

ENGLISH FOR ISLAMIC EDUCATION

Revised Edition

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❧ P R E F A C E ❧

This book of English for Specific Purposes: *English for Islamic Education* (revised edition), has been written to fulfill the need of the students studying English. It is especially designed for students of Islamic Education Department of undergraduate level. However, this book is a required reference for those who are taking Intensive Language Program at PKPBI UIN Malang.

This material compilation, further, focuses on providing opportunities for the students both in acquiring and developing their English covering language skills and components. The idea behind this book is that a systematic, well understanding of integrated English language components and skills, results in a better mastery in English communicative competence.

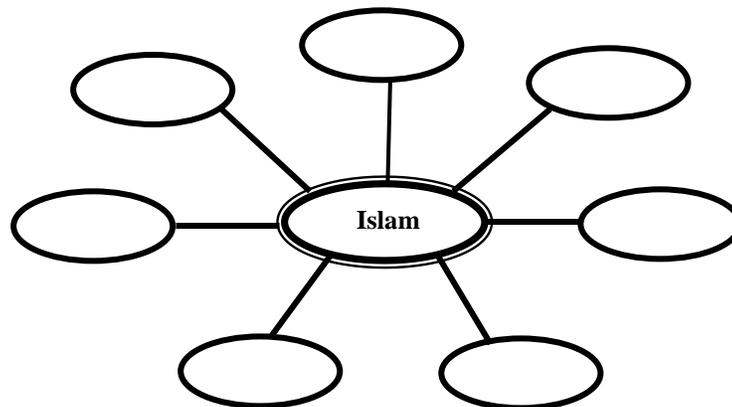
As the second revised volume, this book is made up of ten units, each of which presents a reading text of an Islamic Education content-area. This section is followed by vocabulary, structure, speaking, writing, and language development skill sections.

Finally, to enhance the teaching and learning in the classroom to be more effective, lecturers are expected to make the utmost of the book contents. Constructive criticism and suggestions for better creation of this book are always welcome.

The writers

I. READING

When you heard the word "Islam", what comes into your mind?



WHAT IS ISLAM?

By word, Islam means **safety**. The believer of Islam naturally should think and do safety. Safety also means **peaceful**. The safety concept in Islam is safety for all: life in the natural world and safety in the 'life after die'. It is the main objective of Islam. When people have believed to Islam, he or she should be committed and consisted to build peace in his/her mind and peace in his his/her community.

To reach the objective, Allah The Only God in Islam the most merciful and the most **compassionate** revealed completed **commandment** to the Messengers. There were about 25 Messengers of God. From Adams Alaihi Salam (upon him be peace) and Eve to Mohammad Salallahu Alaihi Wa Salam (may Allah bless him and give him peace). They were the selected

prophets from more than three hundred number of the prophet of Allah Subhana wa ta'allah (praise be to The Almighty).

The rule of Allah, in Islam it is called Sunatullah, is divided into two kind of sunatullah: textual rules and natural rules. The Allah rules always stabled for all times. The textual rules usually called holy book: the book of holy Psalm, the book of holy Torrah (the old-testament), the book of holy Gospel (the new-testament) and the book of holy Koran (Al Qur'an). The Islam believes in all of the original holy books. So that, the Islam, was committed with Allah subhana wa ta'allah rules to always keep the original of the holy Koran. No changes on Al Qur'an from the beginning until now

The natural rules of Allah The only God are only can be 'read' by the human being who want learning of the characteristic of the natural world. All of natural rules are pleased to all human being. There are no exceptions; everyone can do it with the power of their mind and creativity. However, the textual rules like Al Qur'an is only can be reached and only can be read by the holy mind and heart to be full submission to Allah The only God. Otherwise, they will follow their intension to change anything from the God. They change the text of the holy book to fit with their mind. This is about the believer of Islam can not believe the other holy book except Koran. Actually, the Koran consists of all commandment of Allah that previously given in the Old Testament and in the New Testament. The Islam is pure and original religion which performs the pure prevalence of Allah.

By: N. Tjokro Prawiro (www.geocities.com)

GLOSSARY:

Compassionate (Adj) : forgiving; pemurah

Commandment (N) : order; perintah

Testament (N) : covenant; perjanjian

A. QUESTIONS LEADING TO DISCUSSION

Discuss the following questions with your classmates and teacher

1. How does the writer define Islam?
2. What is the main objective of Islam?
3. What should the people do when they has believed to Islam?
4. What is *Sunatullah*?
5. Mention the original holy books believed in Islam
6. Can you explain the meaning of the following sentence: *the natural rules of Allah The only God are only can be 'read' by the human being who want learning of the characteristic of the natural world*

B. EXERCISES

1. Reading for Information

Read the following statements and indicate whether each is true (T) or false (F) by circling the correct letter. If necessary skim the passage again to find the sentences which contain the answers.

- T F 1. The textual rules of Allah can only be read by human being with holy mind by learning the rules of the natural world.
- T F 2. People cannot change the text of the holy book and therefore they modify it to meet with their intention.
- T F 3. Islam believes all holy books which are original.

T F 4. Every people who live beside Muslim community will be peaceful and safe

T F 5. The original of the holy Koran is still kept and never be changed.

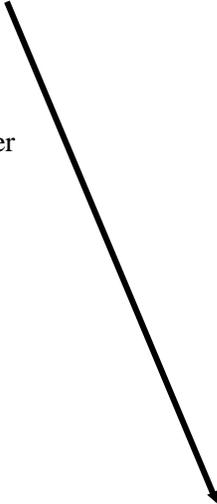
2. Contextual Reference

Examine the given passage to find out what the following pronouns refer to.

- | | | | |
|---------|---------------|----------|---------------|
| 1. It | (paragraph 1) | 4. They | (paragraph 4) |
| 2. They | (paragraph 2) | 5. Their | (paragraph 4) |
| 3. It | (paragraph 4) | | |

3. Relations

Match the explanation on the left side with the heading on the right side using arrows. One heading may cover more than one explanation. (No.1 is given as the example)

- | | |
|---|------------------------|
| 1. The simple advantage kindness is to throw away a nail from the road to eliminate the accidental injury. | <i>Sahadah</i> |
| 2. It is the ultimate <i>ibadah</i> of moslem | |
| 3. It starts with blessing the name of Allah (<i>takbeer</i>) and ended by blessing to human being (<i>salam</i>) | <i>Amanah</i> |
| 4. These include: develop a building for study, dig the well of water treatment for community, etc. | <i>Shalat</i> |
| 5. This is the submission of human being to his/her only God | |
| 6. In a special month, Allah provide some 'lucky bonus' to every believer who want to serve him for Allah. | <i>Shaum</i> |
| 7. All moslem of world are combined in unity of Islam in the holy land of Macca | |
| 9. The moslem must pure from the deceiving and lying | <i>Zaqah</i> |
| 9. The ritual prayers and actions must be done five times daily | |
| 10. It is started from very early morning until the sunset | |
| 11. The obligatory donation of Moslem is decided by the value and retention of age. | <i>Amalun Shalehah</i> |
| 12. The variety of advantages charity are opened and should done by every moslem | |
- 

13. This is the basic mentality of moslem to accept the commandment of Allah

Hajj

II. VOCABULARY

English Suffixes

A suffix is a letter or group of letters that is added to the end of base words; in *truthful*, *truth* is a base word and *-ful* is a suffix. Words that are unfamiliar to you may sometimes consist of a base word you know and an added suffix.

When a suffix is added to a base word, final *e* may be dropped, (*mature* + *-ity* = *maturity*), final *y* may be changed into *i* (*harmony* + *-ous* = *harmonious*), or a base word may undergo some other spelling changes (*proclaim* + *-ation* = *proclamation*). Keep these facts in mind as you do the exercise.

Some common suffixes

Noun

Examples

Suffixes

-ance	appearance, assurance, defiance
-ancy	pregnancy, vacancy, malignancy
-ence	preference, difference, interdependence
-ion	depression, confusion, transfusion
-ity	acidity, liquidity, captivity
-ive	detective, directive, relative
-ment	government, management, requirement
-ness	happiness, kindness, bitterness
-ure	displeasure, exposure, departure

Adjective

Suffixes

-able	touchable, comfortable, lovable
-ful	peaceful, wasteful, plentiful
-ible	reversible, reducible, perfectible
-ical	spherical, theatrical, quizzical
-ious	prestigious, infectious, spacious
-ive	reflective, imaginative, constructive
-y	cloudy, thrifty, rainy

Verb

Suffixes

-ify	simplify, glorify, falsify
-ize	personalize, categorize, popularize

**Adverb
Suffixes**

-ly

quickly, gradually, constantly

-ward

homeward, backward, afterward

Exercise 1

Answer the following questions by writing the base words in the boldface terms. The first question is answered to illustrate what you are to do.

Alexandria has **prophetic** powers.

She has the powers of a prophet

1. The stages of life are **cyclical**.

The stages of life occur in a _____.

2. We had **comparative** good luck.

If you _____ our luck to their luck, ours was good.

3. Please make a **compilation** of the facts.

Please _____ the facts.

4. We selected clothing for its **durability**.

We chose _____ clothing.

5. Amy has **expertise** in mathematics.

She is an _____ in mathematics.

6. Tom has some **familial** difficulties.

He had difficulties with his _____.

7. This machine has a **multiplicity** of tiny parts.

This machine has _____ tiny parts.

8. There is no **quantitative** difference in their weights.

Their weights do not differ in _____.

9. The problem is **remediable**.

There is a _____ for the problem.

10. Make a **transposition** of the letters in *ache* to spell *each*.

_____ the letters in *ache* to spell *each*.

EXERCISE 2

List as many as possible the uses of suffixes you can find in the text in the beginning of this unit. In the following table, number one is provided as the example.

No.	Words	Word base	Suffix	Type of suffix
1.	Safety	Safe	- y	Adjective
2.				
3.				
4.				
5.				
....				

EXERCISE 3

Make a suitable word from each the base word in the brackets in each of the following sentences!

1. In the old days the Chinese government maintained a university in the (nation) capital.
2. The (son) of a businessman had to follow their father's trade.
3. Athens has the first democratic (govern), and it was not what would be called a democratic one today.
4. The male (citizen) of Athens were the first people to have self (govern) and (free) of thought and conscience.
5. The ideal person was (excellent) in all things.
6. The (educate) Athenian was (suppose) that the welfare of (Athens), her people, her (govern), her culture were his (person) (responsible).
7. As the Athenian grew (old) he (go) with his father or his tutor to the assembly and the court, where (law) were (discuss) and justice was (decide)

III. STRUCTURE

"THERE" and "IT"

Analyze the following examples carefully:

- a. **There** were about 25 Messengers of God.
- b. **There** are no exceptions; everyone can learn the natural rules with the power of their mind and creativity.

- c. **It** is the rule of Allah which is called *Sunatullah* (not the common rule)
- d. **It** is obvious that Islam is pure and original religion which performs the pure prevalence of Allah.
- e. **It** appears to be true that Al Qur'an is not changed from the beginning until now.

There in the first and second sentences are *expletive* which means only used to fill the subject position in the sentences. The word "there" is not always an expletive but also an adverb of place as occurred in the sentence "his book is over there".

It in the third sentence is used to introduce the sentence. Meanwhile, in the fourth sentence we usually begin the sentence with it and put the infinitive later, instead of saying "*That Islam is pure and original religion which performs the pure prevalence of Allah is obvious*". In the last example, *it* also acts as a subject for impersonal verbs.

Exercise

A. Fill in the blanks by applying "there" or "it"

1. is so unsafe to go out at midnight that is better for you to stay here.
2. are basic principles of belief that a Muslim must know and learn.
3. was kind of you to help him
4. may be a strike against the government in front of the central office
5. easy to criticize than to accomplish a work
6. should be a strong commitment to hold
7. is still a chance for anyone to learn more about Islam
8. is too early to accuse that learning Islam is difficult
9. is an obligatory for a Muslim to pray five times a day

10. happens to be clear that is a tenet that you must think right in the holy land.

B. Make 3 sentences using expletive "there" and 3 sentences using introductory "it".

1. _____
2. _____
3. _____

IV. SPEAKING

Guessing Games

In front of your friends, tell about an object using at maximum three short sentences using "there" or "it". Then, let your friends to guess the name of the object you mean.

Also, you can ask your friends to name a thing using the cue sentences you provide.

EXAMPLE

- There are a lot of chairs
- There is one white board on the wall
- There is a black table next to the white board (*The answer: classroom*)

- It is white and beautiful
- It is small and fragrant
- It is the typical flower of our nation (*The answer: jasmine*)

V. WRITING

Continue the following sentence to be a good paragraph which reflects your opinion.

It is absolutely wrong to say that Islam is a terrorism religion.

II. LANGUAGE DEVELOPMENT SKILL

Find the words or phrases in the text which have equal meaning with the following. The clues are given.

1. Person who takes message to somebody **M** _ _ _ _ _ **R**
2. Purpose, things aimed at **O** _ _ _ _ **T** _ _ _
3. The earliest form of something from which copies can be made
O _ _ **G** _ _ _ _
4. Person who teaches religion and claims that his/her teaching comes directly
from God **P** _ _ _ **H** _ _
5. Associated with God or religion **H** _ _ **Y**
6. Believe in and worship of God **R** _ _ _ _ _ **O** _



I. READING

Before you read the text below, can you tell the class your reason of choosing Islam as your way of life?

HOW DID YOU ACCEPT ISLAM?



Many people have asked me lately how I came to Islam. It is not an unusual question for a **convert** to be asked. Every person who accepts Islam has a unique story and tale to tell. Many “born” Muslims, as they call themselves, take a great interest in such convert-stories as well. It **reaffirms** their faith and strengthens their resolve.

I would recommend that people spend more time reading convert stories of the Sahaba (Companions of the Prophet) than those of modern convert. Every Sahaba has a unique story and suspense-filled adventures on their way to truth. Sometimes when I read about one of them, I find parallels in my own journey to Islam. Other times I find myself amazed at the power of the human spirit to overcome even the most **insurmountable** obstacles. In my humble understanding, I feel every Muslim should make it

a point to be familiar with the stories of at least ten of the Sahaba. Skim through a book of their biographies. Compare their examples. What lessons are there for our own lives today?

The Blessed Prophet advised us to follow the example of his Sahaba and even Allah, Himself, praises the Sahaba in many places in the Qur'an. Today our children's heroes are basketball players, fashion models, singers and movie stars. People who do nothing important, they are just entertainers. They teach nothing good in a real sense, they contribute nothing to society and all they do is presenting an example of a wild and **wealthy** lifestyle which makes our children want to duplicate it.

Every parent, school and teacher must make certain that our children know at least ten Sahaba stories in a meaningful and relevant way. Then our children will look to the real giants of history as their heroes and born Muslims can get a sense of **pride** in their way of life that goes beyond, far beyond what stories those of us converts of today can tell. After all, let's apply our reading, make it meaningful for our lives and do something with it. Will you accept this challenge? I will.

By Yahiya Emerick (www.islam.net)

Glossary

Convert (Vt)	= change, transfer; berpindah
Reaffirm (Vt)	= state again; mempertegas
Insurmountable (Adj)	= insuperable; tak teratasi
Wealthy (Adj)	= well-off; mewah
Pride (N)	= conceit; kebanggaan

Comprehension

Answer the following questions based on the content of the passage above.

1. Why listening to convert-stories are interesting?
2. What is the writer's suggestion for Muslims?
3. What is his challenge?

Point to Discuss

Fill in the questionnaire below, then, share with your friends to see whether you have similar or different view.

1. My personal favorite among the Sahaba is:

I am impressed with him/her convert-story because:

Contextual Reference

What do the following pronouns refer to?

1. Themselves (paragraph 1)
2. Their (paragraph 2)
3. They (paragraph 3)
4. This (paragraph 4)

II. VOCABULARY

Negative Prefixes

Study the following English negative prefixes

1. "in" + valuable = invaluable
"in" + active = inactive
2. "in" becomes "ir" if it is attached before sound "r"
"in" + regular = irregular
"in" + rational = irrational
3. "in" becomes "il" if it is attached before sound "l"
"in" + logical = illogical
"in" + legal = illegal
4. "in" becomes "im" if it is attached before sound "b", "p" or "m".
"in" + possible = impossible
"in" + material = immaterial
5. "un" + happy = unhappy
"un" + usual = unusual
6. "a" + theist = atheist
"a" + moral = amoral
7. "dis" + agree = disagree
"dis" + harmony = disharmony
8. "non" + user = nonuse
"non" + fiction = nonfiction

Exercise

Give appropriate negative prefix in each of the words between brackets in the following sentences.

1. Don't ask an (theist) teacher to educate your children.
2. He likes rock music, but his sister (like) it.
3. She is very (happy) because her child has been sick for three days.
4. (Harmony) between the member of the family must be avoided.
5. He is a (worker) in this factory.
6. The professor said that his research proposal is (complete).
7. I cannot accept his (logical) reason.
8. His work is (professional).
9. He wants to be a (conformist)
10. His point of view is (liberal)

III. STRUCTURE

SIMPLE PRESENT TENSE

Simple Present Tense : Use and Form

To express an action which happens again and again, that is, a habit. For example :

We go to the market every day.

He smokes twenty cigarettes a day.

To express a fact that stays the same for a long time; that is, a state. For example :

She lives in Madrid.

I work in a bank.

To express a fact which is always true. For example :

Vegetarians don't eat meat.

Water boils at 100 C.

<u>AFFIRMATIVE STATEMENTS</u>	
I You We They	work
He She	works

<u>NEGATIVE STATEMENTS</u>		
Subject	do not/does not	Base form of verb
I You We They	do not	work
He She It	does not	work

<u>YES/NO QUESTIONS</u>			<u>SHORT ANSWER</u>			<u>SHORT ANSWER</u>		
Does / Do	Subject	Base form of verb	Affirmative			Negative		
Do	I you we they	work?	Yes,	you I/we you they	do	No,	you I/we you they	don't
Does	he she it			he she it	does		he she it	doesn't

<u>WH QUESTION</u>			
WH-word	do / does	Subject	Base form of word
Where What Who When Why How How long	do	I you we they	work?
	does	he she it	

Complete the conversation below. Use simple present tense.

Friends are talking about a problem.

Dona: Every day my sister _____ hours in front of TV. She just _____ there and
 1. (spend) 2. (sit)
 _____ one program after another.
 3. (watch)

Jenny : I know what you mean. My Husband _____ the same thing. He never

4. (do)

_____ book anymore. And forget about exercise! After work, he _____ home.
5. (read) 6. (hurry)

Then he just _____ inside and _____ channels with the remote control.
7. (stay) 8. (switch)

Diana: It's awful. Sometimes my sister even _____ plans because a special show is on TV!
9. (not have)

How Often?

(Adverbs of frequency)

The Present Simple is often found with adverb of frequency. They are listed here according to the approximate degree of frequency that they express.

Always	100%
Usually	↓
Often	↓
Sometimes	50%
Not often	↓
Rarely	↓
Occasionally	↓
Hardly ever	↓
Never	0%

Exercise

Use the adverbs of frequency above to substitute of the words in italics

- 1) Aniston rushes to work *every morning*. Aniston **always** rushes to work.
- 2) She's in a hurry *all the time*. _____.
- 3) She *doesn't* have time for breakfast.
_____.
- 4) She skips dinner *several times* a week.
_____.
- 5) She goes on vacation once *every three years*.
_____.
- 6) She's nervous *most of the time*.

_____.

7) She *doesn't* relax.

_____.

8) She sees her friends *once or twice a year*.

IV. SPEAKING

TELLING ROUTINES

In this activity you are free to talk with your partner discussing each of your routine activities. Feel free to ask your teacher's help if you find any problem in expressing sentences using Simple Present Tense that we discuss in this unit.

V. WRITING

Complete this paragraph according to your activities

MY WEEKEND ACTIVITY

_____ Saturday morning, I like to _____ or _____.

I don't like to _____. And I never _____.

_____ the afternoon, I (always/often/sometimes) _____ with my friends.

_____ night I (always/often/sometimes) stay at home. I _____. _____ Sundays, I often _____.

or _____. I never _____. All in all, I love my weekend.

VI. LANGUAGE SKILL DEVELOPMENT

DESCRIPTION



In this section, you are asked to describe the picture. This activity involved the whole class. Each student builds a sentence describing the people in the picture using simple present tense.

E.g. Student 1: *My uncle works in a law firm.*

Student 2: *He has some friends there.*

And so on.



I. READING

Before you read the text below, can you explain who younger generation is?

ISLAMIC EDUCATION FOR THE YOUNGER GENERATION



All babies are born innocent and equal. The task of parents therefore is to maintain the qualities ***inherent*** in their children. Allah (swt) has created humankind on “Fitrah”, that is, inherent in the human soul are innocence, purity, truth and freedom. Every human soul is inclined naturally to right and virtue and has the knowledge and understanding of their own position in the universe and about Allah’s wisdom, goodness and power.

Islamic education is the only means by which we can preserve our true nature and that of our children, as Allah (swt) created it. We should always bear in mind that we have to correct ourselves first, and then restore the nature of our children.

We learn from ahadith that our Prophet gave *adhaan* in the right ear and *iqmat* in the left ear of his grandchildren, as soon as they were born, to introduce to them their true Creator. It is our **solemn** duty to follow the tradition of our beloved Prophet and do the same to our children. In this way a Muslim baby's tiny little heart and mind receives the warmth and love of Allah (swt).

The second lesson from Allah (swt) is to show goodness and kindness toward parents. Show gratitude to Allah (swt), the Creator Supreme and then to parents, especially to the mother who has carried the baby for nine months and breast-fed the baby for about two years after birth. Gratitude towards parent is also due even if they are not good Muslims or non-Muslims. Disobedience to parents is only allowed if they force their children to do anything **against** the will of Allah (swt).

The third lesson teaches us that Allah (swt) has knowledge of all things in the universe. He is acquainted with all the mysteries. Therefore, whatever we do, all our actions in public or in private are known by Allah (swt) and on the Day of Judgment the register of our **deeds** will be brought forth. Our destination in the Hereafter certainly depends on our behavior, actions and deeds.

Lesson four is to "establish regular prayer". Establishing *salaat* requires learning and memorizing of the Holy Koran, or at least some small surahs. It is the duty of Muslim parents to teach the Koran to their children and to try to get them to finish reading the whole Koran once between the age of 8 to 10. We should also try to encourage our children to establish *salaat* by the time they are 10. At the age of puberty, if children neglect *salaat* they should be **admonished**.

Lesson five is to "enjoin what is just and forbid what is wrong". As a rule, everyone in the family, young or old, should have the right to enjoin good and forbid wrong. This system of checks and balances, if practiced by Muslim family, will *Insha-Allah* create a Muslim ummah.

Glossary

inherent (Adj.)	= innate
solemn (V)	= sincere
against (prep)	= in opposition to; melawan
deed (N)	= endeavor ; amal perbuatan
be admonished (V)	= given a warning; diperingatkan

Skimming

As one of sub-skills in reading, skimming means to read new material rapidly to obtain the overall meaning.

Read all the paragraphs of the passage above and describe the general content of each paragraph in a complete sentence.

Match each of the statements below with the correct paragraph by writing paragraph one, two, three, four etc in the blanks.

1. ----- Young generation must gratitude towards the Creator then to parents, especially to the mother.
2. ----- Educating younger generation starts from introducing them their true Creator by giving *adhaan* and *iqamat* as soon as they were born.
3. ----- *Amar ma'ruf nahi mungkar* is the rule to construct a real Muslim community.
4. ----- Babies are gifts from Allah (swt) that were born in innocent, pure, true and free soul.
5. ----- For Allah understands the finest mysteries and is well acquainted with them, all our actions are known by Allah (swt).

6. ----- Children are encouraged to establish five times daily prayer and it is the duty of Muslim parent to teach the Koran to them.

Contextual Reference

What do the following pronouns refer to?

1. Their (paragraph 1)
2. Our (paragraph 2)
3. Them (paragraph 3)
4. Their (paragraph 4)
5. Us (paragraph 5)
6. This (paragraph 7)

II. VOCABULARY

Guessing Word Meaning

It is relatively difficult to identify the meaning of a word in isolation since a word may have more than one meaning. For example the meaning of the word “direct” and the word “just”. Their meanings are still unclear if they are not put in a meaningful sentence or a certain context. In many cases the meaning of a new word can be identified by guessing. The context usually provides clues for us to make an intelligent guess for this purpose (Context may mean “word/words”, “phrase/phrases”, “clause/clauses”, “sentence/sentences”, “paragraph/paragraphs” before and after the word). Identify the meaning of the words “direct” and “just” based on their context below:

- ❑ The president gave direct speech before thousands of people.
- ❑ The teachers direct their young pupils patiently.
- ❑ He is a just man, he always treats me justly.
- ❑ He is just an ordinary man, and he cannot give her anything except his love.

Exercise

1. Which of the following words have more than one meaning. Circle your choices.

POLICEMAN CHAIR NICE KILOGRAM

DENTIST CAN BATHROOM MARK

2. Then, develop your choice in number one above into two sentences that have different context. Look up the meaning of each word in your dictionary.

a. _____

b. _____

III. STRUCTURE

SIMPLE PAST TENSE

The simple past tense expresses activity that **ended before the present time**.

The **negative form**, except with the verb *be*, includes the word *didn't*.

	Examples	Notes
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be	I <i>wasn't</i> interested in TV in those days. There <i>weren't</i> any video games in the 1950s.	<i>Wasn't</i> (for singular subjects) is the contraction for <i>was not</i> ; <i>weren't</i> (for plural subjects and <i>you</i>) is the contraction for <i>were not</i>
Other verbs	We <i>didn't</i> have a dishwasher. The children <i>didn't</i> do housework. They <i>didn't</i> usually wash dishes.	<i>Didn't</i> (for all subjects) is the contraction of <i>did not</i> . It appears before the simple form of a verb.

The **question form** of the simple past tense usually includes the word *was/were (n't)*

or the word *did (n't)* **before the subject**.

	Examples	Notes
Yes/No Questions	Were you with your family? Was your house modern? Wasn't there any television?	For <i>yes/no questions</i> with <i>be</i> , a form of <i>be</i> appears in short answers: Yes, I (he, she, it there) was. Yes, we (you, they, there) were. No, I (he, she, it, there) wasn't. No, (we, you, they, there) weren't.
	Did you work after school? Didn't your family have a computer?	For <i>yes/no questions</i> with <i>did</i> , a form of <i>did</i> appears in short answers: Yes, I (he, she, it, we, you, they) did. No, I (he, she, it, we, you, they) didn't.
Information Questions	Where was your house? When did you come here? Why didn't they have a radio? Who did he live with?	In an information question, <i>was/were</i> or <i>did</i> appears after the question word, if it is not the subject of the sentence.

In an **affirmative** simple past statement, a regular verb ends in **-ed**

Examples	Notes
My grandmother <i>baked</i> her own bread. She <i>tried</i> to build furniture. She <i>mopped</i> the floors every week. He often <i>visited</i> her.	Pronounce the <i>-ed</i> ending /t/, /d/, or /id/, according to the last sound of the simple form of the verb. For spelling rules for words with an <i>-ed</i> ending, see reference book of English structure.

Look at the answers in this job. What are the questions?

Ahmad: First, I want to ask you a few questions about your educational background. Where did you go to college?

Read the following paragraph and fill in the blanks using the correct form of past tense of the verbs provided

go come
have
be run

Catch/caught; buy/bought; bring/brought; think/thought; teach/taught	In this group, the simple form has different vowels. The past form ends in <i>-ought</i> or <i>aught</i> .
eat/ate; see/saw; get/got; take/took; know/knew; tear/tore	Many verbs has a vowel inn the past form that is different from thee vowel in the simple form.



IV. SPEAKING



ROLE-PLAY

Last night you were not at home when there was your favorite sport news on TV. Your friend will answer your questions about the sport news. In this situation, use simple past tense.

For example:

- ❖ Who won the tennis competition? *Andre Agassi did.*
 - ❖ Did David Beckham play well? *Yes, he did.*
- Etc.

V. WRITING

We have discussed about the pattern of how to use the simple past tense. In the following task, you have to develop the first sentence into a good paragraph using the simple past tense.

My unforgettable holiday

Last year, I had the most unforgettable holiday in my life. I went to

VI. LANGUAGE SKILL DEVELOPMENT

DETECTIVE

This activity involves reading, writing and speaking. Here, you need to work in pairs. As soon as you have completed the following, interrogate someone using the provided questions.

Fill in the blanks with a past form of to be (was, were, wasn't, or weren't).

A thief stole a computer and printer from an office on campus Saturday at 10:00. Linda _____ in the parking lot across from the office, standing next to her car. She saw him for only a few minutes, but she _____ sure she could identify him. The police officers _____ happy to have a witness, but they _____ sure how much Linda saw from the parking lot. Linda _____ positive she could answer the detective's questions.

QUESTIONS:

1. _____ you near the office at 10:00 on Saturday?

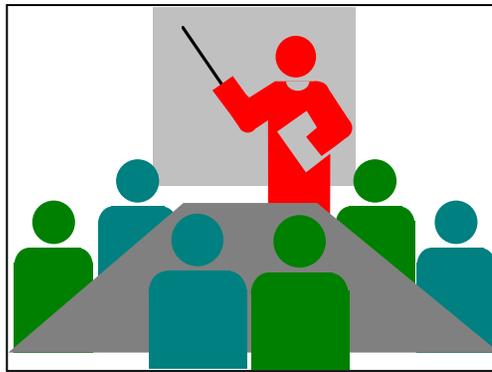
2. Why _____ you on campus on a Saturday?
3. _____ the office opened when you arrived?
4. What _____ in his hands?
5. What color _____ his hair?
6. _____ his clothes old or new?
7. _____ he someone you knew?



I. READING

Before you read the text below, examine the title. Can you guess what will be discussed here?

THE IMPORTANCE OF EDUCATION IN ISLAM



To seek knowledge is sacred duty; it is obligatory on every Muslim, male and female. The first word revealed of the Koran was “Iqra” READ! Seek knowledge! Educate yourselves! Be educated.

The first and most crucial obligation on us is to acquire knowledge and secondly to practice and *preach* this knowledge. No man becomes truly a Muslim without knowing the meaning of Islam, because he becomes a Muslim not through birth but through knowledge. Unless we come to know the basic and necessary teachings of the Prophet Muhammad (S) how can we believe in him, have faith in him, act according to what he taught? It is impossible for us to be a Muslim, and at the same time live in a state of *ignorance*.

A person without knowledge is like someone walking around a track in complete darkness. Most likely his steps will wander aside and he easily can be

deceived by shaytaan. This shows that our greatest danger lays in our ignorance of Islamic teachings and in our unawareness of what the Koran teaches and what guidance has given by the Prophet (S). But if we are blessed with the light of knowledge we will be able to see plainly the clear path of Islam at every step of our lives. We shall also be able to identify and avoid the dangerous paths of Kufr, Shirk and immorality, which may cross it.

Everyone of us, young or old, man or woman, should at least acquire sufficient knowledge to enable ourselves to understand the essence of the teachings of the Koran and the purpose for which it has been sent down. We should also be able to understand clearly the mission, which our beloved Prophet (S) came into this world to fulfill.

Not only should we seek knowledge, but when we learn it, it becomes **obligatory** on us to practice it. We must remember that correct knowledge without action is useless because a learned person without action will be the worst of creatures on the Day of **Resurrection**. Also, action should not be based on blind imitation for this not the quality of a thinking, sensible human being.

May Allah (SWT) give us strength to behave and act just as He likes us to do and be pleased with us, and that should be the purpose of our lives. *Rabbi zidnee ilma* (O Lord, increase us in knowledge). Aameen.

Source: www.geocities.com

GLOSSARY:

Preach (V)	: lecture; mengajarkan
Ignorance (N)	: lack of knowledge; ketidaktahuan
Obligatory (N)	: compulsory; kewajiban
Resurrection (N)	: renaissance; kebangkitan

QUESTIONS LEADING TO DISCUSSION

Discuss the following questions with your classmates and teacher

1. A Muslim becomes a Muslim not through birth but through knowledge. What does it mean?
2. A person without knowledge is like someone walking around a track in complete darkness. Why is that so?
3. Who should acquire knowledge?
4. When do we can see the clear path of our life?
5. Who will be the worst of creatures on the Day of Resurrection?

CONTEXTUAL REFERENCE

What do the following pronouns refer to?

- | | |
|-----------------------------|-----------------------|
| 1. Yourselves (paragraph 1) | 4. It (paragraph 4) |
| 2. Him (paragraph 2) | 5. This (paragraph 5) |
| 3. His (paragraph 3) | 6. Us (paragraph 6) |

II. VOCABULARY

SYNONYMS

A **synonym** is a word that has the same or nearly the same meaning as another word in the same language. Study the following English synonyms below.

A.	A. sadness	=	
	unhappiness		
	appearance	=	look
	bargain	=	agreement
	chance	=	possibility

B.	B. admit	=	confess
	bind	=	tie
	classify	=	arrange
	declare	=	state
	gain	=	win

C.	C. sad	=	unhappy
	anxious	=	worried
	comfortable	=	pleasant
	confidential	=	secret
	curious	=	strange

D.	D. sadly	=	unhappily
	absolutely	=	entirely
	altogether	=	completely
	decidedly	=	certainly
	gratefully	=	thankfully

In [A] you have 5 nouns with their synonyms. In [B] you have 5 verbs with their synonyms. In [C] you have 5 adjectives with their synonyms. Finally in [D] you have 5 examples of adverbs with their synonyms. From those examples above you know that the synonym of a noun must also be a noun, the synonym of a verb must also be a verb, and so on.

Exercise

In the second of each pair of sentences, encircle the word or phrase that has a meaning almost like the underlined word in the first sentence.

1. He regretted having spoken so rudely. He was sorry now he had not thought about his answer first.

2. The theory was that people would pay more for a well-known brand. It proved to be a good idea.
3. The woman labored all day at her job. Sometimes she worked in the evening, too.
4. Birds seem to gather in that area each fall. When they have all come together, they begin their trip south.
5. The chief had promised to examine the case thoroughly. He studied every possible piece of evidence.
6. The job was a good opportunity to obtain some training. A chance like that doesn't happen often.
7. I know I can rely on him to keep his promise. He's the kind of person you can depend on.

III. STRUCTURE

Prepositions

The following explains other uses of prepositions:

a. at/on/in

We use **at** with times (**at** 5 o'clock, **at** midnight, **at** lunchtime) or with period of time (**at** the beginning, **at** last, **at** first). We use **on** with date or days (**on** 28th August, **on** Friday). **In** is used for longer periods of time; for example months/years/season (**in** April, **in** winter, **in** 2002). To tell one's address, we use **at** for specific house (I live at 23 Oak street), we use **on** when mentioning the street (They live on Palm road) and **in** for bigger location (We live in Michigan)

b. from, since, for, during, while

We use them with times. **From** is normally used with to or until (Most people work **from** nine to five) and also can be used of place (Where do you come **from**?).

Since explains from that time to the time referred to (He has been here **since**

Monday --which means from Monday till now). **For** is used of a period of time (**for** six years, **for** two months). **During** is used when an action occurs at the same time with the period (He was ill for a week, and **during** that week he ate nothing). **While** is similar to during but preceding subject (He was ill **while** his mother was busy during the week)

c. **to, till/until**

To can be used of time (She can work from seven **to** eleven) and place (We go **to** school). **Till/until** is very often used as a conjunction of time (We will stay here **until/till** it stops raining).

d. **by, into**

These are used of travel (They went to Denver **by** train) and movement (She poured the milk **into** the cup).

e. **above, over, under, below, beside, behind, between, in front of, opposite**

These prepositions are used when it refers to certain position.

Exercise

Fill in the blanks by applying appropriate prepositions

1. The girl tries to translate the text Arabic
2. The building is of the apartment
3. He failed the final examination last semester
4. They are proud their campus
5. We have worked here 1996
6. It rained hard all Sunday, but stopped raining that night
7. My brother was born December 16, 1998
8. The lecture will be away Saturday
9. The old lady doesn't like to going out alone night
- 10 you were out, there was a phone call for you
12. The children watch TV three hours a day

13. I'll phone you Tuesday morning about 10 am.

IV. SPEAKING

Describing Pictures

Find a magazine to do this activity. In groups of three or four, examine one or more pictures in a magazine. In turn, tell your friends about the object position in the pictures. The following sentences are given as the example:

- ✓ The dog is under the table
- ✓ The table is next to the man
- ✓ The table is in front of the window
- ✓ And so on.

V. WRITING

Try to imagine your future house, an ideal house in your perspective. Jot down your imagination using preposition when you continue the first sentence.

My future house

By the time I have a good job, I must have built a beautiful house

*which has a swimming pool **behind** it. My future house is -----*

VI. LANGUAGE SKILL DEVELOPMENT

WORD RECOGNITION

How many words can you make from the word "MAINE"

The following clues are given to ease you recognizing the intended words.

- 1. Principal or chief (.....)
- 2. A preposition (.....)
- 3. Belonging to me (.....)
- 4. Male person (.....)
- 5. Cruel, average, signify (.....)
- 6. Grow up boys (.....)
- 7. Myself (as object) (.....)
- 8. A form of to be (.....)
- 9. Indefinite article (.....)
- 10. Purpose (.....)
- 11. Myself (as subject) (.....)
- 12. Nickname for mother (.....)
- 13. What you are called (.....)
- 14. Contraction for: I am (.....)
- 15. Hairs on a horse's or lion's head (.....)



Unit 5

I. READING

Before you read the text, do you think that 'vision' and 'mission' have the same meaning? Is 'effective' similar to 'efficient'?

A VISION OF EFFECTIVE ISLAMIC EDUCATION



The vision of Islamic education makes a fundamental distinction between the teaching about “Islam” and about “being Muslims”. Muslim educators have taught facts about “Islam”, since this is an easier and less **demanding** approach. We have not match the challenge of developing a systematic program to teach our children about “being Muslims”, which requires a more stable understanding of both the nature of children and Islam itself.

There are several factors, which are essential for effective Islamic teaching and learning, namely, *meaningful, integrative, value-based, challenging* and *active*. Muslim educators must become aware of the important role the factors play in effective learning.

Effective Islamic teaching and learning must be *meaningful* of which the students feel that the content of the curriculum is worth learning as it is relevant to their lives. They must be led to discover the larger connections between the knowledge and skills they are learning -- rather than memorizing isolated bits of information.

Integrated teaching means that it must **encompass** and engage the whole child spiritually, emotionally, socially, intellectually and physically. It must integrate knowledge, beliefs and values with action and application.

When it is called *value-based*, the teaching is focusing on values and considering the ethical dimensions of topics. Educators must therefore develop a better awareness of their own values and how those influence their behavior as role-models and what students ultimately learn from these experiences about themselves, about others and about Islam.

Students must be *challenged* to thoughtfully examine the topics they are studying, to participate **assertively** in group-discussions, to work productively in cooperative learning activities, and to come to grips with controversial issues. Such activities will help foster the skills needed to produce competent Muslims who are capable of presenting and defending their beliefs and principles.

Finally, the teaching must be *active* in which the teacher is prepared to continuously update his or her knowledge base, adjust teaching goals and content to students' needs and to develop examples that relate directly to students. The learning must be *active*

emphasizing hands-on and minds-on activities that call for students to react to what they are learning and to use it in their lives in some meaningful way.

These are the key factors in effective Islamic teaching and learning. The vision set forth here is based on a dynamic view of Islam and Islamic education. This view is rooted in the belief that the mission of Islam is to positively affect and transform the world.

By Dawud Tauhidi (www.islamic-world.net)

Glossary:

Demanding (Adj.) = troublesome; sulit

Encompass (V) = include; meliputi

Assertively (Adv.) = absolutely; sepenuhnya

C O M P R E H E N S I O N

After reading the passage, match the following statements with the suitable factors of effective teaching and learning.

- | | |
|--|--------------------|
| 1. Teachers should be engaged dynamically and genuinely in the teaching process -- making plans, choices and curriculum adjustments as needed. | <i>Meaningful</i> |
| 2. Islamic education must become a powerful vehicle for character and moral development to achieve its real purpose. Teachers must provide opportunities for students to learn about worthy behavior | <i>Integrative</i> |
| 3. When learning is relevant, students are intrinsically motivated to learn. The teaching must therefore focus on examining major themes and important topics rather than superficial coverage of many different topics. | <i>Value-based</i> |
| 4. Islamic teaching should be connected across a broad | |

range of topics, across time and place, and across the curriculum

Challenging

5. Students are encouraged to develop their skills by being involved in tasks and experiences effectively.

Active

CONTEXTUAL REFERENCE

What do the following pronouns refer to?

1. We (paragraph 1)
2. They (paragraph 3)
3. Those (paragraph 5)
4. It (paragraph 7)
5. These (paragraph 8)

II. VOCABULARY

HOMOPHONE

In English, homophone usually happens on a word having different meaning when it applies in different context. It can be Noun or Verb, which have different meaning but similar sound.

As the example, look at the use of *like* below:

- ❑ *There are various dialects in Indonesia, **like** Javanese, Madurese, Sundanese, and others.*
- ❑ *Indonesian people **like** rice and instant noodles*

Exercise

Underline the word that is used as noun and verb in each sentence. Decide which one is verb (V) and noun (N).

The first sentence has been done for you.

1. I'll show you how to display your product at the food show
V N
2. This puzzle may puzzle you if you don't think harder

3. Lee won't trade toys with you unless the toys you offer allow for a fair trade
4. I'll design a silver cup with a cool design
5. This fishing permit will permit you to do your fishing in any of our private lakes.

III. STRUCTURE

Conjunction

Observe the examples below:

1. It requires the performance of intellectual, **in contrast to**, manual skills
2. The question must be answered candidly; **otherwise**, the prospective teachers may be confused
3. Teachers are not self-employed, **but** employees of organization
4. **Although** it is difficult, most people will agree that the eight characters must be present

Conjunctions, as the bold printed words, are used to join pairs of Noun / Adjective / Adverb / Verb / phrase / clause which can appear in the middle (as seen in example 1,2,3) or at the beginning of the sentence (example 4)

Exercise

Fill in the blanks using the appropriate conjunction

- on the other hand
- conversely
- not only.....but also
- because
- because of
- therefore
- besides
- as well as
- even though
- however

1. They hadn't trained hard they won

2. There is fog at the valley, the journey, has been delayed
3. men women were invited to choose educational work
4. Magazines,, are less often localized regionally but more often are segmented by interest
5. He was sent to hospital his injury in an accident
6. She is a popular dancer a talented entertainer
7. I was really tired, I couldn't sleep
8. doing the cooking I look after the garden
9. The witness will not tell the truth,, he will tell nothing
10. They should come here on time there will be a supervision

IV. SPEAKING

SENTENCE CHAINING

In this activity, you need to work in a group of three. Each group members will perform in front of the class. When one of your friend say a sentence, then, the sentence is imitated by another who must mention a conjunction. Afterwards, the other one will complete the sentences. The whole class will decide whether the sentence your group made is good or not. The following is the example:

Student 1: I'm on diet nowadays.

Student 2: I'm on diet nowadays. However,.....

*Student 3: I'm on diet nowadays. However, I still like to eat
chocolate*

V. WRITING

WHAT'S THE QUESTION?

Write a question for each of the answers.

Use a question word that corresponds to the underlined parts of the sentence.

Example: When did Kathy work? Kathy worked yesterday

1. _____ John watched T.V.

2. _____ Mary studied in the library

3. _____ I am going to the zoo today

4. _____ The movie began at 7:30

5. _____ Ann cried because she was hungry

6. _____ I bought three bags of ice

7. _____ My watch cost Rp 150,000

8. _____ She was talking to Debbie

VI. LANGUAGE SKILL DEVELOPMENT

SPACE GAME

You are one of the crew on board a spaceship to rendezvous with the mother ship on the lighted side of the moon.

Mechanical difficulties, however, have forced your ship to crash-land at a spot some 300km from the rendezvous point.

The rough landing has damaged much of the equipment aboard. Your survival depends on reaching the mother ship, and you have to choose the most essential items for the 300km trip.

Your task is to choose 10 among the items listed below.
 Rank them in order of their importance to your crew in your attempt
 to reach the rendezvous point.

Write number 1 for the most important item, number 2 for the second
 most important item and so on through number 12.

Sorry, you cannot bring the other three items that you consider less
 important.

<i>Items</i>	<i>Take / Not</i>	<i>Rank</i>
Box of matches		
Concentrated food		
20 meters of nylon rope		
Parachute silk		
Portable heating unit		
Two 0.45 caliber pistols		
One case of tints of dried milk		
Two 50 kilo tanks of oxygen		
Star map		
Life raft		
Magnetic compass		
20 liters of water		
Signal flares		
First-aid kit		
Solar-powered FM receiver/transmitter		



Before you read the text, do you think the goals of Islamic education is similar to the goals of general education ?

THE GOALS OF ISLAMIC EDUCATION



In the context of Islamic education as non-traditional context, there are serious problems raised. If there was any aim of education department, it did not go beyond having to keep millions of youth *confined* within four walls, to read aloud to them the contents of the books and to provide them with a diploma at the conclusion of their academic terms. In this way, from the first day all that the parents cared about was what his or her child would become after twelve or sixteen or eighteen years of school and college education, what office he would hold and what sort of income he would secure for himself. Knowledge was not relevant. The diploma and the certificate served as bridge to across over to higher salary. Therefore, all that matter was the diploma.

When there were *establishment* of education projects run by foreign experts and advisers, we were happy in our heart. While in reality, with the establishment of such projects we had made our economy dependent upon exploitation and domination *servile* to the desires of bloodthirsty colonialist, who were responsible for exporting consumerist thinking and culture to our country. If

they established some colleges in certain specialized fields, for example produced good doctors, we were so weak with regard to our goals. Our doctors are absorbed by American and European hospitals to treat others, as if they deserved their services more than ours. If we established one or two specialized faculties in our country and succeeded in producing some experts, they were benefit only for others.

Thus, it seemed that our system of education was geared to the foreign interest. When I say that education also suffered from dependence, it should not be misunderstood. Dependence does not mean translation of foreign texts into our language. Learning from others is no way opposed to the ideals of self-reliance. The Muslims were responsible for developing the sciences complying with the Prophet's words: Seek knowledge from the cradle to the grave. And: seek knowledge even (if it is to be found in a place as distant as) China.

Therefore, we are taking the steps to bring about the revolution in the light of goals of Islamic education. The education department has to comprehend its role. It should really be interested in educating people, in fashioning them and in making them useful individuals. The teacher's attitude should change from one having to carry uninteresting burden and the students' atmosphere should be one of real interest in acquiring knowledge and leaning various subjects. Our aim, thereupon, should be simultaneously to create both an independent as well as an Islamic culture in character. Independence and richness of content are indeed among the characteristic of Islamic culture.

Accordingly, our teachers are the *apostles* of today, being charged with a cultural and intellectual mission and responsibility. Therefore, permit us not to let our children fall prey to the foreign plots, to be corrupted by the *venom* of poisonous ideas and values. And at the same time, it is essential that we warmly clasp those hands that are sincere in serving Islam.

By: The Minister of Education of Republic Iran

GLOSSARY:

Confine (V)	: restrict; membatasi
Establishment (N)	: founding; penegakan
Servile (Adj)	: submissive; tunduk
Apostle (N)	: zealous advocate; rasul
Venom (N)	: infect; pengaruh

A. QUESTIONS LEADING TO DISCUSSION

Discuss the following questions with your classmates and teacher

1. What are the problems in education told by the passage?
2. Knowledge was irrelevant, why?
3. What is the main idea of the second paragraph?
4. Are there similarities with the education problems in your country? Explain.

B. EXERCISES

Contextual Reference

Examine the given passage to find out what the following pronouns refer to.

1. It (paragraph 1)
2. They (paragraph 2)
3. Our (paragraph 3)
4. Them (paragraph 4)
5. Us (paragraph 5)

II. VOCABULARY

ANTONYMS

An **antonym** is just the opposite of synonym. An antonym is a word expressing an idea directly opposite to that of another word in the same language. Just like synonyms, antonyms should be related to the word of the same part of speech. Look at the following examples of antonyms.

sadness	x	happiness	(both nouns)
accept	x	refuse	(both verbs)
hopeful	x	hopeless	(both adjectives)
sadly	x	happily	(both adverbs)

Sometimes it is easy to find out the exact antonyms of a word such as *sad* x *happy*, *friend* x *enemy*, *good* x *bad*, *active* x *inactive*. However, it is often rather difficult to find out the exact antonym of a word. The word *small* and *tiny* are synonymous, so are the words *large*, *huge*, and *enormous*. Nevertheless it is not accurate to say that *small* is the antonym of *huge* or *enormous*. Likewise it is not accurate to say that *tiny* is the antonym of *large*. The fact is that the more accurate antonym of the word *small* is *large* and the word *tiny* has *huge* as its antonym.

Like synonyms, antonyms will help you increase your vocabulary power. Yet, not all words possess antonyms. There are no antonyms for words such as: *sorcerer*, *lawyer*, *advice*, *weird*, *favorite*, *exquisite*, *astounding*, *negotiate*, *drench*, *boot*, and *spell*.

Exercise

Choose the antonym of the underlined word in each of the following sentences. Encircle the letter of your choice!

- Our farmers are happy because the rain is plentiful this year.
 - scarce
 - enough
 - happy
- Grandmother is very relaxed in the chair. Please don't bother her.
 - shocked
 - uncomfortable
 - sleepy
- Mr. Greg's family moved to California permanently.

- a. immediately b. awkwardly c. temporarily
4. Austin accepted my offer reluctantly.
- a. willingly b. gladly c. surprisingly
5. The departure time of this flight is twelve o'clock sharp.
- a. exact b. flying c. arrival
6. I trust Mary because she is my devoted friend.
- a. loyal b. avoided c. intelligent
7. When he saw the new car, the servants, and the big house, Bob knew that his new girlfriend Sarah is very wealthy.
- a. rich b. poor c. luxurious
8. Mr. Smith admitted that he had stolen the money.
- a. confessed b. swore c. denied
9. These exercises will help you strengthen your vocabulary.
- a. weaken b. study c. enrich
10. The books scattering on the floor make your room look quite untidy.
- a. useful b. neat c. messy

III. STRUCTURE

“But”, “Yet”, “Or”, and “And”

But, yet, and or can be used to link pair, so can they be used to form series of three or more items. When a series is formed with commas separating the items, there should be a comma before the coordinator.

Examples:

- The car is interesting, perfect, strong, **but** expensive.
- After finishing her job well. Lena wrote a letter, helped her mother, **yet** did have time to study her lesson.
- The girls seem to know whether to make cakes, to clean the auditorium, to arrange flowers, **or** to wash the glasses.

Exercise

Write a completion of each sentence, using “but”, “yet”, “or” in each.

1. Life is beautifulnot as easy as what a child thinks.
2. Ahmad has passed all the subjects has to prepare for his thesis.
3. Martin has not finished his homeworkhas been spending his spare time by playing football.
4. He cannot decide what buy, a house, a new car,.....a motorcycle
5. Dee has been sickshe insisted to go traveling
6. Some days ago he advised them, told them what ought to be done what to plan
7. I can't give you anythingthese red roses
8. How to get to her house, by motorcycle by hiring a taxi?

How to apply coordinator “and”.

As a coordinator “and” can be applied to make pairs as well as to form series. The following is the example of making pairs with “and”.

- ◆ The weather is cold **and** windy.

- ◆ She is looking for her brother **and** sister.
- ◆ She did her work carefully **and** quietly.

Two things are coordinated when they are joined by “and”. Each of the items has the same jobs to do in the sentence. Items which are joined with “and” must be really in balance, so they must have the same rank if they are words or phrases, they must have the same parts of speech.

Exercise

Write in each blank a word that will form a pair in balance with the word underlined.

- 1) Sometimes even the son of rich and families might manage to learn enough to pass series of examination given by the imperial government.
- 2) A few boys and continued their studies of their town.
- 3) A good Muslim must perform daily obligatory prayers andthe zakah on time.
- 4) Both men andare compulsory to obey Allah’s command , or else the will be punished.
- 5) Both her father and are a good doctor and
- 6) He always finishes his work diligently and
- 7) A good and student always spends his time and carefully and

IV. SPEAKING

The Same or Different

Ask your partner these questions. Then, report to the class whether your partner's answers and yours are the same (using "and") or different (using "but").

For example: *My partner **and** I were born on the fourth of July. My partner has a boyfriend, **but** I don't.* And so on.

V. WRITING

Here, you have to develop the first sentence provided to be a good paragraph about a contrast using "but" between you and someone else. For example; a contrast between you and Einstein, or Britney Spears, or George W. Bush, etc.

A CONTRAST

I am completely different to _____

VI. LANGUAGE SKILL DEVELOPMENT

WORD SEARCH

Find the comparative and superlative forms of the words on the list. The forms may be listed up, down, forward, backward and diagonally.

Word List:

- | | |
|----------|-------|
| AS | LEAST |
| BEST | LESS |
| BETTER | MORE |
| FATHER | MOST |
| FARTHEST | WORSE |
| FURTHEST | WORST |

F	E	E	M	W	B	F	R	F	R
A	S	S	R	O	T	U	E	E	L
R	R	L	B	R	S	R	H	W	M
T	O	E	E	R	E	T	T	E	B
H	W	A	S	S	R	H	R	R	E
E	A	S	T	A	S	E	U	O	S
S	S	T	F	B	E	S	F	M	T
T	E	W	O	R	S	T	R	A	F

I. READING

Before reading this text, can you mention some Islamic and non-Islamic countries in the world?

ISLAMIC EDUCATION IN AUSTRALIA



Muslims in Australia are now concentrating on the function of Islamic education. Many individuals and societies have therefore started thinking and planning for Islamic schools and Islamic education. We need to plan properly for Islamic education in Australia. In our keen desire and enthusiasm to build mosques and Islamic centers for our identification and religious needs, we failed to plan properly resulting in mosques and centers becoming too costly and sometimes dysfunctional. Some centers were not even completed because of shortage of money.

Similarly in the establishment of organizations, there was no guidance provided as to the proper types of organizations that would suit the Australian community. The result is that we are facing two problems in our organizational system. First, the middle link of the State council has proved to be more *hindrance* than a tool for serving the community. The national body has no connection with the *grassroot* masses since the task has been left to the Councils which are not able to cope in providing a healthy link between the Federation and the local societies.

Two decades ago we entered the education which began with weekend schools by separate organizations. The dedicated Muslims who wished to educate

Muslim's children *volunteered* themselves to teach Islam. It was a great step taken by the Islamic Council of New South Wales.

Alhamdulillah, three types of education are done in public schools, the weekend schools, and the full-time primary and high school. There are no well-thought *policy*, unified philosophy and coherent objectives of those activities. We have seen Muslim schools springing up here and there in isolation without any short-term or long-term plan that is identifiable with the community and on-going life activities. In short, similar to our past achievements, our educational activities are not so fruitful or effective since we have not been able to think and plan together.

Islam should not be identified as a subject such as physics or maths, in order to develop skills in a particular discipline. Islam is the way of life chosen by Allah (swt) for mankind. Education for Muslims must be based on Allah's Guidance, in all fields of knowledge. We are talking for Islamization of knowledge rather than mere isolated learning of Islam.

The globe has become too small to live separately. In Australia we are certain of having multiculturalism as a part of living. The right Islamic education should make an understanding of the spiritual essence of all human beings declared and insisted by Islam.

Briefly, Islamic education should foster and promote moral and academic excellence in students through a creatively-designed curriculum implemented by concerned, inspired and dedicated teaching staff. Islamic institutions should promote such quality education to enable students to lead a successful individual, family and social life.

Source: www.ifew.com

Glossary

Hindrance (N)	= obstacle; hambatan
Grassroot (N)	= low society; rakyat kecil
Volunteer (N)	= unpaid assistant; relawan
Policy (N)	= wisdom; kebijakan

COMPREHENSION

Answer the following questions in brief

1. What are the problems faced by Islamic education in Australia?
2. Are there any difficulties in establishing the organization? Explain.
3. What does it mean by Islamization of knowledge?
4. What is the writer's recommendation for better Islamic education in Australia?

CONTEXTUAL REFERENCE

What do the following pronouns refer to?

1. We (paragraph 1)
2. Our (paragraph 2)
3. Themselves (paragraph 3)
4. Those (paragraph 4)

II. VOCABULARY

MULTIPLE MEANING

Most English words that you use everyday have several different meanings. You have less number of English words with only one meaning for each. Study the following examples.

A.	can opener kilometer post-office	violin kilogram Algebra	dentist bathroom policeman
B.	spring good neck	mark air rare	nice round chair

You can be sure that in box A each word has normally one meaning only. A can opener is a household device which a housewife usually keeps at home (in the kitchen) to open a can. A violin is a four-stringed musical instrument played with a bow. Idris Sardi plays it very well. When you have a toothache you should go to the dentist and not to the veterinarian. You can add more words with only one meaning in box A with the help of your dictionary.

The words in column B, on the other hand, are still ambiguous in terms of meaning. The meaning of each word in column B will be decided by the context in which it is used. Take the word *spring* for example.

1. I like *Spring* better than Summer. (musim semi)
2. There are sulphuric hot *springs* around here. (mata air)

3. My watch doesn't work. I'm afraid its *spring* is broken (per)
4. They always *spring* to their feet when they hear the bell (melompat) for dinner.

Exercise 1

The word *gain* may mean : (a) to make progress or improve
(b) to increase
(c) to earn
(d) to attract

Decide which meaning applies to *gain* in each sentence. Write the letter of the meaning in the box provided.

1. Through these actions, the President gained the reputation of being just.
2. They could not gain their leader's attention.
3. Though the patient has been under the medicare for more than 2 months, she is making slow gains toward recovery.
4. There were no gains in attendance this year. The attendance last year was even better.
5. The landless farmers gained a poor living from a small piece of land they had hired.
6. The friendly candidate gained support very quickly at any place he visited.
7. We have hardly made any gains in the fight against pollution in this country.
8. The new director gained the respect of his employees.
9. My wife is gaining weight on her new diet.
10. The winning team gained the honor of leading the parade.

Exercise 2

Look at the two different word meanings below and try to find the word which describes them both.

1. with pages/to reserve
2. sides of a river/safe for money
3. page of a book/grow on a tree
4. teach a person/goes on rails
5. a sound in music/piece of paper money
6. walk with it/fix with glue
7. green area/place and leave a car
8. circle or strip of material/plays music
9. to go down/used to wash up in
10. to hit lightly/where water comes from
11. flat surface/takes off and lands
12. alter/money
13. fight with gloves/square container
14. factory/in the ground
15. a point at school/a sign

train plane mark
tap

band bank book box

stick plant change
sink

III. STRUCTURE

PRESENT and PAST CONTINUES TENSE

- A. The Present Continuous is used to express an activity **happening now** or **around now**. The Present Continuous is formed with the present of **be** + the **-ing** form (Subject + am/is/are + verb - ing).

	Examples	Notes
Statements	(+) Farida is sleeping (-) Farida isn't sleeping	To make negative form, put not after be (<i>am, is, are</i>)
Yes/No Question	(+) They are getting tired (?) Are they getting tired? <i>Short Answer</i> : Yes, They are No, They aren't	In a question, a form of be comes before the subject (except question word subject)

	Examples	Notes
Information question / WH - question	(+) Fuad is carrying back pack (?) Is Fuad carrying back pack? (?) What is Fuad carrying?	With <i>who</i> or <i>what</i> as the subject, use <i>singular verb</i> .
There is / There are	(+) There is a bear eating our food (?) Is there any bear eating our food? (+) There are three bears eating our food (?) Are there three bears eating our food?	In a sentence with <i>there</i> , you can use an - ing verb after the subject.

Fill in the blanks with the present continuous form of each of the verbs in parentheses.

Ronald: Ah-choo! Ah-choo!

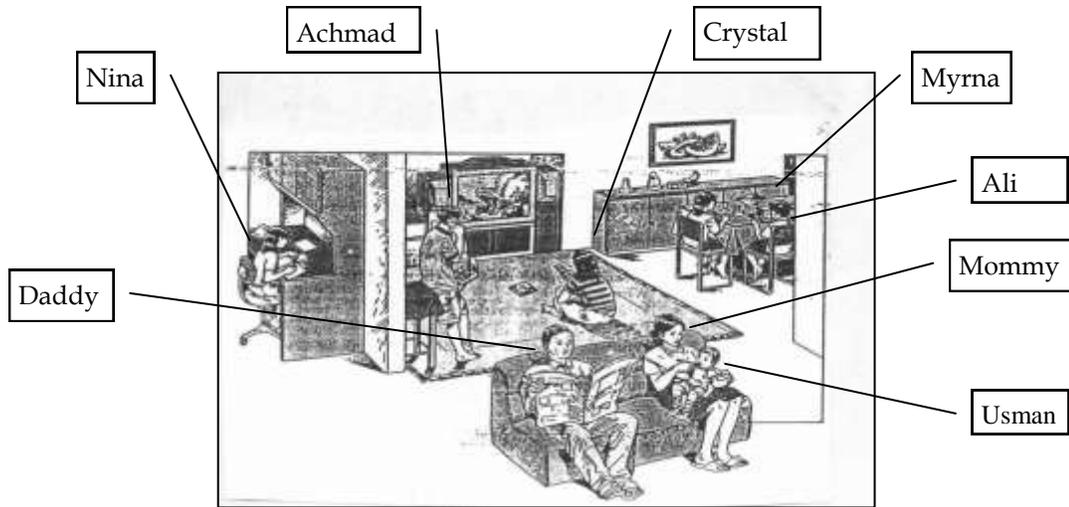
Sarah : Ronald! Why *are* you *sneezing* (sneeze)?. (1) _____ you _____ (2.get sick)?.

Ronald: May be the water in the river is really cold.

Rani : You _____ (3. shiver)! Why _____ (4.) you _____ (5. not wear) a shirt and pants?

Ronald: You're right. I _____ (6.freeze).

Post Activity : Tell a story by using simple present continuous tense form based on the picture below



PAST CONTINUES TENSE

Past Continues Tense: Use and Form

Past Continues Tense talks about **past activities in progress at a specific time** such as a minute ago, yesterday, last month, or last year

subject	was / were	verb -ing
I He She It	was	speaking reading writing listening
We They You	were	

subject	was not / were not	verb -ing
I He She It	was not / wasn't	speaking reading writing listening
We They You	were not / weren't	

Was / Were	subject	verb -ing
Was	I he she it	speaking? reading? writing? listening?
Were	we they you	

Exercise

Fill the blanks by changing the words in the brackets based on the appropriate form.

1. Fred studied English at 7 o'clock until 9 o'clock. So at half past seven he _____ (study) the lesson when his friends came.
2. Sly _____ (wash) her hair when Tina knocked the door.
3. Ali _____ (work) as the waiter at the time he lived in Bandung.
4. Fatima _____ (buy) a beautiful dress when I saw her in the mall.
5. My brother saw Tamara Blezinsky at the fashion show. She _____ (walk) on the catwalk charismatically.
6. When the teacher _____ (explain) the lesson, I fell asleep.
7. The proctors knew that some students _____ (cheat) during the placement test.
8. The thief kept silence when the police interrogated him. Apparently, he _____ (have) toothache.
9. She didn't answer the phone as she _____ (cook) in the kitchen to prepare for the dinner.
10. The passengers _____ (stand) in a long queue to get the train ticket. It seemed that they _____ (get) impatience.

Past Continuous Tense using *while* and *when*

The time words *while* and *when* often connect *clauses* in the past continuous tense and the simple past.

Examples	Note
<i>While</i> I was walking down in the street, it began to rain. I was staying in your house <i>when</i> it began to rain.	Both actions occurred at the <i>same time</i> , but one action began <i>earlier</i> and was in progress when the other action <i>occurred</i> . <i>While</i> + past continuous tense <i>When</i> + past tense

Exercise

Complete these sentences with *when* or *while*.

Example: While Ali was working at the Golf Station, he saved a lot of money.

- _____ Imam was fixing a Mercedes, the letter arrived.
- _____ Anti's brother arrived at the airport, he was waiting for her.
- _____ Nina found a good gas station, she bought it.
- _____ she opened her gas station, she wasn't making much money.
- _____ she was waiting for more customers, they worked hard.
- _____ the business improved, she hired an assistant.

IV. SPEAKING

TV REPORTERS

You are given fifteen minutes to go around the campus and observe a lot of people. You can go to the library, self access center, student union, administration office, lecturers' office, park area, garden, the mosque, etc. Take notes on their activity. Then, in front of the class, each of you act as a TV reporters informing the news about the today's activity of the people around the campus. Here, you need to use past progressive tense.

For example:

"Good evening. This morning people were busy at our campus. In some classes, students were studying and the lecturers were explaining. While, the officers were doing their jobs in the administration office. At the same time,"

V. LANGUAGE SKILL DEVELOPMENT

VIDEO RECALL

In this section, your teacher will invite you to go to the language laboratory to see a short video. There, you must watch the show carefully, and try to concentrate on the activity (not on what is being said). You **should not** take notes.

After that, in groups of three or four, write as many sentences as you can to describe what you just saw. The group that has the most correct sentences wins.



UNIT 8

I. READING

Before you read the text, do you think a muslim should contribute his or her knowledge for the sake of science development? Why?

MUSLIM CONTRIBUTION TO THE RELIGIOUS SCIENCE



The religious sciences began, naturally enough, with the Qur'an which the Muslims received as the Word of God, the Divine Message addressed to man. Its *perusal* and understanding *necessitated* the study of the linguistics, grammatical, historical, and even the speculative sciences, among many others—which gradually developed into independent sciences of general utility—the recitation of the sacred text brought into being and developed the Islam religion. The preservation of the Qur'an led to improvements in the Arabic script, not only from the point of view precision, but also of beauty. With its punctuation and vocalization, the Arabic script is incostetably the most precise for the needs of any language in the world. The universal character of Islam necessitated the understanding of the Qur'an by non-Arabs; and we see a series of translation, from the very time of the Prophet—Salman al-Farsi had translated parts of it into Persian—continuing to our own days, and there is no end to it in sight. It is necessary to point out that these translations were made solely for purposes of the understanding of the contents by those who did not know Arabic, yet never for liturgy; for in the service of worship, one uses only the Arabic text. And the method adopted by order of the Prophet for the preservation of

the integrity of the sacred text was perpetuated, namely recording in writing and learning by heart, both done simultaneously. Each process was to help the other in guarding against forgetfulness or the commission of errors. The institution of a judicial method of verification further perfected the system. Thus, one was required not only to procure a copy of the Qur'an, but also to read it from the beginning to the end before a recognized master, in order to obtain a certificate of authenticity. This practice continues to this day.

As in the case of the Qur'an, the Muslims were attached also to the sayings of their Prophet. The report of his sayings and doings, both public and private, were preserved. The preparation of such memoirs began even in the life-time of the Prophet, on the private initiative of certain of his companions, and was continued after his death, by a process of collection of first hand knowledge. As in the case of the Qur'an, authentication was insisted on in all transmission. One could relate all that is known of the lives of Noah, Moses, Jesus, Buddha and other great men of antiquity, in a few pages only, but the known details of the biography of the Prophet Muhammad fill hundreds of pages, so great was the care that was taken to preserve the *posterity* documented and precise data.

GLOSSARY:

Necessitate (V)	: require; membutuhkan
Liturgy (N)	: rite; ritual
Perusal (N)	: study, review; pembacaan
Posterity (N)	: future generations; keturunan

A. QUESTIONS LEADING TO DISCUSSION

Discuss the following questions with your classmates and teacher

1. According to the passage, what is the reason of translating the Qur'an?
2. How is the method employed for preserving the sacred text?
3. When did the religious science begin?
4. Mention the sentence which states the impact of the Qur'an to the Arabic script

II. VOCABULARY

KEYWORD TECHNIQUE

When you meet a word that you do not understand but then discover its meaning, you may want to make an extra effort to remember the word. The **keyword technique** is an effective way of doing this.

The keyword technique is basically a way of making a strong link or association between the form of an unknown word (or word that you do not know) and its meaning. Sometimes the association is unusual. The keyword technique involves two steps after you meet the unknown word and has found its meaning.

The first step is to think of a word that you are familiar with, which sound like the beginning, the ending, or all of the unknown word. This word is better in your mother-tongue or your native language: Bahasa Indonesia, Javanese, Madurese, or others. This native language word is called the keyword. The second step is for you to think of a visual image (or an imaginary picture) where the meaning of the unknown word and the keyword is combined.

Let us suppose that you want to remember the meaning of the English word *pin*. First, you have to think of an Indonesian word that sounds like *pin*. For example, you can use the keyword *pintu* which is the Indonesian word for *door*. Then, try to think of an image involving a door and a pin.



III. STRUCTURE

FUTURE TENSE

Read the following conversation below. Pay attention to the use of will

- Roy : Hello, can I speak to Eddy, please?
Eddy : Speaking. Who's calling, please?
Roy : It's me, Roy. What will you do this evening?
Eddy : Mmm. I don't know. I don't have any plan.
Roy : So, let's go to the movie if you're free.

Eddy : Alright, if you are willing to treat me.
 Roy : OK. I will buy you the ticket but you have to pay the taxi.
 Eddy : That's not a big deal. I'll fetch you at 8 pm.
 Roy : Fine. See you then.

WILL - THE SIMPLE FUTURE TENSE		
AFFIRMATIVE	NEGATIVE	NOTE
Subject + Will + Verb	Subject + Will not + Verb Won't	
I the future.	I	Will is used to talk about people also use will to predictions, promises, and
You make offers	You	
He requests.	He	
She will be here soon	She will not be late	
It	It won't be late	
We	We	
They	They	

Be Going To

Read this conversation

Fred : Sarah, Hey, wait up! Where are you going?
 Sarah : I'm going to shop. I'd like to buy new clothes for my grandmother.
 Fred : Oh. Are you going to go somewhere? I see your luggage there.
 Sarah : Yes, I'm going to go to Medan. I plan to celebrate Lebaran Day and New Year Eve with my family there.
 Fred : Oh, I see. And how long will you stay there?
 Sarah : Two weeks, I guess. What about you Fred? What is your plan for this holiday?
 Fred : Me. Oh, I'll just stay in this city because my mother is sick.
 Sarah : Oh, Sorry.
 Fred : Well, Sarah. Take care of you and enjoy your holiday!
 Sarah : Thanks, Fred! Have a good holiday.

A. Answer these questions about the conversation

1. Who's planning the holiday? Who's going to go to Medan?
2. Why isn't Fred going to go?

3. What is Fred going to go?

B. Write T(True) or F(False) next to the sentences below

1. Sarah isn't going to go to Surabaya _____
2. Fred is going to go Medan _____
3. In Lebaran Day and New Year, Sarah is going to spend her holiday with her classmates _____
4. Fred is going to stay in his city because his sister is sick _____
5. Sarah is going to go Medan for about three days with her family _____



Unit 9

I. READING

Before reading the text, what do you think about extremism? Is it bad or dangerous? And, what do you know about the writer: Abdurrahman Wahid?

HOW TO COUNTER ISLAMIC EXTREMISM



There are two great challenges for the reform of education that have to be addressed if Muslim society is respond meaningfully to threat of terrorism.

The first challenge is the urgent need to develop a new approach to understanding Islamic law. At the moment the formal approaches to Islamic law leave us with a number of unresolved issues. For example, according to a formalistic understanding of Islamic law, when a Muslim converts out of Islam to embrace another

faith they are sad to be guilty of **apostasy**, which according to narrow understanding of Islamic law, renders them liable to punishment by death. If rigidly enforced, it would seem to demand the deaths of tens of millions of people who have converted from Islam to Christianity.

Clearly something is wrong here. Especially when we consider that Muslim nations around the world have ratified the universal declaration of human rights that an essential element is the right of freedom of belief and conscience. Needless to say, we need immediately to address these **apparent** contradictions between our understanding of Islamic law and the universal values that we not only endorse but also proclaim to be at the heart of our faith.

The second challenge that needs to be confronted lies in the field of general education. Every year thousands of young Muslims from developing nations such as Indonesia are sent to study abroad. Their education provides them an understanding of modern technology and science but it is left to them to **reconcile** this newly gained knowledge with their faith.

Because they have not been trained in the rich disciplines of Islamic scholarship, they tend to bring their reflection on their faith the same sort of simple modeling and formalistic thinking that they have learnt as students of engineering or other applied sciences. This might seem a small matter, but the ramifications are far reaching. Left to themselves, these future leaders of Muslim societies apply the same intellectual principles they have learned in the classrooms to understanding the place of Islam in the modern society.

Sadly, without at all intending to do so, we take the best of our young people and school them in such a way that they are unable to approach their faith with intellectual sophistication. Until we begin to value a broad education for our young and face up to the nature of

the intellectual challenges that face them, we are **condemning** ourselves to forever struggle with the very forces of violent radicalism that we regard as being anathema to our faith.

By Abdurrahman Wahid (www.thenge.com.au)

Glossary:

Apostasy (N)	= desertion; pemurtadan
Apparent (Adj.)	= obvious; nyata
Reconcile (V)	= adjust; menyelaraskan
Condemn (V)	= find guilty; menyalahkan

C O M P R E H E N S I O N

After reading the passage, discuss the following with your friends

1. What are the challenges of Muslim education reformation?
2. What does it mean by formalistic understanding of Islamic law according to the passage? Can you cite another example?
3. What is in the universal declaration of human rights?
4. Why are Muslim scholars failed to reconcile their knowledge and faith?
5. Who are the future leaders meant by the passage?

C O N T E X T U A L R E F E R E N C E

What do the following pronouns refer to?

1. Them (paragraph 2)
2. Our (paragraph 3)
3. Their (paragraph 4)
4. This (paragraph 5)
5. Them (paragraph 6)

