

ENGLISH

For Islamic Studies



Dr. Zuliati Rohmah, M.Pd.
Dra. Irma Soraya, M.Pd.
Drs. Muhtarom, Dip. TESL, M.Ed.
Drs. Moh. Kurjum, M.Ag.
Drs. Zainal Arifin
A. Kemal Riza, M.A.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from the writers. Requests to reproduce the publication in any form may be directed to: zullati@sunan-ampel.ac.id

Patron	H. M. Ridwan Nasir		
Consultants	H. Thoha Hamim Aliwafa H. Abd. Rauf		
Chief Writer	Zuliatl Rohmah	Secretary	H. Sumarkhan
Co Writers	Irma Soraya Muhtarom Moh. Kurjum Zainal Arifin	Clerical Assistants	Susilowati Sholihah Masudah A Moh. Cholil Chusnul Fuad Yusuf
Editor	A. Kemal Riza Yazid Basthomi		

Type set by HybridPrint
Cover-design by HybridPrint

Published by State Institute of Islamic Studies Sunan Ampel Surabaya

(ii)

TABLE OF CONTENTS

Preface	
UNIT 1	1
Reading Skill: PREVIEWING	
Reading Text: WHAT IS ISLAM?	
Focus on Structure: NOUN: Singular-Plural Nouns	
Speaking: I AM A MUSLIM	
Writing: ACADEMIC WRITING	
UNIT 2	8
Reading Skill: PREDICTING	
Reading Text: SOME BASIC ISLAMIC BELIEFS	
Focus on Structure: PRONOUNS	
Speaking: Poem Recitation 'THE PARADOX OF OUR LIFE'	
Writing: PREWRITING ACTIVITIES	
UNIT 3	15
Reading Skill: PreP: MAKING SEMANTIC ASSOCIATIONS	
Reading Text: THE FIVE PILLARS OF ISLAM	
Focus on Structure: SUBJECT-VERB AGREEMENT	
Speaking: DIALOGUE ON THE MAIN PILLARS OF ISLAM	
Writing: PARAGRAPH STRUCTURE	
UNIT 4	22
Reading Skill: APPLYING PREVIEWING, PREDICTING, AND PreP	
Reading Text: THE SIMPLE LIFE OF MUHAMMAD	
Focus on Structure: PASSIVE VOICE	
Speaking: A MUSLIM FAMILY	
Writing: UNITY	
UNIT 5	31
Reading Skill: SCANNING	
Reading Text: SCANNING THE ADVERTISEMENTS	
Focus on Structure: MODAL	
Speaking: HALAL AND HARAM FOODS IN ISLAM	
Writing: COHERENCE	
UNIT 6	40
Reading Skill: READING FASTER	
Reading Text: ISLAM AND SCIENCE	
Focus on Structure: CONTEXTUAL REFERENCE	
Speaking: MUSLIMS' ACHIEVEMENT IN SCIENCE AND TECHNOLOGY	
Writing: CHRONOLOGICAL ORDER	

(iii)

TABLE OF CONTENTS

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from the writers. Requests to reproduce the publication in any form may be directed to: zuliati@sunan-ampel.ac.id

Patron	H. M. Ridwan Nasir		
Consultants	H. Thoha Hamim Aliwafa H. Abd. Rauf	Secretary	H. Sumarkhan
Chief Writer	Zuliati Rohmah	Clerical Assistants	Susilowati
Co Writers	Irma Soraya Muhtarom Moh. Kurjum Zainal Arifin A. Kemal Riza		Sholihah Masudah A Moh. Cholil Chusnul Fuad Yusuf
Editor	Yazid Basthorni		

Type set by HybridPrint
Cover-design by HybridPrint

Published by State Institute of Islamic Studies Sunan Ampel Surabaya

(ii)

Preface	
UNIT 1	1
Reading Skill: PREVIEWING	
Reading Text: WHAT IS ISLAM?	
Focus on Structure: NOUN: Singular-Plural Nouns	
Speaking: I AM A MUSLIM	
Writing: ACADEMIC WRITING	
UNIT 2	8
Reading Skill: PREDICTING	
Reading Text: SOME BASIC ISLAMIC BELIEFS	
Focus on Structure: PRONOUNS	
Speaking: Poem Recitation 'THE PARADOX OF OUR LIFE'	
Writing: PREWRITING ACTIVITIES	
UNIT 3	15
Reading Skill: PreP: MAKING SEMANTIC ASSOCIATIONS	
Reading Text: THE FIVE PILLARS OF ISLAM	
Focus on Structure: SUBJECT-VERB AGREEMENT	
Speaking: DIALOGUE ON THE MAIN PILLARS OF ISLAM	
Writing: PARAGRAPH STRUCTURE	
UNIT 4	22
Reading Skill: APPLYING PREVIEWING, PREDICTING, AND PreP	
Reading Text: THE SIMPLE LIFE OF MUHAMMAD	
Focus on Structure: PASSIVE VOICE	
Speaking: A MUSLIM FAMILY	
Writing: UNITY	
UNIT 5	31
Reading Skill: SCANNING	
Reading Text: SCANNING THE ADVERTISEMENTS	
Focus on Structure: MODAL	
Speaking: HALAL AND HARAM FOODS IN ISLAM	
Writing: COHERENCE	
UNIT 6	40
Reading Skill: READING FASTER	
Reading Text: ISLAM AND SCIENCE	
Focus on Structure: CONTEXTUAL REFERENCE	
Speaking: MUSLIMS' ACHIEVEMENT IN SCIENCE AND TECHNOLOGY	
Writing: CHRONOLOGICAL ORDER	

(iii)

UNIT 7	44
Reading Skill: IDENTIFYING SYNONYMS	
Reading Text: MATHEMATICS (Part 1)	
Focus on Structure: ADJECTIVE CLAUSES	
Speaking: CHAIRING A SESSION	
Writing: ORDER OF IMPORTANCE	
UNIT 8	53
Reading Skill: IDENTIFYING HYPONYMS	
Reading Text: MATHEMATICS (Part 2)	
Focus on Structure: GERUNDS	
Speaking: PRESENTING AN ARGUMENT	
Writing: CONCRETE SUPPORT	
UNIT 9	64
Reading Skill: UNDERSTANDING WORDS FROM CONTEXT	
Reading Text: THE BASIS OF ISLAMIC EDUCATION	
Focus on Structure: INFINITIVE	
Speaking: ASKING QUESTIONS	
Writing: ESSAY WRITING	
UNIT 10	71
Reading Skill: RECOGNIZING THE TOPIC	
Reading Text: OUT REACH FOR ISLAM	
Focus on Structure: COORDINATING CONJUNCTIONS	
Speaking: EXPRESSING OPINION	
Writing: CHRONOLOGICAL ORDER	
UNIT 11	81
Reading Skill: IDENTIFYING THE TOPIC SENTENCE	
Reading Text: ISLAM AND CULTURE	
Focus on Structure: ADVERB CLAUSES	
Speaking: AGREEING AND DISAGREEING	
Writing: ESSAY: LOGICAL DIVISION OF IDEAS	
UNIT 12	89
Reading Skill: STATING THE MAIN IDEA	
Reading Text: KIND OF DISEASE	
Focus on Structure: IF CLAUSES	
Speaking: CLARIFYING	
Writing: Cause and Effect Essay	
UNIT 13	100
Reading Skill: STATING THE CENTRAL IDEA	
Reading Text: E-COMMERCE IN ISLAMIC PERSPECTIVES	
Focus on Structure: USING in case (that) and in the event (that)	
Speaking: PERSUADING	
Writing: COMPARISON AND CONTRAST ESSAY	

UNIT 14	109
Reading Skill: TEXTUAL ORGANIZATION	
Reading Text: TRANSCULTURAL NURSING CARE OF MUSLIM PATIENTS	
Focus on Structure: ADVERB OF CAUSE & EFFECT	
Speaking: INTERRUPTING	
Writing: VERBS AND PHRASES USED IN REPORTING	
UNIT 15	118
Reading Skill: SKIMMING	
Reading Text: WOMEN IN ISLAM	
Focus on Structure: OTHERWISE AND OR (ELSE)	
Speaking: COMPROMISING	
Writing: PARAPHRASING	
BIBLIOGRAPHY	125

PREFACE

When appointed Coordinator of Language Center TEFL Program, I considered that my first priority should be constructing English textbooks suitable for students majoring in Islamic Studies. I have observed the use of various textbooks by English teachers at the State Institute for Islamic Studies Sunan Ampel Surabaya; there is no standard textbook used for the English teaching-learning process. I found only an English textbook written for Islamic studies which was written, unfortunately, some years ago. It needs revision to make it consistent with the development of Islamic studies and recent global issues. Therefore, English for Islamic Studies is written in response to the scarcity of English textbooks designed specifically for students majoring in Islamic studies—from philosophy, law, education, history, and literature to communication.

For many years English has been taught in Indonesia as a foreign language. For more than half a decade, very competent and dedicated people have been trying to teach English to students. However, the result has been less than satisfactory. This is probably because people mainly evaluate the success of the students' English learning in terms of conversational skill. Of course, it is hard to expect the students to succeed in speaking English while English is not spoken widely in the society. Therefore, this book intends to convince the readers that learning English should cover more than just conversation and judge the achievement accordingly. Since students are engaged in academic activities, this book serves as an aid for the students to master English in a variety of academic situations. Academic life involves both oral and written activities; therefore, this book develops students' ability in reading, structure, speaking, and writing. The four sections are presented in each unit discussing a certain theme. Thus, this book is thematically constructed.

English for Islamic Studies consists of fifteen units designed to meet six credit points. Each unit contains four sections, that is, reading, structure, speaking, and writing sections. Ideally, each unit is presented in three tutorials, each of ninety minutes. Prior to reading activities, the students are introduced to reading skills arranged from the simpler skills to the more sophisticated ones in the later units. These skills are to be applied during the reading activities. The structure discussed is focused on a particular sentence construction available in the reading section; therefore, it is placed after the reading section. The speaking section is put before the writing section. This is because research into the development of human communication shows that speaking ability is mastered earlier than writing ability. Therefore, the teaching of speaking is designed to precede the teaching of writing.

In view of the different levels of the students' English mastery, I put forward two rough ways on how to use this book. For those who have limited English, I suggest that the teacher explain directly to them the reading and writing skills in each unit, and ask them to apply the skills when they read the reading texts and write the compositions. In such activities, the students should not be assigned tasks beyond their capacity—individually trying to understand the explanation on the reading and writing skill sections. For those who already have a relatively good mastery of English, I suggest that the teacher assign them to read by themselves the information about the reading and writing skills to be developed in each unit and help the teacher explain them to their peers. In so doing, peer teaching can be maximized; those of the lower group can learn from the upper group and those of the upper group will feel encouraged and empowered. The teacher, in the later stages, might ask both groups of students to apply similar skills in reading and writing activities.

To conclude, I would like to extend my appreciation to those who have helped and supported me during the completion of the book. My deepest gratitude and appreciation should go to Professor H. M. Ridwan Nasir, Rector of the Institute. He has granted me permission and financial support needed for

the book construction and publication. My heartfelt gratefulness should also be tendered to Dr. H. Thoha Hamim, Vice Rector for Academic Affairs. He has been a continuing and cherished donor of intellectual support and challenge, engaging me in dialogue and offering enlightening perspectives. He deserves my unremitting indebtedness. My special gratefulness should also go to Mr. Abd. Rouf (M.Pd.I.), Head of Academic Affairs of the Rectorate Office, Mr. Aliwafa (M.Ag.), Director of the Language Center, and Mr. H. Sumarkhan (M.Ag.), Vice Director for Financial Affairs of the Language Center. They have been precious sources of guidance and encouragement. My appreciation should also go to Mas (Dr.) Yazid Basthomi, Editor of this book. His meticulous attention to detail has improved the quality of the book. I am also deeply indebted to Bu Irma, Pak Muhtarom, Pak Kurjum, Pak Arifin, and Pak Kemal. They have helped me finish writing some units of this book. Finally, I also owe thanks to all of the English teachers at the State Institute for Islamic Studies. Their participation, comments, and expectations expressed during the 'Batu' Workshop have encouraged me to go ahead writing the book. Especially to Pak Milal, "Thanks a lot, your research report on need analysis is of absolute guidance for the writing of the book," and to Gerry Bourke, "Your comments and corrections have improved this book a great deal. Thank you very much indeed." The following people are also of great importance: Mbak Susi, Mbak 'lcong' Sholihah, Mbak 'Udah' Asmaniyah, Mas Cholil, Pak Mudzakkir, and Pak Rokhim. Their clerical skills have helped me a lot. Without these individuals, this book could not have been written. Yet, these individuals but the chief writer herself should not be held responsible for any inaccuracies or errors.

Zulfati Rohmah

(viii)



UNIT 1



READING COMPREHENSION

Reading skill

PREVIEWING

Previewing is an important skill in developing your speed reading. Through previewing, you can gain enough information from the text before actually reading to understand the text.

How to Preview a Textbook

1. Read the title page and the copyright page. Find the author's name(s) and date of publication.
2. Read the table of contents. Check the organization of the book, the number of sections and chapters.
3. Scan the first chapter. Look for illustrations, charts, tables, and any sections in it.
4. Look at the first page of each chapter.
5. Skim quickly through the final chapter.

How to Preview a Chapter

1. Read the title.
2. Look at all of the illustrations.
3. If the chapter is divided into parts, scan the headings.
4. Read the first and last paragraphs of the chapter very quickly.
5. Read the summary or discussion questions very quickly.

Benefits of Previewing

1. Previewing allows the reader to establish the genre, context, topic, level of difficulty and organization of the text to be read.
2. Once the students are aware of the topic, the students can activate their background knowledge. This will allow them to read for meaning, even when many of the words in the text are unfamiliar.
3. Students realize that reading every word in the text is unnecessary.
4. Preview trains the students in the habit of a quick "once-over" before reading.

Let's read the text.

Vocabulary in Context

- Submission (n): penyerahan diri
- Govern (v): mengatur
- Emanate (v): memancar
- Desire (n): keinginan

- Comprehensive (adj): menyeluruh
- Distinguish (v): membedakan
- Ignore (v): mengabaikan
- Shallow (adj): dangkal

WHAT IS ISLAM?

The word 'Islam', in Arabic, means submission and peace. As a term, 'Islam' refers to the Message that was revealed to Muhammad (peace be upon him) by Allah, the One Creator. A 'Muslim' is the one who believes in Allah as the only God and Muhammad (peace be upon him/p.b.u.h) as the last and final Prophet and Messenger of Allah. Consequently, a Muslim believes in Islam in its entirety.

The Islamic idea itself is composed of two essential components: the creed or doctrine (aqeedah), and a system of rules and regulations founded on this creed (shari'a). The creed of Islam provides comprehensive answers to the fundamental questions regarding humanity's existence and that of the universe. It addresses the issue of human being's purpose in life, and links it with what precedes life and what comes after it, thereby addressing the humanity's core problems and providing the basis for systems and rules to properly organize human affairs.

The Islamic system provides a comprehensive law governing the affairs of human be-

ings. It correctly establishes: 1) the relationship between human beings and the Creator; 2) the personal affairs of individuals; and 3) the various relationships (social, political, economic, and international) that exist in the society. Islam constitutes a creed, a system, and a method. Thus, Islam is not only a religion, but also an ideology. What distinguishes Islam from the ideologies of Capitalism and Communism is that Islam attempts to address the deep questions relating to the meaning of life in ways that other ideologies do not.

Since Islam establishes the correct understanding of life and places humanity in the correct context, the systems and culture emanating from the Islamic creed would correctly address the human nature and provide the correct solutions. Islam does not ignore a human being's instincts or desires, but organizes them. In this context, Islam is compatible with the human being.

Adapted from: Islam and Science

Understanding Words

Refer back to the text and find the synonyms (i.e. words with similar meaning) of the following words.

- 1. to tell (paragraph 1)
- 2. last (paragraph 1)
- 3. to make (paragraph 2)
- 4. life (paragraph 2)
- 5. to give (paragraph 3)
- 6. interactions (paragraph 3)
- 7. vision (paragraph 3)
- 8. right (paragraph 4)
- 9. disregard (paragraph 4)
- 10. well-matched (paragraph 4)

Comprehension Questions

1. What does the word 'Islam' means?
2. What makes a person a Muslim?
3. What are two important components in Islam?
4. What human affairs are established by the Islamic system?
5. What is the main difference between Islam and Communism and Capitalism?



FOCUS ON STRUCTURE

NOUN: Singular-Plural Nouns

Regular form: a final **s** or **es** is added to a noun to make it plural.

Singular: A Muslim believes in God

Plural: N + **s**: Muslims believe in God

N + **es**: We learn Islamic Studies.

Irregular form:

- a. change(s) in the form.
 - man-men, woman-women, child-children, mouse-mice, tooth-teeth
- b. some nouns that end in **-o**, **-o + es**
 - echo-echoes, hero-heroes, potato-potatoes.
- c. some nouns that end in **-o**, **-o + s**
 - auto-autos, photo-photos, piano-pianos, studio-studios.
- d. some nouns that end in **-o**, **-o + es** or **-o + s**
 - mosquito-mosquitoes/mosquitos, zero-zeroes/zeros, volcano-volcanoes.
- e. some nouns that end in **-f** or **-fo** are changed to **-ves** in the plural.
 - Calf-calves, half-halves, wolf-wolves, scarf-scarves/scarfs, life-lives,
- f. some nouns that end in **-f**, **-f + s**.
 - belief-beliefs, chief-chiefs, cliff-cliffs
- g. some nouns have the same singular and plural forms.
 - Deer-deer, fish-fish, means-means, series-series, sheep-sheep, species-species.
- h. some nouns borrowed from other languages have foreign plural forms.
 - Criterion-criteria, phenomenon-phenomena
 - Cactus-cacti/cactuses, stimulus-stimuli, syllabus-syllabi
 - Formula-formulae/formulas, vertebra-vertebrae
 - Analysis-analyses, basis-bases, crisis-crises
 - Appendix-appendices/appendixes, index-indices/indexes
 - Bacterium-bacteria
 - Curriculum-curricula

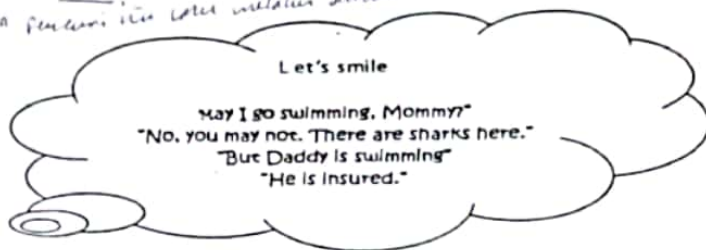
Write the plural form of the following nouns

- 1. Arab
- 2. Messenger
- 3. idea
- 4. basis
- 5. species
- 6. series
- 7. Prophet
- 8. system
- 9. shell
- 10. hero

Exercise: Choose the correct form in parentheses.

- Eid al-Fitr and Eid al-Adha are the two annual (festivals, festivalia) of Muslims.
- American Muslims are from different (classes, class).
- My garden has (flowers, floweroes) in it.
- The mosque in that town has five (rooms, room).
- She is loved by her (childs children).
- The (phenomenon, phenomena) make us aware of the condition.
- The analyses (are, is) very comprehensive.
- The data (is, are) not enough.
- The (fish, fishes) are in the aquarium.
- The (thiefs, thieves) go out through the window.

para penerangan itu akan membantu

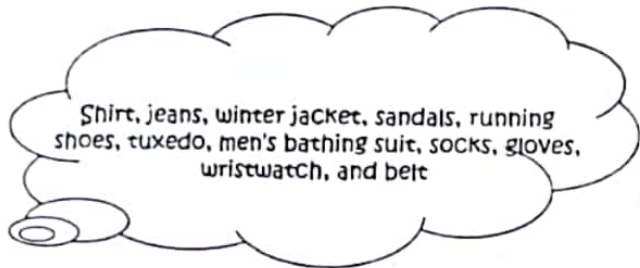


SPEAKING

I AM A MUSLIM

Conversing in Pairs: You know a lot about Islam because you are Muslims, don't you? Now, have a conversation with your friends about Islam. Find in the following box, the vocabulary items that may give hints to you to start and develop your exchange.

Islam, muslim, creed, belief system, Angels, prophets, messenger, revealed books, sacred sources, day of judgment, shahada, prayers, call for prayers, zakat, purification, people in need, fasting ramadhan, pilgrimage, ritual rites, Shafa and Marwa, circle the ka'ba, Eid al-Adha.



Riddles : Match the following kinds of clothing with the suitable riddle strips mentioned.

Riddle Strips

There are buttons on your front and buttons on your sleeves.
There are even buttons on your collar.
After I wash you, I sometimes have trouble putting you on again because you get smaller. But after I wear you for a while, you fit me again. You are comfortable and blue.
I wear you only in the winter when it's very cold. I don't wear you indoors.
I like to put your hood on when it's very cold.
I never wear you in the winter because my toes will get cold.
You are like old friends. When I put you on my feet, I feel comfortable and I can walk for miles.
Do you enjoy going out at night? Isn't it boring to be just black and white?
Do you like it when we go swimming, or do you like it better when we just lie on the beach?
Oh, no! There's a hole in your toe! I'll have to sew you up.
How is it possible that you have fingers but no hand?
You have a face but no nose. You have hands but no fingers. When I leave you home, I don't know what time it is.
I need you sometimes to hold my pants up, but usually I wear you just because I like the way you look.

WRITING

ACADEMIC WRITING

Academic writing, as the name implies, is the kind of writing you are required to do in college or university. It differs from other kinds of writing (personal, literary, journalistic, business, etc.) in several ways. Its differences can be explained, in part, by its special audience, tone and purpose. Three things that you should pay attention to are audience, tone, and purpose.

Whenever you write, consider your audience, that is, the people who will read what you have written. Knowing your audience will help you reach your goal of communicating clearly and effectively. For example, you may write letters to friends telling what a great time you are having in your new campus. You may have to write an essay for a history, political science, or psychology course. Each of these pieces of writing has a specific audience. In academic writing, your audience is primarily your professors.

In addition to paying attention to your audience, you should also be concerned with the tone of your writing. Tone reveals your attitude towards your subject by your choice of words, grammatical structures, and even by the length of your sentences. The tone of a piece of writing

is determined more by its intended audience than by its subject matter. For example, *The American Journal of Medicine*, which contains scientific articles, is written for a very special audience of scientists and doctors who understand medical and technical vocabulary. Academic writing always uses a formal tone.

Whatever kind of writing you make, you should have a specific and clear purpose. In literary writing, the purpose is often to entertain, whilst in academic writing, your purpose is mostly to explain. It may also be used to persuade or convince your audience of the correctness of your point of view on a particular issue. The purpose of the writing will determine the rhetorical form, that is, the organizational form and style. A persuasive article will be organized in one way, and an expository writing in another way. In this book, you will learn the basic rhetorical forms of academic writing, ranging from a single paragraph to a multi-paragraph essay.

Let's Make a Composition

Write a paragraph of your own.

Do not forget to determine your audience before writing your paragraph.

Handwriting practice lines consisting of 18 horizontal lines.



UNIT 2

READING COMPREHENSION

Reading skill

PREDICTING

Predicting should be introduced as a specific skill. Before you read, you can do something to improve your understanding. You can guess what will be in the passage. This is called *predicting*. When there is a title, a picture, or some other information about what you will read, stop and think. When you *predict*, you find out:

- a. what kind of text you will read; is it a newspaper article, a story, an advertisement, a textbook, a recipe, a letter, or what?
- b. what you already know about what you will read.
- c. how carefully you want to read it. Will you read to remember every word? Will you scan, for one or two pieces of information? Will you read for pleasure, with no need to remember?

In practice, predicting is usually unconscious and is done prior to reading. But for the purpose of highlighting the process of predicting, it is necessary to give students some training with exercises which isolate the skill. Naturally, students should be instructed to apply the skill whenever they read, and predicting should be an explicit part of all reading lessons.

Now, before reading the following text entitled *Some Basic Islamic Beliefs*, answer these questions: *What will be in this article? What kind of article is this? What do you already know about this?*

Let's read the text.

Vocabulary in Context

- | | |
|---------------------------------|--------------------------|
| deity (n): sesembahan | divinity (n): keagungan |
| attribute (n): sifat | invoke (v): minta tolong |
| supplicate (v): memohon, berdoa | guarantee (v): menjamin |
| deed (n): perilaku | reveal (v): mewahyukan |
| resurrection (n): kebangkitan | |

SOME BASIC ISLAMIC BELIEFS

There are six basic beliefs in Islam; they are, belief in God, belief in the angels, belief in God's revealed books, belief in the prophets, belief in the day of judgment, and belief in *al-qadar*.

Muslims believe in One, Unique, Incomparable God, Who has no son nor partner, and that none has the right to be worshipped but Him alone. The Arabic word *Allah* means God. The word *Allah* is mentioned in the Qur'an more than 2150 times. He is the God, and every other deity is false. He has the most magnificent names and sublime perfect attributes. No one shares His divinity, nor His attributes. No one has the right to be invoked, supplicated, prayed to, or shown any act of worship, but God alone. It is described in the Qur'an as follows.

Say: He is God, the One. God, to Whom the creatures turn for their needs. He begets not, nor was He begotten, and there is none like Him (Qur'an, 112:1-4).

Muslims also believe in the existence of the angels and that they are honored creatures. The angels worship God alone, obey Him, and act only by His command. Among the angels is Gabriel, who brought down the Qur'an to Muhammad (p.b.u.h.). Muslims believe in God's revealed books, too. Muslims believe that God revealed the holy books to His messengers as proof of their prophethood for mankind and as guidance for them. Among these books is the Qur'an. It is given to the Prophet Muhammad p.b.u.h. God has guaranteed the Qur'an's protection from any corruption or distortion.

God says: Indeed, We have sent down the Qur'an, and surely We will guard it (from corruption) (Qur'an: 15:9).

In addition, Muslims believe in the prophets and Messengers of God, including Adam, Noah, Abraham, Ishmael, Isaac, Jacob, Moses, Jesus (peace be upon them). But God's final message to man, a confirmation of the eternal message, was revealed to the Prophet Muhammad (p.b.u.h.). It has been mentioned in the Qur'an:

Muhammad is not the father of any one of your men, but he is the Messenger of God and the last prophet ... (Qur'an, 33:40)

Moreover, muslims believe in the day of judgment (day of resurrection) when all people will be resurrected for God's just judgment according to their beliefs and deeds. Finally, muslims believe in *al-qadar*, which is the Divine Predestination. However, this belief in Divine Predestination does not mean that people are not devised with freewill. Rather, it is believed by muslims that God has given human beings free will. This means that they can choose between right or wrong, and that they are held responsible for their choices.

Source: A Brief Illustrated Guide to Understanding Islam

Understanding Words

Refer back to the text and find the synonyms (i.e. words with similar meaning) of the following words

- 1. god (paragraph 2)
- 2. to respect (paragraph 3)
- 3. order (paragraph 3)
- 4. evidence (paragraph 3)
- 5. guard (paragraph 3)
- 6. select (paragraph 5)

Refer back to the text and find the antonyms (i.e. words with the opposite meaning) of the following words.

- 7. imperfect (paragraph 2)
- 8. wrong (paragraph 2)
- 9. first (paragraph 4)
- 10. temporary (paragraph 4)

Comprehension Questions

1. How often the word 'Allah' is mentioned in the Qur'an?
2. What is the day of judgment?
3. Who are the creatures that always obey God?
4. What is the final revealed book?
5. Who are the prophets of Allah?
6. What is Divine Predestination?
7. Do all people have their own free will?
8. Can human beings choose their own activities?
9. Who is responsible for a human being's actions?
10. Does God exercise a role in the freewill of humans?



FOCUS ON STRUCTURE

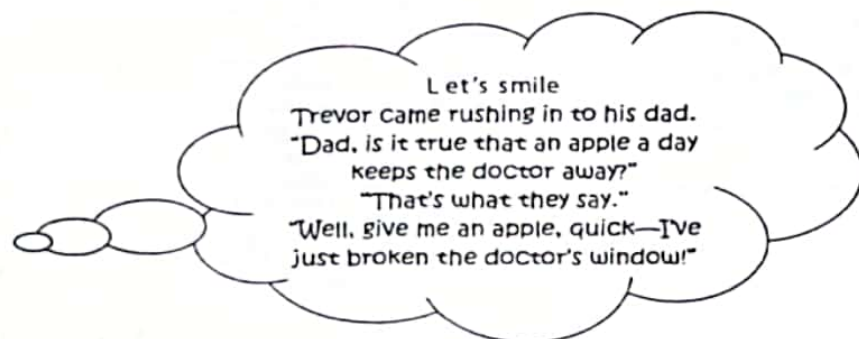
PRONOUNS

<p>a. A Muslim prays in the masjid. He faces the ka'bah b. A Muslim recites the Qur'an. She wears headscarf. c. A duck swims in the river. It is floating in the water. d. The Muslims believe in Allah. They pray five times a day. e. My friend and I go to the campus. We walk to the library.</p>	<p>A singular pronoun (<i>he, she, or it</i>) is used to refer to a singular noun as in (a), (b), (c). A plural pronoun (<i>they, you, or we</i>) is used to refer to a plural noun, as in (d).</p>
<p>f. A student should always do his assignments. g. A student should always do his/her assignments. h. A student should always do his or her assignments.</p>	<p>Traditionally, masculine pronoun is used to refer to generic noun (noun which does not refer to any person or thing in particular; rather, it represents a whole group). However, many English speakers now use both masculine and feminine pronouns.</p>

<p>i. <i>Somebody</i> left <i>his</i> book on the desk. j. <i>Everyone</i> has <i>his</i> or <i>her</i> own ideas.</p>	<p>A singular personal pronoun (he, she, or it) is used in formal English to refer to an indefinite pronoun, as in (i) and (j). Indefinite pronouns are: <i>everyone, someone, anyone, no one, everybody, somebody, anybody, no body, everything, something, anything, and nothing.</i></p>
<p>k. Each of the scientists has to create <i>his/ her</i> own theory. l. The scientists make their experiments in the laboratory.</p>	
<p>m. <i>He</i> looked at <i>himself</i> in the mirror. n. <i>He himself</i> answered the phone, not his secretary. o. <i>She</i> lives by <i>herself</i>.</p>	<p>Examples in (m) and (n) are reflexive pronouns. (m) is used to refer to the subject of the sentence. (n) is used for emphasis. By + reflexive pronoun (o) usually means 'alone'.</p>

Exercise: Fill in the blanks with suitable pronouns.

- The Prophet Muhammad also helped companions in digging a trench.
- All of the students in Islamic History subject have to read the history book written by Ibn Hisham.have to make a summary of the book.
- Everyone can learn how to speak English if wants to.
- Hmmm. Someone forgot umbrella. I wonder whose it is.
- A dog makes a good pet if is trained.
- The class is planning to have a picnic. are preparing now.
- The class is too small. only consists of four students.
- It is important for all of us to be honest to
- You have to solve your problems by
- She sat in the back of the room by



≡ SPEAKING

Read this poem and recite it in front of your friends. After that, have a conversation on your daily life.

THE PARADOX OF OUR LIFE

We have taller buildings, but shorter tempers, wider freeways, but narrower viewpoints.

We spend more, but have less.

We buy more, but enjoy less.

We have bigger houses and smaller families, more convenience, but less time.

We have more degrees, but less sense, more knowledge, but less judgment,

more experts, but more problems, We have multiplied our possessions, but reduced our values.

We talk too much, love too seldom and lie too often.

We've tried to make a living, but not life. We've added years to life, not life to years.

We've been to the moon and back, but have trouble crossing the street to meet the new neighbor.

We've conquered outer space but not inner space.

We've done larger things, but not better things.

We've cleaned up the air, but polluted the soul.

We've split the atom, but not our prejudices.

We've learnt more, but learn less.

We've learnt to rush, but not to wait.

We've higher incomes, but lower morals, more acquaintances, but few friends, more effort but less success.

We built more computers to hold more information, to produce more copies than ever, but less communication.

These are the times of fast foods and slow digestion,

Tall men, and shorter character

Steep profits, and shallow relationships.

More kinds of food and less nutrition

These are the days of two incomes, but more divorce, of financed houses and broken homes.

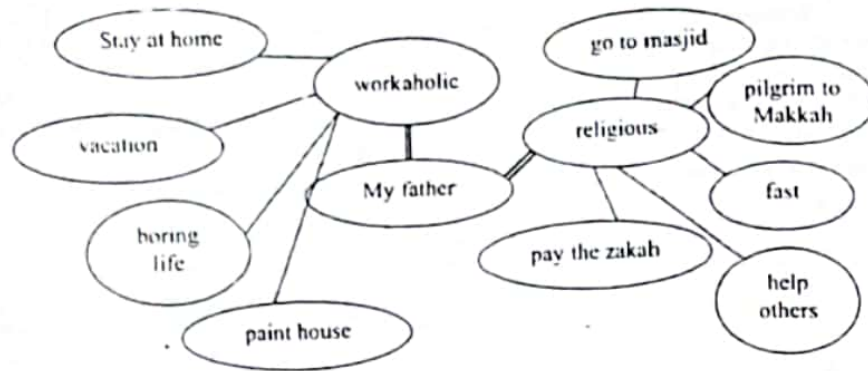
These are the days of quick trips,

disposable diapers, throw-away morality, one-night stands, overweight bodies, and pills that do everything from cheer, to quiet, to kill.

It is the time when there is much in the show window and nothing in the stock room. Indeed, it's all true.



Source: Jamiatul Ulama Transvaal in Amana Magazine



Now, practice making clusters of ideas.

 **UNIT 3**

 **READING COMPREHENSION**

Reading skill

PreP: MAKING SEMANTIC ASSOCIATIONS

Sometimes you know a lot more about what you are reading than you think you do! You know about the ideas in your own language. It is the new language which, at first, may make you read about something totally new to you. PreP is a way of remembering what you already know. Before you read, you should stop and think about the ideas in the passage. Then you will understand and remember more of what you read. The procedures of PreP are as follows:

- Select a key word, phrase, or picture from the text which can stimulate discussion.
- Write all words associated to it on the board.
- Give the reasons for making the association.

This three-level activity not only helps students comprehend a text, but also greatly facilitates recalling the text after reading.

Now, look at the lists of vocabulary below and make association for each of the word mentioned, and predict what the text will be like.

Let's read the text.

Vocabulary in Context

- conviction (n) : keyakinan
- perform (v) : menunaikan, menjalankan
- need (v) : membutuhkan
- cut off (v) : menjauhkan
- prune (v) : memangkas
- charity/alms (n): amal, sedekah
- beneficial (adj) : bermanfaat
- purification (n) : penyucian, pembersihan

- convert to (v) islam : masuk islam
- companion (n) : sahabat
- encourage (v) : mendorong
- commemorate (v) : merayakan
- voluntary (adj) : sukarela
- set aside (v) : menyisihkan
- hillock (n): bukit

THE FIVE PILLARS OF ISLAM

The Five Pillars of Islam are the framework of a Muslim's life. They are the testimony of faith, prayer, giving *zakat* (support of the needy), fasting during the month of *Ramadan*, and the pilgrimage to *Makkah* once in a lifetime for those who are able.

The first pillar is the testimony of faith, that is, saying with conviction, "La ilaha illa Allah, Muhammad rasoolu Allah." This saying means "There is no true god but God (Allah), and Muhammad is the messenger (Prophet) of God." The first part, "There is no true god but God," means that none is to be worshipped but God alone, and that God has neither partner nor son. This testimony of faith is called the *Shahada*, a simple formula which should be said with conviction in order to convert to Islam. The testimony of faith is the most important pillar of Islam.

The second pillar is prayer. Muslims perform five prayers a day. Each prayer does not take more than a few minutes to perform. Prayer in Islam is a direct link between God and the worshipper. In prayer, a person feels inner happiness, peace, and comfort, and that God is pleased with him or her. The prophet Muhammad said: (Bilal, call (the people) to prayers let us be comforted by it.). Bilal was one of Muhammad's companions who was charged to call the people to prayers. Prayers are performed at dawn, noon, mid-afternoon, sunset, and night. A Muslim may pray almost anywhere, such as in fields, offices, factories,



or universities.

Giving *Zakat* (Support of the Needy) is the third pillar of Islam. The original meaning of the word *zakat* is both 'purification' and 'growth.'

Giving *zakat* means 'giving a specified percentage on certain properties to certain classes of needy people.' The percentage which is due on gold, silver, and/or cash funds that have reached the amount of about 85 grams of gold and held in possession in one lunar year is two and a half percent. Our possessions are purified by setting aside a small portion for those in need, and, like the pruning of plants, this cutting back balances and encourages new growth. Besides, a person may also give as

much as he or she pleases as voluntary alms or charity (*shadaqah*).

The fourth pillar is fasting for the Month of *Ramadan*. Every year in the month of *Ramadan*, a Muslim fasts from dawn until sundown, abstains from food, drink, and sexual relations. Although the fast is beneficial to health, it is regarded principally as method of spiritual self-purification. By cutting oneself off from worldly comforts, even for a short time, a fasting person gains true sympathy with those who go hungry, as well as growth in his or her spiritual life.

The Pilgrimage to *Makkah* is the final pillar. The annual pilgrimage (*Hajj*) to *Makkah* is an obligation once in a lifetime for those who are physically and financially able to perform it. About two million people from every corner of the globe go to *Makkah* each year to perform it. Although *Makkah* is always filled

with visitors, the annual *Hajj* is performed in the twelfth month of the Islamic calendar. Male pilgrims wear simple clothes which strip away distinctions of class and culture so that all stand equal before God. The rite of the *Hajj* includes circling the *kaaba* seven times and going seven times between the hillocks of *Safa* and *Marwa*, as *Hagar* did during her search for water. The pilgrims stand together in *Arafa* and ask God for what they wish and

for His forgiveness, in what is often thought of as a preview of the Day of Judgment. The end of the *Hajj* is marked by a festival, *Eid Al-Adha*, which is celebrated with prayers. This and *Eid al-Fitr*, a feast-day commemorating the end of *Ramadan*, are the two annual festivals of the Muslim calendar.

The five activities are important for every Muslim to do. Therefore, they constitute the pillars of Islam.

Adapted from: A Brief Illustrated Guide to Understanding Islam

Review the Statements: If they are in line with the passage, choose T (true), and if they are not in line with the passage, choose F (false).

1. *Shahadat* means a simple formula which should be said with conviction to convert to Islam. (T/F)
2. Muslims perform prayers routinely in order to form a direct link between them and their God. (T/F)
3. Giving a certain percentage on specific possessions to needy people is the original meaning of the word *zakat*. (T/F)
4. To purify our possessions is like pruning plants that balances and encourages new growth. (T/F)
5. Cutting oneself off from worldly comforts for a long time is regarded as a method of spiritual self purification. (T/F)
6. To fast is to abstain from food, drink, and sexual relations all day. (T/F)
7. *Eid-Adha* marks the end of the *Hajj* which is celebrated with prayers. (T/F)
8. Male pilgrims disregard distinctions of class and culture because they all stand equal before God. (T/F)

Comprehension Questions: Answer the following questions.

1. Who has the right to be worshipped?
2. What is the most important Pillar of Islam?
3. How many times in a day should a Muslim perform prayers?
4. What does *zakat* originally mean!
5. When should a person give *zakat* in general!
6. How long do Muslims fast during a *Ramadan* day?
7. What effect can be expected from a person who is fasting?
8. Do you know what the rites of the *hajj* are?

Comprehension Answers.

Based on the answer mentioned in each sentence, provide the relevant question.

1.? There is no true god but God.
2.? It should be said with conviction.

3.? It takes just a few minutes to perform.
4.? He was charged to call the people to prayers.
5.? By setting aside a small portion for those in need.
6.? Certain classes of needy people.
7.? To abstain from food, drink, and sexual relations.
8.? In the twelfth month of the Islamic calendar.
9.? Eid Al-Adha and Eid al-Fitr.



FOCUS ON STRUCTURE

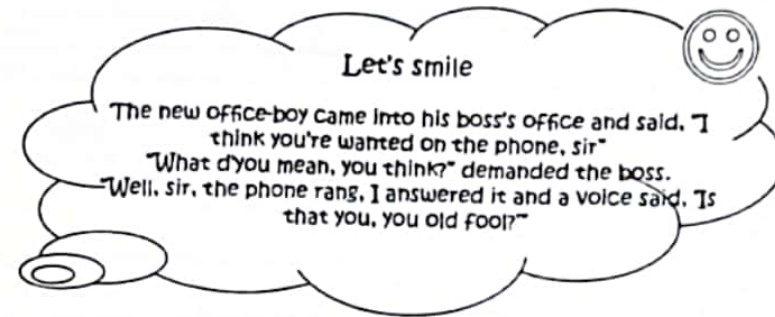
SUBJECT-VERB AGREEMENT

Singular	Plural
1. Islam is a complete way of life. 3. A Muslim follows a religion of peace.	2. Muslims are the followers of Muhammad. 4. Muslims follow a religion of peace.
	5. My brother and sister believe in God. 6. My mother, father, and I pray everyday.
7. Every man and woman receives God's mercy. 8. Each man recites the Qur'an. 9. Each of the followers fasts during the Ramadhan.	10. All prophets are good. 11. All of the Muslims say 'there is no god apart from Allah, and Muhammad is the Messenger of God.'
12. The book on spiritual experience is interesting. 14. My mother, as well as my father, likes cats. 16. The book that I got from my parents was very motivating	13. The ideas in that book are interesting. 15. My brothers, as well as my sister, like cat. 17. The books that I got from my parents were very motivating

Exercise: Choose the correct answer in parentheses.

1. The extent of Alfie's knowledge on Islam (surprise, surprises) me.
2. 'Islam' simply (means, mean) submission.
3. Issues related to Islam (is, are) so important.
4. Christianity (have, has) a similar origin to Islam, through Abraham, the prophet of Allah.
5. Muhammad, as well as Abu Bakar, (was, were) born in Makkah.
6. Each Muslim (pray, prays) five times a day.
7. Traveling to Makkah (is, are) important for Muslims
8. Muhammad and his followers (were, was) finally able to return to Makkah.
9. Every Muslim man and woman (is, are) obliged to seek knowledge.
10. Crucial Mathematic systems such as algebra, the Arabic numerals, and also the concept of zero, (were, was) transmitted to medieval Europe from Islam.
11. The framework of a Muslim's life (is, are) the five Pillars of Islam.
12. Fasting during the month of Ramadhan is for those who (is, are) able to do it

13. Today, there (is, are) more than half a million Muslims in the United States.
14. As a successful merchant, Muhammad (have, had) a comfortable income.
15. The prophet had some neighbors who (had, has) milk-giving camels.
16. One of Muhammad's companions said that the prophet (does, did) not see bread (made, make) from fine flour.
17. When the prophet died, he (leaves, left) a piece of land given to charity
18. Muhammad *p.b.u.h.* called for Islam long before there (is, was) any prospect of success for Islam.
19. If you (want, wants) money, we will collect enough money for you.
20. Muslim people (live, lives) in all parts of the world.



SPEAKING

Dialogue. Read the following dialogue about the main pillars of Islam in pairs.

- Ali : Do you know the pillars of Islam?
 Hasan : Of course, I am a pious Muslim.
 Ali : How can a person become a Muslim?
 Hasan : Well, he/she has to declare shahadat.
 Ali : Tell me how to declare shahadat
 Hasan : Okay, the person just says: *asyhadu an laa ilaha illa Allah, wa asyhadu anna Muhammad Rasool Alloh*. And you know, there are five obligatory prayers in Islam for those who are adult and are not mad.
 Ali : How do you perform a prayer?
 Hasan : Practically, it begins with takbirat-al-ihram and ends with salaam.
 Ali : Well, tell me about zakat, please.
 Hasan : Zakat originally means the purification of your possession. When your possessions reach a certain amount (one nisab) for one complete year, you must pay zakat, for instance, money, gold, silver, livestock, or plants.
 Ali : To whom may I give the zakat?

THE SIMPLE LIFE OF MUHAMMAD

If we compare the life of Muhammad before his mission as a prophet and his life after he began his mission as a prophet, we will conclude that it is beyond reason to think that Muhammad was a false prophet, who claimed prophethood for material gains, greatness, glory, or power.

Before his mission as a prophet, Muhammad had no financial worries. As a successful and reputed merchant, Muhammad drew a satisfactory and comfortable income. After his mission as a prophet and because of it, he became worse off materially. To clarify this more, let us browse the following sayings on his life:

- Sahl Ibn Sa'ad, one of Muhammad's companion, said: "The prophet of God did not see bread made from fine flour from the time God sent him (as a prophet) until he died."

- Amr Ibn Al-Hareth, one of Muhammad's companions, said that when the prophet died, he left no money nor anything else except his white riding mule, his arms, and a piece of land which he left to charity.

Muhammad lived this hard life till he died although the Muslim treasury was at his disposal, the greater part of the Arabian Peninsula was Muslim before he died, and the Muslims were victorious after eighteen years of his mission.

Is it possible that Muhammad might have claimed prophethood in order to attain status, greatness, and power? The desire to enjoy status and power is usually associated with good food, fancy clothing, monumental palaces, colorful guards, and indisputable authority. Do any of these indicators apply to Muhammad? A few glimpses of his life that may help answer this question follow.

Despite his responsibilities as a prophet, a

teacher, a statesman, and a judge, Muhammad used to milk his goat, mend his clothes, repair his shoes, help with the household work, and visit poor people when they got sick. He also helped his companions in digging a trench by moving sand with them. His life was an amazing model of simplicity and humbleness.

Muhammad was loved and trusted by his followers. They respected him to an amazing extent. Yet, he continued to emphasize that deification should be directed to God and not him personally. It was said by Anas, one of Muhammad's companions, that there was no person whom they loved more than Muhammad, yet when he came to them, they did not stand up for him because he hated their standing up for him, as other people do with their great people.

Long before there was any prospect of success for Islam and at the outset of a long and painful era of torture, suffering, and persecution of Muhammad and his followers, he was given an interesting offer. An envoy of the pagan leaders, Otba, came to him saying: "...If you want money, we will collect enough money for you so that you will be the richest one of us. If you want leadership, we will take you as our leader and never decide on any matter without your approval. If you want a kingdom, we will crown you king over us..." Only one concession was required from Muhammad in return for that, to give up calling people to Islam and worshipping God alone without any partner. Wouldn't this offer be tempting to one pursuing worldly benefit? Was Muhammad hesitant when the offer was made? Did he turn it down as a bargaining strategy leaving the door open for a better offer? The following was his answer: *(In the name of god, the most gracious the most merciful).* And he recited the verses of

the Qur'an 41:1-38 to Otba. The following are some of these verses:

(A revelation from (god), the most gracious, the most merciful; a book whereof the verses are explained in detail; a qur'an in arabic, for people who know, giving

good news and warning, yet most of them turn away; so they do not listen) (Qur'an, 41:2-4)

These all just show the prophet's humbleness and nobility during his struggle to spread the Message of Islam.

Adapted from: A Brief Illustrated Guide to Understanding Islam

True-False. Say true, if the sentence is in line with the passage, and say false if it is not suitable with the passage.

1. Before becoming a prophet, Muhammad lived a poor life. (T-F)
2. Muhammad wanted greatness and power. (T-F)
3. Muhammad was a well-reputed merchant. (T-F)
4. Muhammad's followers love him. (T-F)
5. Otba was one of Muhammad's companions. (T-F)

Comprehension questions

1. How do you compare the life of Muhammad before and after his mission as a prophet?
2. Do you think that he was a false prophet?
3. In addition to becoming a prophet, what other roles are performed by Muhammad?
4. How well do you follow the model of life set by Muhammad as a prophet?
5. What was at the prophet's disposal?
6. Who came to Muhammad with an interesting offer?
7. Do you know who Anas was?
8. Why did Muhammad and his followers suffer from persecution?
9. Who was Otba?
10. Did Muhammad receive the offer made by Otba?



FOCUS ON STRUCTURE

PASSIVE VOICE

Active: Subject Verb Object
Mary helps his son

Passive: Subject Verb (to be + V3)
The son is helped by Mary

	Active	Passive
Simple Present	The teacher helps the students.	The students are helped by the teacher.
Present Progressive	The teacher is helping the students.	The students are being helped by the teacher.
Present Perfect	The teacher has helped the students.	The students have been helped by the teacher.
Simple Past	The teacher helped the students.	The students are helped by the teacher.
Past Progressive	The teacher was helping the students.	The students are being helped by the teacher.
Past Perfect	The teacher had helped the students.	The students had been helped by the teacher.
Simple Future	The teacher will help the students.	The students will be helped by the teacher.
Be going to	The teacher is going to help the students.	The students are going to be helped by the teacher.
Future perfect	The teacher will have helped the students.	The students will have been helped by the teacher.

Exercise 1: Choose the correct form of the words in parentheses.

- Peace in the family is (seeing, seen) as essential for spiritual growth.
- When Muslim parents reach old age, they should be (treating, treated) mercifully.
- The desire to enjoy status and power is usually (associating, associated) with good food, fancy clothing and large palaces.
- Prayers are (perform, performed) by Muslims at least five times a day.
- The masjid's door (is being opened, is opening) by my father.

Exercise 2: Refer back to the text and find five sentences written in active voices. Change the sentences into passive voices.

Active	Passive

Exercise 3: Refer back to the text and find five sentences written in passive voices. Change the sentences into active voices.

Active	Passive

Write down the passive form of the following active sentences.

- We worship God alone.

- Muslims perform prayers sincerely.

- The pruning of the plants encouraged new growth.

- The teacher gave me books.

- You are opening the door.

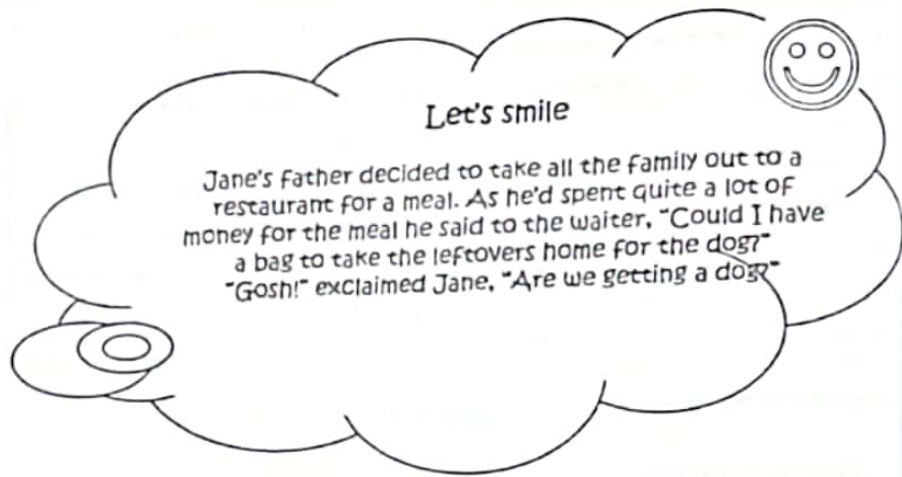
- The worker was decorating the house.

- The cashier has given the money to him.

- Hamka has written a number of works.

- The president will award the prize for literature.

- The teachers love diligent students.



Let's smile

Jane's father decided to take all the family out to a restaurant for a meal. As he'd spent quite a lot of money for the meal he said to the waiter, "Could I have a bag to take the leftovers home for the dog?" "Gosh!" exclaimed Jane, "Are we getting a dog?"

SPEAKING

A MUSLIM FAMILY

Conversing in Pairs. As you come from a Muslim family, have a dialogue about a Muslim family with your friend as a partner. The following list of vocabulary may help you.

Mother, parents, household, father, housework, housewife, distribution of labor, work together, bring up, pray in congregation, good food, have food, healthy food, happy, big, consist of, to be pious, to be sincere, dispute, love, the younger, the elder, kind, merciful, breadwinner, caregiver, breastfeed, a son, a daughter, honest, just



Crossword Puzzle.

Fill in the blank space with the appropriate letter(s) to get the word defined. These all relate to "collocations", that is, regular combination of words.

1		7	3	4			5	
		6				7	8	9
		10			11			
12	13				14			15
16					17			
			18					
19			20		21		22	
23	24		25					26
27		28				29	30	
31					32			

Across

1. bread and ...
6. hers
7. hat and
10. came back
12. ease to live
14. shoes and
16. always, at anytime
17. past form of go
20. past form of sit
22. exist
23. a preposition
25. test
27. macaroni and
29. a country in North America
31. a group that works together
32. short and

Down

1. and groom
2. number
3. shirt and
4. superlative ending
5. ma and
7. a large group of people
8. one time
9. examination
11. you and me
13. I have
15. part of the leg
18. automobiles
19. and fiction
20. Part of plant that comes from roots and supports leaves.
21. Fasten with a rope
22. color
24. article
26. chew and swallow
28. each
30. southeast

WRITING

UNITY

In addition to the three structural parts of a paragraph, a good paragraph also has the elements of unity and coherence. Unity in a paragraph means that in each paragraph, there is only one main idea to discuss. The main idea is stated in the topic sentence, and every supporting sentence develops and is related to that idea.

To make your paragraph have unity, you may start by making a simple outline. If, for example, you announce in your topic sentence that you are going to discuss about two important characteristics of a prophet, discuss only those. Do not include other irrelevant information.

Topic sentence : The prophet had two important characteristics:
Supporting details: a. He was humble and modest
b. He preferred sufferings to leaving the calling to Islam.

Now, fill in the blanks with relevant supporting details:

- There are three advantages of being a university student:
 - _____
 - _____
 - _____
- I like Surabaya for two reasons.
 - _____
 - _____
- IAIN has, at least, three strengths:
 - _____
 - _____
 - _____

Let's make a composition

Please write about the life of Muhammad and his mission as a prophet to your academic audience. Make a simple outline before writing the whole paragraph.



UNIT 5



READING COMPREHENSION

Reading Skill

SCANNING

Scanning is a reading skill used for quickly locating specific information. Scanning should not be confused with skimming, which is, a much more complicated reading skill. Skimming will be discussed in a later chapter. Scanning is a very important and useful skill for readers. You scan whenever you need a piece of information from a text. For example, if you need to find someone's telephone number, you do not read the whole telephone directory! You read only what you need. Can you think of any other things you scan?

When you learn to scan, you can obtain information from a text without reading every word. You should not try to meticulously read the entire text. Read only certain information that you need. To help you master the scanning skill, your teacher will read aloud the requested information which is to be found by scanning. Your teacher might divide you into groups and have a competition to scan. By having a competition among groups, you will be more enthusiastic in having the scanning activities.

Let's read the text

Vocabulary in Context

- Cuisine (n): hidangan
- Dine in (v): makan di restoran
- Take away (v): bawa pulang
- Groceries (n): toko bahan makanan

- Confectionery (n): toko kue
- Assistance (n): bantuan
- Hesitate (v): ragu-ragu
- Disability (n): ketunaan/cacat

SCANNING THE ADVERTISEMENTS

Now, look at the following ads. When your teacher reads the requested information aloud, scan the needed information as quickly as you can. Raise your hand when you have the answer. Remember: speed is important!

Celebrating...!

101st

Anniversary

Perth Mosque

ESTABLISHED: 1905

Date: Sunday, 20th November 2006
 Time: 10.30 Am To 1.00 Pm
 Address: 427 William St, Northbridge

PROGRAM

10.30 am: Recitation of Quran by Sheikh M Nashar
 10.35 - 11.00 am: Welcoming & Introducing the mosque elder by Mr Khan
 11.00 - 11.30 am: History of Mosque by Sheikh Omran (Guest Speaker)
 11.30 am: Tour of Mosque
 12.00 noon: Lunch
 1.00pm: noon Prayers (Zuhr)

Non Muslims Welcome to view prayer

Marathon

Halal Kebab Halal!

WELCOME

Authentic Lebanese Cuisine

Vic Park Village
 Shop 6,910 Albany Highway
 East Victoria Park WA 6101

Open Monday - Thursday
 12pm - 3 pm
 5 pm Till Late
 Friday - Sunday

9361 4445

hybridprint

Offset & digital printing convergence

Best Price
Best Quality
Best Service

Best Printing Solution

Offset Printing
 Business cards, brochure, booklets, magazines,
 leaflets, pamphlet, book, labels, etc.

Digital Printing
 Photo editing, banner, Ballo outdoor, poster,
 etc.

Wedding Card
 Klasik, kontemporer, modern, minimalis

Jl. BS. Riadi 35
 (Oro-oro Dowo) Malang
 Phone. 0341-7038033 & 7744383

The requested information :

1. Who is going to give welcoming speech at Perth Mosque 101st anniversary?
2. Where can you order Lebanese food?
3. Can you have Soto at Shop 6,910 Albany Highway East Victoria Park WA 6101?
4. What is the name of restaurant located at 11/910 Albany HWY East Vic Park?
5. Who will read the history or Perth Mosque?
6. What can be printed in hybridprint?
7. Who is going to recite the Qur'an at 10.30?
8. Are non Muslims allowed to view the player?
9. Where can you find hybridprint?
10. Where can you eat pizza?
11. What building is situated on William Street, Northbridge?
12. If you want to order pizza, what number should you dial?
13. Will lunch be served in Perth Mosque 100th anniversary?
14. When was Perth Mosque established?



UNIT 6

READING COMPREHENSION

Reading skill

READING FASTER

Most students read very slowly, especially in a second language. But research shows that you will not understand if you read slowly. Your brain needs to receive many ideas quickly in order to make sense of what you are reading. Reading faster is a skill that you can learn, just like running faster. It takes practice and some training from the 'coach', that is, your teacher. We will work on reading faster, and you will be able to read twice as fast by the end of the semester.

The procedures to practice this are: first, read passage 1 in just one minute. Do not read every word, but read the whole words in a line, and continue to the following lines. What do you feel? You might still cannot answer the comprehension questions. That is alright for it is the first try. Next, read passage 2 for three minutes. Read faster; do not read every word. The three minutes might seem like a long time for you. Finally, read the third passage for another three minutes, and answer the questions. The last timed reading usually results in a higher rate than before.

Now, read passage 1 in one minute.

Vocabulary in Context

Achievements (n): karya, temuan
 Rudimentary (adj): dasar
 settle in (v): tinggal
 tedious (adj): membosankan
 hazardous (adj): berbahaya

acquire (v): mendapatkan
 Merely (adv): hanya
 Tribe (n): suku
 Terrain (n): permukaan

ISLAM AND SCIENCE

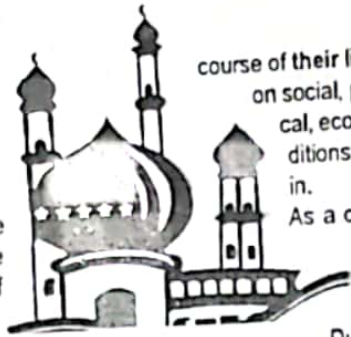
The contribution of Muslims to science and their achievements mentioned in this section are meant only to serve as examples and should be understood as merely representative of the glorious services given by the Muslim scientists to the overall development of sci-

ence.

Before Islam, the Arabs had a rudimentary knowledge of history and geography. Their history was limited to the records of the local tribes and territories. Islam motivates individuals to think and acquire education.

Muslims are ordered to interact with others to carry the Message of Islam to them. In order to achieve this, the Muslims are ordered to build their material capability. The Khalif is responsible to utilize any means to take care of the affairs of the people. Therefore, all of these help to initiate the technological achievements among the Muslims.

From the early days of Islam, the Muslims of all regions in general, and those of Arabia in particular, traveled extensively through the plains, hills, rivers, oceans, forests, and deserts in connections with jihad, hajj, and trade. In the



course of their life, they collected information on social, political, historical, geographical, economical, and agricultural conditions of land they visited or settled in.

As a consequence of the collection of such information, sciences such as history and geography became rich. During those days, the travel was tedious and hazardous because there were no means of transportation except animals, and no regular roads existed, yet, the Muslims traveled extensively through all kinds of terrain.

Adapted from: Islam and Science

True-False. Read the following statements. If they are in line with the passage, choose T (true), and if they are not in line with the passage, choose F (false).

- Muslims have never contributed to the development of science. (T/F)
- Pre-Islamic Arabs had advanced knowledge of the world's geography. (T/F)
- Islam motivates the Arabs to travel extensively. (T/F)
- The Khalif helped Muslim scientists develop science and technology. (T/F)
- Technological achievements are made to help people take care of their affairs. (T/F)
- Roads were already built since the early era of Islam. (T/F)
- Muslims traveled a lot for jihad, hajj and trade. (T/F)

Let's smile



"I hope you're not one of those boys who sits and watches the school clock," said the headmaster to a new boy.
"No, Sir. I've got a digital watch that beeps at half past three."

Next, read passage 2 for three minutes.

Vocabulary in context

Accomplish (v): mencapai
Origin (n): asal
Verification (n): uji ulang
Discovery (n): temuan

ascertain (v): menentukan, membuat
perform (v): melakukan
surgery (n): operasi bedah
corpse (n): mayat

ISLAM AND SCIENCE (CONT'D)

A number of academies were established in many places in the Muslim world to carry out the work of translation. During the rule of the Abbasi Khalifs, particularly Al-Mansur and al-Ma'mun, extensive activity was shown in the preparation and translation of scientific works. Significant work was accomplished by the end of the 10th century. The translators belonged to several ethnic and religious groups. For instance, Naubakht was of Persian origin. Mohammed Ibn Ibrahim al-Fazari was an Arab. Hunain Ibn Ishaq was a Nestorian Christian from Hira.

The Muslim scientists accepted the science of others after making their experimental verification. They also made new observations and experiments that lead them to new discoveries. Muslim scientists used a practical approach to scientific problems using abstract thought.

Muslim scientists recognized the physical or qualitative and the mathematical or quantitative aspects of science. They made qualitative as well as quantitative studies of

numerous scientific problems. For instance, Ibn Khurdadbeh determined the latitudes and longitudes of various places in the Muslim world. Al-Biruni ascertained the specific gravity of a number of substances.

Experiments in chemistry, physics, and medicine were performed in laboratories and those in pathology and surgery in hospitals. Arrangements for the dissection of corpses were made for the practical teaching of anatomy. The Khalif Al-Mu'tashim supplied a physician with apes for this purpose. Practical demonstrations of surgical operations for students were given in hospitals.

Observatories were set up at various places in the Muslim world, such as Damascus, Baghdad, and Nishapur to perform astronomical observations. Literacy had reached the highest standard among the Muslim people during the 11th and 12th century. The scientific spirit of that age was indicated by the optical work of Shihab al-din al-Qirafi, a scholar of Islamic Law and judge of Cairo, which dealt with fifty optical problems.

Adapted from: Islam and Science

Choose the correct answer!

- Schools and universities were founded in
a. towns b. villages c. many places d. cities
- Translation was extensively done during the rule of:
a. Harun al-Rasyid b. Al-Mu'tashim c. Al-Mansur d. Al-Mustanshir
- A translator from Persia is:
a. al-Fazari b. Ibrahim c. Hunain d. Naubakht

4. Experimental verification was done by Muslim scholars before accepting others':
 a. discoveries b. money c. help d. collaboration
5. Which approach was applied by Muslim scientists?
 a. skeptical approach b. practical approach c. clear approach d. easy approach
6. Who found the latitudes and longitudes of various places in the Muslim world?
 a. al Biruni b. Hunain c. Ibn Khurdadhbeh d. Ibn Sina
7. In the text above, which experiments were performed in laboratories?
 a. latitudes b. longitudes c. chemistry d. astrology
8. Observatories were built in:
 a. Mecca b. Baghdad c. Khurasan d. Kufah
9. Instead of using human corpses for demonstration of surgical operation, Khalif al Mutashim supplied:
 a. birds b. apes c. kangaroos d. mice
10. Shihab al-din al-Qirafi was:
 a. an optic b. a judge c. a teacher d. a spint

Finally, read passage 3 for three minutes.

Vocabulary in context

measure (v): mengukur

derive (v): mengambil

fate (n): nasib

purification (n): pemurnian

unprecedented (adj): luar biasa

evolve (v): mengembangkan

heresy (n): penyimpangan

superstitious (adj): irasional

ISLAM AND SCIENCE (CONT'D)

In the Islamic era, scientists not only made original contributions to science but also applied their scientific discoveries in technological innovation. They observed the stars, and prepare star maps for navigational purposes. Ibn Yunus made use of pendulum for the measurement of time. Ibn Sina used air thermometers to measure air temperature. Paper, compass, gun, gunpowder, inorganic acids and alkaline bases are some of the most important examples of scientific and technological developments which brought about an unprecedented revolution in human civilization.

Muslim scientists made algebra a permanent branch of mathematics. The word 'algebra' is derived from its original Arabic root 'Jabr'. Muslim scientists also evolved plane and spherical trigonometry, and applied it to

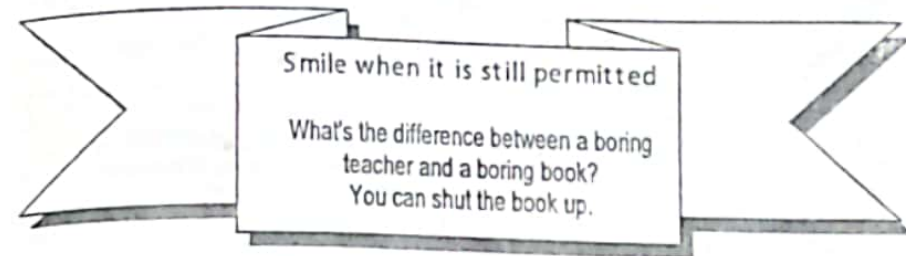
astronomy. They also separated astrology from astronomy, because a belief in the influence of stars on the fate of human beings is heresy in Islam. Astronomy was thus developed to the stage of a pure science after its purification from superstitious beliefs.

Here are some examples of words derived from Arabic. The terms 'ciphra' (cipher and chiffre in Latin, English and French respectively) derived from the Arabic word 'sifr' (meaning empty or nil), describing a number written to the right of another numeral to increase its value ten times. The word 'alkali' in chemical terminology, is modified from the Arabic word 'al-qali'. The French word 'escadre' and the English word 'squadron' are derived from the Arabic word 'askariyyah'. And there are still many others.

Adapted from: Islam and Science

Answer the following questions.

1. What was the purpose of the Muslim scientists in observing stars?
2. Who made the measurements of time?
3. Mention the examples of scientific and technological developments of Muslim scientists.
4. What is branch of mathematics developed by a Muslim scientist?
5. What is applied to astronomy by the Muslim scientists?
6. Why do Muslim scientists separate astrology from astronomy?
7. Mention some words derived from Arabic words.



FOCUS ON STRUCTURE

CONTEXTUAL REFERENCE

When pronouns, such as, it, they, I, she, which, who, that, such, one, and demonstrative adjectives, such as, this, that, these, and those, are used as transitional markers, they refer to a word, or words mentioned earlier or the ones to come in the sentence or paragraph. Their function is to take your thoughts back or forth to something that has already been or is going to be mentioned. Thus, they serve as synonyms or substitute. Other words that are often used to refer backward and forward are the former, the latter, the first, the second, the last, etc.

Look at the example below.

One billion people¹ from a vast range of races, nationalities and cultures across the globe are united by the Islamic faith they¹ share. Muslims believe in One, Incomparable God²; in the angels created by Him²; in His prophets; in His holy books, in the Day of Judgment and in God's² complete authority over human destiny.

Exercise: Now, refer back to the text 'Islam and Science' and find out what the words in bold typeface refer to.

SPKAKING

MUSLIMS' ACHIEVEMENT IN SCIENCE AND TECHNOLOGY

Conversing in Pairs: Have a conversation with your friends about the achievement of Muslims in science and technology in the past time. Find in the following box, the vocabulary items that may give hints to you to start and develop your exchange.

Islam, muslim, achievements, science, technology.

Mathematics: Arabic numbers, algorithms, algebra, al Khawarizm's work.

Physics and Technology: force, motion, light, the balance, al Khurasani, the clock maker, hammam (steam bath), magnetic needles, optics.

Astronomy: astrology, star maps, astrolabs, observatories, astronomical instrument, telescope, verification of solar year.

Chemistry: Various acids, sulfuric and nitric acids, applied Chemistry: paper. Medicine: knowledge of anatomy, physiology, bacteriology, surgery, optical work, operation of cataracts, structure of the eyes, cesarean operation, hospitals, mobile hospitals, medical schools.

Botany and Agriculture: names of plants, method of plantation, irrigation and agricultural methods, simple drugs.

Geography: Vastness of the state, prayer direction, hajj, round earth, naval science, the world map.

WRITING

CHRONOLOGICAL ORDER

Chronological order is one of the easiest organization of paragraph to master. It is a way of organizing the ideas in a paragraph in the order of their occurrence in time. It is applied in writing a recipe or history book. In academic writing, chronological order may be used to write a historical review of the subject of a term paper. For example, you might review the development of science in the Muslim era before discussing the current situation. Chronological order may also be used to write 'how to' or 'process' paragraphs. In this paragraph, the writer explains processes and procedures of certain activities.

The first thing to be attended to in writing a chronological paragraph is that the topic sentence should indicate the time order. It should contain phrases like *the development of, the growth of, or the evolution of*. The example of a topic sentence in chronologically ordered paragraph is 'In the past, the development of science and technology was inspired by the Muslim scientists'.

Now, let's do the exercise.

Put a check in the space to the left of every topic sentence suggesting that a chronological paragraph will follow. Then, in the sentences you have checked, circle the word or words that indicate chronological order.

- 1. A person's intelligence is the product of both heredity and environment.
- 2. The tension among tribes has developed for several years.
- 3. The life cycle of butterflies is a fascinating phenomenon.
- 4. There are two main reasons why I believe muslim women should wear *jilbab*.
- 5. Surviving a major earthquake is possible if you follow the correct procedures.
- 6. American directness often conflicts with Asian modesty.
- 7. There are certain procedures that should be followed by those who perform the *hajj*.
- 8. To make a perfect ketupat, follow these easy directions.
- 9. Every year, my family celebrates Lebaran in my grandparent's house.
- 10. The ritual of sa'i is performed following a certain procedure.

In addition to being focused on the topic sentence, a chronological paragraph should be written using suitable transitional signals. Correct uses of transition signals make the paragraph have the quality of coherence. Transition words that are often used in chronological paragraph are *first (second, third, etc.), next (last, finally), first of all, after that, and since then*. Subordinators used are the *first (+ noun), the second (+ noun), before the (+ noun), in the year _____, and since the (+ noun)*.

Practice. Identify the chronological transition signals in the following paragraph.

Some specimens of cocoon paper date back to the second century AD. The first manufacture of paper outside of China occurred in Samarqand (757 AD). When Samarqand was ruled by Muslims, the manufacturing of paper spread all over the Muslim World. By the end of 12th century, there were four hundred paper mills in Fas. Meanwhile, the main center of manufacturing of paper in Spain was Shatiba, which remained a Muslim city until 1239 AD. At that time, Cordoba was the center of the paper business in Spain.

Now, write your own paragraph using chronological order.



UNIT 7



READING COMPREHENSION

Reading skill

IDENTIFYING SYNONYMS

One way that writers try to make their writing interesting and enjoyable to read is by not repeating the same words over and over. Instead, they may use a few different words to name the same thing. You can learn to read better if you learn to recognize synonyms in English.

Students with limited vocabulary items may mistakenly infer that two different things are mentioned in a text when, in fact, two words or phrases refer to the same thing. A series of exercises which focus on synonyms will bring this to your attention. After you have had some practice in recognizing the functions of synonyms in a text, you can use your knowledge as a strategy for sorting out passages which do not make sense to you.

Synonyms might be in the forms of repetition of the words in different form. For example, the words are repeated in the form of pronouns of the words or an adjective may be re-expressed in the form of a noun. Look at the following example:

Henning found that students with a lower *proficiency* in English made more of their mistakes on words that sound alike. His results suggest that students with less skill in English hold the sound of words in their short-term memory.

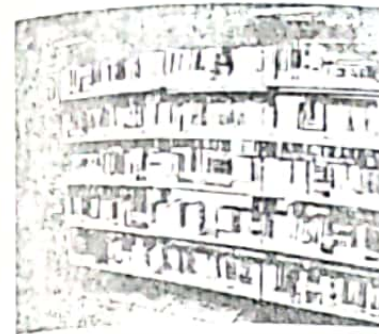
In the example, the word 'Henning' is repeated with his. Lower proficiency is re-expressed using 'mistakes' and 'less skill'. The word 'students' is repeated in the form of pronoun 'their'.

Let's read the text

Vocabulary in context

Arabic Number (n): angka arab	Algorithms (n): logaritma
Spherical (n): berbentuk lingkaran	Analytical (n): analitis
Sine (n): sinus	Cosine tables (n): table kosinus
Cubic equations (n): persamaan kubus	Work of Musa (n): karya Musa
Root of quadratic equation (n): akar persamaan kuadrat	

MATHEMATICS (PART 1)



The achievements of Muslims in the field of mathematics are extremely remarkable. A regular study of this science, like all other sciences began during the time of second Abbasi Khalif Al-Mansur in the second half of the 8th century AD. During this period the work on mathematics was exclusively accomplished by the Muslims.

Some stimulus came from Indian and Greek works that were later translated into Arabic. During the 5th century AH (the 11th century AD) nearly all original and creative work was done by Muslims, and even non-Muslims wrote all their mathematical works in Arabic.

The Muslims used numbers including the zero for counting with the letters of alphabet. Thus they made arithmetic simple and applicable to the problems of everyday life in connection with commerce and trade. The number zero holds great importance in arithmetic. Without the zero it is not possible to indicate the figure like tens, hundreds, etc.

The West learned the use of numerals from the Arabs, and therefore called them the Arabic numerals. The diffusion of the Arabic numeral in Christian Europe was very slow. The Christian mathematicians either used the old Roman numeral and the abacus, or used the Arabic numerals together with their old system. It was only in the 12th century after learning from the Muslims that western scholars were able to produce some literature on the number system without columns and incorporating the zero. This system was named algorithms (or algorsim) which was derived by the Latin writers from al-Khawarizmi (a native of Khawarizm), a distinguished Muslim mathematician, astronomer and geographer of the 9th century AD who flourished under the Khalif al-Ma'mun. His full name was 'Abd Allah Muhammad al-Khawarizmi.

Algebra was made into an exact science by the Muslims. Al-Khawarizmi named his book dealing with this subject as *'Kitab al-Jabr wal-Muqabalah'* (the book of restitution and comparison). The word *'Jabr'* means restitution. It is the adding of something to a given sum or multiplying it so that it becomes equal to another value. The word *muqabalah* means comparison and is applied in comparing two sides of an equation such as $A+B=C$. the word *al-jabar* (Algebra) was originally used for simple operations, like additions and multiplication, but later it evolved into an entire subject. In addition, the Muslim founded analytical geometry as well as plane and spherical trigonometry.

Al-Hajjaj ibn Yusuf, who flourished between 786 AD and 833 AD in Baghdad, was the first to translate Euclid's *Elements* into Arabic. This work was translated twice, first under the Khalif Harun al-Rasheed and second under his son al-Ma'mun.

Adapted from: Islam and Science

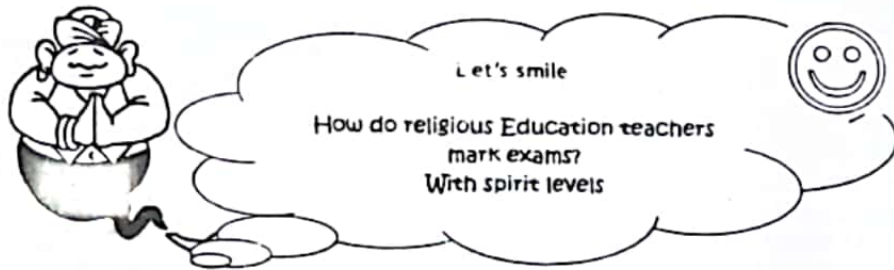
Understanding Words

Refer back to the text and find the synonyms (i.e. words with similar meanings) of the following words.

- | | | |
|-------------------|---------------|-------|
| 1. accomplishment | (paragraph 1) | ..... |
| 2. habitual | (paragraph 1) | ..... |
| 3. motivation | (paragraph 2) | ..... |
| 4. almost | (paragraph 2) | ..... |
| 5. new | (paragraph 2) | ..... |
| 6. write | (paragraph 3) | ..... |
| 7. copied | (paragraph 3) | ..... |
| 8. famous | (paragraph 3) | ..... |
| 9. identical | (paragraph 4) | ..... |
| 10. change | (paragraph 4) | ..... |

Comprehension Questions:

1. What is the Muslim scientists' accomplishment in mathematics field?
2. From which countries have Muslim scientists got the motivation for their mathematics works?
3. When were creative works on mathematics done by the Muslims?
4. Did non-Muslim mathematicians write their work in Arabic?
5. What made arithmetic simple and applicable to daily life in trade?
6. Why are there the so called Arabic numbers?
7. What were used by Christian mathematicians?
8. When were the western scholars able to produce some literature on the numerical system without columns and incorporating zero?
9. How was the name algorithms used?
10. Who was Al Khawarizm?
11. What was the title of the book written by Al Khawarizm?
12. In addition to Algebra, what were founded by the Muslims in the field of mathematics?
13. What was done by Al-Hajjaj ibn Yusuf?



FOCUS ON STRUCTURE

ADJECTIVE CLAUSES

A **clause** is a group of words containing a subject and a verb.
 An **independent clause** is a complete sentence. It contains the main subject and verb of a sentence. (It is also called a main clause.)
 A **dependent clause** is not a complete sentence. It must be connected to an independent clause.
 An **adjective clause** is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun. (An adjective clause is also called a relative clause).
USING SUBJECT PRONOUNS: WHO, WHICH, THAT

I thanked the woman. She helped me. (a) I thanked the woman who helped me. (b) I thanked the woman that helped me.	In (a): <i>I thanked the woman</i> = an independent clause, <i>who helped me</i> = an adjective clause. The adjective clause modifies the noun woman. In (a): <i>who</i> is the subject of the adjective clause. In (b): <i>that</i> is the subject of the adjective clause. Note: (a) and (b) have the same meaning.
The book is mine. It is on the table. (c) The book which is on the table is mine. (d) The book that is on the table is mine.	Note: (a) and (b) have the same meaning. Who = used for people Which = used for things That = used for both people and things

Exercise: Combine the two sentences. Use the second sentence as an adjective clause.

Example: I saw the man. He closed the door.
 I saw the man (who) closed the door.
 (that)

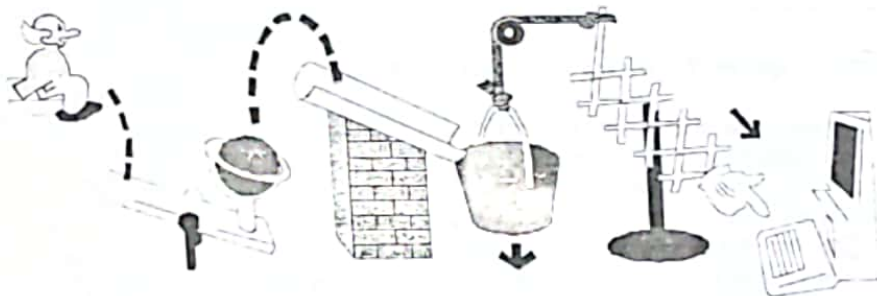
1. The girl is happy. She won the mathematics competition.
2. The student is from Samarqand. He sits next to me.
3. The students are from China. They are praying in the masjid.
4. We are studying sentences. They contain adjective clauses.
5. I am using a sentence. It contains an adjective clause.
6. Algebra problems contain letters. They stand for unknown numbers.
7. The taxi driver was friendly. He took me to the airport.
8. Al Khawarizmi was a Muslim mathematician. He lived in the 9th century AD.

**USING OBJECT PRONOUNS:
WHO(M), WHICH, THAT**

<p>PRONOUN USED AS THE OBJECT OF A VERB The man was Mr. Jones. I saw him.</p> <p>(e) The man who(m) I saw was Mr. Jones. (f) The man that I saw was Mr. Jones. (g) The man \emptyset I saw was Mr. Jones.</p>	<p>Notice in the examples: The adjective clause pronouns are placed at the beginning of the clause. (General guideline: Place an adjective clause pronoun as close as possible to the noun it modifies).</p> <p>In (e): who is usually used instead of whom, especially in speaking. Whom is generally used only in very formal English.</p>
<p>The movie wasn't very good We saw it last night.</p> <p>(h) The movie which we saw last night wasn't very good. (i) The movie that we saw last night wasn't very good. (j) The movie \emptyset we saw last night wasn't very good.</p>	<p>Who(m) = used for people Which = used for things That = used for both people and things</p>

Exercise: Combine the sentences, using the second sentence as an adjective clause. Give all the possible patterns.

- The book was good. I read it.
- I liked the woman. I met her in the masjid.
- I liked the composition. You wrote it.
- The people were very nice. We visited them yesterday.
- Khalif Harun al-Rasheed was a great ruler. We admired him.



PRONOUN USED AS THE OBJECT OF A PREPOSITION

- (One) She is the woman I told you about her
- (k) She is the woman **about whom** I told you.
- (l) She is the woman **who(m)** I told you about.
- (m) She is the woman **that** I told you about.
- (n) She is the woman \emptyset I told you about.
- The music was good.
We listened to it last night
- (o) The music **to which** we listened to last night was good.
- (p) The music **which** we listened to last night was good.
- (q) The music **that** we listened to last night was good.
- (r) The music \emptyset we listened to last night was good.

In very formal English, the preposition comes at the beginning of the adjective clause, as in (k) and (o). Usually, however, in every day usage, the preposition comes after the subject and verb of the adjective clause, as in the other examples.

Note: If the preposition comes at the beginning of the adjective clause, only **whom** or **which** may be used. A preposition is never immediately followed by **that** or **who**.

Exercise: Combine the sentences, using the second sentence as an adjective clause. Give all the possible patterns.

- The meeting was interesting. I went to it.
- The man was very kind. I talked to him yesterday.
- I must thank the people. I got a present from them.
- The picture was beautiful. She was looking at it.
- The man is standing over there. I told you about him.

SPEAKING

CHAIRING A SESSION

In a meeting, there must be a person who chairs the session. In the future, you might be a pointed chair or master of ceremonies (MC). The following phrases and expressions may help you chair the meeting appropriately.

**1. Introducing the topic
Ladies and gentlemen**

Our session now will deal with the topic "....." to be presented by from

Our session is now going to discuss the topic "....." to be presented by from

Ladies and gentlemen.

Our session now will deal with the topic "The Importance of Implementing Moral Education In Indonesia" to be presented by the honourable Professor Ridwan Nasir, the Rector of the State Institute for Islamic Studies.

2. Inviting the presenter / speaker**Ladies and gentlemen.**

I'd like now to call upon/ invite Mr. /Mrs. /Miss. /Dr./Professor to proceed to the stage, please.

I'd like now to call upon/ invite Mr. /Mrs. /Miss. /Dr.../Professor to present his/her paper. Mr. /Mrs. /Miss. /Dr.../Professor is kindly requested to proceed to the stage, please.

Example of inviting speaker**Ladies and gentlemen.**

I'd like now to call upon your Excellency, Professor Tisna Amijaya, Indonesian ambassador to France to proceed to the stage, please.

3. Introducing the presenter/ speaker**Ladies and gentlemen.**

Mr. /Mrs. /Miss. /Dr..... is a professor/ an instructor at IKIP Bandung. He or she has earned his bachelor/Sanjana/Master's/Doctoral/Doctor's/degree from.....

Currently, he/ she/ is a full time instructor/ chairman of the department/ vice/ dean/ dean/ vice rector/ rector/ deputy dean/ and he/ she/ has published He has been involved in..... at...level.

Example of Introducing the presenter/ speaker**Ladies and gentlemen**

Dr. Fuad Abdul Hamied is lecturer at Universitas Pendidikan Indonesia Bandung. He has earned his doctor's degree from Southern Illinois University. Currently, he is chairman of the English Department, Faculty of Language and Art Education, Universitas Pendidikan Indonesia Bandung. He is also the chairman of the office of International Education and Relationship, and has published several books on education. He has been involved in the national committee for curriculum development at the national level.

4. Inviting the speaker to present his/ her paper**Ladies and gentlemen.**

I'd like now to call upon/ invite Mr. /Mrs. /Miss./Dr./Professor to present his/her main points in his/ her paper for 15 to 20 minutes and afterwards we'll spend the rest of the time, 25 to 30 minutes for questions and answers. Mr. /Mrs. /Miss. /Dr./Professor, please

Example of Inviting the speaker to present his/her paper**Ladies and gentlemen.**

I'd like now to call upon Dr. Nur Mukminatien to present her main points in her paper for 15 to 20 minutes and afterwards we'll spend the rest of the time, 25 to 30 minutes for questions and answers. Dr. Nur Mukminatien, please.

5. Inviting the floor to put forward questions or comments.**Ladies and gentlemen**

We now still haveminutes for our session, and I'd like to invite questions and comments from the floor on what has been presented to you by Mr. /Mrs. /Miss. /Dr....., please mention your name and institution before you ask questions and make comments.

6. Closing the session.**Ladies and gentlemen**

We are running out of time. On behalf of all the participants in this session, I'd like to extend my appreciation and thanks to Mr. /Mrs. /Miss. /Dr..... for a lucid/ informative presentation. He/ she deserves a big applause, then. Thank you.

7. Giving out/ delivering token of appreciation**Ladies and gentlemen**

On behalf of the committee member and as a symbol of gratitude, we'd like to present a token of appreciation to the speaker. I'd like to request Mr. /Mrs./Miss. to present to Mr./Mrs. /Miss.

8. Announcing information**Ladies and gentlemen**

The next session will still be in this room or in room and will be chaired/ presided over by

Or We'll have a coffee break for about minutes before the next session starts.

Coffee and refreshments are available for all participants in room thank you.

Or The session will adjourn for praying and lunch/ dinner until o'clock. Lunch/ dinner will be served at o'clock in room

WRITING

ORDER OF IMPORTANCE

Another very common way to organize ideas in a paragraph is to discuss them in the order of their importance. This method is very similar to logical order; the only difference is that you discuss each item in order of its importance, you can discuss the most important item first and work down to the least important, or you can begin with the least important and end with the most important. Both ways can be effective.

Transition Signals for order of Importance

Transition signals used for order of importance include all of those used for logical division, and a few new ones.

Kinds of Logical order

Sentence Connectors	Others
first, second, third, etc	the first (+noun)
next, last, finally	the/ a second (+noun)
in addition, more over	one (+noun)
furthermore	one another (+noun)
also	an additional (+noun)
more importantly	the most important (+noun)
most importantly	the second most important (+noun)
more significantly	the most significant (+noun)
above all	the third most significant (+noun)
primarily	the primary (+noun)

Topic Sentences

Topic sentences in paragraphs organized using 'logical division and order of importance' often indicate the number to which the topics are divided into.

- Mathematics has *three important branches*.
- Gold as a precious metal is prized for *two important characteristics*.
- Inflation has *three causes*.
The topic sentence may even tell what the groups are.
- Gold as a precious metal is prized not only for *its beauty* but also for *its utility*.
- Mathematics consists of *algebra, geometry, and arithmetic*.
- Inflation has three main causes: an increase in the supply of paper money, excessive government spending, and unrestrained consumer borrowing.
The topic sentence for order of importance only differs in that it may contain an order of importance transition signal:
- Gold as a precious metal is prized not only for its beauty but, more importantly, for its utility.

Exercise: Make four topic sentences using logical division (2) and order of importance (2).

Let's Make a Composition

Write a paragraph of your own using order of importance. You could try starting with the most important points.



UNIT 8



READING COMPREHENSION

Reading skill

IDENTIFYING HYPONYMS

Hyponyms are the synonyms which name members of the same category but at different levels of specificity. The hyponyms in the passage are underlined:

Jane was re-reading page 9, as the teacher had suggested. The page was very difficult for her. In fact, the whole chapter was almost impossible to understand. She took a break, sighed, and went back to her book. She wished that the teacher would assign easier reading materials.

Notice that there is a pattern in the use of hyponyms: each succeeding hyponym is more general than the one preceding it. This is quite common in English, and it seems to fit in with the topic/comment order, in which new information is stated before the old one. In focus exercises, students can learn how to use such knowledge about hyponyms to improve their reading comprehension. As always, it is a good idea to encourage students to discover patterns such as the one for hyponyms, rather than giving them a rule at the outset.

Sample Exercise

Directions: All the words in each group refer to the same thing, but some words are more general than others. On your paper, write the words in order, beginning with the most specific and ending with the most general. Work with a partner.

Example :

The Rolling Stones, Rock music groups, Rock music, Popular music, Music

- | | |
|-------------------------------------|----------------|
| 1. Mr. Kim's house on Beacon Street | 2. Mathematics |
| House on Beacon Street | Algebra |
| House | Science |
| House in Boston | Numbers |

- | | |
|-----------------------------|----------------------|
| 3. Evergreen tree | 4. Los Angeles |
| Tree | City on Planet Earth |
| Tall pine tree | City in the US |
| Mrs. Brown's tall pine tree | City |
| | City in California |
| 5. Javanese mountain | 6. Blacky |
| Merapi mountain | Mammal |
| Mountain | Animal |
| Active mountain | Dog |
| | Living Thing |

Let's read the text

Vocabulary in context

Astronomer (n): ahli astronomi
 Introduce (v): memperkenalkan
 Conduct (v): melaksanakan
 Construct (v): menyusun
 Immensely (adv): sangat banyak
 Utilize (v): menggunakan

Mathematician (n): ahli matematika
 Influence (v): mempengaruhi
 Calculate (v): menghitung
 Deal (v): berkaitan
 Exceed (v): mengungguli

MATHEMATICS (PART 2)

In the 9th century, the achievement of Muslim mathematicians was great. Abu Sa'id al-Darir al-Jurfani (d. 845 AD) who was a Muslim astronomer and mathematician, wrote a discourse on the geographer. Abu Abd Allah Muhammad ibn Musa al-Khawarizmi (d.850 AD) gathered Greek and Hindu knowledge, and through his arithmetic, the Muslims and the Europeans were introduced to the Hindi system of numerals. He also introduced the Arabic numerals to the Western people. His influence on mathematical thought exceeded that of any other medieval writer. He wrote an encyclopaedic work dealing with arithmetic, geometry, music and astronomy.

By the end of the 10th century AD, the number of mathematicians increased immensely. Abu Kamil, who was one of the distinguished mathematicians of his period,

perfected al Khawarizmi's work on algebra. He determined roots of quadratic equations, he made a special study of the pentagon and decagon with algebraic quantities as well as resolving systems of equations. His work was studied and greatly utilized by al-Karkhi and Leonardo of Pisa.

Abu-Wafa's contribution to the development of trigonometry is remarkable. He was the first to show the generality of the sine theorem relative to spherical triangles. He gave a new method of constructing sine tables, and calculated the value of sin 30 to eight decimal places.

Now we come to the mathematical work of 'Umar ibn Ibrahim al-Khayyam' who was one of the greatest Muslim mathematicians and astronomers of the Middle Ages. While al-Khawarizmi dealt only with quadratic equations,

'Umar al-Khayyam mostly discusses the cubic equations. He made a remarkable classification of the equations, which were based on the complexity of the equation, i.e. on the number of different terms which they contained.

The 'Banu Musa' or Sons of Musa, wrote a series of important original studies. One title was done by Muhammad Ibn Musa, which dealt with the measurement of a sphere, trisection of angles, and determination of two mean proportionals to form a single division between two given quantities. His interest was not limited to Geometry, he also wrote works on celestial mechanics, the atom, the origin of earth and an essay on the Ptolemaic universe. His brother Ahmad wrote a fundamental work on mechanics, while al-Hasan was perhaps the most gifted mathematician of his time. He translated the first six books of Euclid's elements and left the rest unfinished because he was



able to work out the remaining propositions himself.

Another mathematician and geographer was al-Hasan al-Marakashi, who flourished until 1262 AD. He wrote various works on astronomy, which were put to practical use in astronomical instruments and methods. Abul Abbas Ahmad Ibn Muhammad, a very popular Muslim writer, authored 74 works that dealt with mathematics and astronomy. One of his books, *al-Talkhis al-Hisab* was studied for at least two centuries. It was highly admired by Ibn Khaldun, and a French translation of it appeared in 1864 (AD).

These works of Muslim mathematicians show that they studied and worked hard and the results surpassed the achievements of mathematicians from other parts of the world.

Adapted from: Islam and Science

Identify the hyponyms in the passage.

1. system of numerals (paragraph 1) _____
2. mathematicians (paragraph 1) _____
3. sine theorem (paragraph 3) _____
4. equations (paragraph 4) _____
5. Banu Musa's works (paragraph 5) _____

Comprehension Questions:

1. What's the name of a Muslim astronomer who worked on geography?
2. Who developed arithmetic?
3. How were Muslims and Europeans introduced to Hindi system of numeral?
4. When did the number of mathematicians increase largely?
5. What was done by Abu Kamil?
6. Whose work was studied by al-Karkhi and Leonardo of Pisa?
7. What was Abul-Wafa's contribution to the development of trigonometry?

8. Who was Umar ibn Ibrahim al-Khayyam?
9. Who was the most gifted Muslim geometrician of his era?
10. What was done by Abul Abbas Ahmad Ibn Muhammad?
11. What was admired by Ibn Khaldun?

FOCUS ON STRUCTURE

GERUNDS

Gerund is the -ing form of a verb (e.g., talking, reading, learning, working).

- | | | | |
|--|---|------|---|
| (a) <u>Playing tennis</u> is fun. | S | V | |
| (b) <u>We enjoy playing tennis</u> | S | V | O |
| (c) He's excited <u>about playing tennis</u> . | | Prep | O |

A gerund is the -ing form of a verb used as a noun. *A gerund is used in the same ways as a noun, i.e., as a subject or an object.
In (a): playing is a gerund. It is used as the subject of the sentence. Playing tennis is a gerund phrase.
In (b): playing is used as the object of the verb enjoy.
In (c): playing is used as the object of the preposition about.

*COMPARE the uses of the -ing form of verbs:

1. Walking is good exercise. → walking = a gerund, used as the subject of the sentence.
2. Bob and Ann are playing tennis. → playing = a present participle, used in the present progressive tense
3. I heard some surprising news. → surprising = a present participle, used as an adjective

USING GERUNDS AS THE OBJECTS OF PREPOSITIONS

(a) We talked about going to Canada for our vacation	A gerund is frequently used as the object of a preposition.
(b) Husain is in charge of organizing the meeting	
(c) I'm interested in learning more about your work.	
(d) I'm used to sleeping with the window open.	In (d) through (g): to is a preposition, not part of an infinitive form, so a gerund follows.
(e) I'm accustomed to sleeping with the window open.	
(f) I look forward to going home next month.	
(g) They object to changing to the meeting, but finally decided we should go.	Negative form, not precedes a gerund.
(h) We talked about not going to the meeting, but finally decided we should go.	

Exercise: Supply an appropriate preposition and verb form.

- Ali isn't interested ___ in ___ (look) ___ looking ___ for a new job.
- Husain is excited ___ (leave) ___ for India.
- You are capable ___ (do) ___ better work.
- I have no excuse ___ (be) ___ late.
- I'm accustomed ___ (have) ___ a big breakfast.
- The rain prevented us ___ (complete) ___ the work.
- Furqan is always complaining ___ (have) ___ a headache.
- Instead ___ (study) ___, Margaret went to a ball game with some of her friends.
- Thank you ___ (help) ___ me carry the packages to the post office.
- Mrs. Ghani insisted ___ (know) ___ the whole truth.
- He showed us how to get to his house ___ (draw) ___ a map.
- Lina had a good reason ___ (go, not) ___ to class yesterday.

COMMON VERBS FOLLOWED BY GERUNDS

<p>VERB + GERUND (a) I <u>enjoy playing</u> tennis</p>	<p>Gerunds are used as the objects of certain verbs. In (a), enjoy is followed by a gerund (playing). Enjoy is not followed by an infinitive. INCORRECT: I enjoy to play tennis. Common verbs that are followed by gerunds are given in the list below</p>																
<p>(One) (b) Joe <u>quit smoking</u>. (Two) (c) Joe <u>gave up smoking</u>.</p>	<p>(b) and (c) have the same meaning. Some two-word verbs, e.g., give up, are followed by gerunds. These two-word verbs are given in parentheses in the list below.</p>																
<p>VERB + GERUND</p> <table> <tr> <td>Enjoy</td> <td>quit (give up)</td> <td>avoid</td> <td>consider (think about)</td> </tr> <tr> <td>Appreciate</td> <td>finish (get through)</td> <td>postpone (put off)</td> <td>discuss (talk about)</td> </tr> <tr> <td>Mind</td> <td>stop</td> <td>delay</td> <td>mention</td> </tr> <tr> <td></td> <td></td> <td>keep (keep on)</td> <td>suggest</td> </tr> </table>		Enjoy	quit (give up)	avoid	consider (think about)	Appreciate	finish (get through)	postpone (put off)	discuss (talk about)	Mind	stop	delay	mention			keep (keep on)	suggest
Enjoy	quit (give up)	avoid	consider (think about)														
Appreciate	finish (get through)	postpone (put off)	discuss (talk about)														
Mind	stop	delay	mention														
		keep (keep on)	suggest														

Exercise: Make sentences from the given words. Use any tense. Use any subject.

Example: enjoy + read the newspaper

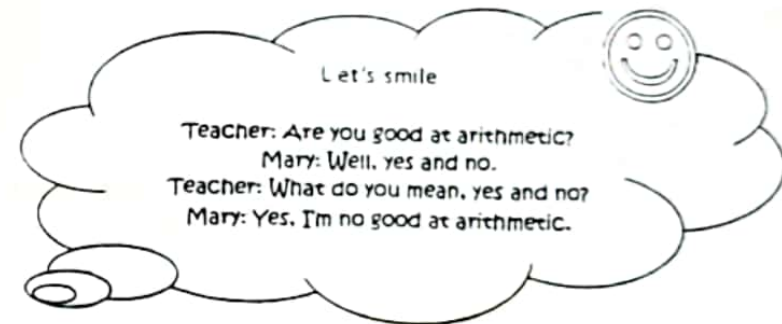
Possible response: *I enjoy reading the newspaper every morning while I'm having my first cup of coffee.*

- enjoy + watch TV
- mind + open the window
- Delay + leave on vacation
- Keep + work

- quit + eat deserts
- give up + do the exercise
- finish + eat dinner
- get through + eat dinner
- stop + rain
- avoid + answer my question
- postpone + do your work
- put off + do my work
- Keep on + work
- Consider + get a job
- Think about + get a job
- Discuss + go to a movie
- Talk about + go to a movie
- Mention + go to a concert
- Suggest + go on a picnic
- Enjoy + listen to music

EXERCISE: By using a gerund, supply any appropriate completion for each of the following.

- When Burhan got tired, he stopped working/studying.
- Would you mind ___ the door? Thanks.
- The weather will get better soon. We can leave as soon as it finishes ___
- The police officer told him to stop, but the thief kept ___
- I enjoy ___ a long walk every morning.
- I'll call you when I get through ___
- I would like to have some friends over. I'm thinking about ___ a dinner party.
- He told a really funny joke. We couldn't stop ___!
- Jamal almost had an automobile accident. He barely avoided ___ another car at the intersection of 4th and Elm.
- Where are you considering ___ for vacation?
- Sometimes I put off ___ my homework.
- You have to decide where you want to go to school next year. You can I postpone ___ that decision much longer.
- I wanted to go to Mexico. Sally suggested ___ to Hawaii.
- Tony mentioned ___ the bus to school instead of walking
- I appreciate ___ able to study in peace.



 **SPEAKING**
PRESENTING AN ARGUMENT

In academic meetings, presenting an argument is an important activity which needs skills. To make our argument easily understood and accepted by others, we have to present it in a systematic and sympathetic way. In this section, you will be trained to present an argument: starting an argument, ordering in an argument, introducing a new point, adding, giving an example, balancing, generalizing, stating preferences, and concluding. The following phrases are simple, but they can help the audience to understand your argument easily. Read and practice the following phrases needed to express an opinion.

Starting an Argument

I would¹ like to begin by

I would like to make a few remarks concerning.....

I would like to comment on the problem of.....

I would like to mention² briefly³ that

There are three⁴ points that seem to me to be.....

1. wish – the most formal should like – more formal want – informal
2. hinting that you will talk shortly touch upon
3. stating that you will not talk in a long time.
4. two several a number of

Ordering in an Argument

First of all, we must 'bear in mind ...

At the 'outset

To begin with

¹Firstly, ... secondly, ...thirdly, ...finally, ...

1. Often used in press: should be borne in mind
2. beginning
3. first, second, etc – more formal.

Introducing a New Point

I would now like to turn briefly to the problem of

The next 'issue I would like to ²focus on is

Turning to

1. question
2. concentrate

Adding Another Point

In addition,

I 'might add that

As well as,there is also

Not only, but also

Furthermore,

Moreover,

1. could – less certain

Giving an Example

¹Let me give an example

To illustrate this point, let us consider

²A case in point is

1. followed by infinitive without to
2. an example

Balancing

'On the one hand...., but on the other hand ...

Although, we mustn't forget

Whereas, we have to remember ...

¹In spite of, I ...

1. Stating a comparison
2. in spite of and despite have similar usage; but despite is more formal

Generalizing

'On the whole, ...

In general, ...

Generally speaking, ...

By and large, ...

All in all, ...

All things considered, ...

1. broadly

Stating Preferences

On the whole, ...

In general, ...

Generally speaking, ...

By and large, ...

All in all, ...

All things considered, ...

Concluding

Let me conclude by saying ...

I'd like to conclude by stating that ...

Allow me to conclude by 'highlighting the fact that ...

In conclusion, I would like to ²reiterate that ...

I would now like to conclude my comments by ..

reassuring you that we are fully aware of the fact that ...

1. emphasizing, stressing
2. repeat

 **WRITING**
CONCRETE SUPPORT

One of the biggest problems in student writing is that student writers often fail to prove their points. They fail because they do not support their point with concrete details. Their papers are often full of opinions and generalizations without the factual detail needed to support them.

A paragraph should contain concrete supports for the topic sentence. Therefore, you should provide adequate concrete support to your paragraph. To support your topic sentence in the paragraph you may use specific and factual details.

Facts Versus Opinions

Facts are objective statements of truths.

- At sea level, water boils at 100 degrees Celsius
- Women live longer than men
- Lung cancer among women is increasing.

Opinions are subjective statements based on a person's beliefs or attitudes

- Men are better drivers than woman.
- Engineering students do not need to take a lot of English courses.
- Americans are only superficially friendly.

It is certainly acceptable to express opinions in academic writing. In fact, most professors want you to express your own ideas. However, you must support your opinions with factual details. Moreover, the more specific you are, the better.

In a very formal academic writing, even some statements that are considered facts need further support. In other words, they need specific supporting details in order to be completely convincing.

Concrete Supporting Detail

There are several kinds of concrete supporting details that you can use to support or prove your topic sentence. Among the most common are examples and illustrative incidents, statistics, and quotations. In academic writing, quotations are perhaps the kind of support most often used, but many academic disciplines require the occasional use of statistics as well. The other two—examples and illustrative incidents—are also useful for explaining or proving your point.

Examples and Illustrative Incidents

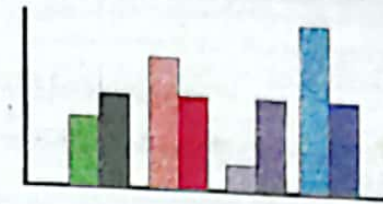
Examples and illustrative incidents are perhaps the easiest kind of supporting details to use. You don't have to search in the library for information; you can often take examples from your own knowledge and personal experiences. Furthermore, examples and illustrative incidents are usually interesting and make your writing enjoyable to read. Finally, since it is easy to remember a striking example or a good story, your reader is more likely to remember your point.

However, there are two cautions you should keep in mind if you use examples and illustrative incidents for support. First, remember that in formal academic writing—research paper, theses, and the like—examples and illustrative incidents are considered the weakest kind of support, so use them sparingly. Second, be sure that your examples really prove your point. For instance, if you are trying to prove that, on the average, men are better drivers than women, don't use famous racing car drivers as examples of superior drivers because they aren't average.



Figures and Statistics

Figures and statistics sometimes are used to support a topic sentence of a paragraph. Bar chart, pie chart, table, diagram, and graph can be used to describe figures and statistics.



PIE CHART

COLUMN CHART

Let's Make a Composition

Write a paragraph of your own using examples and illustrative incidents, statistics, or quotations to support the topic sentence.



UNIT 9



READING COMPREHENSION

Reading Skill

UNDERSTANDING WORDS FROM CONTEXT

It is important for you to understand that vocabulary should be learned in context. This can be done in several ways.

1. Read the clues in the sentence(s) and try to guess what the meaning of the word is.
A familiar context will activate your old information or schema and, therefore, new meaning can then be assimilated. By relating the new word to your existing schema, you will be more likely to relate the meaning of the new words.
2. Guess the meaning of the word. This method is good for both good and poor readers and it is superior to three other methods:
 - a. Associative method – students memorize words paired with a short definition or a synonym.
 - b. Category method – students are given categories in which they already know some words, learn new ones.
 - c. Dictionary method – students look up words in dictionary, then write a sentence for each word

Now, apply the two methods above in the following passage

Vocabulary in Context

Perpetuate (v) : mengabadikan
 Confined (v) : dibatasi
 Encompassing (adj): mencakup
 Asserted (v) : dinyatakan
 primordial nature (n) : sifat dasar

conscience (n) : nurani
 prelude (n) : pembukaan
 preservation (n): penjagaan
 adverse (adj): yang merugikan/
 merusak

THE BASIS OF ISLAMIC EDUCATION

Islam is not only faith in a single God: it goes beyond what is in essence defined by the word "religion". A set of practices, behavior, and observances concerning the social arena and defines a lifestyle whose objective is to perpetuate and protect the faith. Practicing Islam is not confined to the private domain: it includes a community domain with a strong identity. This all encompassing characteristic

of Islam is in particular when the religion is being passed on to children. According to a famous hadith by al-Bukhari and Muslim: "All newborn babies are born according to the fitra; it is their parents who make them a Jew, a Christian or a Zoroastrian." Seyyed Nasr (1975) believes that fitra means "the primordial nature (of man), the nature he bears deep within his soul".

Thus, there is a natural aspiration towards God in the conscience and heart of every person (Nasr, 1975).

Islam teaches that the Revelation by the Prophet "goes back to the sources of the fitra, finds the original spirit of mankind, and brings them to life through the call" (Ramadan, 1995). "If the parents do not bring up their children religiously, it is their fault if the children do not recognize God" (a Brussels Moroccan Imam). In Muslim thinking, the Qur'an enables people to learn about all sciences. The transmission of faith must therefore precede the learning of the other sciences. In several *surah* the Qur'an states that education is one of the duties of all Muslims, particularly parents. The *surah*, which provides most instructions regarding the up-bringing of a child, is the one

entitled "Luqman" (Amdouni, 1992). At the end of *surah*, the children are encouraged to observe nature around them which is part of the goodness created by God. These verses, that encourage them to rely on their own observation, constitute a prelude to the development of a scientific attitude.

But in Islam, individual responsibility is always seen also from the point of view of collective responsibility. The preservation of the *ummah* is regarded as an important aspect of faith and dependent on the success with which believers have managed to protect their community from adverse external influences. Thus, the community must exercise some control over the behavior of its members.

Source: *Process of Homogenization in Muslim Educational World in Brussels*

Understanding Words

Refer back to the text and find the synonyms (words with similar meaning) of the following words.

- | | |
|------------------|---------------------|
| 1. Belief | (paragraph 1) |
| 2. Safeguard | (paragraph 1) |
| 3. Emphasize | (paragraph 1) |
| 4. Thinks | (paragraph 1) |
| 5. educate | (paragraph 2) |
| 6. mistake | (paragraph 2) |
| 7. know | (paragraph 2) |
| 8. pay attention | (paragraph 3) |
| 9. made | (paragraph 3) |
| 10. protection | (paragraph 4) |

Comprehension Questions

1. In addition to teaching about faith, what is taught by Islam?
2. Who influences the education of a child according to al Bukhari and Muslim?
3. What does the fitra mean according to Seyyed Nasr?
4. When a child does not know God, who is held responsible for it?
5. What should be taught to children before they learn science?
6. What *surah* provide us the most instruction on how to educate children?
7. What is the Qur'an in Muslim's thinking?
8. What does the Qur'an state about education?
9. Why is the preservation of *ummah* regarded as an important aspect of faith?
10. In Islam, who are given the responsibility to protect their community from adverse external influences?



FOCUS ON STRUCTURE

INFINITIVE

An infinitive is "to" and the "simple form of a verb" (to + V1)

Look at the example below.

I want <u>a sandwich</u> . Noun	The object of a verb is a noun (a sandwich) The object of the verb can also be an infinitive To eat is an infinitive. It is the object of the verb want.
I want <u>to eat</u> a sandwich Infinitive	
I want <u>to eat a sandwich</u> . Infinitive phrase	
The police <u>ordered the driver to stop</u>	Some verbs are followed by a (pro) noun and then an infinitive
The driver <u>was ordered to stop</u> The students <u>are advised to read</u> journals.	These verbs are followed immediately by an infinitive when they are used in the passive

COMMON VERBS FOLLOWED BY INFINITIVES

a. Some verbs usually followed by an infinitive

Verb + infinitive

hope	promise	seem	expect
plan	agree	appear	would like
intend	offer	pretend	want
decide	refuse	ask	need

b. Some verbs usually followed by (pro)noun + infinitive

Verb + (pro) noun + infinitive

tell someone	invite someone	require someone	expect someone
advise someone	permit someone	order someone	would like someone
encourage someone	allow someone	force someone	want someone
remind someone	warn someone	ask someone	need someone

c. Some verbs may or may not be followed by a (pro)noun object

Ask	expect	would like	want	need
-----	--------	------------	------	------

Practice: Refer back to the text "The Basis of Islamic Education". Find out the infinitives.

Exercise: Complete the sentences below!

- In Islam, it is not enough to (prayer, pray) only for our parents.
- It is difficult to (generalize, generalizes) about American Muslims.
- Did Muhammad claim his prophethood to (attains, attain) material gains

- We're going out for dinner. Would you likeus?
- Fred didn't have any money, so he decideda job.
- The teacher reminded the studentstheir assignments.
- I was broke, so Jenny offeredme a little money.
- Mrs. Allen promisedtomorrow.
- My Boss expects methis work as soon as possible.
- The teacher seemsin a good mood today, don't you think?
- Lucy pretendedthe answer to my question.
- Someone asked methis package.
- Jack advised mea new apartment.



SPEAKING

ASKING QUESTIONS

In a discussion, sometimes the speaker speaks a topic not understood by the listeners. It can occur either because the speaker does not provide adequate information or because the listener lacks information or does not pay attention closely to the speaker. In such a case, the listeners are still able to repair the 'missing link' by asking questions. The following phrases can be used to ask for more information. The responses of the speaker to the appeal are also included.

Asking General Questions

- Would you mind?
I was wondering if you?
I wonder if you could?
May I ask about?
Would you mind if I ask about.....?

Asking for further information

- Could you be little more precise?
I'm sorry, but could you explain in a little more detail?
Could you give us some details about?
Would you care to elaborate on that?
Could you expand on that?

Questioning

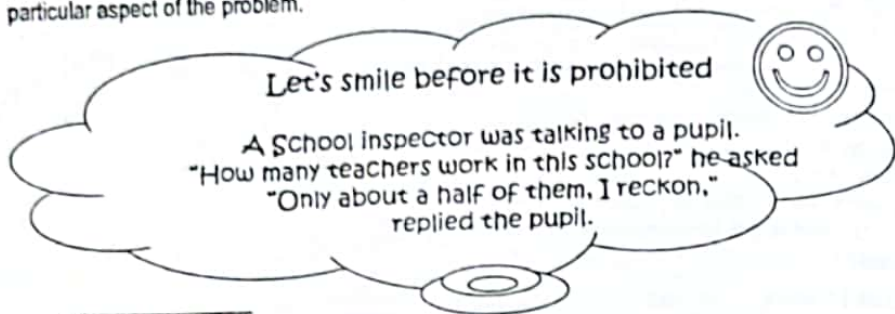
- It depends what you mean by
I am not quite sure what you mean by that.
I'm afraid I don't quite follow your explanation.
I don't think it's quite as simple as that....

Playing for Time (Responses)

That's a very interesting question.
 That's a difficult question to answer.
 I'm glad you asked that question.
 You have raised an important point there.
 I'm sure you will appreciate how complicated this matter is.

Saying Nothing (Responses)

Well, it's rather difficult to say at present.
 I'm afraid I don't have enough information at my disposal to answer that.
 I'm afraid I'm not in a position to comment on that.
 I think we can leave the problem of aside for a moment, the real issue is
 I don't think we have enough time at our disposal to consider all the implications of this particular aspect of the problem.



WRITING

ESSAY WRITING

An essay is a piece of writing several paragraphs long instead of just one or two paragraph. It is written about one topic, just as a paragraph is. However, the topic of an essay is too long and too complex to discuss in one paragraph. Therefore, *you must divide the topic into several paragraphs*, one for each major point. Then you must tie *all of the separate paragraphs together by adding an introduction and conclusion*.

Writing an essay is no more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay.

An essay has three main parts:

1. An introductory paragraph
2. A body (at least one, but usually two or more paragraphs)
3. A concluding paragraph

The *introductory paragraph* consists of two parts: *a few general statements about your subject to attract your reader's attention and a thesis statement to state the specific subdivisions of your topic and/or the plan of your paper*. A thesis statement for an essay is just like a topic sentence for a paragraph: It names the specific topic and the controlling idea or major subdivisions

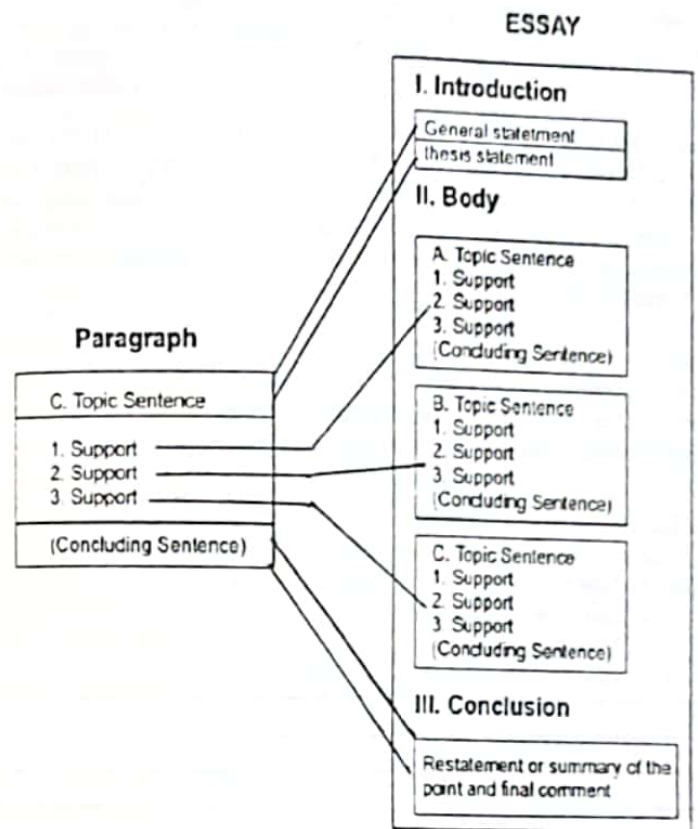
of the topic.

The **body** consists of one or more paragraphs. Each paragraph develops a subdivision of your topic, so the number of paragraph in the body will vary with the number of subdivisions. The paragraphs of the body are like the main supporting points of paragraph. Furthermore, just as you can organize the ideas in a paragraph by chronological order or by order of importance, you can organize the paragraphs in an essay in the same ways.

The conclusion in an essay, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

The only additional element in an essay is the linking expressions between the paragraphs of the body. These are just like transitions within a paragraph. You use transitions within a paragraph to connect the ideas between two sentences. Similarly, you use transitions between paragraphs to connect the ideas between them.

You can see that writing an essay is essentially the same as writing a paragraph; an essay is just longer. The chart below shows you the parts of a paragraph correspond to the parts of an essay.



The introductory paragraph

An introductory paragraph has four purposes:

1. It introduces the topic of the essay
2. It gives a general background of the topic
3. It often indicates the overall "plan" of the essay
4. It should arouse the reader's interest in the topic

The introduction has two parts:

1. General statements:
 - a. Introduce the topic of the essay
 - b. Give background information on the topic
2. A thesis statement
 - a. States the main topic
 - b. Lists the subdivisions of the topic
 - c. May indicate the method of organization of the entire paper
 - d. Is usually the last sentence in the introductory paragraph

The Body

Because an essay is longer and more complex than a paragraph, it is even more important to organize your thoughts and to plan the body of your essay before you begin to write. The best way to do this is to make an outline.

The principles and techniques that you have already learned for a paragraph outlining can be applied to essays. You may be required during the course of your academic writing career to produce a formal outline.

The Concluding Paragraph

The concluding paragraph consists of:

- a. A summary of the main points, or a restatement of your thesis in different words
- b. Your final comment on the subject, based on the information you have provided

Let's practice writing

Write an essay outline by choosing one of topic suggestions below!

Topic suggestion: Islamic Education in Indonesia

Life in twentieth century

Modern technology



UNIT 10

READING COMPREHENSION

Reading skill

RECOGNIZING THE TOPIC

Whenever you read, try to connect what you are reading to what you already know. In order to quickly and accurately make those connections, it is important to know what you are reading about. For example, in the passage below, the topic is not given. Notice how difficult it is to make sense of it.

The first time you try it, ask someone to help you. You may fall if no one holds you up and the street may be dangerous. After you start, do not stop. Try to go faster. That will help you to stay up. Remember, even little children can do this. And once you learn how, you will never forget.

The exercise that you will work on will help you to get into the habit. Try to always ask yourself, "What is the topic?"

You should work with another student on these exercises, because then you will learn how to talk about your reading and your understanding of the text. The more you talk about your thinking, the better you will read.

Exercise: Recognizing the topic

Directions: Read each list of words below. In each list there is a word that tells about all the other words. Find that word and write it on the answer sheet.

1. Muhammad Moses Joseph Issac Jesus Prophet
2. Beetle fly grasshopper insects bee mosquito butterfly
3. Wheat grain oats rye barley corn
4. Mercury Venus Earth Planets Jupiter Saturn Neptune
5. Locket bracelet necklace ring earring jewelry
6. Angel Gabriele Michael
7. Flavors lime lemon orange chocolate vanilla peppermint
8. Mecca Medina Baghdad City Cairo
9. Arithmetic spelling subjects reading science music
10. Ocean sea river lake water pond stream gulf bay
11. Mountain valley hill plain land field
12. Crayon scissors pen pencil ruler eraser supplies
13. Fireman workers police baker teacher plumber doctor
14. Bible Qur'an Torah Holy Book
15. Men women people children boys students girls

Topic of Paragraph

Before identifying the topics of paragraphs, it is a good idea to make sure that you have a clear idea of what makes a paragraph in English. When is a "paragraph" a paragraph? When it consists of a group of sentences all of which help develop a central point or idea. Thus, a group of sentences will only form a paragraph if they talk about a single point or topic.

Let's read the text and identify the topic of each paragraph

Vocabulary in context

- Impose (v): memaksakan
- Advent (n): kemunculan
- Revelations (n): wahyu
- Oppression (n): penindasan
- Persecution (n): penyiksaan.

- dominion (n): wewenang atau kekuasaan
- slaughter (n): pembantaian
- crusader (n): orang yang ikut dalam perang Salib
- preacher (n): ulama atau pendeta
- conquest (n): perebutan atau penaklukan

OUT REACH FOR ISLAM

Islam is not spread by the sword. The laws of Muslim warfare forbid any forced conversions. The political sway of Muslim rulers has sometimes been achieved through warfare, but this must be distinguished from the spiritual expansion of the Islamic religion. Islam teaches that war is only waged on those who attack the Muslims and obstruct the outreach of Islam. The Qur'an insists that 'there is no compulsion in religion' (2:256), and 'Had your Lord willed, everyone on earth would have believed. Shall you then force people to become believers?' (10:99)

The purpose of Muslim rule is not to impose Islam, but to bring about freedom of worship for Muslims and for others within the established framework. While Islamic tradition recognizes the advent of over 124,000 religious prophets inspired by God over the ages, the Quran recognizes the particular truth of the original revelations given by God to the Jews and Christians. Muslims see it as a form of 'liberation theology'. The early Muslims liberated the Near East, and brought religious tolerance to many Jewish and sectarian Christian minorities which had formerly been the victims of bitter persecution

either in the Byzantine Empire or the Persian dominions. Later on, history was to witness the slaughter by the Crusaders of thousands of Muslims and Jews when they captured Jerusalem in 1099, which contrasts sharply with Saladin's recapture of the city in 1187 and the tolerance he displayed towards the Christian population, as well as his permission for the Jews to return.

The difference between Islam's political and spiritual growth may again be highlighted in another way. In many countries – including Indonesia, which is the most populous of all Muslim states – Muslim political authority was established only after the population had embraced Islam at the hands of traders and preachers, and not as a sequel to military conquest. A further comparison could be made by recalling the intolerance and persecution of the Jews and Muslims in Catholic Spain with the tolerance Jews and Christians experienced under eight centuries of Muslim rule in Andalusia.

Adapted from Understanding Islam and the Muslims

Understanding Words

Refer back to the text and find the synonyms (words with similar meaning) of the following words.

- 1. enforce (paragraph 2)
- 2. real thing (paragraph 2)
- 3. Attempt (paragraph 2)
- 4. killing (paragraph 2)
- 5. sufferers (paragraph 2)
- 6. return (paragraph 2)
- 7. Need (paragraph 3)
- 8. Continuation (paragraph 3)
- 9. recognized (paragraph 3)
- 10. Power (paragraph 3)

Comprehension Questions

1. What is the purpose of a Muslim rule?
2. Is forced conversion legalized in Islam?
3. Islam permits Muslims to make war on which group of people?
4. What was done by Muslims to Christian minorities under the rule of Byzantine Empire?
5. What does Islamic tradition recognize, as mentioned in the text?
6. What does the Qur'an recognize, as mentioned in the text?
7. What was done by the Crusaders in 1099?
8. What was done by Saladin in 1187?
9. When was Muslim political authority established in Indonesia?
10. Was Islam spread by the sword? Give your reason!



FOCUS ON STRUCTURE

COORDINATING CONJUNCTIONS

One use of a conjunction is to connect words or phrases that have the same grammatical function in a sentence. This use of conjunctions is called parallel structure. The conjunctions used in this pattern are *and*, *but*, *or*, and *nor*.

Pattern	Examples
And noun + and + noun Noun phrase + and + noun phrase verb + and + verb	Steve and his friend are coming to dinner. The beautiful bride and handsome groom are dancing now. Susan raised her hand and snapped her fingers.
But adjective + but + adjective verb + but + verb	These shoes are old but comfortable Budi comes here not to ask for a help , but to give meals .
Or infinitive + or + infinitive	He wants to watch TV or (to) listen to some music (the second to may be omitted.)

A parallel structure may contain more than two parts. In a series, commas are used to separate each unit. The final comma that precedes the conjunction is optional but is customarily used. No comma is used if there are only two parts to a parallel structure.

Example: Steve, Joe, **and** Alice are coming to dinner.

Practice: Refer back to the passage entitled 'Outreach for Islam'. Identify the coordinating conjunctions used there.

Exercise: Combine these sentences below using appropriate coordinating conjunctions!

- Mary opened the door. Mary greeted her guests.
- Alice is kind. Alice is generous. Alice is trustworthy.
- I like coffee. I do not like tea.
- I have met his mother. I have not met his father.
- He preferred to play baseball. He preferred to spend his time in the streets with other boys.
- Please try to speak more loudly. Please try to speak more clearly.
- He decided to quit school. He decided to go to California. He decided to find a job.
- In my spare time, I enjoy reading novels. In my spare time, I enjoy watching television.
- I'm looking forward to going to Italy. I am looking forward to eating wonderful pasta every day.
- He is genius. He is clever.

Let Smile

Little Jackie's mother was on the telephone to the boy's dentist. "I don't understand it," she complained, "I thought his treatment would only cost me \$10, but you've charged me \$40." "It's usually \$10, madam," agreed the dentist, "but Jackie yelled so loudly that three of my other patients ran away!"



Speaking

EXPRESSING OPINION

One activity in an academic meeting is asking or expressing an opinion. Below are ways used to do such an activity. Read and practice using them in pairs

Asking for an Opinion

What's your opinion of?
What's your 'position on ...?
What do you think of.....?
I'd like to hear your views on

1. view

Asking for a Reaction

Could I ask for your reaction to?
I was wondering where you 'stood on this question?
Where 'exactly do you stand on this issue?
I wonder if you'd like to comment, Mrs. Lang?

- It means: what is your point of view?
- It means that the speaker wants the addressee to explain his/her point of view because it is not clear to interlocutor.

Giving Strong Opinions

I 'firmly believe that
I'm absolutely convinced that
It's my belief that
There's no doubt in my mind that
It's 'quite 'clear that ...
I'm 'certain that
It's my 'considered opinion that

- strongly
- really
- evident
- sure
- have thought deeply

Giving Neutral Opinions

I 'think that ...
In 'my 'opinion, ...
It's my opinion that ...
As 'I see it,
As far as 'I'm concerned ...
'From 'my point of view...

- 'My/our is stressed
- believe - more formal
feel - less formal (it depends on context)
- view
- from my point of view = in my view.

Giving Tentative Opinions

It 'seems to me that ...
I 'would say that ...
As far as I'm able to 'judge ...
I think it 'would be fair to say that ...

- would, seem - more formal
- 'would' is more diplomatic and does not irritate others (it depends on context)
- expresses opinion

Bringing in to Answer a Question

I like to ask my colleague Ms. Davis to give us her views on that....
 If I may, I'd like to ask my colleague Mrs. Wang to reply to that
 I think Mr. Doll is more qualified than I am to deal with this question.
 I would like to bring in Ms Short who has studied this matter in more detail than I have.....
 Perhaps Mr. Bird would care to answer that

Bringing in to Present a Point

Allow me to give the floor to Ms. Redgrave
 I would like to invite Mr. Wells to present her views on ...
 I'd like to call on Mrs. Kelly to present her views on
 Alright, would you care to comment?
 I think Mr. Douglas would like to make a point.

Summarizing

Well, if I could just sum up the discussion ...
 To summarize, I think we are in agreement on
 To sum up, there seems to be....
 In short,
 Briefly, the main points that have been made are ...
 Well, at this stage I feel I should summarize the matter as it stands ...
 If I may just go over the main points raised so far?

 **WRITING****CHRONOLOGICAL ORDER**

You already know something about the different patterns of organization in English. You are familiar with chronological order, logical division, and order of importance as ways of sequencing ideas. So far, however, you have practiced these different orders only within a paragraph.

As you know, chronological order is order in time. It is used in almost all academic fields to describe historical events as well as to write biographies and autobiographies. In addition, chronological order has an important use in scientific and technical writing. It is used in these fields to explain physical, chemical, biological, and mechanical processes, such as how a machine works, how a chemical reaction takes place, how a certain biological process occurs, and so on. It is also used to give directions or instructions – how to perform a chemistry experiment, how to operate a piece of equipment, etc.

In a chronological essay, the main steps in the process are the topics of the paragraphs.

Transition signals for chronological order

The transition signals used in chronologically ordered essays are the same as those used in time order paragraphs. Chronological order essays frequently contain time clauses to show the sequence of events. They also contain time phrases. Chronological transition signals include the following:

TRANSITION WORDS AND PHRASES			SUBORDINATORS		OTHERS
first	first of all	soon	after	since	the first step ... in the second step... on the third step.... during the night....
second	after that	gradually	as	until	
next	finally	meanwhile	as soon as	when	
now	last		before	while	
then					

Organization

In order to write a 'process' essay, you must have a clear understanding of the operations involved in each step and be able to explain them in logical order, using the proper terminology. The following is a general outline which you can follow to write a well-organized process essay.

I. Introduction**A. Give a definition of the purpose**

Explain why the process is performed, by whom it is performed, and in what way it is performed. This information gives the reader an overview of the whole process.

B. List the equipment, supplies, etc., needed in the process.**C. List the main steps of the process in the order they are performed.****II. Body****A. Write a topic sentence to introduce the first step.**

1. Define the step and state its purpose.

2. Describe the apparatus or equipment used.

3. Divide the main step into as many sub steps as necessary.

4. Explain the action in as many details as necessary for someone else to repeat the process.

B. For all subsequent steps, follow the same general procedure outlined above until you have explained all of the steps.**III. Conclusion**

Summarize the essay by restating what the steps of the process are, what the purpose of the process is, how it operates, and why it is important. In other words, the conclusion repeats the information given in the body of the essay, without going into specific details.

Thesis statement for chronological order

The thesis statement for an essay which describes a technical process names the process and indicates that it involves a series of steps. Although the thesis statement for a chronology does not indicate that a series of steps is involved, it should indicate a chronological order.

Practice: chronological order

Write a thesis statement for one of the topics in each group:

1. Scientific/technical processes:
 How the human circulatory system works?
 How an automobile engine works?
 How the leader of your country is chosen?
 How the judicial system in your country operates?
 How the educational system in your country works?

2. Instructions/directions

- How to register for classes at your school?
- How to check out a book from the library?
- How to obtain a driver's license?
- How to prepare a special dish (food) from your country?
- How to learn a foreign language?

Let's Make a Composition

After practicing making a thesis statement for an essay, now, write an essay of your own. Do not forget to include introductory, body, and concluding paragraphs.



UNIT 11



READING COMPREHENSION

Reading skill

IDENTIFYING THE TOPIC SENTENCE

In some paragraphs, the topic is stated in one sentence that is called topic sentence. If you can find the topic sentence quickly, you can read the whole paragraph much faster and you can understand it better.

Exercise: Recognizing the topic sentence.

Direction: Each group of sentences makes a paragraph. Underline the sentence which tells about all of the other sentences in the group.

Group 1:

- Television news can be very misleading.
- Only bad news and sad stories are shown.
- The news reporters do not tell all of the details.
- Many important stories are not reported on the television news.

Group 2:

- Today, there are about five and a half million Muslims in the United State.
- American Muslims have a long history.
- Muslims arrived early in North America.
- By the eighteenth century, there were many Muslims in North America.

Let's read the text

Vocabulary in context:

Submission (n): ketaatan

Righteousness (n): kesahihan, kesolehan

communality (n): kebersamaan

binding (n): mengikat

dichotomous (n): dikotomi

elaborate (adj): canggih

shared (n): sama

hereafter (n): akhirat

overrides (v): menghapus

bonded (v): dipersatukan

ISLAM AND CULTURE

Islam is a great, unique religion. It is held by an absolute majority of the people in some 40 nation states, and of the 900 million Muslims living today only 17% or so are Arabs. It is estimated that Islam will be the religion of one quarter of the earth's population by the beginning of the 21st century. All these people have a religion with a set of beliefs and a set of rules covering a goodly part of what one might call a way of life (Adams, 1976; Avdich, 1979). Islam is an uncompromisingly monotheistic religion that requires total submission to the will of Allah. It puts great emphasis on righteousness of thought and of action, and promises rewards in the hereafter, but not in this world, for those who believe and practice as they should.

Islam is a revealed religion, and its holy book, the Qur'an, is literally the word of God. Based on strong evidences, it should be believed absolutely and its rules are to be followed without exception. The Qur'an, by its example, establishes the logic of how one compares goals and values to other goals, and from rules to other rules. There is in Islam a large body of rules covering a very wide range of human behavior based on the Qur'an, and on the sayings, decisions, and actions of the Prophet. Islam is a major part of Muslim's culture, and overrides much of what he may have received from outside his religion, whether it's from Berber culture, or Mongol culture, or any other culture. This religion is very much the same among all people. The Muslim believes that all Muslims form a community bonded by shared beliefs and values, and common rules that govern behavior (von Grunebaum, 1962; Hitti, 1986; Adams, 1976; Braibanti, 1985). It is the sameness and communality that allow one to speak of Islamic culture and to generalize

about all of them.

Factual statements in the Qur'an are absolute truths to the believer. This is not to say that all statements are literally true, but that their meanings are absolutely true. Islam means submission, both to its facts, and its rules. All other facts are true at some lower order, and all other rules are binding at some lower level. Thus, the truths of all statements of fact not in the Qur'an are of a lower order than those in it. In Islam something is either true or not true. As in standard western views of truth, it is a dichotomous concept. This has nothing to do with knowing the truth, but only with a view of reality that allows meaningful statements about it to be of only two types. Reality is such or it is not, in which case it is not reality. Reality can never be such and not such, and it cannot be neither such and not such. Concept of something being neither so nor not so may be meaningful in quantum physics but not in Islam or normal Aristotelian and Cartesian systems of meaning.

This notion of absoluteness of truth has logical consequences in values and decision rules. The values given in the Qur'an and any ordering of these are to be accepted as exactly that by the faithful. The highest values are the total submission and service to God, followed by others, such as the importance of charity, and of fulfillment of business contracts. Logic is a highly developed branch of knowledge in Islamic culture. Muslim philosophers learned Aristotelian logic. Improvements had been made to the system, and it was used in religious explanation, law, medicine, and so on. The logic used in Islam is based on the dichotomous concept of truth, and logical operations are elaborate and rigorous.

Source: International Business Review

Understanding Words

Refer back to the text and find the synonyms of the following words.

- | | |
|--------------------|---------------------|
| 1. Necessitate | (paragraph 1) |
| 2. Obedience | (paragraph 1) |
| 3. Virtue | (paragraph 1) |
| 4. Aims | (paragraph 2) |
| 5. Sacred | (paragraph 2) |
| 6. Group of people | (paragraph 2) |
| 7. Significant | (paragraph 3) |
| 8. Observation | (paragraph 3) |
| 9. Stage | (paragraph 3) |
| 10. fact | (paragraph 3) |

Comprehension questions

- Where do Muslims live?
- How many of the world's population are Muslim?
- When are the rewards given to Muslims?
- What examples are provided in the Qur'an?
- Do Berber Muslims have similar culture to Indonesian Muslims?
- Where can Muslims find the highest truth?
- What is the consequence for the values of those who believe in absolut truth?
- What branch of knowledge is most developed in Islamic culture?



FOCUS ON STRUCTURE

ADVERB CLAUSES

Adverbs have a function to explain the verb. Likewise, adverb clauses also explain the verb of the main clause. Adverb clauses can be put in front of the main clause and are separated by comma (.).

Even though, although, and though.

Even though, *although*, and *though* are clause markers to introduce an adverb clause. They are used to express unexpected results. See these examples:

- 1a. *Even though* the weather was cold, I went swimming.
- b. I went swimming *even though* the weather was cold.
- 2a. *Although* Islam came from Arab, it is now held by people in all parts of the world.
- b. Islam is now held by people in all parts of the world *although* it came from Arab.
- 3a. *Though* I am tired, I do not go to bed.
- b. I do not want to go to bed *though* I am tired.

While and whereas

While and *whereas* are used to show a direct opposition: "This" is exactly the opposite of "that". *While* and *whereas* may be used with the idea of either clause with no difference in meaning. A comma is usually used even if the adverb clause comes later. Look at the following examples:

1. Mary is rich, *whereas* Joseph is poor.
2. Mary is rich, *while* Joseph is poor.
3. Joseph is poor, *while* Mary is rich.
4. *Whereas* Mary is rich, Joseph is poor.

Exercise: Complete the sentences by using *even though*, *although*, *though*, *whereas*, *while*, *whether or not*, or *even if*.

1. Tim's in good shape physically he doesn't get much exercise.
2. Ann is a good student, she didn't receive a scholarship.
3. Fred is a good student, his brother is lazy.
4. We went for a walk it was raining.
5. Ali gets scholarship..... he does not study hard.
6. Jakarta has a warm climate, Alaska has a cold climate.
7. Sita wears a long dress her mother does not approve it.
8. This letter was delivered it didn't have enough postage.
9. Sue and Ron are expecting child. Sue is hoping for a boy, Ron is hoping for a girl
10. I studied hard, I didn't pass the test.

- "Why are you crying Ana?" asked her teacher.
 "Cos Mary has broken my new doll, Miss," she cried.
 "How did she do that?"
 "I hit her on the head with it."



Exercise: Choose the following phrases to complete the sentences

we only arrived just on time
 he was difficult to understand
 I used to when I was younger
 we had no time for lunch
 the weather was awful
 she kept her coat on
 he still wasn't tired
 I really like John.
 you are not as tall as he was.
 I am very tired.



1. *Although* we were desperately hungry, we had no time for lunch.
2. We enjoyed our holiday, *even though*
3., *even though* it was very warm.
4. I don't play the piano now, *although*
5. You look very like your grandfather, *although*
6. *Though* he hadn't stopped working all day,
7., *even though* his English was very good.
8., *although* he can be very annoying at times.
9. *Although* we set off early,
10. I always go to bed at 12.00 pm, *although*

Two people went into a very dark, spooky cave.
 "I can't see a thing," said one.
 "Hold my hand," said the other.
 "All right." The first man reached out.
 "Take off that horrible bristly glove first, though
 "But I'm not wearing a glove..."



 **SPEAKING**
AGREEING AND DISAGREEING

In exchanging ideas, agreeing and disagreeing is just natural. However, you need to express your ideas clearly while still maintaining politeness. Below are examples of expressions of agreements and disagreements. Practice in pairs and in a real discussion.

Strong Agreement

I 'completely agree
I agree entirely with your point of view
I'm of exactly the same opinion
I'm in 'total 'agreement

1. Thoroughly, entirely
2. I have a similar opinion
3. Complete
4. Accord – very formal

Neutral Agreement

I agree
I think we are in agreement on that
I think you're right
I think we 'can accept your position on that

1. could – less certain (it depends on context)

Partial Agreement

I 'would tend to agree with you on that
I agree with you on the 'whole, but it could be said that
I agree in 'principle, but
'By and large I would accept your views, but ...
Although I agree with most of what you've said, I find it difficult to agree with your point about ..

1. Showing a tendency to an agreement which might change later. It is often followed by 'but'
2. Considering all factors.
3. This is followed by mentioning some parts which are not agreed with.
4. In general.

Softening Strong Disagreements

I 'Frankly,.....
I 'To be quite frank,
To put it 'bluntly,
I 'With respect, ...

1. Strong disagreement is relatively seldom used in English.
2. No diplomacy, not polite
3. With due respect – more formal
With all due respect – highly formalized

Strong Disagreement

I 'totally disagree with you
I 'don't agree at all
You're completely mistaken
I disagree entirely
'Under no circumstances could I agree to that
What you are saying is just not 'feasible

1. Completely, wholly, utterly.
2. It is better than disagree.
3. Inversion form after 'under no circumstances'
4. Possible

Softening Neutral Disagreement

I'm afraid....
I'm sorry ...
With respect,
I respect your opinion, of course, however...

The effects of these phrases are not strong. This is a polite way of expressing disagreement.

Neutral Disagreement

I don't 'completely agree with you on it
I 'really can't agree with you on that
I 'can't say that I share your view
We'll have to agree to differ
I'm not 'totally convinced by your argument
I 'can't accept your point of view
I 'can't help feeling that
I feel I must disagree
I really must take 'issue with you here

1. It seems like an agreement, but the effect is on the vice versa.
2. This is a quick way to stop a heated argument, and no other way to negotiate
3. Confronting (politeness is indicated by this phrase).

Tactful Disagreement

I agree up to a point, but....
To certain extent I agree with you, but ...
You have a point there, but
I take your point, Mr Hoffman, but have you considered?
I can see your point of view, but surely
I have some sympathy with your position, but....

In Tactful Disagreement, the phrases used imply that the agreement are less than 50%, whilst in Partial Agreement are more than 50%

 **WRITING**
LOGICAL DIVISION OF IDEAS

Logical division is a form of essay organization that is used to group related items according to some quality they have in common. Logical division can be useful in planning a paper because a broad subject can be subdivided into several categories or groups that will narrow the topics for discussion. Then, subdivided topic can be discussed in order. When you use logic-: division, you group related ideas together and discuss each group, one after the other
For instance, as a student who is majoring in Islamic studies, you might write a paper in which you classify the various options available to students in the field of Islamic studies. You might divide Islamic field, the main class, into the following subclasses: Islamic education, Islamic economy, Islamic thought, Islamic law, and Islamic literature. By dividing the field into subclasses, you can discuss each one separately, which simplifies the task of explaining a broad subject.

Transition Signals for Logical Division

Transition signals used in logical division include many things that you already know:

Sentence connectors

- First, second, third, etc.
- Next, last, finally
- In addition, moreover
- Furthermore
- Also

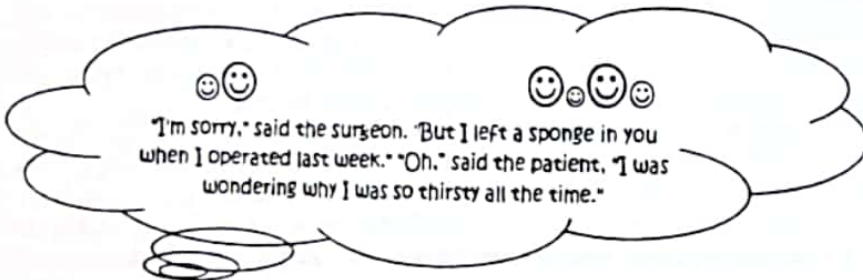
Others

- The first (+ noun)
- The / a second (+ noun)
- One (+ noun)
- Another (+ noun)
- An additional (+ noun)

Let's Make a Composition

Choose one of the topics below and write an essay about it!

- Ways to improve your English speaking skills.
- Qualities of a marriage partner.
- Islamic culture in Indonesia.



UNIT 12

READING COMPREHENSION

Reading skill

STATING THE MAIN IDEA

In the preceding two chapters, you have learned about a topic and a topic sentence in a paragraph. The topic tells you what the author is writing about. If you know the topic of a paragraph or a passage, you know half of what you need to know. You also need to find out what the author thinks about the topic. Then you have to know the *main idea*. When you know the main idea, you know what is important and what you can skip over. You can summarize a text and you know what to mark if you are studying a textbook.

A main idea is a *statement about the topic*. It refers to the central idea, central focus, controlling idea, or main point. The concept of the main idea is often confused with the topic sentence because quite often the topic sentence does state the main thought of a paragraph. In this book, the main idea is defined as the idea which the author wishes to express about the topic. Sometimes a topic sentence states the main idea and sometimes it does not.

Pay attention to the following two paragraphs. What is the topic? Do they tell the same idea about the topic?

Both African and Indian elephants have strong, tough skin, and long, lovely tusks. That is their problem. Elephants are in danger. People kill these animals in order to use their skin and their tusks. Because of the massive killings, the elephants are dwindling in number and it is feared that by the end of the century, these huge mammals may be extinct.

Elephants are a problem in some parts of Africa. In areas where the largest herds exist, they have become giant pests to the farmer. No fence is strong enough for these monsters to keep them away from crops. Elephants go where they wish, destroying food crops and farm buildings, wreaking havoc with the livestock. African farmers wonder if they can allow the elephants to continue to exist in their vicinity.

The topic of the two paragraphs is the same: *Elephants*. However, each of the two paragraphs expresses a very different idea about elephants. It is important to read for the topic and the controlling idea the author expresses about that topic. The first paragraph tells that *the elephants are in danger*, whereas the second paragraph tells that *the elephants bring some dangers to the farmers*.

Let's read the text

Vocabulary in context

- Disease, illness, sickness (n): penyakit
- Doubt (n): keraguan
- Adultery (n): perziniaan
- Wrongdoer (n): pendosa
- Meekness (n): penyerahan diri
- Calamity (n): bencana

- Remedy, cure (n): obat
- Lust negatif (n): keinginan
- Hypocrite (n): orang munafik
- Reliance (n): penyandaran diri
- Repent (v): merasakan kesedihan

KIND OF DISEASE

Every sickness has a cure, said the Prophet (peace be upon him/p.b.u.h). However, the remedy could not be given if causes of diseases were not known. In this issue, let's look at some of the diseases as mentioned in the book of Healing with the Medicine of the Prophet (p.b.u.h), by Imam ibn Qayyim Al-Jauziyah.

The book describes that there are two types of disease that attack the heart. The first one is doubt and error. The second is lust and desire. Both are mentioned in the Qur'an. Allah says about the disease of doubt:

"In their hearts is a disease (of doubt and hypocrisy) and Allah has increased their disease." (2:10)

And He said:

"_____ and that those in whose hearts is a disease (of hypocrisy) and the disbelievers may say: 'What does Allah intend by this (curious) example?' (74:31)

Allah speaks concerning those who refuse to make the Qur'an and Sunnah the base of their judgments:

"And when they are called to Allah (i.e., His words, the Qur'an) and His Messenger (p.b.u.h), to judge between them, lo! A party of them refuses (to come) and turns away:

But if the truth is on their side, they come to him willingly with submission. Is there a disease in their hearts? Or do they doubt or fear lest Allah and His Messenger (SAW)? Should wrong them in judgment. Nay, it is they themselves who are the Zalimun (polytheists, hypocrites and wrongdoers)." (24:48-50)

This is the disease of doubt and error.

Also, Allah says about desire and lust. Adultery is given as an example in this case:

"O wives of the Prophet!! You are not like any other women. If you keep your duty (to Allah), then be not soft in speech, lest he in whose heart is a disease (of hypocrisy, or evil desire for adultery) should be moved with desire _____ (33:32)

However, "Every sickness has a cure". It was narrated by Muslim in his Sahih that the Prophet (p.b.u.h.) said:

"Every illness has a cure, and when the proper cure is applied to the disease, it ends it, Allah willing."

Also, it is narrated in the Sahihain that the Messenger of Allah said:

"Allah has not sent down a disease except that He has also sent down its cure."

The Prophet delivers remedies that cure the heart from whatever attacks it. These remedies strengthen the heart and increase reliance and dependence on Allah. It also aids in seeking refuge, being humble and showing meekness before Him, begging Him, giving charity and supplicating to Him. It also includes repentance for those in desperate need and those who have suffered a calamity. It is mentioned that these cures have been tried by various nations.

Understanding Words

Refer back to the text and find the synonyms of the following words.

- 1. illness (paragraph 1)
- 2. medicine (paragraph 1)
- 3. hesitation (paragraph 2)
- 4. infidelity (paragraph 3)
- 5. described (paragraph 4)

Refer back to the text and find the antonyms of the following words.

- 6. received (paragraph 1)
- 7. defend (paragraph 2)
- 8. accuracy (paragraph 2)
- 9. believers (paragraph 2)
- 10. weaken (paragraph 4)

Identifying the Main Ideas

Identify the main idea of each paragraph in the passage above.

Comprehension Questions

- 1. Who said that there is a remedy for each kind of illness?
- 2. Who wrote a book entitled Healing with the Medicine of the Prophet (p.b.u.h)?
- 3. According to the writer, how many diseases are there that attack the heart?
- 4. What is the example of the disease of lust that attacks hearts?

5. Who narrated in the *hadith* that every sickness has a cure?
6. Recite one *hadith* that contains a similar message!
7. Describe the remedies prescribed by the Prophet to cure the heart from diseases.

FOCUS ON STRUCTURE

IF CLAUSES

'If clauses' (often called adverb clauses of conditions) are used to express conditions in adverb clauses. 'If clauses' present possible conditions; the main clauses express results. Look at the following examples.

a. If it rains, the streets get wet.	In (a) possible condition: <i>it rains</i> Result: <i>the streets get wet.</i>
b. If it rains tomorrow, I will take my umbrella.	A present tense, not a future tense, is used in an 'if clause' even though the verb in the 'if clause' may refer to a future event or situation, as in (b).
Words that introduce adverb clauses of condition ('If Clauses') include: <i>if, whether or not, even if, in case (that), in the event (that), unless, only if, providing (that), provided (that).</i>	

Exercise: Use *if* to make sentences from the given possibilities.

Example: It may be cold tomorrow.

- If it is cold tomorrow, I'm going to stay home.
- If it is cold tomorrow, let's go skating.
- If it is cold tomorrow, you should wear your wool sweater.
- We can't go on a picnic if it is cold tomorrow.

1. You may be sick.
2. You may be recovered.
3. I will be able to work as a teacher.
4. He will marry me.
5. My parents will buy a motorcycle for me.
6. The campus will be renovated.
7. The masjid will be full of people.
8. The Muslims may get angry.
9. Your mother will punish you.
10. Tahir will present a paper.

Exercise: Make the suitable verbs from the verbs in brackets.

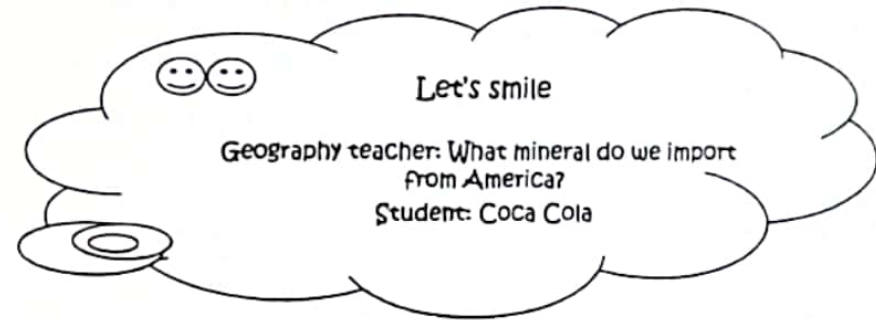
1. If you (smoke) in a non-smoking compartment, the other passengers will (object).
2. X: I will wash the glasses in this nice hot water.
Y: Please don't. If you (put) them into very hot water, they (crack).
3. If you (see) Ahmad, tell him I have a message for him.
4. If he (wins) he (get) a color TV.
5. If you (feel) too hot during the night, turn on the fan.

WHETHER OR NOT AND EVEN IF

WHETHER OR NOT a. I am going to go to the campus whether or not it is a holiday. (or: whether it is a holiday or not).	Whether or not expresses the idea that neither this condition nor that condition matters; the result will be the same. In (a): if it is a holiday, I am going to go to the campus. If it is not a holiday, I am going to go to the campus. I don't care about the condition.
EVEN IF b. I have decided to stay in the student apartment. Even if you disagree, I am going to move in this week.	Sentences with even if are close in meaning to those with whether or not. Even if gives the idea that a particular condition does not matter. The result will not change.
COMPARE: c. If Ann studies hard, she will pass the exam. d. Even if Mary studies hard, she won't pass the exam.	'If clauses' are followed by expected results, as in (c). Condition: Ann studies Expected result: she passes the exam. 'Even if clauses' are followed by unexpected results, as in (d). Condition: Mary studies. Unexpected result: she doesn't pass the exam.

Exercise: Complete the following.

1. I am really angry. May be he will apologize and may be he won't. It doesn't matter. Even if, I won't forgive him!
2. I am tired. Please don't wake me up even if
3. I am not going to even if
4. May be you are finished with the exam, and may be you are not. It doesn't matter. The time is up. You have to hand in your examination paper whether or not.
5. Your approval doesn't matter to me. I am going to study religion whether or not.





SPEAKING

CLARIFYING

In communication, sometimes misunderstanding occurs. When this happens, clarification needs to be done. The following phrases can be used to clarify this.

Asking for Confirmation

Would I be correct in saying that ___?

If I've understood you correctly, you are saying that ___?

Correct me if I'm wrong, but ___

Am I correct in assuming that ___?

When you say ___, do you mean that ___?

Are you saying that ___?

Basically, what you're saying is ___

Asking for a Repetition

I'm afraid I'm not quite clear what you mean by that.

I'm sorry. I didn't quite follow what you said about _____

I'm afraid I don't understand what you mean.

I'm afraid I didn't quite get your last point. Could you go over it again please?

Correcting Misunderstandings

I'm afraid there seems to have been a slight misunderstanding.

We seem to be talking at cross purpose.

I think you've misunderstood me

That isn't quite what I meant.

With respect, that is not what I said.

Re-phrasing

Perhaps I haven't made myself clear. Basically, what I'm trying to say is _____

Sorry, I'm probably not making myself clear. Let me put it another way _____

Perhaps I should make that clearer by saying _____

Allow me to rephrase that _____

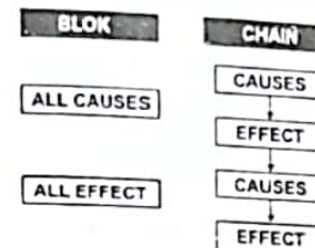
To be more specific _____

Put simply _____

WRITING

CAUSE AND EFFECT ESSAY

Another common method of organizing an essay is by cause and effect. In a 'cause and effect' essay, you discuss the reasons for something and then you discuss the results. There are two main ways to organize a cause and effect essay: 'block' and 'chain' organization. In 'block' organization, you first discuss all of the causes as a block. Then you discuss all of the effects together as a block. In 'chain' organization, you discuss a first cause and its effect, a second cause and its effect, and so on.



The type of organization you choose depends on your topic. Some topics are more easily organized one way, and some the other way. A chain pattern is usually easier if the causes and effects are very closely interrelated. The chain pattern also works better with smaller topics. With larger topics, and when there is no direct cause and effect relationship, the block style is usually better. Some topics require a combination of block and chain styles. Look at the following example of cause effect organization, which is, especially, organized using chain style.

SAD

When winter comes, some people get sad, even suicidal.

Doctors have recently started to study the causes of a medical disorder which they have appropriately named SAD, or Seasonal Affective Disorder. People who suffer from SAD become very depressed during the winter months. Their depression appears to be the result of a decrease in the amount of sunlight they are exposed to. Doctors theorize that decreased sunlight affects the production of melatonin, a hormone produced in the brain, and serotonin, a chemical that helps transmit nerve impulses. Depression may result from ensuing imbalance of these two substances in the body. Also, doctors believe that a decrease in the amount of sunlight the body receives may cause a disturbance in the body's natural clock, which could, in turn, result in symptoms such as slowness, oversleeping, weight gain, anxiety, and irritability—all symptoms of depression.

Since the absence of light seems to be the cause of this disorder, a daily dose of light appears to be the cure. Doctors advise patients to sit in front of a special light box which simulates a natural light for a few hours every day.

In conclusion, this revelation may help explain the high suicide rate of the Scandinavian countries, more importantly, it may suggest the remedy; when the days grow short, turn on the lights.

Now, let's see the 'structure' words that are usually used in a cause-effect essay.

	Sentence Connectors	Clause Connectors		Others
		Coordinators	Subordinators	
to introduce a cause or reason		for	because since as	to result from (+ noun) due to (+ noun) because of (+ noun) the result of (+ noun) the effect of (+ noun) the consequence of (+ noun) as a result of (+ noun)
to introduce an effect or result	as a result as a consequence therefore thus consequently hence	so		to result in (+ noun) to cause (+ noun) to have an effect on (+ noun) to affect (+ noun) the cause of (+ noun) the reason for (+ noun)

Exercise: Combine these sentences to emphasize a cause or an effect. Use various cause and effect structure from the previous chart.

Example: The death rate among women from lung cancer is increasing. Women are smoking more.

Emphasize the cause: *Because women are smoking more, the death rate of women from lung cancer is increasing.*

Emphasize the effect: *The increase in the death rate of women from lung cancer is the result of their smoking more.*

1. Some businesses now have flexible working hours. Productivity has increased. Absenteeism has decreased.

Emphasize the cause:

Emphasize the effect:

2. Heat energy is carried by electrons. Metals have many free moving electrons. Metals are good conductors of heat.

Emphasize the cause:

Emphasize the effect:

3. More and more agricultural land is used for buildings. Rice production decreases.

Emphasize the cause:

Emphasize the effect:

4. Islam can be understood easily. More people convert to Islam.

Emphasize the cause:

Emphasize the effect:

Let's Make a Composition

Write a cause and effect essay of your own.



UNIT 13

READING COMPREHENSION

Reading skill

STATING THE CENTRAL IDEA

After you have read the first paragraph below, ask yourself two questions:

- 1) What is the paragraph about?
- 2) What is the main understanding the author wants me to have about this subject?

Your answer to the first question will be the topic of the paragraph. Write this topic in the space provided. Then choose from the list that follows the paragraph the group of words that goes best with your topic to make a statement that answers the second question. Write X in front of this statement. The topic you have written plus the group of words you have selected will make a statement that is the central idea of the paragraph.

Let's read the text and identify the topic of each paragraph

ample (adj): banyak
 authentication (adj): keabsahan
 cater for (v): menyediakan
 consent (n): persetujuan
 conventionally (adv): biasanya
 convenience (n): kemudahan
 Drawback (n): kelemahan
 E-Commerce (n): jual beli via internet
 Eminent (j): terkenal
 Encourage (v): memotivasi
 Offer (v): menawarkan
 Gale (n): angin

Legal (adj): berkaitan dengan hukum
 Measure (n): takaran
 Mutual (adj): bersama
 Paramount (adj): utama
 Property (n): harta benda
 Provision (n): persyaratan
 Striking (adj): menghebohkan
 Treatment (n): perlakuan
 Unjustly (adv): secara tidak adil
 Value (n): nilai
 Veracity (n): keaslian
 Weight (n): timbangan

E-COMMERCE IN ISLAMIC PERSPECTIVES

As far as Islamic welfare is concerned, Islam accords a dominant importance to the trading sector as a major source of wealth and the engine of the economy.

In this respect, the holy Qur'an has many references to trade and commercial activities. For example, the Quranic ayats that support this statement are:

"Woe to almutaffifin (those who give less in measure and weight (decrease the rights of others))" (83:1).

"O you who believe! Eat not up your property among yourselves unjustly except it be a trade amongst you, by mutual consent. And "do not kill yourselves (do not kill one another). Surely, Allah is Most Merciful to you" (4:29).

What is more striking for a Prophetic authority dated back to as long as fourteen centuries ago, is that Islamic teachings had been aware of what is conventionally known as "Trading Data Management". This is justified by the fact that the religion of Islam is broken into four major legalistic sections, among which is "Islamic Business Transactions" (*Fiqh al-Mu'amalat*). It is not necessary to speak about the very ample provisions set by Islamic laws in regard to the efficient treatment of wealth. However, this research draws on the meaning of the smooth functioning of business transactions and commercial activities from the Islamic perspective. More particularly, does Islam cater for E-Commerce? Right from the very outset, our eminent *sunnah* (act of Prophet *p.b.u.h*), in some aspects, preached the same quality values offered by "E-Commerce", particularly, accuracy and veracity, flexibility, convenience, contract standardization, speed,

cost effectiveness, and others. Our Prophet (*p.b.u.h*) said:

"Allah showers his mercy and compassion upon the one who is tolerantly flexible, both when buying and selling".

Nonetheless, there are a number of serious legal drawbacks that are likely to arise in the field of "E-Commerce", particularly, short selling, and absence of concrete (hand-to-hand) delivery, uncertainty (Gharar), juridical authentication's problems and much more.



According to an analysis, it is found that Islam accepts the conduct of E-Commerce as a new way or technology to facilitate economic transactions. This is based on the Syariah (Islamic Law) legal values, namely the obligatory (*wajib*), recommended (*mandub*), permissible (*mubah*), reprehensible (*makruh*), and forbidden (*haram*). In an interview with Ustadz Mustafa Omar, he mentioned that Islam is not against E-Commerce, instead Islam basically encourages E-Commerce as one of the new ways of conducting business. He further explained that traditionally, business was conducted verbally face to face but today the two contracting parties are connected together via computer. In the event that the persons who are engaged in businesses should not meet directly, they still need to make an agreement. However, he added that what is much of a consent in conducting E-Commerce is the moral perspective that leads to a more accountable and responsible trader. As such, a few *Shariah* issues may be referred while discussing matters related to the ethical principles of Islamic business.

Adapted from: E-Commerce in Islamic Perspectives

Understanding Words

Refer back to the text and find the synonyms (i.e. words with similar meaning) of the following words.

- 1. to supply (paragraph 2)
- 2. agreement (paragraph 2)
- 3. main (paragraph 3)
- 4. divisions (paragraph 3)
- 5. well-know (paragraph 3)
- 6. weakness (paragraph 4)
- 7. direct (paragraph 4)
- 8. in opposition to (paragraph 5)
- 9. in the form of words (paragraph 5)
- 10. liable (paragraph 5)

Comprehension Questions

1. What is the role of trading in Islam?
2. What does the Quran say about trading?
3. What does the Sunnah say about E-Commerce?
4. From the perspective of Islamic law, are there any shortcomings with E-Commerce?
5. What are the differences between old-fashioned trading transactions and IT-based transaction?



FOCUS ON STRUCTURE

ADVERB CLAUSES OF CONDITION:
USING in case (that) and in the event (that)

<p>a. I'll at my uncle's house in case you need to meet me</p> <p>b. In the event that you (should) need to meet me, I'll be at my uncle's house.</p> <p>c. <i>In the event that</i> the persons who are engaged in businesses should not meet directly, they still need to make an agreement.</p>	<p>In case that and in the event that express the idea that something probably won't happen, but it might happen.</p> <p>In case/in the event that = if by any chance this should happen.</p> <p>Notes: In the event that is more formal than in case. The use of should in the adverb clause emphasizes the speaker's uncertainty that something will happen.</p>
--	--

Exercises: Show the relationship between the ideas in the two sentences by using in case that and in the event that.

1. You probably won't need more information, but maybe you will. If so, I'll be in my office tomorrow morning around ten.

2. I don't think you need any more information, but maybe you do. If so, you can call me.

3. Joko probably won't call, but maybe he will. If so, please tell him that I'm in the library.

4. You probably don't have any more questions, but maybe you do. If so, ask Dr. Nasseer.

Exercises: Complete the following.

5. I've told you all I know about Islam. In the event that you need more information,

6. I think I'd better clean up the room in case _____

7. I have my umbrelia with me just in case _____

8. In the event that the two countries agree to peace treaty, _____

SPEAKING

PERSUADING

In discussions, sometimes there are two parties who are facing one another. Each tries to hold their own position firmly, no one seems to be willing to withdraw from their original stance. In such a case, there should be a compromise. This might be done by persuading other participants to reconcile.

Asking question

- Have you taken into account _____?
- Has it occurred to you that _____?
- Do you realize that _____?
- I was wondering if you've thought of _____?
- "Wouldn't you agree that _____?"
- "Wouldn't it be a good idea to _____?"

Adding information

- There are other considerations. For example, _____
- If we look at it in another light _____
- Seen from another angle, one could say _____
- I wonder if you've considered _____

Challenging

- I wonder if that view is justified in the light of _____
- I don't think you fully appreciate the fact that _____
- It would be in your own interest to _____
- I would be inclined to _____ if I were you.

Expressing Reservation

- I have certain reservations about _____
- I think we should give ourselves time to reflect on _____
- I'm rather worried about _____
- Under no circumstances should we come to a hasty decision on this.
- I am afraid such a decision might lead to _____

Reassuring'

- There's no cause for concern as far as _____ concerned
- Let me assure you straightaway on that point.
- Can assure you that _____
- We understand you concern about _____ and we assure you that we will do everything in our power to _____
- We share your concern about this, and you may rest assured that _____
- You need have no fears about _____

WRITING

COMPARISON AND CONTRAST ESSAY

A very common and useful method of organizing essay is comparison and contrast. It is a form of writing that is used frequently in college work, in business, and the professions as well. Anything can be compared or contrasted such as periods in history, characters in stories, kinds of equipment, or the qualifications of two job applicants. The only important rule to observe is to compare or contrast things of like nature, or else the comparison or contrast will not be valid. In other words, you can compare and contrast between apples and oranges, but you can't compare apples with typewriters.

- When you make a comparison, you show how certain aspects of one item are similar to the same aspect of another item in the same general class. A comparison answers the question, "What features do X and Y have in common?" or "How are X and Y similar?"
- When you contrast two things, you point out the differences between them; i.e. you point out how they are not alike. A contrast answers the question, "What are the difference between X and Y?" or "How are X and Y different?"

There are specific techniques you need to learn in order to write good comparison and contrast essays. The two major techniques are:

1. Appropriate use of comparison and contrast 'structure' words.
2. Logical organization of the points of comparison and contrast.

The following are the 'structure' words in comparison and contrast essays.

Comparison 'Structure' Words

Sentence connectors	Clause Connectors		Others
	Subordinators	Coordinators	
similarly likewise also too	as just as	and	like (+noun) just like (+noun) similar to (+noun) (be) similar to (be) the same as (be) alike not only but also both and ... to compare to to compare with

Examples:

1. We like to eat rice; *similarly*, they like to eat rice.
2. We like to eat rice; *likewise*, they like to eat rice.
3. We like to eat rice *as they do*.
4. We, *like them*, like to eat rice.
5. We, *just like them*, like to eat rice.
6. We, *similar to them*, like to eat rice.
7. We are *similar to them* because we like to eat rice.
8. We and they are *similar* because we like to eat rice.

- 9. We are *the same* as them in that we like to eat rice.
- 10. We and they *are alike* in our liking to eat rice.
- 11. *Not only we but also* they like to eat rice.

Now, write your own comparisons using the sentences above as the models.

Contrast (Concessive) 'Structure' Words

Sentence connectors	Clause Connectors		Others
	Subordinators	Coordinators	
however nevertheless nonetheless still	although even though though	but yet	despite (+noun) in spite of (+noun)

Examples:

- 1. A robot has a memory; however (nevertheless, nonetheless, still), it has to be programmed by a human.
- 2. Though (even though, although) a robot has a memory, it has to be programmed by a human.
- 3. A robot has a memory, but (yet) it has to be programmed by a human.
- 4. Despite (in spite of) having a memory, a robot has to be programmed by a human.

Now, write your own comparison using sentences above as the models.

Contrast (Strong Opposition) 'Structure' Words

Sentence connectors	Clause Connectors		Others
	Subordinators	Coordinators	
however in contrast in (by) comparison on the other hand on the contrary	while whereas	but	to be different from to differ from to compare with to be dissimilar to be unlike

- 1. A human worker has to take breaks to eat and sleep; however (in contrast, on the other hand), a robot can work without taking a break.
- 2. A human worker has to take breaks to eat and sleep, while (whereas), a robot can work without taking a break.
- 3. A human worker has to take breaks to eat and sleep, but a robot can work without taking a break.
- 4. Compared with a human worker, a robot is less expensive.
- 5. A robot and a human worker are dissimilar (unlike) because a robot does not need to eat and sleep.

Now, write your own comparisons using sentences above as the models.

Let's Make a Competition

After practicing making sentences using comparison and contrast 'structure' words, now, write a comparison or contrast essay of your own. Do not forget to include introductory paragraph, body, and concluding paragraphs.

UNIT 14

READING COMPREHENSION

Reading skill

TEXTUAL ORGANIZATION

Readers will feel it is easier to understand a reading text if they have got schemata, that is, information related to the topics they are reading. To get a good understanding of the texts, the readers also need to understand the pattern of the textual organization. In the context of English as a foreign language like that in Indonesia, the readers may find difficulties comprehending the text because, first, they do not understand the schema of the concept in the text. Second, they may know the schema but they cannot recognize the pattern of textual organization of the passage. This section is focused on discussing the second part, that is, the organization of the text.

Recall from the writing sections in the previous units. There are four organizations of essay (text): chronological, logical, comparison and contrast, and cause-effect organization. Each of these types of organization uses different structure words (sentence connectors, clause connectors: subordinators and coordinators, and others). Do you remember these? If you do not remember, you would better review those parts.

Upon reading the following text, find the 'structure' words that support the textual organization, and tell the class what organization is used by the writer to write the passage.

Let's read the text

Vocabulary in Context

believers (n): penganut/pemeluk
 Circumcision (n): khitan
 Incorporate (v): memasukkan
 Treatment (n): penanganan

inconvenient (adj): tidak nyaman
 bigotry (n): prasangka, taklid buta
 determine (v): menentukan
 folk system (n): system kemasyarakatan

TRANSCULTURAL NURSING CARE OF MUSLIM PATIENTS

Islam is a universal religion which teaches its believers in many aspects of life. One of them is how it asks Muslims to keep their lives healthy. However, the point of views of Muslims' healthy lives might be considered

to be unhealthy by non-Muslims. There might be some inconvenient treatments to a Muslim patient. Therefore, it is important for Muslims who live in big cities to have special health carers and Muslim culture should be included

in the curriculum of nurse education. There are three important reasons why nurse education needs to incorporate Muslim culture and values in their curriculum.

The first reason is that many of the Islamic practices are seen differently by believers of other religions. Take an example, when Islam suggests that circumcision is an obligation for Muslims, non-Muslims or other cultures may disagree as they say it was dehumanization. Consequently, it could create a bad image of Islam and Muslims. Lastly, some Muslim patients might be treated unfairly in some hospitals in big cities in the world.

Secondly, the health carers who understand the cultural variations among Muslims can nurse the Muslim patients properly. When the Muslim patients want to practice activities based on Islamic teachings, the nurses can help them easily. Besides, they can help neutralize the controversial situation which results from the difference between Islam and other various cultures. In addition, the Muslim patients can also give more information about Islamic culture and values. As a result, there may be less racism as well as less religious bigotry.

The third reason is that the understanding of Muslims' culture and values can be given

through nurse education. In nurse education, cultural sensitivity to the needs of Muslim patients can be achieved through a curriculum that incorporates crosscultural training in its preparatory program for nurse. Crosscultural training for nurses is based on the following assumptions:

- Nursing requires a database of information about culturally determined aspects of health, illness and care.
- Understanding of culture-specific and sensitive nursing care.
- Emphasis on caring acts as universal but taking many forms and variations in different cultures.
- System of treatment and care may already exist in other cultures.
- Attention to the significance of 'folk system' and their needs.
- Self-awareness is important.
- Development of sensitivity that one's own values, if imposed on others, can be offensive and unprofessional.

Based on the facts, it is essential for nurse education to include Muslims' culture and values in their program.

Source: Cultural Impact of Islam on the Future Directions of Nurse Education

Understanding Words

Refer back to the text and find the synonyms (i.e. words with similar meaning) of the following words.

- | | | |
|---------------------|---------------|-------|
| 1. well thought-out | (paragraph 1) | ..... |
| 2. problematic | (paragraph 1) | ..... |
| 3. exclusive | (paragraph 1) | ..... |
| 4. viewed | (paragraph 2) | ..... |
| 5. impression | (paragraph 2) | ..... |
| 6. one-sidedly | (paragraph 2) | ..... |
| 7. well | (paragraph 3) | ..... |
| 8. prejudice | (paragraph 3) | ..... |
| 9. realized | (paragraph 4) | ..... |
| 10. handling | (paragraph 4) | ..... |

Comprehension Question. Answer the following questions.

1. What is the meaning of the term of 'universal religion'?
2. What will you do if your classroom is dirty?
3. Do the non-Muslims always agree with our point of view?
4. How do the non-Muslims view circumcision?
5. Why are some Muslim patients not treated kindly in some hospitals in big cities in the world?
6. What is the job of health carers?
7. Who can inform to non-Muslims about Islam?
8. What do we expect of the non-Muslims if they know our culture?
9. What is the example of Muslim deeds which may be considered to be dehumanization by non-Muslims?
10. What is the organization of the text?

FOCUS ON STRUCTURE

ADVERB OF CAUSE & EFFECT

<p>a. I could not attend the class this morning because I was sick. b. There was a traffic jam yesterday as there was a truck accident. c. Because I was sick, I could not attend the class this morning.</p>	<p>An adverb of cause is a sentence whose function is as an adverb. These sentences will be introduced by the words <i>as, because or in case</i>. The place of the clause is usually at the end of a sentence. However, it can also at the start of the sentence (a comma should be used after the clause).</p>
<p>d. They studied English seriously, so they passed the test easily. e. It was hot; therefore, we did not go outside.</p>	<p>The adverb of effect is to show the effect of a certain action and it is usually coordinated by the word <i>so, or therefore</i>.</p>
<p>f. It is such a nice coffee that I want to have another cup. g. It is such a foggy day that we couldn't see the road.</p>	<p>Such that encloses a modified noun: <u>such + adjective + noun + that</u></p>
<p>h. The room is so hot that I prefer to sleep outside. i. He walked so quickly that I could not keep up with him.</p>	<p>So that encloses an adjective or adverb: <u>such + adjective / adverb + that</u></p>
<p>j. She made so many mistakes that she failed the exam. k. He has so few friends that he is always lonely. l. She has so much money that she can buy whatever she wants. m. He had so little trouble with the test that he left twenty minutes early.</p>	<p>So that is used with many, few, much, and little. In speaking, that is sometimes omitted.</p>

Exercise: Combine the following sentences using *so...that* or *such... that*.

1. The car was expensive. We couldn't afford to buy it.
2. It was an expensive car. We couldn't afford to buy it.
3. I had to wear my jacket. It was a very cold day.
4. I couldn't understand her. She talks too fast.
5. It took us only ten minutes to get there. There was a little traffic.

Exercise: Complete the following sentences with *so* or *such*, as in examples 1 and 2.

1. He was such a fool that no one took any notice of him.
2. He was so silly that no one took any notice of him.
3. The room was in mess that it took two hours to tidy.
4. The room was untidy that it took three hours to sort out.
5. We were tired that we went straight to bed when we got home.
6. We had had a tiring day that we went straight to bed.
7. It took us long to get home that we missed our supper.
8. It took us a long time to get home that we missed our supper.
9. Her throat was sore that she could hardly speak.
10. She had a sore throat that she could hardly speak.
11. He spoke in a soft voice that we could hardly hear him.
12. His voice was soft that we could hardly hear him.
13. I got a shock when I heard the news I didn't know what to say.
14. I was shocked when I got the news I didn't know what to say.
15. He lived a long way off that we hardly ever saw him.
16. He lived far away that we hardly ever saw him.
17. He was badly injured that they took him straight to the hospital.
18. He had suffered a serious injury that they took him straight to the hospital.
19. The children made a noise that we could hardly hear ourselves speak.
20. The children were noisy that we could hardly hear ourselves speak.



The maths teacher and the English teacher went out for a quick pizza after school.
 "How long will the pizzas be?" asked the maths teacher.
 "Sorry, Sir," replied the waiter, "we don't have long pizzas, just ordinary round ones."

SPEAKING

INTERRUPTING

There is a certain occasion when you really want to interrupt others. Or maybe, at other time, you are interrupted, but you do not let others interrupt you. The following expressions might be useful for you.

Interrupting

- May I interrupt you for a moment?
- Sorry to interrupt, but...
- If I may just interrupt you for a moment. I'd like to...
- I don't want to interrupt, but...

Taking the Floor

- Could I come in at this point?
- Could I say something about...?
- If I could just come in here ...?
- If no one objects, I'd like to say a few words about...
- If I could say a word about...
- I have a point to make here.

Commenting

- I wonder if I could comment on that last point?
- Excuse me, but I'd just like to point out that...
- I'd like to add something here, if I may?
- May I just draw your attention to the fact that...
- Excuse me, but I think it's relevant to add that ...
- Before we go any further, may I point out ...

Coming back to a Point

- As I was saying ...
- Coming back to what I was saying ...
- Perhaps I could resume ...
- I may just go back to the point I was making ...
- I could continue...
- Our question leads back to...

Preventing an Interruption

- Perhaps I could return to that point later on...
- I might just finish...
- With your permission, I'd rather finish what I was saying.
- With respect, I should like to finish the point I was making.
- If you would allow me to finish ...
- If you would be so kind as to let me finish...



Pre-empting an Interruption

There are two points I would like to make.
 First, I would like to reply to Mr. Rasyad and I would like to comment on ...
 Very briefly...
 I'd just like to ...

Practice in pairs. Read the phrases above with your friends.

WRITING

VERBS AND PHRASES USED IN REPORTING

Verbs and phrases are used to introduce a quotation or any other information that has been borrowed. Some of the more common ones and their usage are shown below. These expressions are followed by a direct quotation.

- As the prime minister said, "_____"
- As...reported, "_____"
- As...stated, "_____"
- As...mentioned, "_____"
- As...maintained, "_____"
- As...insisted, "_____"
- As...declared, "_____"
- As...wrote, "_____"

It is a good idea to include where the person said it:
 As Dr. Husein said in a speech before the International Islamic Society last June, "We have to bring Islam back to our every day life."
 As Professor Thaha wrote in his article entitled Islamic Revival in the Future, "Islam is now turned down by others. We have to raise it back in its original position."

You may also use these and other reporting verbs without as. Follow them with direct quotation.

- The rector said, "_____"
- further stated, "_____"
- later insisted, "_____"
- continued, "_____"
- firmly believes, "_____"

Important!

When you use other people's ideas:

1. Be accurate. Do not change the original. If you have a good reason to omit parts of a quotation, use an ellipsis (...) in place of the missing words.
 "The first reason ...is the inability of underdeveloped nations to produce enough food," said Dr.

Irhamni.

2. Mention the sources of your quotation. In academic writing, it is always necessary to state the exact source of your information even when you do not use a direct quotation.

Let's Make a Composition

Now, make an essay in which you quote other people's statements to support your ideas.

Lined writing area for composition.



UNIT 15



READING COMPREHENSION

Reading skill

SKIMMING

Skimming is one of the reading skills by which a reader finds the idea of a text. It is like previewing but it is done with different purposes. Previewing is done to have a quick look at the contents; skimming is done to find the main point, style, focus, point of view, the overall organization of the text, and how the text relates to the readers' background knowledge and interests. Thus, by skimming the readers will be able to decide whether the text is important for them and whether the text is related to what they want to find. Therefore, it is better for the readers to know the outline/skeleton of a text. In English academic writing, the main ideas are usually written in the first sentence of the paragraph, supported by details in the following sentences that are connected to one another.

Upon reading the following text, try to sketch the outline of the text. Find which one is the thesis statement of the essay and which ones are the main ideas of the paragraphs.

Let's read the text

Vocabulary in Context

- Salaries (n): gaji
- Feasible (adj): mungkin (dilakukan)
- Leading (adj): terkemuka
- are obligated (v): diwajibkan
- medieval (adv): pertengahan
- distinguished (adj): hebat, terkenal

WOMEN IN ISLAM

In Islam, women are allowed to work. By Islamic law, their salaries belong to them and their husbands are still obligated to support them. The participation of women in Islamic society cannot be put down. Throughout history, many Muslim women have had their active roles in developing the Islamic civilization.

In the early days of Islam, women went out to work, and participated in all social and

cultural activities. A famous case is Shifa bint Abdallah who became a chief inspector of Market in Madina in the era of Caliph Omar bin Khattab. In medieval times, Muslim women were frequently merchants or physicians. Numerous fascinating biographies exist of countless women who became religious scholars and taught in the masjids and colleges. For instance, in Central Asia, Karima al-Marwaziyya (d.1070) as well as Shuhda

the Scribe (d.1178) became very famous scholars who taught in Islamic colleges. Fatima bint al-Hasan was known as a hadith scholar as well as a calligrapher in Islam. In Damascus, the female scholars whose students became leading scholars, included Ibn Battuta who was popular in Java as a traveling *Mauna*, were Ajiba bint Abu Bakr (d.1339) and her student, Bint al-Kamaal (d. 1339).

There are also many other woman scholars who gave a great contribution to literature and arts in the later era. Umm Hani (d.1466) was another distinguished scholar. She memorized the Quran while still a child and mastered some academic disciplines like theology, law, history, grammar and poetry. She was also skillful in writing poetry and had a deep religiosity that impelled her to perform the hajj pilgrimage to Makkah no fewer than thirteen times. Moreover, in the field of literature is found Wallada of Cordova with her Fitnet of Istanbul (d.1780) and Queen Nadira (d. 1842)

Comprehension Question

Answer the following questions

1. Based on the text, what is the main role of women according to Islam?
2. May Muslim women work outside of their homes?
3. What do you know about Shifa bint Abdallah?
4. Who was a female scholar of the tradition of Prophet Muhammad as well as a calligrapher mentioned in the text?
5. Who were the teachers of Ibn Battuta?
6. Mention three women who excelled in literature.
7. What is the work of Wallada of Cordova?
8. Who was the very brilliant woman who memorized the Qur'an while still a child?
9. What is the thesis statement of the reading text?
10. What are the topic sentences of the paragraphs?

A warning to any young sinner,
Be you fat or perhaps even thinner.
If you do not repent,
To hell you'll be sent
With nothing to eat but school dinner

with her Kokand in Central Asia. These enriched the Arabic, Persian and Turkish languages and literature.

Muslim women have also played a significant role in military affairs. In the early Islamic period, women were often called upon to provide nursing and other ancillary services, and even to bear arms alongside the Muslim men. This is because when a Muslim community is invaded, taking arms to repel the enemy might become a religious duty for men as well as women.

Today, in some Muslim countries the roles of women are becoming more important. They can be engineers, physicians, professors, deans, company directresses, and so on. Their active participation can be seen in many Islamic societies.

In conclusion, Muslim women have shown a great participation in the development of Islamic life in addition to their contribution to their main duties as mothers and wives.

Adapted from: Understanding Islam and the Muslims



FOCUS ON STRUCTURE

ADVERB CLAUSE OF CONDITIONS: OTHERWISE AND OR (ELSE)

a. I always eat breakfast. Otherwise, I get hungry during class.	Otherwise expresses the idea "if the opposite is true, then there will be a certain result." In (a): otherwise = if I don't eat breakfast. In (b): otherwise = if you don't hurry.
b. You'd better hurry. Otherwise, you'll be late.	
c. I always eat breakfast, or (else) I get hungry during class.	Or else and otherwise have the same meaning. Otherwise is a transition. Or (else) is a conjunction.
d. You'd better hurry, or (else) you'll be late.	

Exercise: Make sentences with the same meaning by using otherwise.

1. If I don't call my mother, she'll start worrying about me.
I should call my mother. Otherwise, she'll start worrying about me.
2. If I don't wash my clothes tonight, I won't have any clean clothes to wear tomorrow.

3. If you don't leave now, you'll be late for class.

4. If you don't go to bed, your cold will get worse.

5. Unless you have a ticket, you can't get into the theater.

6. You can't enter that country unless you have a valid passport.

7. If Surya doesn't get a job soon, his family won't have enough money for food.

8. Mary can go to school only if she gets a scholarship.

 **SPEAKING**
COMPROMISING

In a heated discussion, two parties with differing positions may keep their own stance without being willing to. If this happens, learning from others tends not to happen. Of course, this is not the best kind of good discussion in academic meetings. Each person in the intellectual discussion should be ready to learn from and listen to others.

Compromising is one way used to promote collaboration among the discussion participants. The following phrases might be useful when a discussion participant want to show cooperation with other participants.

Offering a Compromise

We are prepared to ... on condition that ...
I think we could ... provided that ...
We are ready ... on the understanding that ...
We are willing to ... with the proviso that ...
We are more than ready ... as long as ...
I believe we can ... if ...

Asking if It's Acceptable

Is that acceptable?
Would that be acceptable?
Would that be satisfactory?
Is that acceptable as a compromise solution?
We hope that this will be acceptable.

Adding a Condition Positively

We see no objection whatsoever, provided that ...
If we agreed, it would be conditional on ...
Our agreement is conditional on ...
If we agreed, we hope you would reciprocate by ...
If you be prepared to ..., then we could ...

Adding a Condition Negatively

We'd rather reluctant to ... unless ...
I don't think we could ..., unless ...
We wouldn't be prepared to ..., unless ...
We have certain reservations about ..., and unless ...
Only if you ..., would we be prepared to ...

Accepting a Compromise

I think that would be perfectly acceptable.
We see no objection to that.
That seems to be a reasonable compromise.



In a spirit of compromise, we would be willing to accept your offer.
To meet you halfway on this, I think we could agree to your condition.

Rejecting a Compromise

We are entirely unconvinced that this is a viable solution to the problem.
Although we want to avoid a deadlock as much as you do, we find your offer unacceptable.
You leave us with little alternative but to ...
In that case, we should very reluctantly have to ...
In which case, we would be virtually obliged to ...
You put us in a difficult position.

 **WRITING**
PARAPHRASING

Paraphrasing is restating the ideas of the writers into different words but with the same contents. Restatement is important in academic writing to get the logical thinking. This happens as to the knowledge we are searching for may not be new. Therefore, a paraphrase needs a reference paragraph. What can be paraphrased are sentences, a series of sentences, or a short paragraph.

Look at the following example of a paraphrase.

People in Indonesia like watching TV with their family every evening.
Indonesians love turning on their TV while having dinner.

Exercise: Write the paraphrase of the following sentences.

1. They might think that women have to be at home.

2. Fatima bint al-Hasan was known as a hadith scholar.

3. As a child, Umm Hani (d.1466) memorized the Quran.

Let's Make a Composition

Now, read the following writing about women in Indonesia. After finishing reading, rewrite the paragraph into your own words but with similar content.

Women's opportunities lessened as the economy became more commercialized from the late 18th century, but their prominence in small trading and marketing is still a feature of Indonesian society.

One of the reasons for the economic independence of Indonesian women has been their role as horticulturists. Furthermore, in a number of Indonesian societies, such as Minangkabau in central Sumatra, land was inherited through the female line. Female labour was also essential in rice production, a staple food through most of Indonesia. Women were responsible for planting the seeds in holes in dry-rice plots, and in raising and transplanting the seedlings in wet rice fields. Weeding was similarly considered to be a female task. When the rice ripened, they were the principal harvesters; the separation of padi from the husk was likewise women's work. Furthermore, women were prominent in the fertility rituals associated with rice production because the spirit of rice is believed to female. In addition to rice, women grew other food crops such as vegetables which were either consumed by the family or else exchanged in the market.

In a number of areas, notably eastern Indonesia, wild sago remained the most important food item. As with rice, legends frequently link women and sago together. In Western Indonesia, on the island Siberut, off West Sumatra, the original sago tree was believed to be the reincarnation of a young girl. The harvesting of sago was carried out by men but the conservation of the pith into food demanded particular skills which were the preserve of women. In eastern Indonesia these skills were intimately involved with commercial life because baked biscuits made of sago were a major exchange item.

BIBLIOGRAPHY

- Ahmed, S. & Muntaqim, A. A., 1997. *Islam and Science*. Walnut: Islamic Cultural Workshop.
- Amana Magazine, October-December 2002. *Kinds of Diseases*, p. 24-25.
- Anonymous. 2002. *The Wicked Book of Crazy Jokes*. London: Parragon
- Azar, B. S. 1989. *Understanding and Using English Grammar*. Englewood Cliffs: Prentice Hall.
- Bickley, V. 1990. *Language Use, Language Teaching, and the Curriculum*. Hongkong: Institute of Language in Education.
- Carter, R. & Nunan, D. 2001. *The Cambridge to Teaching English to Speakers of Other Languages*. Melbourne: Cambridge University Press.
- Christison, M.A. & Bassano, S. 1987. *Purple Cows & Potato Chips: Multi-Sensory Language Acquisition Activities*. Englewood Cliffs: Alemany Press.
- Goodale, M. 1995. *Efektif dan Efisien dalam Rapat Berbahasa Inggris*. Jakarta: Gramedia Pustaka Utama.
- Ibrahim, I.A., 1997. *A Brief Illustrated Guide to Understanding Islam*. Houston: Darussalam.
- ICWA Halal Committee. 2001. *A Guide to Halal Food Outlets in Western Australia*. Perth: ICWA Halal Committee.
- Mikulecky, Beatrice S. 1990. *A Short Course in Teaching Reading*. New York: Addison-Wesley.
- Narayanasamy, A. & Andrew, A. 2000. *Cultural Impact of Islam on the Future Direction of Nurse Education*. *Nurse Education Today*, (Online), Vol. 20:57-64 (<http://www.idealibrary.com>, retrieved 15 February 2006).
- Orr, T. 2002. *English for Specific Purposes*. Alexandria: TESOL Inc.
- Oshima, A. & Hogue A. 1991. *Writing Academic English*. Sydney: Addison-Wesley.
- Sion, C. 1985. *Recipes for Tired Teachers: Well-Seasoned Activities for ESOL Classroom*. Sydney: Addison-Wesley.
- Winter, T.J. & Williams, J. A. 2002. *Understanding Islam and the Muslims*. Louisville: Fons Vitae
- Zainul, N. Osman, F. & Mazlan, S. H. 2004. *E-Commerce from an Islamic Perspective*. *Electronic Commerce Research and Application*. (Online), Vol. 3: 280-293, (<http://www.elsevier.com/locate/ecra>, retrieved 15 February 2006).

Notes on the Authors & Editor

Zuliati Rohmah is Lektor at the Faculty of letters, State institute of Islamic Studies (IAIN), Sunan Ampel, Surabaya. A Fulbright Scholar, she received her degrees - bachelor up till doctorate - from the State University of Malang (formerly IKIP MALANG), Indonesia. In 2003, she was a Visiting Researcher at the Department of Linguistics, University of Illinois at Urbana-Champaign, USA. Dr Rohmah has also served as a consultant to a number of educational institutions dealing with women issues in the light of Islamic tenets. Her broad research interests lie in the area of English for Young Learners, TEFL, Discourse Analysis, Cross-cultural Pragmatics, Contrastive Rhetoric, and Women Empowerment.

Irma Soraya obtained her bachelor degree in English Education from School of Education, IAIN Sunan Ampel, Malang. Her Master's degree in Language and Literature education was received from *Universitas Negeri Surabaya (UNESA)*. Since 2005 she has been the Head of the Language Laboratory and the Secretary of the Department of 'Tadris', School of Education, IAIN Sunan Ampel, Surabaya.

Muhtarom is an academic staff at School of *Dakwah*, IAIN Sunan Ampel, Surabaya. He received his bachelor degree from IKIP MALANG in 1990, a graduate diploma in TEFL from University of Canberra in 1995, and Mater of Education from Sidney the University Sydney in 1996. He is currently Coordinator of Language Assistance Program for Islamic Schools (LAPIS) for Gresik Region. Besides, he is also directing Excellent Education College (English Course) and Excellent Children (kindergarten and primary school).

Moh. Kurjum is a lecturer at the Faculty of Letters (*Adab*). He has been the Head of the English Department of the faculty since the year of 2000. He was also responsible for *Madaniya journal*. He is currently a student of the Doctorate Program of IAIN Sunan Ampel Surabaya and Coordinator of the TEFL Program at the Faculty of Letters (*Adab*). Presently, he is Coordinator of the English Teaching of as a foreign Language Program IAIN Sunan Ampel Surabaya.

Zainal Arifin is lecturer at the School of Theology (*Ushuluddin*) IAIN Sunan Ampel Surabaya. He received his B.A. from *Institut Pendidikan Darussalam (IPD)* Gontor in 1988. He obtained his *Doktorandus* (Drs.) from the School of Theology (*Ushuluddin*) State Institute of Islamic Studies Sunan Ampel Surabaya. He is currently the Coordinator of the TEFL Program at School of Theology (*Ushuluddin*) IAIN Sunan Ampel Surabaya.

A. Kemal Riza is a lecturer at the School of Islamic Law (*Shari'ah*), IAIN Sunan Ampel Surabaya. He graduated from IAIN Syarif Hidayatullah Jakarta in 1999. He furthered his study in the Master's program majoring in Asian Studies at Australian National University (ANU), Canberra, Australia, completed his graduate study in 2004. His serious engagement in learning English started in an intensive program in Pare, Kediri and in LIA. He is the Coordinator of the LEFT Program at School of Islamic Law (*Shari'ah*), IAIN Sunan Ampel Surabaya.

Yazid Basthomi is Lektor with the English Department, Faculty of Letters, State University of Malang, Indonesia. He received his M.A. in Applied Linguistics from Curtin University of Technology, Perth, Western Australia and Doctor in English Language Education from the State University of Malang, Indonesia. His Arts, Walailak University, Thailand, Southeast Asian Studies Program, Faculty of Arts and Social Sciences, National University of Singapore; Brimhall School, Mesa, Arizona; and Seinan Gakuin University, Fukuoka, Japan. A Fulbright scholar, in the Fall and Winter terms (2005-6), he conducted research at the English Language Institute (ELI), University of Michigan-Ann Arbor, USA.

ENGLISH

For
Islamic Studies

ENGLISH FOR ISLAMIC STUDIES



Zulfari Rahmah, et al.

Zulfari Rahmah, M.Pd.
s. Irma Soraya, M.Pd.
s. Muhtarom, Dip.TESL, M.Ed.
s. Moh. Kurjum, M.Ag.
s. Zainal Arifin
Kemal Riza, M.A.