ibu dalam belajar apa ya. Bahasa Inggris untuk mengajar itu di bagian mananya yang paling susah? Pengucapan atau menghafalkan kosakata? Atau kesulitan tu..
- IBU NUR : Begini ya, ya mungkin saya tu butuh, butuh pembiasaan conversation in *English*nya. Cara. Ya itu cuman yang disni saya belum terbiasa.
- CINTHIA : Iya.
- IBU NUR : Iya, terus nek bahasa biologi itu kan lebih kompleks ya. Jadi. Kalimatnya kalimat majemuk tu lho. Masih kesulitan.
- CINTHIA : Inggih.
- IBU NUR : Apa, Untuk spontan itu masih sulit gitu lhoo.

- CINTHIA : Inggih, menurut ibu efektif atau tidak ketika mengajarkan biologi itu dengan bahasa Inggris?
- IBU NUR : Ya itu tadi, awalnya kan saya perhatikan kok terus yang kelas 9 itu karena dulu keals 7, 8 ka ya lebih intensif ya. *In English*, kelas 9 itu karena untuk persiapan ujian nasional dan sebagainya itu saya pakai Indonesia.
- CINTHIA : Iya.
- IBU NUR : Materinya juga campur-campur. Ada materi yang saya kasih *in English* ada yang *in* Indonesia. Itu mereka lebih mantep *in* Indonesia ya. Karena kita leluasa ngomongnya to?
- CINTHIA : InggihInggih.
- IBU NUR : Untuk menekankan menerangkan konsep suatu materi itu kan enak memnag dengan bahasa kita sendiri.
- CINTHIA : Inggih.
- IBU NUR : Itu juga responnya anak-anak sendiri kalau yang bilang seperti itu.
- CINTHIA : Kalau disini tu yang untuk ujian nasional ada untuk siswa yang RSBI kan yang bahasa Inggris?
- IBU NUR : Ada, cuman itu tidak
- CINTHIA : Tidak menjadi syarat untuk lulus.
- IBU NUR : Gitu, bagi yang kelas 9 ya gitu. Karena materinya harus tersampaikan.
- CINTHIA : Ok, kalau ini ibu belajar bahasa Inggris sukanya bagaimana? Cara belajar bahasa Inggris.
- IBU NUR : Butuh *conversation* itu.
- CINTHIA : Okay.
- IBU NUR : Untuk kebutuhan ngajar di kelas lho
- CINTHIA : Oooh, Njih.
- IBU NUR : Nah itu yang kurang. nek ngomong-ngomong sendiri nanti dikirain gaimana gitu ya.
- CINTHIA : Kan bisa dengan guru bahasa Inggrisnya. Dengan guru yang lain.
- IBU NUR : Cuma paling kadang dengan guru bahasa Inggris. Cuman kalau ngrumpi-ngrumpi yo ora. Hehehehe.
- CINTHIA : Ya kalau ngrumpi papai bahasa Indonesia.
- IBU NUR : Ho'o, iya. Dulu awal-awal gitu tapi. Nah ini guru bahasa Inggrisnya. Come here! Hehe
- CINTHIA : Kalau yang ini belum tahu. Saya dulu Pak Sunaryo.
- IBU NUR : Itu sudah 5 tahunan di sini.
- CINTHIA : Iya, kalau ibu sudah tahu interactive learning multimedia itu seperti apa.
- IBU NUR : Gimana?
- CINTHIA : Interactive learning multimedia itu seperti apa sudah tahu belum?
- IBU NUR : Interaktif learning media.
- CINTHIA : Jadi seperti ini. Sudah pernah belum bu? Atau sudah pernah belahar bahasa Inggris pakai seperti ini?
- IBU NUR : Belum.
- CINTHIA : Belum pernah? Jadi kalau ini kan bahasa Indonesia.

- IBU NUR : Ooo gitu.
- CINTHIA : Saya kan beli di gramedia untuk contoh aja. Saya ingin mengembangkan seperti ini tapi pakai bahasa Inggris.
- IBU NUR : Ooohh iya.
- CINTHIA : Tetapi eeh, guru belajar bahasa Inggris bukan untuk di kelas. Kayak gitu, Jadi
- IBU NUR : Oooohh.
- CINTHIA : Jadi lebih ke bahasa Inggrisnya. Jadi nanti ada contoh pengucapan kayak apa, contoh dialog dalam kelas, *conversation* gitu.
- IBU NUR : Kadang tu malah di, di materi biologi itu kan komplek gitu yaa
- CINTHIA : Inggih.
- IBU NUR : Itu kalau saya tanya sama guru bahasa Inggris, kadang mereka juga bingung sendiri karena mungkin penguasaan materinya yang belum.
- CINTHIA : Inggih.
- IBU NUR : Jadi kadang tu saya tu menjelaskan materinya tu maksudnya gini. Ooh itu to? Ooh, Iki kiHehehe.
- CINTHIA : Inggih.
- IBU NUR : Heheeee. Guru bahasa Inggrisnya tu malah binguung kadang kalau saya Tanya. Karena saya sudah menang di materi.
- CINTHIA : Iya.
- IBU NUR : Jadi, misalnya itu ada materi *in English* itu ya jadi paham sendiri wong sudah tahu maksudnya. Kemudia bahasa-bahasa latinnya itu kan sudah paham dan disitu juga bisa dipakai bahasa latin juga to.
- CINTHIA : Inggih.
- IBU NUR : Malah yo wes mikir dhewe buk. Hehehe.
- CINTHIA : Hehehe.
- IBU NUR : Jadi kadang kan bahasa Inggris umum ya.
- CINTHIA : Inggih.
- IBU NUR : Nah, nanti kalau sudah masuk ke materi, guru bahasa Inggris juga tidak langsung bisa memberikan solusi
- CINTHIA : NggihNggihNggih.
- IBU NUR : Cuma paling untuk kosa kata
- CINTHIA : Terus agar ini multimedia seperti ini bisa memberikan solusi seperti itu sebaiknya apa saja yang perlu dicantumkan dalam sini? Contoh *conversation* atau
- IBU NUR : Ya kosa-kata yang muncul di materi itu.
- CINTHIA : Kosa-kata.
- IBU NUR : Ho'oo terus kalau paham memahami materinya ya itu lebih bagus.
- CINTHIA : Kalau ibu sudah terbiasa ya membaca buku biologi dalam bahasa Inggris? Sudah bisa paham nggih bu?
- IBU NUR : Ya ya mungkin sugesti ya? Artinya sudah tahu materinya dulu terus bahasa latinnya juga paham, jadinya nanti paling kalau ada kata-kata yang 'ini maksudnya apa' baru saya ambil di kamus.

- CINTHIA : Inggih, berarti ibu lebih ke arah untuk *conversation*.
- IBU NUR : Heem*conversation*, Terus spellingnya saya tu.
- CINTHIA : *Spelling*
- IBU NUR : Ho'o
- CINTHIA : *Pronunciation*, cara pengucapannya.
- IBU NUR : Ho'oitu, *Support*apahehe itu itu bener apa ga? Asal aja, kadang malah pinter muride barang, hehehe
- CINTHIA : Hehee.
- IBU NUR : iya kan... untuk istilah-istilah umum lebih paham.. Ini lho.. Lidannya sudah terbiasa.. Hehehe
- CINTHIA : hehehe...
- IBU NUR : nekat aja... hehe... katanya dosennya suruh nekat aja... hehehe...
- CINTHIA : inggih... inggih .. So... emmm... do you want to say something in English...?
- IBU NUR : I think.... Hehehehe... sek ngomong opo sek you mbak... hehehe
- CINTHIA : hehe.. Anything .. Hehehe...
- IBU NUR : eee ... apa ya..?
- CINTHIA : what is your expectation..?
- IBU NUR : eeh... in our speaking.. In our speaking .. I hope e... this meeting ..the result.. Result ... knowledge about language in English for myself.. Ehhehehe.. Especially conversation in class..
- CINTHIA : in class.. Okay.. Okay..
- IBU NUR : eee.... And our material biology.. Hehehe... bener ra mbak...? Hehehe...
- CINTHIA : eem... well.. I hope I can develop a good interactive learning multimedia..
- IBU NUR : develop.. Develop tu pengembangan..
- CINTHIA : develop tu mengembangkan..
- IBU NUR : ooo...
- CINTHIA : I hope I can develop a good interactive learning multimedia.. Umm. For you... so that you can improve your speaking and conversation.. And also pronunciation..
- IBU NUR : yea..
- CINTHIA : yes.. Because you need that.. Please pray so that I can develop the it well...
- IBU NUR : hehehe... thank you ..
- CINTHIA : thank you very much... thank you..

IBU ETI HERNAWATI SMP N 8 YOGYAKARTA (01 MEI 2012) 11:09

- CINTHIA : iya.. Selamat siang Ibu Eti..
- IBU ETI : ya.. Selamat siang mbak ..
- CINTHIA : langsung saja ke pertanyaan.. Eee.. Ibu sudah pernah ikut pelatihan bahasa Inggris? Untuk guru IPA sebelumnya..?
- IBU ETI : sudah..
- CINTHIA : sudah..
- IBU ETI : beberapa kali dan di beberapa tempat.. Dan saat ini juga masih. Dulu pernah dengan ee .. UNY.. Apa..?
- CINTHIA : P3B UNY..
- IBU ETI : iya.. P3B UNY.. Terus pernah dengan.. Yang di Kotabaru itu..
- CINTHIA : Real English..?
- IBU ETI : He e... eem.. Wisma bahasa.. Wisma bahasa ini sudah 3 tahap.
- CINTHIA : iya.. Terus ibu, bagaimana menurut ibu tentang pelatihan-pelatihan tersebut? Apakah sudah baik atau belum?
- IBU ETI : Kalo.. Kalo yang di UNY itu kan 2 kali. Yang pertama itu masih general jadinya materinya itu masih general, tidak fokus. Itu hanya berjalan setengah jalan, hanya kurang lebih 3 bulan. Terus kemudian yang kedua itu kita belajar dengan dosen. Yang biologi dengan dosen biologi, yang fisika dengan dosen fisika, yang matematika dengan yang matematika, mereka bahasa Inggrisnya sudah bagus. Kalo ga salah tempatnya juga di P3B tapi kita difasilitasi uk belajar dengan dosen yang sesuai dengan bidang studinya. Itu cukup memuaskan maksudnya kita dapat banyak ilmu. Tapi waktu itu hanya cukup sebentar juga waktunya, tidak berlanjut. terus waktu itu juga difokuskan untuk pembuatan administrasi seperti Lesson plan, sillabusnya dsb. Kita membuat lesson plan, sillabus in English kemudian dikoreksi dengan dosen yang bersangkutan. Kemudian yang ketiga dengan Raal English. Di sana dengan native semua. dan banyak temen temen yang tidak siap. Memang beberapa bisa mengikuti. Tapi karena itu kan disini kemampuan berbahasa Inggris itu kan bervariasi. Ada yang bagus ada yang sedang ada yang sedang dicampur. Jadi istilahnya ada yang ga paham. Akhirnya ada yang berhenti di tengah jalan. Kemudian juga kesibukan. Kemudian akhirnya dengan Wisma Bahasa. ini kalo ga salah sudah yang keempat. Itu mungkin level ya. kalo yang awal dulu dicampur. yang IPA dengan sendiri, matematika sendiri, dua level pertama seperti itu. Kalo dua level yang sekarang dipisahinya bukan berdasarkan bidang studi, tetapi berdasarkan kemampuan. Kemudian untuk materinya masih general juga. Kalo yang bersangkutan dengan ilmu kita Sains atau matematika itu kalo nanti pada saat biasanya ada semacam final test kemudian kita peer teaching. Itu baru nanti berhubungan dengan bidang studi kita.
- CINTHIA : Kalo ini, biasanya kan kalo dipelatihan ada konteks reading teks atau untuk listening atau speakingnya gitu. Itu teks-teksnya memakai memakai teks teks IPA atau...
- IBU ETI : Masih general.
- CINTHIA : ooh... masih general..
- IBU ETI : ee... maksudnya yang untuk keseharian untuk general. Yang pertama dan kedua lupa.. Yang ketiga lebih ke speaking. Banyak presentasinya. Banyak peer teachingnya.. Melatih aktif bahasanya.
- CINTHIA : Class room English nya ya.. Kayak manage kelasnya...
- IBU ETI : Kalo Terus kemudian yang terakhir ini lebih ke writing.. Kita diminta membuat beberapa paragraf.. Teacher plan.. Dengan past perfect past tense itu... masih berlangsung..

- CINTHIA : ooo iya...
- IBU ETI : Tapi kalo dari yang kita ikuti semua itu.. Eeee.. Karena mungkin Kita kan ga cuma belajar bahasa Inggris ya mbak ya... kesibukan mengajar dsb .. Saya pribadi saya merasakan apa ya.. Ee maksudnya peningkatan bahasa Inggris saya itu tidak signifikan. Apalagi kayak yang speakingnya itu masih belum Pe-de kalo di kelas..
- CINTHIA : berarti kalo di kelas belum pakai classroom English?
- IBU ETI : Di awal-awal iya, good morning.. Kemudian semakin lama saya kembali ke Bahasa Indoensia lagi..
- CINTHIA : Kenapa itu Ibu? Karena ga Pe-denya itu ya..?
- IBU ETI : Kalo saya karena ga pe-de.. Terus anak-anak juga bilang 'bu, pakai bahasa Indonesia saja kalo menjelaskan. Kalo yang saya sudah lakukan itu misalnya catatan ada dua-duanya bahasa Indonesia dan bahasa Inggris. Kemudian ulangan harian pakai bahasa Inggris.
- CINTHIA : iya..
- IBU ETI : Cuma saya kalo active speakingnya masih belum.. Karena buku anak-anak itu udah full English.
- CINTHIA : Full English..
- IBU ETI : Kalo kelas VII itu memang dari SD ya.. Kalo di SD memang sudah ada bahasa Inggris ya.. Tapi masih general. Kemudian mereka ketemu dengan teksbook yang full English jadi ya memahami konsepnya... ya.. Kalo tahun kemarin itu masih pakai bilingual. Cuma itu kebijakan dari sekolah mereka maunya full English. Ini malah jadi curhat.
- CINTHIA : Terus kalo ibu, Ingginya kalo belajar bahasa Inggris itu gimana ibu? Harapannya ibu.. Gimana ya.. Ya yang seharusnya ibu pelajari ?
- IBU ETI : ya lebih meningkatkan ke speaking. Karena kalo writing seperti membuat kalimat, kurang practicenya.. Kuang mikir gitu.. Kalo salah bisa dihapus.. Kalo speaking kan kaya dua kali kerja.. Mentranslate ke Inggrisnya itu.. Saya masih merasa kesulitan.
- CINTHIA : Kalo rmembaca..?
- IBU ETI : Kalo membaca itu insyaAllahbisa memahami sedikit-sedikit.
- CINTHIA : Ibu sudah pernah menggunakan interactive learning multimedia untuk mengajar maupun belajar belum?
- IBU ETI : belum.. Tahun kemariin saya dikirim ke Malaysia.. Di sana dikenalkan dengan internexia. Kemudian saya belum pernah buka di internet. Mungkin di Malaysia ya.. Waktu itu hanya satu bulan, kami diberi contoh di sore hari dan diberi contoh. Kalo tidak salah ada interactivenya mungkin. terus waktu sampai sini pernah saya buka sekali tetapi merasa kesulitan karena item-itemnya itu ga bisa.
- CINTHIA : kalo ini, contohnya seperti ini bu, saya beli di gramedia, Cuma contoh aja.. Ini biologi tapi untuk siswa..tetapi yang saya akan kembangkan atau cantumkan dalam interactive learning multimedia untuk guru belajar bahasa Inggris? Bisa ada videonya, gambarnya, teks. atau misal contoh gimana cara guru membuka pealajaran, menjelaskanmateri biologi..
- IBU ETI : Kalo yang classrom language itu kan hampir selalu kita dapat tetapi tidak semua menerapkan.
- CINTHIA : interactive itu ya ibu bisa mengoperasikan ini sesuai dengan keinginan ibu.
- IBU ETI : lebih ke tata bahasa ya...

- CINTHIA : grammar..
IBU ETI : Menyusun kalimat yang baik..
CINTHIA : inggih... menyusun kalimat yang baik..
IBU ETI : kalo yang classroom English itu sudah banyak.
CINTHIA : kalo misalnya kosa kata biologi itu ..
IBU ETI : iya itu..
CINTHIA : cara pengucapan kosa kata biologi...?
IBU ETI : iya.... Itu betul.. Terutama ke istilah-istilah biologi.. Iya.. Tetapi dipersempit lagi manjadi biologi..
CINTHIA : iya...
IBU ETI : pronunciationnya... pengucapannya.. Kamus khusus.. Grammar..
CINTHIA : Kamus khusus biologi ..
IBU ETI : Mbaknya itu jurusan apa?
CINTHIA : Jurusan pendidikan bahasa Inggris ibu... ya udah terima kasih ibu...
IBU ETI : iya..

IBU SOLIKHAH SMP 1 BANTUL (4 MEI 2012) 07.29

- CINTHIA : Selamat pagi ibu.. Langsung saja ibu... ibu sudah pernah ikut pelatihan bahasa Inggris untuk guru IPA belum nggih?
- IBU SITI : sampun.. Di mana ibu? waktu itu di LPMP th 2005..
- CINTHIA : berarti itu di karantina selama 3 minggu.
- IBU SITI : terus yang kedua itu di Paruk Bogor.. Habis gempa.. Tahun 2006..
- CINTHIA : kalo akhir-akhir ini belum..
- IBU SITI : terus itu kan yang awal-awal..
- CINTHIA : dulu waktu pelatihan, materinya masih umum atau sudah menyempit ke biologi..?
- IBU SITI : sudah.. Tapi kan dulu masih awal-awal sekali ya... baru sini sama SMP 5.. Itu waktu di LPMP sampe panas dingin
- CINTHIA : dulu materinya itu ada classroom English ada?
- IBU SITI : ada..
- CINTHIA : terus vocabulary terkain biologi ada?
- IBU SITI : belum..
- CINTHIA : berarti belum nggih.. Sampai sekarang saja belum.. Kalo di kelas sudah pakai classroom English?
- IBU SITI : sudah... sedikit-sedikit. Dulu pernah dapat pelatihan ..
- CINTHIA : materi di kelas pakai bahasa Indonesia atau..
- IBU SITI : Bahasa Inggris..
- CINTHIA : terus kalo ujian ulangan harian, semesteran pakai bahasa inggris..?
- IBU SITI : iya..
- CINTHIA : kalo kesulitan ibu pribadi dalam menggunakan bahasa Inggris apa..?
- IBU SITI : Pengucapan.. Grammar.. Kalo nyusun soal itu lho..
- CINTHIA : belajar bahasa Inggris senangnya caranya gimana ibu..?
- IBU SITI : baca-baca diulang-ulang...
- CINTHIA : Ibu sudah pernah menggunakan interactive learning multimedia untuk belajar atau mengajar..?
- IBU SITI : Seperti apa mbak..?
- CINTHIA : Seperti ini ibu.. Ini pakai bahasa Indonesia... saya akan mengembangkan seperti ini untuk guru belajar bahasa Inggris. Menurut ibu, apa saja yang harus saya cantumkan?
- IBU SITI : Ada suara?
- CINTHIA : Iya..
- IBU SITI : Cara pengucapan yg bener.. Terus ada penjelasan pakai bahasa Inggris kan?
- CINTHIA : Mungkin ada translatenya ..
- IBU SITI : Ada saran ibu..?
- CINTHIA : Misalnya ada siswa ribut itu ngelikene pakai bahasa Jawa..yang teaching simulasi itu lho.. Ada itu..
- IBU SITI : iya.. Ada lagi..?
- CINTHIA : nanti ada evaluasinya ga mbak? Contoh-contoh soal gitu.

- CINTHIA : ada ibu... ada spoken cycle, written cycle, dan language focus.. Atau grammar..
Kalo menurut ibu nanti harusnya ada evaluation tidak?
- IBU SITI : iya.. Evaluasi tentang materi yang dipelajari itu kan..? Iya..
- CINTHIA : berarti nanti ditambah evaluation.. Soalnya multiple choice atau esai..
- IBU SITI : Multiple choice.

IBU SITI ABAIDAH SMP 1 BANTUL (4 MEI 2012) 08.01

- CINTHIA : selamat pagi ibu
- IBU SITI ABAIDAH : pagi..
- CINTHIA : langsung saja ke pertanyaan, ibu sudah pernah mengikuti pelatihan bahasa inggris untuk guru biologi?
- IBU SITI ABAIDAH : sudah berkali-kali.. Tapi.. Semangat aja..
- CINTHIA : isi dari pelatihan-pelatihan tersebut masih umum atau sudah menjurus ke biologi?
- IBU SITI ABAIDAH : menjurus ke biologi relatif sedikit, jadi ee.. Yang spesial biologi hampir katakanlah ga ada. Umum ya. Misale akhirnya nanti kita ngembangin sendiri. Nanti kita ngembangin sendiri.
- CINTHIA : brarti biasanya classroom English..
- IBU SITI ABAIDAH : heem.. Bola-bali itu aja.. Kalo ngajar awal-awal. Tapi jadinya pengembangan diri.
- CINTHIA : tapi di kelas sudah memakai bahasa Inggris?
- IBU SITI ABAIDAH : iya tapi belum full, ini alasan saya saja ya. Em kalo biologi kan konsep ya terus kan menyampaikan contohnya, bagaimana anak itu sudah paham. Itu kalo semuanya bahasa Inggris angel mbak. Kalo awal-awal ya pakai tapi untuk konsep-konsep yang penting dan main contoh kan memahamkan jadi pakai bahasa Indonesia.
- CINTHIA : inggih..
- IBU SITI ABAIDAH : Persiapan pakai bahasa Inggrisnya itu ya dari konsep-konsepnya.
- CINTHIA : Inggih..
- IBU SITI ABAIDAH : Itu kelemahan saya..
- CINTHIA : Vocab itu istilah-istilah biologi atau..
- IBU SITI ABAIDAH : Heem kalo istilah biologi kita kan sama-sama tahu tapi kalo njelaskan sampai gimana anak itu bisa paham itu yang susah. Spontan bahasa Inggris itu tidak bisa. Saya kadang-kadang daripada macet, anak ga dong, ya udah keluar bahasa Indonesia.
- CINTHIA : Saya kan akan mengembangkan interactive learning multiedia, menurut ibu apa saya yang saya harus masukkan ke dalam interactive learning multimedia agar ibu bisa belajar bahasa Inggris dengan lebih baik?
- IBU SITI ABAIDAH : Kalo konsep ga ya.. Tapi kadang-kadang pada saya mbaca buku teks gitu kan harus mencari kata itu translatenya apa ya? Ada sesuatu yang kadang-kadang kan ada istilah biologi misalnya bahan pengawet.. Ini apa ya ke anak-anak gitu.. Tapi mereka ga masalah gitu..jadi mungkin istilah-istilah spesifik dalam biologi ..
- CINTHIA : Inggih..

- IBU SITI
ABAIDAH : Saya kan punya kamus spesial bahasa Inggris Biologi. Fotokopi-fotokopi.
- CINTHIA : Mungkin lebih ke kosakata yang susah ya ibu.. Kalo pengucapan susah ga ibu..?
- IBU SITI
ABAIDAH : Benar.. Pengucapan juga penting..
- CINTHIA : Intonasinya?
- IBU SITI
ABAIDAH : Heem betul..
- CINTHIA : Tekanannya?
- IBU SITI
ABAIDAH : Heem..
- CINTHIA : Apakah ada saran lain ibu?
- IBU SITI
ABAIDAH : Apa ya... ya saya pengucapan kata juga.. Anak-anak ngoreksi juga... tapi saya ga masalah. Enjoy aja.. Itu kadang-kadang membuat saya terlena siswanya terlalu baik.
- CINTHIA : Iya..

11 September 2012 (8.48)

- R : Selamat pagi ibu.
- T1 : selamat pagi.
- R : Langsung ke pertanyaan saja. Bagaimana menurut ibu tentang ini multimedia interaktif yang sudah ibu gunakan.
- T1 :
- uum.. Multimedia interaktif ini sangat membantu guru dalam belajar bahasa Inggris karena memang guru itu sudah dikursuskan di beberapa tempat tetapi di mana-mana itu selalu biasanya umum. Bahasa Inggris untuk umum. Dan untuk guru-guru seperti kami karena banyak pekerjaan dan sebagainya jadi belajarnya tidak fokus hanya belajar bahasa Inggris saja. Kalo yang umum itu saya dan teman-teman inginnya belajar bahasa Inggris itu yang ini aja langsung sesuai dengan subjectnya, dengan mapelnya biar gak terlalu luas apa yang kita pelajari. Terus kemudian kalo yang interaktif ini kan misalnya untuk guru science itu kan sangat membantu seperti istilah-istilahnya itu hampir sama atau sama dengan yang kita gunakan dalam pembelajaran. Jadi saya rasa ini ide yang sangat bagus. mungkin perlu untuk diperbanyak yang seperti ini. Pembelajaran bahasa Inggris yang kontennya sesuai dengan mata pelajarannya.
- R :
- Iya, ibu.. Inggih.. Terima kasih. Terus pertanyaan yang kedua apakah materi yang ada di dalam multimedia itu sudah sesuai dengan apa yang ibu butuhkan untuk belajar bahasa Inggris di profesi ibu sebagai guru?
- T1 : Ya.. Karena pembelajarannya itu spesifik, lebih sesuai dengan konten IPA memang sangat membantu. Kita memang perlu bahasa Inggris itu yang tidak terlalu umum. Kalau terlalu umum itu kan nanti banyak sekali yang dipelajari.
- R : Kalo ini kalo multimediana itu sendiri berarti ya tadi sudah di jawab ya kalo membantu dalam belajar bahasa Inggris ya?
- T1 : Iya, karena sesuai dengan mapel.
- R : Bagian mana si yang paling membantu ibu dalam multimedia itu?
- T1 : satu istilahnya. Istilah sciencenya. Terus kemudian juga untuk grammarnya itu membantu kami untuk menyusun kalimat, misalnya menyusun soal. Kalau di ini kan tetap kita membuat catatan untuk anak-anak dalam bahasa Inggris. Itu bisa lebih tepat dalam grammarnya.
- R : Ini ada saran yang lain untuk multimediana? Biar bisa lebih bagus Ibu?

- T1 : Ya mungkin kalau secara konten, isi dari multimedianya sudah cukup bagus, kemudian tampilannya sudah cukup bagus. Eee.. Mungkin lebih ini ya, misalnya di Characteristics of makhluk hidup, living things. Yang di bagian the bird is flying. Mungkin perlu di gambarkan misalnya disitu diberi animasi. Bukan hanya gambar, tapi animasi.
- R : Jadi kayak kurang hidup ya? Cuma ada tulisan dan gambar, kecuali yang di spoken cycle. Ada saran lain?
- T1 : Ya mungkin bisa dibuatkan yang lebih banyak lagi. Terutama untuk matematika dan IPA.
- R : Kalo multimedia ini menurut ibu efektif untuk digunakan dimana saja? Misalnya bisa menggunakannya dirumah. Itu untuk belajar mandiri sudah itu cukup belum?
- T1 : ee Iya.. Cukup membantu kan. Kita dapat menggunakannya dimana saja. Asalnya ada alat yang untuk memainkannya. Jadi kita tidak tergantung orang lain. Di dalam kelas, kalau berhubungan dengan orang kan kita harus mengatur waktu dan sebagainya. Dan kita bisa mengulang-ngulang sesuai dengan kebutuhan. Sampai saat ini kan belum pernah ketemu media bahasa Inggris yang langsung ke mapel. Yang lain masih umum.
- R : Ya sudah itu, tidak ada yang lain ibu? Terimakasih ibu.Sudah membantu saya. Doakan saya cepat lulus.
- T1 : iya.. Terima kasih

12 September (09.30)

- R : Selamat siang ibu Adibah.
- T2 : Selamat siang mbak Cinthia.
- R : Langsung saja ke pertanyaan. Bagaimana menurut ibu tentang multimedia yang ibu sudah gunakan?
- T2 : Multimedia bikin itu membuat saya jadi lebih bersemangat untuk belajar proses mengakjar dengan bahasa Inggris. Yang tadinya kadang-kadang motivasi saya up and down. Jadi saya lebih semangat lagi.
- R : Kalau menurut ibu apa materi yang di multimedia itu sudah sesuai dengan apa yang dibutuhkan ibu untuk belajar bahasa Inggris untuk guru biologi ibu?
- T2 : Iya kebetulan saya ngajar kelas VII. Kemudian materi yang dibuat oleh mbak Cinthia itu sudah sesuai meskipun baru hanya 3 bab ya. Kemudian mungkin untuk kekomplitan materi itu bisa ditambah.
- R : Biar lebih komplit ya ibu?
- T2 : iya..
- R : Kemudian, multimedia ini apakah multimediana mudah untuk digunakan ibu?
- T2 : Mudah, karena petunjuk-petunjuknya kelihatan jelas.
- R : Terus ada saran lain ibu biar lebih bagus multimediana?
- T2 : Multimediana saya kira sudah simpel enak gitu. Kemudain tadi, materinya diperbanyak.
- R : Diperbanyak. Kemudian, sudah cuma itu saja. Terima kasih ibu.
- T2 : iya, sama-sama.

13 September (13.00)

- R : Selamat siang ibu.
- T3 : Selamat siang.
- R : Langsung saja. Bagaimana menurut ibu tentang multimedia yang sudah ibu gunakan?
- T3 : Saya kira bagus ya multimedianya. Kan membantu bahasa Inggrisnya. Kan biasanya kita mengucapkan, misalnya saya pengucapannya amburadul ya. Itu sangat membantu.
- R : Terima kasih. Apakah materinya sudah sesuai dengan apa yang ibu butuhkan?
- T3 : Kalau dari materi kan yang pertama ini kan yang content unit 1, unit 2, unit 3. Jadi kan mungkin ini kan untuk guru. Jadi kok ga ada summarynya?
- R : iya..
- T3 : Tapi karena ini untuk guru ya, jadi I think it's fine.
- R : Menurut ibu apakah multimedia ini membantu ibu dalam belajar bahasa Inggris?
- T3 : Iya, ofcourse ya, karena kan di sini ada spokennya, writtennya. Ya kalau saya ini lho grammarnya misalnya gimana caranya membuat kalimat present continuous. Kalau saya grammarnya dari nol ya..
- R : Terima kasih. Apakah multimedia ini mudah untuk digunakan?
- T3 : Menurut saya mudah karena ada user guide ya. Kemarin saya sempat lupa terus saya ingat mbak Cinthia bilang pakai user guide. Nah ini kan sangat membantu. Menurut saya mudah. Saya sendiri kemarin kan kita sekilas ya belajar ya. Terus belajar di rumah ituudah oh ya udah tahu.
- R : Terima kasih. Kemudian ada saran lain dari ibu agar multimedianya bisa lebih bagus lagi?
- T3 : Ya itu tadi materinya kurang banyak. Ketika saya mengerjakan assessment itu kan agak apa ya agak mikir juga kan? Rumusnya ada di summary.
- R : oh.. Materinya ada di language focus.
- T3 : oh gitu.. Urutannya seperti itu..
- T3 : iya..
- R : Itu kan baru tiga unit ya? Apalagi kalau satu semester atau satu tahun waa bisa dijualbelikan tuh .. Hehe
- T3 : ada lagi ibu?
- R : kalau saya berfikir bagaimana caranya bikin multimedianya ibu?
- T3 : pakai flash ibu.. Terima kasih ibu atas waktunya.

18 September (10.14)

- R : Selamat siang ibu Nur Chasana.
- T4 : Selamat siang.
- R : Bagaimana menurut ibu tentang multimedia tersebut?
- T4 : Ee multimedia yang baru saya buka itu sebenarnya sudah komunikatif. Artinya tujuannya jelas, ada contoh, dicontohkan, kemudian ada contoh pronounciationnya. Dan kemudian ada bentuk ee kata-kata yang biasa dipakai di dalam topik yang dicontohkan. Kemudian juga ada contoh pronounciationnya. dan juga ada petunjuk-petunjuknya sudah jelas.
- R : Apakah multimedia itu materinya itu sudah sesuai dengan apa yang ibu butuhkan untuk belajar bahasa Inggris?
- T4 : Iya, ee.. Yang dicontohkan ada tiga bab itu sudah sesuai dengan bab yang ada di kelas VII. Dan kata-katanya juga ada di sana.
- R : Iya. Apakah menurut ibu multimedia tersebut bisa membantu ibu dalam belajar bahasa Inggris lebih baik?
- T4 : Ee.. Saya rasa sangat membantu ya. Asal kita sebagai gurunya itu aktif untuk menggunakan multimedia itu.
- R : Iya terima kasih. Apakah menurut ibu multimedia tersebut mudah untuk dioperasikan sendiri?
- T4 : Iya, Saya kira sudah komunikatif, mudah digunakan karena petunjuknya juga sudah ada.
- R : Terima kasih, pertanyaan terakhir, apakah ada saran dari ibu agar multimedia tersebut bisa lebih baik lagi.
- T4 : Eee.. Barangkali untuk voulemnya atau mungkin juga kata-kata yang muncul di content bab-bab yang dicontohkan mungkin bisa ditambahkan juga bisa.
- R : Iya, terima kasih ibu itu saja. Terima kasih sudah membantu saya.
- T4 : Iya, sama-sama. Mudah-mudahan mbak Cinthia dalam skripsi ini berhasil dengan hasil yang memuaskan.
- R : Aminn.. Terima kasih ibu ..

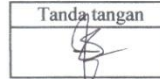
Kuesioner Hasil Try-Out Interactive Learning Multimedia

Tanggal : 12 September 2012

Data Responden

Nama : Yulianti Adibah
Usia : 48 th
Sekolah : SMPN 1 Bantul

Tanda tangan



Mohon isi kuesioner ini dengan memberi tanda centang (✓) pada pilihan yang Anda pilih.

Keterangan:

STS= sangat tidak setuju

TS = tidak setuju

S = setuju

SS = sangat setuju

A. Aspek isi (content aspect)

No.	Pernyataan	STS	TS	S	SS
1	Materi sudah sesuai dengan tujuan pembelajaran yang ada dalam multimedia pembelajaran interaktif.			✓	
2	Materi sudah sesuai dengan kebutuhan saya dalam mempelajari bahasa Inggris.				✓
3	Empat keterampilan berbahasa (mendengarkan, berbicara, membaca, dan menulis) sudah tercakup pada multimedia pembelajaran interaktif.				✓
4	Penggunaan tata bahasa, ejaan, dan struktur kalimatnya sudah benar dan mudah dipahami.				✓
5	Tingkat kesulitan soal evaluasi sudah sesuai dengan kemampuan saya.				✓
6	Materinya bermanfaat dalam kehidupan saya.				✓
7	Umpan balik sudah cukup (respon jawaban salah/benar).				✓
8	Materi pada multimedia interaktif ini memudahkan saya belajar bahasa Inggris.				✓

B. Aspek media (media aspect)

No.	Pernyataan	STS	TS	S	SS
1	Teks sudah jelas dan mudah dibaca.				✓
2	Komposisi warna dan kombinasi warna sudah baik.				✓
3	Mudah untuk digunakan.				✓
4	Tampilan gambar sudah baik.				✓
5	Petunjuk penggunaan software sudah jelas.				✓
6	Mudah menggunakan tombol yang tersedia.				✓
7	Menu bebas untuk dipilih.				✓
8	Suara cukup jelas.			✓	
9	Multimedia pembelajaran interaktif ini membangkitkan motivasi saya untuk belajar bahasa Inggris.				✓
10	Multimedia pembelajaran interaktif ini membuat saya merasa mudah untuk belajar bahasa Inggris.				✓

C. Aspek interaksi (interactivity aspect)

No.	Pernyataan	STS	TS	S	SS
1	Interaktifitas multimedia pembelajaran interaktif ini sesuai dengan kemampuan saya.				✓
2	Multimedia pembelajaran interaktif ini memberikan saya kesempatan untuk berinteraksi dengan ikon-ikon atau tombol-tombol.				✓
3	Multimedia pembelajaran interaktif ini meminta saya untuk menerapkan apa yang telah dipelajari.				✓
4	Saya dapat mengoperasikannya dengan mandiri.				✓
5	Saya dapat belajar mandiri dengan menggunakan multimedia pembelajaran interaktif ini.				✓

Kuesioner Hasil Try-Out *Intercative Learning Multimedia*

Tanggal : 11 September 2012

Data Responden

Nama : Ety Hernawati, S.Si
 Usia : 32 tahun
 Sekolah : SMP N 8 Yogyakarta

Tanda tangan



Mohon isi kuesioner ini dengan memberi tanda centang (✓) pada pilihan yang Anda pilih.

Keterangan:

STS= sangat tidak setuju

TS = tidak setuju

S = setuju

SS = sangat setuju

A. Aspek isi (content aspect)

No.	Pernyataan	STS	TS	S	SS
1	Materi sudah sesuai dengan tujuan pembelajaran yang ada dalam multimedia pembelajaran interaktif.			✓	
2	Materi sudah sesuai dengan kebutuhan saya dalam mempelajari bahasa Inggris.				✓
3	Empat keterampilan berbahasa (mendengarkan, berbicara, membaca, dan menulis) sudah tercakup pada multimedia pembelajaran interaktif.			✓	
4	Penggunaan tata bahasa, ejaan, dan struktur kalimatnya sudah benar dan mudah dipahami.				✓
5	Tingkat kesulitan soal evaluasi sudah sesuai dengan kemampuan saya.				✓
6	Materinya bermanfaat dalam kehidupan saya.				✓
7	Umpan balik sudah cukup (respon jawaban salah/benar).			✓	
8	Materi pada multimedia interaktif ini memudahkan saya belajar bahasa Inggris.				✓

B. Aspek media (media aspect)

No.	Pernyataan	STS	TS	S	SS
1	Teks sudah jelas dan mudah dibaca.				✓
2	Komposisi warna dan kombinasi warna sudah baik.			✓	
3	Mudah untuk digunakan.				✓
4	Tampilan gambar sudah baik.			✓	
5	Petunjuk penggunaan software sudah jelas.				✓
6	Mudah menggunakan tombol yang tersedia.				✓
7	Menu bebas untuk dipilih.				✓
8	Suara cukup jelas.			✓	
9	Multimedia pembelajaran interaktif ini membangkitkan motivasi saya untuk belajar bahasa Inggris.			✓	
10	Multimedia pembelajaran interaktif ini membuat saya merasa mudah untuk belajar bahasa Inggris.				✓

C. Aspek interaksi (interactivity aspect)

No.	Pernyataan	STS	TS	S	SS
1	Interaktifitas multimedia pembelajaran interaktif ini sesuai dengan kemampuan saya.			✓	
2	Multimedia pembelajaran interaktif ini memberikan saya kesempatan untuk berinteraksi dengan ikon-ikon atau tombol-tombol.			✓	
3	Multimedia pembelajaran interaktif ini meminta saya untuk menerapkan apa yang telah dipelajari.			✓	
4	Saya dapat mengoperasikannya dengan mandiri.				✓
5	Saya dapat belajar mandiri dengan menggunakan multimedia pembelajaran interaktif ini.				✓

Kuesioner Hasil Try-Out Interactive Learning Multimedia

Tanggal : 13 Sept 2012

Data Responden

Nama : Siti Solikhah

Usia : 35 Th

Sekolah : SMP N 1 Bantul

Tanda tangan



Mohon isi kuesioner ini dengan memberi tanda centang (✓) pada pilihan yang Anda pilih.

Keterangan:

STS= sangat tidak setuju

TS = tidak setuju

S = setuju

SS = sangat setuju

A. Aspek isi (content aspect)

No.	Pernyataan	STS	TS	S	SS
1	Materi sudah sesuai dengan tujuan pembelajaran yang ada dalam multimedia pembelajaran interaktif.			✓	
2	Materi sudah sesuai dengan kebutuhan saya dalam mempelajari bahasa Inggris.			✓	
3	Empat keterampilan berbahasa (mendengarkan, berbicara, membaca, dan menulis) sudah tercakup pada multimedia pembelajaran interaktif.				✓
4	Penggunaan tata bahasa, ejaan, dan struktur kalimatnya sudah benar dan mudah dipahami.				✓
5	Tingkat kesulitan soal evaluasi sudah sesuai dengan kemampuan saya.			✓	
6	Materinya bermanfaat dalam kehidupan saya.				✓
7	Umpan balik sudah cukup (respon jawaban salah/benar).				✓
8	Materi pada multimedia interaktif ini memudahkan saya belajar bahasa Inggris.			✓	

B. Aspek media (media aspect)

No.	Pernyataan	STS	TS	S	SS
1	Teks sudah jelas dan mudah dibaca.				✓
2	Komposisi warna dan kombinasi warna sudah baik.				✓
3	Mudah untuk digunakan.				✓
4	Tampilan gambar sudah baik.				✓
5	Petunjuk penggunaan software sudah jelas.				✓
6	Mudah menggunakan tombol yang tersedia.				✓
7	Menu bebas untuk dipilih.				✓
8	Suara cukup jelas.			✓	
9	Multimedia pembelajaran interaktif ini membangkitkan motivasi saya untuk belajar bahasa Inggris.			✓	
10	Multimedia pembelajaran interaktif ini membuat saya merasa mudah untuk belajar bahasa Inggris.			✓	

C. Aspek interaksi (interactivity aspect)

No.	Pernyataan	STS	TS	S	SS
1	Interaktifitas multimedia pembelajaran interaktif ini sesuai dengan kemampuan saya.			✓	
2	Multimedia pembelajaran interaktif ini memberikan saya kesempatan untuk berinteraksi dengan ikon-ikon atau tombol-tombol.				✓
3	Multimedia pembelajaran interaktif ini meminta saya untuk menerapkan apa yang telah dipelajari.			✓	
4	Saya dapat mengoperasikannya dengan mandiri.				✓
5	Saya dapat belajar mandiri dengan menggunakan multimedia pembelajaran interaktif ini.				✓

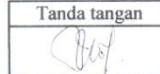
Kuesioner Hasil Try-Out Interactive Learning Multimedia

Tanggal : 18 ^{September} ~~Agustus~~ 2012

Data Responden

Nama : Dra CHASANAH
Usia : 47 th
Sekolah : SMP Muhammadiyah 2 Yogyakarta

Tanda tangan



Mohon isi kuesioner ini dengan memberi tanda centang (✓) pada pilihan yang Anda pilih.

Keterangan:

STS= sangat tidak setuju

TS = tidak setuju

S = setuju

SS = sangat setuju

A. Aspek isi (content aspect)

No.	Pernyataan	STS	TS	S	SS
1	Materi sudah sesuai dengan tujuan pembelajaran yang ada dalam multimedia pembelajaran interaktif.			✓	
2	Materi sudah sesuai dengan kebutuhan saya dalam mempelajari bahasa Inggris.			✓	
3	Empat keterampilan berbahasa (mendengarkan, berbicara, membaca, dan menulis) sudah tercakup pada multimedia pembelajaran interaktif.				✓
4	Penggunaan tata bahasa, ejaan, dan struktur kalimatnya sudah benar dan mudah dipahami.				✓
5	Tingkat kesulitan soal evaluasi sudah sesuai dengan kemampuan saya.				✓
6	Materinya bermanfaat dalam kehidupan saya.			✓	
7	Umpan balik sudah cukup (respon jawaban salah/benar).			✓	
8	Materi pada multimedia interaktif ini memudahkan saya belajar bahasa Inggris.				✓

B. Aspek media (media aspect)

No.	Pernyataan	STS	TS	S	SS
1	Teks sudah jelas dan mudah dibaca.				✓
2	Komposisi warna dan kombinasi warna sudah baik.				✓
3	Mudah untuk digunakan.				✓
4	Tampilan gambar sudah baik.				✓
5	Petunjuk penggunaan software sudah jelas.				✓
6	Mudah menggunakan tombol yang tersedia.				✓
7	Menu bebas untuk dipilih.				✓
8	Suara cukup jelas.			✓	
9	Multimedia pembelajaran interaktif ini membangkitkan motivasi saya untuk belajar bahasa Inggris.			✓	
10	Multimedia pembelajaran interaktif ini membuat saya merasa mudah untuk belajar bahasa Inggris.			✓	

C. Aspek interaksi (interactivity aspect)

No.	Pernyataan	STS	TS	S	SS
1	Interaktifitas multimedia pembelajaran interaktif ini sesuai dengan kemampuan saya.				✓
2	Multimedia pembelajaran interaktif ini memberikan saya kesempatan untuk berinteraksi dengan ikon-ikon atau tombol-tombol.				✓
3	Multimedia pembelajaran interaktif ini meminta saya untuk menerapkan apa yang telah dipelajari.				✓
4	Saya dapat mengoperasikannya dengan mandiri.				✓
5	Saya dapat belajar mandiri dengan menggunakan multimedia pembelajaran interaktif ini.				✓

PHOTOS



Ibu Yulianti Adibah from SMP N 1 Bantul



**Ibu Nur Chasanah from SMP Muhammadiyah 2
Yogyakarta**



Ibu Solikhah from SMP N 1 Bantul



Ibu Ety Hernawati from SMP N 8 Yogyakarta



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
10 Jan 2011

Nomor : 596f/UN.34.12/PP/IV/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

17 April 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing Interactive Learning Media of English for Year VII Science Teachers'

Mahasiswa dimaksud adalah :

Nama : CINTHIA RESWARI
NIM : 08202244023
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2012
Lokasi Penelitian : SMP di Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I

Dr. Widyastuti Purbani, M.A.
NIP. 19610524 199001 2 001



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/3734/V/4/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY
Tanggal : 17 April 2012
Nomor : 596/UN.34.12/PP/IV/2012
Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : CHINTIA RESWARI NIP/NIM : 08202244023
Alamat : Karangmalang Yogyakarta
Judul : DEVELOPING INTERACTIVE LEARNING MULTIMEDIA OF ENGLISH FOR YEAR VII SCIENCE TEACHERS
Lokasi : 1. SMP N 5, SMP N 8, SMP MUHAMMADIYAH 2 Yogyakarta, , Kota/Kab. KOTA YOGYAKARTA
2. SMP N I Bantul, , Kota/Kab. BANTUL
3. SMP N 4 Pakem, , Kota/Kab. SLEMAN
Waktu : 18 April 2012 s/d 18 Juli 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 18 April 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

PLH Kepala Biro Administrasi Pembangunan



Drs. Sugeng Irianto, M.Kes.
NIP. 19620226198803 1 008

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta c.q Ka. Dinas Perizinan
3. Bupati Bantul c/q Bappeda
4. Bupati Sleman c/q Bappeda



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

SURAT IZIN

NOMOR : 070/1116
2840/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/3734/VI/4/2012 Tanggal : 18/04/2012
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KKN/PKL di Daerah Istimewa Yogyakarta.

- Dijinkan Kepada : Nama : CINTHIA RESWARI NO MHS / NIM : 08202244023
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Sugirin, Ph.D.
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING INTERACTIVE LEARNING MULTIMEDIA OF 'ENGLISH FOR YEAR VII SCIENCE TEACHERS'

- Lokasi/Responden : Kota Yogyakarta
Waktu : 18/04/2012 Sampai 18/07/2012
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

CINTHIA RESWARI

Dikeluarkan di : Yogyakarta
pada Tanggal : 18-04-2012

An. Kepala Dinas Perizinan
Sekretaris



Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMP Negeri 5 Yogyakarta



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
 Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070/864

Menunjuk Surat : Dari Sekretariat Daerah Prop. DIY Nomor : 070/3734/V/4/2012
 Tanggal 18 April 2012 Perihal : Ijin Penelitian

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
 b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
 c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :

Nama : **CHINTIA RESWARI**
 P.Tinggi/Alamat : **UNY, Karangmalang Yk**
 NIP/NIM/No. KTP : **08202244023**
 Tema/Judul Kegiatan : **DEVELOPING INTERACTIVE LEARNING MULTIMEDIA OF ENGLISH FOR YEAR VII SCIENCE TEACHERS**
 Lokasi : **SMP Negeri 1 Bantul**
 Waktu : Mulai Tanggal 18 April 2012 s/d 18 Juli 2012
 Jumlah Personil :

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.


Dikeluarkan di : B a n t u l
 Pada tanggal : 26 April 2012

A.n. Kepala
 Sekretaris,
 Ub.
 Ka. Subbag Umum


 Elis Fitriyati, SIP., MPA.
 NIP. 19690129 199503 2 003

Tembusan disampaikan kepada Yth.

1. Bupati Bantul
2. Ka. Kantor Kesbangpolinmas Kab. Bantul
3. Ka. Dinas Dikdas Kab. Bantul



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA**

Jalan Sultan Agung 14, Telepon (0274)375917, Faks. (0274) 411947, Yogyakarta 55151
e-mail: dikdasmenpdm_yk@yahoo.com

IZIN PENELITIAN/SKRIPSI/OBSERVASI

No. : 487/REK/III.4/F/2012

Setelah membaca surat dari : **Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta**
 No. : 596/UN.34.12/PP/IV/2012 Tgl.: 17 April 2012
 Perihal : Surat Izin Penelitian

dan berdasar Putusan Sidang Majelis Dikdasmen PDM Kota Yogyakarta, hari **Senin** tanggal **29 Jumadil Tsani 1433 H**, bertepatan tanggal **21 Mei 2012 M** yang salah satu agenda sidangnya membahas pemberian izin penelitian/praktek kerja/observasi, maka dengan ini kami memberikan izin kepada:

Nama Terang : **CINTHIA RESWARI** No.Mhs. **8202244023**
 Pekerjaan : Mahasiswa pada prodi Pendidikan Bahasa Inggris **Universitas Negeri Yogyakarta**
 alamat **Karangmalang Yogyakarta.**
 Pembimbing : 1. **Sugirin, Ph.D**
 2. **Nurhidayanto P.S.P., M.Hum**

untuk melakukan observasi/penelitian/pengumpulan data dalam rangka menyusun Skripsi:

Judul : **DEVELOPING INTERACTIVE LEARNING MULTIMEDIA OF ENGLISH FOR YEAR VII SCIENCE TEACHERS.**


Lokasi : **SMP Muhammadiyah 2 Yogyakarta**
 dengan ketentuan sebagai berikut:

1. Menyerahkan tembusan surat ini kepada pejabat yang dituju.
2. Wajib menjaga tata tertib dan menaati ketentuan-ketentuan yang berlaku di sekolah/setempat.
3. Wajib memberi laporan hasil penelitian/praktek kerja/observasi kepada Majelis Pendidikan Dasar dan Menengah Pimpinan Daerah Muhammadiyah Kota Yogyakarta.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Persyarikatan dan hanya diperlukan untuk keperluan ilmiah.
5. Surat izin ini dapat diajukan kembali untuk mendapat perpanjangan bila di-perlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu bila tidak dipenuhi ketentuan-ketentuan tersebut di atas.

MASA BERLAKU 2 (DUA) BULAN :


22-05-2012 sampai dengan 22-07-2012

Tanda tangan Pemegang Izin,



Cinthia Reswari

Yogyakarta, 22 Mei 2012

Ketua,


Drs. H. ARIS THOBIRIN, M.Si
 NBM. 670.219

Sekretaris,


DIMAS ARIO SUMILIH, S.Pd.
 NBM. 951.119

Tembusan:

1. PDM Kota Yogyakarta.
2. Fak.Bahasa dan Seni UNY
3. SMP Muh. 2 Yk

Hal: Permohonan Judgement Ahli Materi

Kepada

Yth. Drs. Suharso, M.Pd.

Di tempat

Dengan hormat.

Dalam rangka penyelesaian skripsi di jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan media yang berjudul *Developing Interactive Learning Multimedia of 'English for Year VII Science Teachers'*. Penelitian dilakukan oleh:

Nama : Cinthia Reswari

NIM : 08202244023

Jurusan : Pendidikan Bahasa Inggris

Peneliti mohon bantuan ahli materi untuk memvalidasi multimedia pembelajaran interaktif berbasis Adobe Flash CS3 Professional yang kami rancang. Media ini digunakan untuk guru biologi. Untuk itu, kami mohon kesediaan Bapak Suharso untuk bisa memberikan penilaian demi mendapatkan media yang baik.

Atas bantuan dan kesediaan Bapak, kami ucapkan terima kasih.

Yogyakarta, 7 Agustus 2012

Hormat kami,

Dosen Pembimbing I



Sugirin, Ph.D

NIP. 19491127 198403 1 001

Mahasiswa



Cinthia Reswari

08202244023

Dosen Pembimbing II



Nur Hidayanto P.S.P, M.Pd.

NIP. 19821122 200604 1 001