



CHARACTER BUILDING

Dr. Nurlaelah Umar, M.Hum
Dr. Muly Umiaty Noer, M.Hum



This book is based on the ESP (English for Specific Purposes) syllabus, which is an English teaching syllabus for special purposes, which is to meet the needs of special students, in this case college students studying Islamic sciences at Islamic Religious Higher Education Institutions (PTKI) both public and private. This book seeks to bridge between students' knowledge in Islamic studies and their English language skills, especially receptive skills.

This book consists of 30 units, each unit oriented towards a receptive understanding of the written text. Thus the development of each unit refers to the simplified understanding and pendeks. In each unit of text readings and vocabulary (vocabulary) which are then developed into 5 sections in accordance with the objectives to be achieved.

CHARACTER BUILDING

(English For Islamic Studies)

Dr. Nurlaelah Umar, M.Hum
Dr. Muly Umiaty Noer, M.Hum



Jariah Publishing
Intermedia

Jl. Dahlia No. 17, Batangkaluku
Gowa - Indonesia, 92111
<https://jariahpublishing.co.id>

ISBN 978-602-440-10-4



9 786237 940104

Property of
Jariah Publishing

Character Building

(English For Islamic Studies)

Sanksi Pelanggaran Pasal 113
Undang-undang Nomor 28 Tahun 2014
tentang Hak Cipta

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama **1 (satu) tahun** dan/atau pidana denda paling banyak **Rp100.000.000 (seratus juta rupiah)**.
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama **3 (tiga) tahun** dan/atau pidana denda paling banyak **Rp500.000.000,00 (lima ratus juta rupiah)**.
3. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama **4 (empat) tahun** dan/atau pidana denda paling banyak **Rp1.000.000.000,00 (satu miliar rupiah)**.
4. Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama **10 (sepuluh) tahun** dan/atau pidana denda paling banyak **Rp. 4.000.000.000,00 (empat miliar rupiah)**.

Character Building

(English For Islamic Studies)

Dr. Nurlaelah Umar, M.Hum

Dr. Muli Umiaty Noer, M.Hum



Jariah Publishing Intermedia

Character Building (English For Islamic Studies)

Author

Dr. Nurlaelah Umar, M.Hum

Dr. Muli Umiaty Noer, M.Hum

Editor

Mega Fia Lestari, M.Sc

Layouter

AD. Rusmianto

Published by

Jariah Publishing Intermedia

Jl. Dahlia No. 17 Batangkaluku

Gowa – Indonesia, 92111

Phone: +62811-444-0319

E-mail: jariahpublishing@gmail.com

Website: <https://jariahpublishing.co.id>

© *All Rights Reserved*

First Print Book Edition, June 2020

Dimension: 15 x 23 cm; viii + 218 pages

ISBN 978-623-7940-10-4

PREFACE

This book is based on the ESP (English for Specific Purposes) syllabus, which is an English teaching syllabus for special purposes, which is to meet the needs of special students, in this case college students studying Islamic sciences at Islamic Religious Higher Education Institutions (PTKI) both public and private. This book seeks to bridge between students' knowledge in Islamic studies and their English language skills, especially receptive skills.

This book consists of 30 units, each unit oriented towards a receptive understanding of the written text. Thus the development of each unit refers to the simplified understanding and pendeks. In each unit of text readings and vocabulary (vocabulary) which are then developed into 5 sections in accordance with the objectives to be achieved.

The five sections in the reading include:

Section 1: Reading Comprehension

This section aims to monitor reader understanding through general questions in the text.

Section 2: Text Discussion

This section also monitors the reader's understanding, only the questions are more directed and systematic according to the type of discourse: narration or exposition.

Section 3: Reference / Subtitution

This section aims to monitor a more complete and cohesive understanding as well as understanding the semantic relationships between components in the text. the goal is not only to understand words and sentences but to understand the discourse as a whole.

Section 4: Vocabulary Development

This section monitors the reader's understanding of the individual words contained in the text and exercises the ability to use these words in different contexts.

This section aims to monitor a more complete and cohesive understanding as well as understanding the semantic relationships between components in the text. The goal is not only to understand words and sentences but to understand the discourse as a whole.

Section 5: Grammar in Focus

This section describes the grammatical aspects in the text. The aim is for students to understand these aspects more fully.

The author thanks Mega Fia Lestari for helping to complete this book as an editor. Acknowledgments also addressed to the author DR. H. Ahmad Hakim, M.Ag as the Dean of the Faculty of Religion UMI who has provided moral support so that this book can be completed well.

Hopefully this book is useful for readers in general and, especially, students who are interested in Islamic studies in English. All constructive criticism and comments are always expected by the author for improvement in subsequent editions. For that, the authors also express their gratitude.

Author

LIST OF CONTENT

PREFACE	v
LIST OF CONTENT	vii
UNIT 1 RELIGIUS	1
UNIT 2 HONEST	9
UNIT 3 TOLERANCE	17
UNIT 4 BRAVERY	25
UNIT 5 DISCIPLINE	31
UNIT 6 CREATIVES	39
UNIT 7 DEMOCRACY	45
UNIT 8 NATIONALISME	53
UNIT 9 REWARD ACHIEFMENT	61
UNIT 10 COMMUNICATION	67
UNIT 11 LIKES TO READ	73
UNIT 12 SOCIAL CARE	81
UNIT 13 ENVIRONMENTAL CARE	87
UNIT 14 LOVE PEACE	95
UNIT 15 HARD WORK	101
UNIT 16 CURIOSITY	107
UNIT 17 RESPONSIBLE	113
UNIT 18 FAITH	119

UNIT 19	MUTUAL RESPECT FOR	
	EACH OTHER.....	125
UNIT 20	THE ANGELS.....	133
UNIT 21	RESIGNATION	139
UNIT 22	CULTURE IN ISLAM.....	147
UNIT 23	FASTING IN ISLAM	157
UNIT 24	INDEPENDENT.....	167
UNIT 25	HOLY BOOKS.....	175
UNIT 26	COOPERATION	181
UNIT 27	ALLAH KNOWS EVERYTHING	187
UNIT 28	LIFE AFTER DEATH.....	191
UNIT 29	EQUALITY IN ISLAM.....	197
UNIT 30	KNOWING ABOUT ISLAM.....	205
BIBLIOGRAPHY		213



Source: www.republika.co.id

UNIT I

RELIGIUS

The story of a village boy who wants to make his parents happy.

A boy (call him student) from one of the islands of Sumatra is studying in the land of Java to a wealthy wise teacher. The wise teacher is a well-known entrepreneur who has many businesses and businesses such as hospitality, plantations, even mining. Motivation The student wants to learn because he wants to be successful and make his parents happy. One day precisely Friday afternoon, a student who had been schooled for about one month at a school in a distant country, suddenly complained and said to the teacher wisely. The student said that he no longer wanted to study at school.

The wise teacher is shocked to hear the student's complaints. In fact, as far as wise teachers know, students are diligent and tenacious children. Even his motivation for learning is to make his parents happy. The wise teacher was busy reading a book, put the book on the table and then asked the student. There was a brief dialogue between the wise teacher and students. "Son, what causes you to no longer want to study in that school? aren't you what I know is a diligent, tenacious and unyielding child," asked the wise teacher. "Here's the story, teacher. Every time I was seriously studying, I saw some students were busy playing their gadget and some of them were engrossed in telling stories. I was disturbed by the teacher and was not focused," said the student.

After hearing the student and knowing what the reason is. Even wise teachers already know the solution for this child. Calmly and calmly, the wise teacher again asks the student. "Son, what exactly is your goal for learning to study here?" asked the teacher again. Students also answered firmly "I want to be smart and successful like a teacher. I was born difficult, but I did not want to bother my parents. When I succeed, my goal is to make my parents happy. I want to buy them a house, a car and send them to the pilgrimage," said the student. Hearing the dream of the child, the wise teacher was touched and moved to tears. Because in the mind of a wise teacher, the child's motivation is no different when he was a child. Wise teachers are orphans and are difficult, but want to be successful.

To ensure the student's dream, the wise teacher repeats the question to the student. "Is it really your dream and your life's purpose that he says you really want to learn," the teacher asked. "Yes, teacher, that is my dream," the student replied curtly. "Why if you have a dream to make your parents happy, you want to stop learning right away. How about your dreams later?" said the teacher. The student also explained, that he felt disturbed by the conditions of study and school friends. The wise teacher who has a solution for the student said, "Then tomorrow I will give you an assignment," said the wise teacher. Students are cheerfully ready to accept assignments from wise teachers. "Ready teacher! I will do the task as long as I am not

disturbed anymore while studying at school, "replied the student. In the morning, students who are ready to go to school are called by wise teachers. "Son, like what I said last night, today I will give you an assignment," said the teacher. The wise teacher also told the student to take a glass in the kitchen to take to school. "Take a glass in the kitchen and bring it to school," said the wise teacher. Take the glass by the student and put it in his bag.

Students who are curious ask the wise teacher for what the glass is. The wise teacher also explained later at school when your teacher started teaching, you were allowed to leave the classroom and bring the glass and then fill the water to the brim. "What's the teacher for?" asked the student. The wise teacher answers during the lesson, you have to surround your class 10 times. And remember, keep the water in the glass so it doesn't spill at all. Finally the Disciple does what is assigned by the wise teacher.

He circled the class while guarding the water in the glass so as not to spill a drop as instructed by the wise teacher. Finally the task was completed and after school arrived. Students who have successfully completed the task rushed home, impatiently wanting to convey their success to the wise teacher. Arriving home, students report that the assignment has been done perfectly. The wise teacher who was sitting leisurely on the back porch while enjoying a cup of coffee began to ask the Disciple. The first question that comes out of the teacher is wise to ascertain whether the task has been done or not. "Has the assignment been done correctly?" asked the wise teacher. "It's a teacher!" replied the student.

"What about the water in the glass, did anyone fall even a drop when you took the class 10 times?" asked the wise teacher. "There are no teachers. There is not the slightest drop of water falling from the glass," the student replied. "How can you keep the water from spilling, even though you circled the class 10 times, doesn't it make you tired?" asked the wise teacher again. "As long as I carry the glass, I walk slowly and slowly to focus

on the glass so that the water inside is not shed even if only a drop," replied the student. "As long as you bring a glass of water, did you see your classmates playing fun gadgets and did you hear them having fun telling stories?" asked the wise teacher. "No teacher, I did not hear and did not see them," the student replied. "Why don't you see and hear them," the teacher asked again. "Because I focus on keeping the water in the glass so it doesn't spill as long as I surround the class for 10 times," the student replies.

After finishing the dialogue on the questions, the wise teacher again asks the student. "What did you realize and understand from the assignment you gave, son?" asked the teacher.

The student also answered, now he understands and understands what the purpose of the assignment is given by the wise teacher. The student said as long as he focused on keeping the glass so the water inside did not spill. He does not care about the people around him who are busy playing gadgets and telling stories.

"I just focus around the class while keeping the glass so that the water inside does not spill, so I don't see and hear the busyness of others. I remain focused on my goal so that the water does not spill," said the student. Students finally understand the purpose of the assignment given by the wise teacher. That focus is the key to success, no matter what people say about us and about us. The important thing is that we stay focused on our dreams and goals. (*)

(This short story is only fictitious. Sorry if there are similarities in places and names and even stories in this story)

VOCABULARY

wise	: bijak
tokeep up	: menjaga
surrounds	: mngelilingi
oath	: tumpah

to report	: melaporkan
to work	: mengerjakan
to complete	: menyelesaikan
curious	: penasaran
be happy	: membahagiakan
Disturbed	: terganggu
Swear	: tuntas
Slowly	: secara lambat
Busyness	: kesibukan
Shed	: gudang
Engrossed	: asyik
cheerfully	: riang
pilgrimage	: ziarah

I. ANSWER THE FOLLOWING QUESTION

1. What is the purpose of Simurid to gain knowledge in Java?
Why?
2. What did the student complain about when he was studying in class?
3. What assignment did the student give from his teacher?
Why?
4. Are the assignments given by the teacher done completely by the student?
5. How does the student complete the assignment given by the teacher? Was it successful?
6. Does the student understand the meaning of the assignment?

7. What lessons can be learned from the story above?
8. What is the most appropriate title for the story above?

II. TEXT DISCUSSION

1. How many characters in the text:
 - a.
 - b.
 - c.
 - d.
2. How students complete their assignments:
 - a.
 - b.
 - c.
 - d.
3. The comparison between two students:
 - a.
 - b.
 - c.
4. The characteristics of the other students:
 - a.
 - b.
5. Ways to make students concentrate / focus by completing their assignments:
 - a.
 - b.
6. The expectation the students

III. REFERENCE

Find Out References of The Words In Italics Below.

1. *I* want to be smart and successful like a teacher.
I:
2. Take the glass by the student and put it in *his* bag.
His bag:
3. *I* did not hear and did not see *them*.

- I:*
- Them:*
4. *They* who are curious ask the wise teacher for what the glass is.
They:
5. Students are diligent and tenacious them.
Them:

IV. VOCABULARY DEVELOPMENT

a. Fill in the blanks with the words you find in the text.

1. I just focus while keeping the glass so that the water in it doesn't spill, then I don't and other people's activities.
2. Student as long as he focuses on maintaining the glass so that the water inside is not
3. "As long as you are glass filled with water, are you your classmates are absorbed in playing gadgets and are you they are having fun telling stories?"
4. Is that really the thing your dreams and goals in life that are said to you really want to learn, "
5. I was born difficult, but do not want to bother my parents. When I succeed, my dream is my parents. I want them to go home, car and send them to the pilgrimage.

b. Create A Sentence Using Tense Will Come!

1.
2.
3.
4.
5.
6.
7.
8.

V. GRAMMAR IN FOCUS

Arrange the following words to form imperative sentences.

1	me	get	please	The newspaper		
2	The pencil	Please	Put	Into	Pencil case	
3	The tables	The chairs	duts	with	And	The duster
4	Return	To	The books	The bookshelf		
5	A spoon	Stir	With	The tea		
6	To	Don't	Water	Everyday	The plant	Forget
7	Eat	The library	Do not	And	Drink	In
8	Next to	Sit	Brandon	please		
9	Between	Hang	The clock	The picture	The map	and
10	The slippers	Under	The table	put		

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.



Source: <https://id.pinterest.com/pin/146718900330703048/>

UNIT 2

HONEST

Honesty is indeed expensive. As good as possible this honesty has been planted to children from an early age so that it can become an inherent habit. Of course, the role of parents is very important in instilling honesty in children. As the person closest to the child, parents can set a good example by showing honesty. Innocent and innocent children also often do honesty for their calling of conscience. Yes, children are indeed great imitators. If he often sees honesty around him, then that is the inherent habit. Well, there are already many honesty stories about children who are able to touch their conscience. Curious? Let's look at 5 honesty stories of children who touch your conscience like brilio.net summarized from various sources, Wednesday (10/1)

1. Write a memo to be responsible.

A man from the Philippines realized that his favorite cellphone was not in the pocket of his pants when he was going to the mall with his

friend. This man named Ericson Fernandez thought that his cellphone was left in his room. Idly calling to his number, instead the person answering the phone was an unknown person. Unexpectedly, the stranger was an elementary school kid who was none other than the inventor of his cellphone. Fernandez rushed to the elementary school student to take her iPhone cellphone. He was invited into the class and welcomed by the teacher in the class. After chatting, Fernandez finally thanked the teacher for finding his cellphone. But the teacher said that it was not him who discovered, but his students. The children brought and handed Fernandez's cellphone to his teacher without intending to have the expensive item. Hearing that, Fernandez was touched and invited the elementary school children to eat in a restaurant.

A woman from Thailand has lost her bag containing money and valuables. This woman named Nukhlia Sangkaew lost her bag after taking money from the bank. The Rp 50 million is planned to be used to pay hospital bills. Unfortunately, on the way home Nukhlia was instead caught in heavy rain and her bag fell. Realizing his bag was missing, Nukhlia also reported to the police station

Not only cash worth IDR 50 million, but he brought 90 grams of gold. But suddenly someone called to say that he found a bag belonging to Nukhlia. Suddenly this woman also invited the inventor of his bag to meet. The meeting then took place, unexpected finding a Nukhlia bag was a 9-year-old girl named Pi: 37. Nukhlia was very grateful to Piquial, he even gave the boy a reward of Rp 700 thousand

2. Honest boy tissue seller on the roadside.

his story tells the story of two tissue-selling kids on the Setia Budi crossing bridge, Jakarta. Two figures who are about 8 years old are peddling tissue with plastic bag containers. A woman approached to buy the tissue for a total of Rp 2,500, but apparently the two children did not have a change of Rp 7,500. Finally, one of the children took the initiative to find exchange money for the change.

Before long, the woman left and gave the change to the two boys. But who would have thought the boy was running around

and was firmly returning with a new exchange of money of Rp 4 thousand from the people around. The boy then said, "Sorry sis, there are only four thousand, later when I come this way again I return it." said the boy. The honesty of the two tissue-seller boys on the side of the road also turned out to reap praise. Two supermen who remain honest in the midst of the harsh life in Jakarta.

3. Video of a child apologizing for Eid.

In the video, a child admits all the mistakes he had made to his father. Apparently, this video is an Eid al-Fitr ad from Malaysia. But what makes this salute is the attitude of this child who dares to be honest and admit his mistakes.

VOCABULARY

honest	: jujur
habit	: kebiasaan
embed	: menanamkan
plain	: polos
conscience	: nurani
beloved	: kesayangan
approached	: menghampiri
chatting	: bercengkrama
enclose	: menyertakan
sign up	: mendaftar
bill	: tagihan
to lose	: kehilangan

**I. ANSWER THE FOLLOWING QUESTION
ACCORDING TO THE TEXT!**

1. Who lost the cell phone?
2. Who found the lost cellphone?
3. For what money is Rp. 50 million from the bank owner?
4. What did Nukhlia do after realizing that she lost her money?
5. What does the organizer of the bag do?
6. What was the attitude of Nukhlia the owner of the money after knowing that someone had found the bag?
7. What is nuclear contraction for the person who has found the bag?
8. Who is the one who called Nukhlia that his bag had been found?
9. How old is the person who invented the nuclear bag?
10. What are the stuff of the missing Nukhlia bag?

II. TEXT DISCUSSION

Complete the following blanks.

1. The definition of jujur:.....
2. Meaning of honesty:
3. Ways taken to maintain honesty:
4. Benefits of honesty:
5. The characters in the test above:

III. REFERENCE

Find out references of the words in italics below!

1. 5 honesty stories of children who touch *your* conscience like *brilio.net* summarized from various sources.

Your:

2. When *I* come this way again I return *it*."

I:

It:

3. *He* often sees honesty around *him*, then that is the inherent habit.

He:

Him:

4. This woman named Nukhlia Sangkaew lost *her* bag after taking money from the bank.

Her:

IV. VOCABULARY DEVELOPMENT

Fill in the blanks with words from the text!

1. The woman named Nukhlia has
her bag after taking money from the bank.
2. Money worth Rp. 50,000,000, that is
Will be used to pay for hospital bills.
3. He also carries 90 grams of gold. Edge suddenly there
is someone who that the bag has been
.....
4. Nukhlia is very grateful to Prayat, even giving
rewards to the boy who discovered his bag.
5. The child who found the bag 9 years

V. REFERENCE

1. On the way home, *she* was instead caught in heavy rain
and *her* bag fell.

She :

Her :

2. *She* is very grateful to the child who found the bag.
She :
3. Realizing *her* bag was missing, *she* reported to the police station.
She:
4. Suddenly Nukhlia invited the designer to find *her* bag
Her:

VI. GRAMMAR IN FOCUS

Personal Promoun.

The personal pronoun is a set of pronoun which represent the grammatical category of person, and which in English is made up pf: I, you, it, he, they, we, etc and their derived forms. (e.g:me, your, hi, hers, ec).

Exercise:

- a. Fill in the blank with appropriate personal pronouns.
 1. Pirataya is a good as young generation.
 2. He has good behavior. fun.
 3. Nuklia has lost and the money.
 4. Nuklia asangat thanked Pirayat. Even giving rewards to Pirayat as a sign
 5. Nukhlia invites the Pirayat to meet up. willing to meet.
- b. *Replace the words in italic With appropriate personal pronouns.*
 1. Prayat has found a *Nukhlia's bag*.
 2. Nukhlia is very grateful for *Pirayat*.
 3. Rp. 50,000,000 - planned to pay for hospital bills. On

the way home he was trapped in heavy rain so his bag fell.

4. *Pirayat* is a 9 year old boy.

c. Match the following expressions with the correct responses.

1	May I help you?	a. Sorry, the battery is low.
2	Can I borrow your cell phone?	b. Sure, no problem.
3	Can I use Your computer/	c. All right.
4	Close the curtains, please	d. I'm sorry, but the lectricity went off.
5	Turn off the TV	e. Well, sure, thanks.



Source: www.google.com

UNIT 3

TOLERANCE

Pen Fasting With Jews

Breaking Fast with Jews and Christians in the UK The Jewish community in the City of London is an example of religious tolerance in Europe. The problem is that they invited London Muslims to fast iftar at Jewish houses of worship in 2016. Both Jews and Muslims know fasting with different practices. At that time the two groups preferred to look for similarities rather than differences. In addition, as quoted by the BBC, if the interfaith fasting event in London is not only intertwined with Jews but also with Christians in the Anglican Church of Saint James. More than 200 people attended from various religions including London Mayor Sadiq Khan who is a Muslim.

VOCABULARY

Breaking	: pemecahan
Community	: masyarakat
Tolerance	: toleransi
Invite	: mengundang
Worship	: menyembah
Fast	: puasa, cepat
Different	: berbeda
Preferred	: lebih disukai
Similarities	: kesamaan
Interwined	: terjalin
Attended	: dihadiri

I. ANSWER THE FOLLOWING QUESTION

1. What events occur in this text? I was born difficult, but I did not want to bother my parents. When I succeed, my goal is to make my parents happy. I want to buy them houses, cars and send them to hajian
2. Where does the joint iftar take place?
3. In what year was the activity held?
4. How many invitations were present?
5. What religious groups were present at the event?

II. VOCABULARY DEVELOPMENT

Fill the blanks with the words you find in text

1. Breaking Fast with Jews and Christians in the UK The Jewish community in the City of London is an example of religiousin Europe
2. Both Jews and Muslims know with different practices.

3. At that time the two groupsto look for
..... rather than differences.
4. More than 200 people from various religions
including London Mayor Sadiq Khan who is a Muslim.
5. The problem is that they London
Muslims to fast iftar at Jewish houses of worship in 2016

III. TEXT DISCUSSION

Fill in blanks by referring to the description in the text

1. The topic talks about
.....
2. According to the writer, buka Puasa Bersama Yahudi
dan Kristen di Inggris Komunitas Yahudi di Kota
London menjadi
.....
3. Baik yahudi maupun Islam mengenal puasa dengan
praktek yang berbeda. Dimanakah letak perbedaan
itu?
4. Utarakan pendapat Anda terhadap kegiatan yang
digelar dlam text ini!
5. According to Islam, religion is not only a social
phenomenon but also a guide for humanity. Expalian
briefly!

IV. REFERENCE

Find out references of the words in italic below!

1. The problem is that *they* invited London Muslims to fast
iftar at Jewish houses of worship in 2016.
They:
2. *The other people* and Muslims know fasting with
different practices.
The other people:
3. At that time the two groups preferred to look for
similarities rather than differences.
At that time:

V. GRAMMAR IN FOCUS

a. Discourse Markers

Discourse is a term used by grammarians to talk about “larger pieces of speech and writing; stretches of language longer than a sentence”. (Michael swam;1987).

Structuring:

There a very large number of expressions which can bu used to show the structure of what we are saying or writing. Most of these are more common in a formal style like lectures, speeches, or reports one of the expressions is division.

The expressions are as follows:

Firstly, secondly, thirdly, finally, first of all, moreover, in addition, similarly, besides.

b. Introducing

Ther is, there are

There is a teacher in the classroom.

There are forty students in the classroom.

There are a number of reasons for making the program and there is a solution for this problem.

Exercises:

Find the expressions using discourse markers in the text.

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....

c. **Derivative Words**

Examples:

1. Ali spoke to me *quietly*.
2. Hasan plays the piano *wonderfully*.
3. She studies mathematics very *carefully*.

Adverb can be formed from adjectives **by adding-ly**.

Example:

Quiet	- quietly
Slow	- slowly
Wonderful	- wonderfully
Careful	- carefully
Social	- socially
Beautiful	- beautifully
Psychological	- psychologically

There are some words ending with *-ly* that are not adverb:

Friendly, lovely, lonely, deadly, silly, elderly, etc.

Examples:

1. They spoke to me in a very friendly manner.
2. The picture is very lovely.

Word ending in-ly can be both adjectives and adverbs daily, weekly, monthly, early, yearly.

Example:

1. A daily paper is published in Semarang.
2. The train comes daily from Jakarta to Semarang.
3. The conference is held yearly in Jakarta.
4. He gets up very early to catch the first train.
5. Early birds catch worms.

d. Verb: Linking Verbs

There are certain verbs which are followed by adjectives not adverbs. These verbs are: look, seem, appear, smell, become, come, fall, feel, get, happen, keep, prove, remain, rest, sound, stand, stay, taste, etc.

Example:

1. The food smells nice (not nicely).
2. The picture looks good
3. The barbecue tastes wonderful (barbecue: Australian satay).
4. The teacher looks angry (=seems).
5. He is looking at you angrily. (= acting).

Exercises:

Put the right ending *-ly* if necessary in the blanks.

1. Can you be please (quiet)
2. Please shut the door (quiet).
3. The soup tastes (nice).
4. Do not go in this car. The engine does not look (save).
5. We are glad that we arrived (save).
6. Hurry up! Let's go (quick).
7. He look ed at me When I interrupt him.
8. It rained for three days. (continuous).
9. Hasan is upset about his exam (terrible).
10. It was cheep (reasobanble).
11. We did not go out because it was raining (heavy).
12. I don't think Amir trusts me. He looks at me s (suspicious).
13. When I saw the house after 10 years, vrything had changed (complete).
14. It was not a serious accident. Thw motor car was only damaged (slight).
15. Ani's mother wasill (serious).

e.	Fill In the blanks with the appropriate forms: one,ones, one of, once, first, etc.
1	I have five cats, Them-the red Has got three kittens.
2	There are a lot of cars in the park, a blue....., a white And some others. Which Is your?
3	There are many different books on the table. The with the red cover is about psychology.
4	The prize is given to the winner, the is given to Tuti, the runner up.
5	 Cannot pass the exam until one studies hard.
6	If Perform prayer, one is not allowed to make a loud noise.
7	 Upon a time there was a large elephant called mammoth.
8	If you try you will be addicted. Do not smoke even only
9	I like those..... On the corner.
10	Did you buy a new book when you were in the bookshop yesterday ? No, I'm going to buy tomorrow?



Source: www.google.com

UNIT 4

BRAVERY

Once upon a time after the Hijrah event, there was someone from Bani Hasyim named Rukanah. He is a Idham Valley goat herder a musrik. Rukanah is a big man, very strong and cruel. He was greatly feared by many oaring. No one has ever beaten him in grappling, because of his large and strong body.

One day the prophet Muhammad, decided to go to the valley of Idham. There he met Rukanah. Seeing the arrival of the Prophet, Rukanah immediately got up and approached him and said "O Muhammad, you are the one who insulted our gods, Latta and Uzza. You say your god is mighty and wise. Now ask your almighty god to save you from me. I challenge you to wrestle with me! If you can defeat me, you will have ten of my recurs!

The Prophet Muhammad, was not afraid of the challenge of Rukanah. He quickly answered the challenge. Alright if that's

your will. Before the struggle began, the prophet Muhammadsaw prayed to Allah Almighty who is almighty and protective. He requested the protection of Allah, to be able to defeat Rukanah. Likewise Rukanah, he prayed to Latta and Uzza.

Then the match begins. The Prophet, peace be upon him, pulled Rukanah's leg and made her fall. In just an instant the Prophet Muhammad succeeded in defeating Rukanah. Rukanah was shocked by what she had just experienced. He did not believe that anyone could defeat him. During this time, not a single human being could defeat him.

Feeling unsatisfied, Rukanah asked the Prophet Muhammad to wrestle with him again. He exclaimed, let us repeat again and see who the champion is! "

The Prophet accepted the second challenge bravely and they wrestled again. In this second struggle, the victory was won again by the Prophet Muhammad, who wrestled with the protection of Allah. The Prophet dropped Rukanah on the ground and occupied her chest.

After the match was over the prophet Muhammad PBUH invited Rukanah to embrace Islam. But Rukanah refused. With a feeling of kwa, the prophet Muhammad returned to Medina.

Arriving in Medina, the companions of the Prophet had been waiting anxiously. They were afraid that something bad might happen to the Prophet, because the valley of Idham was a place that people avoided. Seeing the Prophet Muhammad peacefully return, the friends were relieved.

Then the prophet told what he had experienced with Rukanahh which underlies the prophet Muhammad to accept the challenge Rukanah. After that he said to his friends with a smile, "Did not Allah swt say to protect me".

Thus a brief story of one of the events experienced by the Prophet Muhammad during preaching. This exemplary story shows an apostle of the Prophet about the courage that arises because it is based on a complete faith and trust in the protection of Allah.

VOCABULARY

Bravery	: keberanian
Harder	: lebih keras
Strong	: kuat
Arrival	: kedatangan
Insulted	: terhina
Struggle	: perjuangan
Almighty	: maha kuasa
Challenge	: tantangan
Shocked	: terkejut
Unsatisfied	: tidak puas
Victory	: kemenangan
Embrace	: merangkul
Anxiously	: cemas
Avoid	: menghindari
Underlies	: mendasari

I. ANSWER THE FOLLOWING QUESTION

1. Who is Rukanah?
2. What happened between Rukanah and the prophet Muhammad? Why?
3. Did the prophet accept the challenge posed by Rukanah?
4. Who won the match? NSbi Muhammad or Rukanah?

5. Does the basis of the prophet Muhammad accept Rukanah's challenge

II. TEX DISCUSSION:

1. Struggle occur:
 - 1)
 - 2)
2. In Madinah :
3. The character of the text :
 - 1)
 - 2)
4. Setting:

Events:
5. The champion :

III. REFERENCE

1. *He* was greatly feared by many oaring.
He:
2. *He* asked the Prophet Muhammad to wrestle with *him* again.
He:
Him:
3. *He* accepted the second challenge bravely and *they* wrestled again.
He:
They:
4. During this time, not a single human being could defeat *him*.
Him:
5. *I* challenge you to wrestle with *me*! If *you* can defeat me, *you* will have ten of *my* recurs!
I:
Me:
You:
You:
My recurs:

IV. VOCABULARY THE DEVELOPMENT

Fill in the blanks with words you find in the text!

1. Prophet Muhammad SAW,
to go to the valley of Idham.
2. Rukanah is a person who is ,
very strong and cruel. He was veryby
many people.
3. Nobody has ever in terms
of wrestling, because of their large and strong body.
4. The Prophet Muhammad, was not afraid of
Rukanah He quickly answered the challenge. Alright if
that's your will.
5. Prophet Rukanah came to the
ground and occupied his chest.
6. Feeling dissatisfied, Rukanah asked the Prophet
Muhammad toagain with him. He exclaimed,
let us repeat again and see who the champion is
7. Arriving in Medina, the Companions of the Prophet had
been waiting with feelings
8. the valley of Idham a place that people avoid.
9. The Prophet accepted the second challenge bravely and
they wrestled again
10. The story this shows an apostle of the
Prophet about which arises because
it is based on a complete belief and trust in the protection
of Allah.

V. GRAMMAR IN FOCUS

Make sentences using verbs: wrestle, learn, beat, drop, and accept.



Source: <https://www.sesawi.net/>

UNIT 5

DISCIPLINE

The Story Of Someone Who Is Disciplined And Who "Lacks" Discipline

It is told at one time the late builder and the disciplinarian. In daily life the discipline has a very solid job and the late builder is ordinary unemployed. they are a life partner. Problems arise when the late builder is always late when he wants to pick up the discipline.

The disciplinarian really disliked the bad habits of the late builder, always late coming to pick him up to his workplace. Every day, the late builder is always late for about 15 minutes as promised by the discipline. The late builder's house and the discipline's are about 2 km.

Every day they are almost said to never meet because the discipline is always on time, he always leaves the late handyman who is always late to arrive. When the late arrived, the discipline had left him to go to the office.

All that was known by the late craftsman when returning from his office was only a rose lying at his front door. The discipline smiled when he found the flower.

The discipline always forgives the late craftsman for the flowers he gives as his apologies.

The next day as usual, the late builder was always late and the discipline had already left for the office. Because the discipline was still angry at him, he did not care about the late builder, he walked past the fence of his house, he told the late builder to go home and decided to go alone to the office.

Coming home from the office, the discipline was surprised, why this time the late builder did not provide the roses he usually put in front of his house. Then the discipline called the late handyman but no one answered the phone.

Over time, the discipline has limited patience. He was angry and protested to the late builder, "why is it always 15 minutes late! your house is only 2 km away and you don't walk to my house!" said the discipline communicating via telephone.

The late technician only said sorry and sorry. The next day, when the disciplinarian opened the door to his house, he found the late builder in front of his house! waiting for him with a smile and sweat pouring down.

Then there is a shopkeeper at the disciplinary house by bringing the late builder's vehicle.

"Sorry, this is the late motorbike's motorbike, he didn't take it back, and I don't know where his house is, I know he always visits this house on foot, usually after I fix the ignition system during the day he picks it up, this vehicle is old so it's indeed must be checked regularly."

The discipline is curious why the late craftsman did not take his vehicle. Then the next day the discipline plans to visit the late builder's house.

On the way, he was approached by a flower shop seller near his home.

"Sorry, why didn't the late artisan buy flowers from me yesterday? he just ran past my shop."

The disciplinarian still wonders what the truth is. Where is the late builder? Arriving at the late builder's house, the discipline was surprised. The late craftsman's parents reported the late craftsman was gone.

"He was in an accident while crossing the road, he was hit by a mini bus," his parents said.

VOCABULARY

Discipline	: disiplin
Builder	: pembangun
Arise	: timbul
Habits	: kebiasaan
Promise	: janji
Handyman	: tukang
Craftsman	: tukang
Lying	: berbaring
Angry	: marah
Fence	: pagar
Patience	: kesabaran
Protested	: protes
Wonder	: bertanya-tanya.

I. ANSWER THE FOLLOWING QUESTION

1. What is often below the late builder and placed at the door of the disciplinary home?
2. What is the distance between the house sidisiplin and situkatelat not stop late again?
3. Does the disciplinarian usually protest the late builder?
Why?
4. Why does the late carpenter stop by to buy more flowers?
5. What causes the late builder to die?
6. Why does the late artisan always stop by to buy flowers at the flower shop?

7. Why did the disciplinarian visit the situkang house?
8. Does the discipline forgive late builders
9. What lessons can you learn from the brief above?
10. What is the most appropriate title with this text?

II. TEXT DISCUSSION

1. There five characters mentioned in the text: they are:
 - 1)
 - 2)
 - 3)
 - 4)
 - 5)
2. In relation to the one of them, they are:
 - 1)
 - 2)
 - 3)
 - 4)
 - 5)
3. The story happened in
4. There are some events mentioned, they are:
 - 1)
 - 2)
 - 3)
 - 4)
 - 5) The benefits.....

III. REFERENCE

Reference in semantics is the relationship between words and things, action, and qualities they stand for:

1. *He* has a very solid job.
 He

2. *He* is ordinary unemployed.

He refers to

3. The late builder's house is 2 km away.

Builder's house refers to

4. *He* always leaves the late builder.

He.....

5. *He* has limited patience.

He

6. Sorry, why yesterday *he* didn't pick up the flowers.

He

7. The late *his* parents preach ...

His
.....

8. *They* tell the discipline ...

They

IV. VOCABULARY DEVELOPMENT

Fill in the blank with appropriate pronouns.

1. Ahmad sometimes Too late so it's always late to the office.
2. There are a lot of books in the library can be borrowed by students.
3. Can you lend Your book?
Are
4. The discipline is a diligent child. He always comes
5. We are all friends, Work and study together.
6. Anisah is a brilliant studentcomes from Makassar.

V. GRAMMAR IN FOCUS

a. Replace the words in *italic* with appropriate personal pronoun

1. *Fatimah* sent Ali a book yesterday.
2. *Amir and Ina* went to the library to borrow the books.
3. You can invite *Ani and me* to come to your party.
4. This book is about Islamic teaching
5. The book was bought by *Susi*, you And *I* always read that book.

b. invitation and choose the words in the boxes to complete the cards.

Read the following

Join us for pizza & bowling to celebrate

Mira's 22th Birthday

Saturday, 20 Maret

12-3 p.m

Bowl-a-rama



Source: www.google.com

UNIT 6

CREATIVES

But Richard and his editor friend, Johnnie Gems, didn't start without money. They have £ 4 to cover the postal and telephone costs, donated by his mother! The two teenagers work downstairs in Branson's house and try to be as economical as possible - but not save their big creative dreams, which remain their driving force. Principal Richard (who clearly began to recognize that IQ tests could be mistaken), one day said to him: "Congratulations, Branson. I predict you will go to jail or become a millionaire."

From then on, Branson developed his original ideas, started new companies, created new products, came up with new ideas, and continued to appeal to other people's dreams. Its airline, Virgin Airlines, is a perfect example of creativity. Instead of cutting

into ticket prices and reducing services, he decided to reverse the normal thinking, by maintaining ticket prices but adding services, which included very original ideas such as messages during flights, ice cream and films, showers, sports facilities body and private bedroom.

Richard Branson himself, known as a flamboyant, colorful, and very creative person, attributes his success to his ability to come up and follow creative visions, and his ability to recognize the same in others and bring them together as a team, chasing their dreams.

This is the end of the story or explanation of the Story of a Creative Star: Richard Branson. Once again I say, hopefully the story or the story above can provide inspiration and motivation for you and hopefully your life will be blessed by Allah Subhanahu wa ta'ala .. Aamiin.

VOCABULARY

Suffer from	: menderit
Through	: menempuh
Spend	: menghabiskan
Memorize	: menghafal
Move	: beranjak
Estimated	: dierkirakan
Ambition	: ambisi
Dream	: impian
Rebellion	: pembrontakan
Directing	: mengarahkan
Boring	: membosankan
Lively	: semarak
Donation	: sumbangan

I. ANSWER THE FOLLOWING QUESTIONS

1. What is the name of the brightest student in school?
2. Who suffers from dyslexia?
3. In what ways did Richard Branson start his business?
4. What business did Branson do when he started his creativity?
5. Did Branson start his business by using money?

II. TEXT DISCUSSION

1. What is the type of text?
.....
2. Can you change the right title of the other title?
.....
3. How much money does Richard Branson and his friends need to start the ushanaya?
.....
4. A dyslexic person starts a business
5. Richard wants his newspaper to be colorful and vibrant
.....
6. The driving force of Richard and his friends is to achieve his creative dreams
.....
7. Mention Richard Branson's shortcomings
 - 1)
 - 2)
8. As a teenager Richard became increasingly frustrated
.....

9. What was said by the school principal Richard

.....

10. Virgin Airlines.

.....

III. VOCABULAR DEVELOPMNET

Fill in the blanks with words is derived from the text

1. Richard and his editor friend, Johnnie Gems, didn't start without
2. Virgin Airlines, is a perfect example of
Instead of cutting into ticket prices and reducing services.
3. Richard Branson himself, known as a flamboyant, colorful, and very creative person, attributes his success to his to come up and follow creative visions, and his ability to the same in others and bring them together as a team, chasing their
4.of cutting into ticket prices and reducing services, he decided to reverse the normal thinking, by maintaining ticket prices but adding services.
5. created new products, came up with new ideas, and continued to to other people's dreams.

IV. REFERENCE

Interpret in the words in italic bt referring to the text.

1. *He* developed his original ideas, started new companies, created new products, came up with new ideas, and continued to appeal to other people's dreams.
He
2. *He* and *his* editor friend, Johnnie Gems, didn't start without money.
He:
His:

3. *They* have £ 4 to cover the postal and telephone costs, donated by his mother!
They:
4. The attributes *his* success to *his* ability to come up and follow creative visions, and *his* ability to recognize the same in others and bring them together as a team, chasing *their* dreams.
His:
His:
His:
Their:
5. Once again *I* say, hopefully the story or the story above can provide inspiration and motivation for *you* and hopefully *your* life will be blessed by Allah Subhanahu wa ta'ala .. Aamiin.
I:
Your:

V. GRAMMAR IN FOCUS

a. Syntactical Pattern: According to

1. He the original idea.
2. Richard himself is as a flamboyant, colorful and very creative person original such as messages during the flight, ice cream and film, shower, sports facilities, and private bedroom.
3. The principal said that "I you will go to jail or become a millionaire".
4. decided to reverse normal thinking by ticket prices but add service.
5. Richard appeared different not only by inviting journalists students, but also inviting rock music stars, creative movie celebrities 'names', and sports stars to contribute articles.

b. Complete the sentences in the negative, use the following verbs.

eat	drive	complain	wear	want
practise	go	have	meet	read

Example:

I turn on radio every morning but sometimes **I don't listen** to it

11	
1	Father has a car but he it very often.
2	They like ice cream but she it very often
3	Mira has many books but she them very often.
4	Hendra has a very small room but he about it.
5	Laila lives near us but we Her very often
6	I have an expensive pair of shoes but I them to achool.
7	We have a good computer but we an internal connection.
8	They are tired but they to quit studying.
9	The man likes films but he to the cinema very often.
10	The woman is atalented singer but she very often.



Source : <http://google.com>

UNIT 7

DEMOCRACY

Gojek continues to proactively make efforts to maintain the security and health together for its ecosystem. This initiative is part of Gojek's priorities to minimize the spread of the corona virus (COVID-19), considering that the driver's partner is at the forefront of helping tens of millions of people who have to limit their mobility by being #dirumahaja.

To date, Gojek has provided hundreds of thousands of health packages (safety kits) distributed in more than 1,300 points to tens of thousands of driver partners in more than 80 cities throughout Indonesia. The health package is in the form of a mask, hand sanitizer, vitamins, and disinfectant spraying on motorbike and driver partner cars. The number of packages in each region is adjusted to the availability of each medical device which is currently very limited in number.

Nevertheless, the availability of medical devices, especially masks, is increasingly scarce. Masks are one of the most necessary self-protection tools to minimize the risk of transmission, especially for those who still have high mobility such as drivers who number in the millions.

Garibaldi Thohir, Chief Commissioner of Gojek said, "We are very grateful and grateful for getting a mask import permit from the Government of Indonesia represented by BNPB as the Task Force for the Acceleration of Handling COVID-19 and the Ministry of Health. Gojek is the first on-demand company to get this import permit. The issuance of a mask import permit will ensure that disruptions to the availability and production of masks and other personal protective equipment in Indonesia are currently fully allocated for the needs of hospitals and health workers," continued Garibaldi.

The COVID-19 pandemic puts millions of driver partners at the forefront to help people who must limit their mobility to minimize the spread of viruses during this pandemic. Gojek has made various efforts to provide self-protection equipment so that they can work in an excellent manner and minimize the risk of transmission," continued Garibaldi.

Garibaldi further explained, "Gojek took an active role to support the Government's efforts to suppress the spread of COVID-19. Driver drivers who have a high population and often interact with others in their daily life delivering food, staples, medicines and other items to the community, are considered as groups whose safety and health need to be maintained. With safe driver partners, the needs of the Indonesian people can be met in this challenging time. "

Hans Patuwo as Gojek's Chief Operations Officer said, "Representing Gojek management, we greatly appreciate and thank the Government, in this case BNPB, the Ministry of Health, Customs and Garuda Indonesia, which made the procurement of this mask possible. We do not want to interfere with the availability and production in the country that are urgently needed by health workers and the people who are included in the vulnerable group COVID-19. " "We are also

grateful to the Garuda Indonesia crew who performed quarantine 14 days before departure and for their struggle to help millions of Gojek driver partners in Indonesia," continued Hans. Gojek will donate the imported mask to Yayasan Anak Bangsa Bisa which will be allocated to Gojek driver partners and donated to the Government for health workers in the COVID-19 referral hospital.

Not only for driver partners, Gojek also understands the importance of ensuring that health workers still get the required supply of masks. That is why Gojek will also distribute some of the imported masks to the government to be allocated to health workers placed in government referral hospitals, "continued Hans.

"Gojek's efforts to protect partners do not stop at providing health packages and self-protection equipment, but from upstream to downstream. Gojek has raised Gojek Partner Assistance Funds worth Rp100 billion, which was collected from donations from Gojek's senior management for 25 percent of their annual salary as well as shifting the budget for the annual salary increase for employees. The Gojek Partner Support Fund will be managed by the Yayasan Anak Bangsa Bisa Foundation, which is founded by Gojek. The foundation's top priority is to support the sustainability of the income of driver partners and other partners in the midst of this uncertain period.

Gojek has also announced an income assistance scheme for driver partners if there is a positive diagnosis of COVID-19. Gojek is the first on-demand company in Indonesia to implement income assistance schemes for driver partners. The aid program was later extended to drivers with ODP and PDP status and had to be quarantined based on government references, so that they could still support their families when they needed to be quarantined and unable to work. The expansion of the assistance fund program to the PDP and PDP status drivers will be shaded by the Yayasan Anak Bangsa Bisa (YABB).

Gojek also continues to educate partners on COVID-19 prevention, including introducing contactless delivery innovations in GoFood food-delivery services and GoSend, GoShop and GoMart, to minimize direct physical contact in the delivery of food and goods ** (Jen)

VOCABULARY

Proactive	: proaktif
Security	: Keamanan
Health	: Kesehatan
Minimalize	: Minimalisir
To Help	: Membantu
To limit	: Membatasi
To Provide	: Menyediakan
Spraying	: Penyemprotan
be grateful	: bersyukur
Effort	: Upaya
Transmission	: Penularan
To support	: Mendukung
Drugs	: Obat-obatan
Availability	: Ketersediaan
Departure	: Keberangkatan
Ensure	: Memastikan
Collected	: Berkumpul
Continuity	: Keberlangsungan
Uncertainty	: Ketidakpastian
Reference, recommended	: Rujukan
Expansion	: Perluasan

I. ANSWER THE FOLLOWING QUESTION

1. What does Gojek do?
2. What packages are distributed by gojek?
3. What is a mask for?
4. Who is grateful for the acceptance of the masks from the Indonesian government?
5. For what pandemic COVID-19 puts the driver partner at the forefront?

II. TEXT DISCUSSION

1. There are characters in the text.

They are:

- a.
- b.
- c.

2. Mention the main events which took place in the text.

- a.
- b.
- c.
- d.

III. REFERENCE

Explain the words in italic by referring to context.

1. *They* take an active role to support the Government's efforts to suppress the spread of COVID-19
They:
2. *We* are very grateful and thankful for getting a mask import permit from the Government of Indonesia represented by BNPB as the Task Force for the Acceleration of Handling COVID-19 and the Ministry of Health

- We:*
3. Not only for driver partners, *he* also understands the importance of ensuring that health workers still get the required supply of masks.
- He:*
- They:*
4. *It* are one of the most necessary self-protection tools to minimize the risk of transmission. Those who still have high mobility such as drivers who number in the millions of people
- It:*
5. *They* who still have high mobility such as drivers who number reach millions of people
- They:*

IV. VOCABULARY DEVELOPMENT

Fill in the blanks the words you find in the text.

-is the first on-demand company to get this import permit
- Gojek has also announced an income assistance scheme for driver partners if there is diagnosis of COVID-19.
- The aid program was laterto drivers with ODP and PDP status and had to be quarantined based on government references, so that they could stilltheir families when they needed to be quarantined and unable to work.
- The COVID-19 pandemicmillions of driver partners at the forefront to help people who must limit their mobility to minimize theof viruses during this pandemic.
- . Gojek will the imported mask to Yayasan Anak Bangsa Bisa which will be allocated to Gojek driver partners and donated to the Government for health in the COVID-19 referral hospital

V. GRAMMAR IN FOCUS

a. Make sentences that use nouns like: driver, we, he, they, and you.

1.
2.
3.
4.
5.

b. Finish the sentences with the correct pronouns.

1	I don't know those boys. Do you Know.....?
2	I don't know that man. Do you know..... ?
3	I want that book. Can you give it to ?
4	I don't know Firman's mother. Do you know.....?
5	I want that pink hat. Can I see ?
6	I want the Photographs. Can I Have..... ?
7	You want to see me, but I Don't want to see ?
8	Andika is a new teacher. He teaches Math.
9	I'm talking to you. Please, listen to
10	I don't like cats. I'm afraid of



Source : <http://google.com>

UNIT 8

NATIONALISM

National Awakening Day which falls on May 20, the day of the birth of Budi Utomo, the first social organization in Indonesia that is used as a reference in commemorating the National Resurrection Day (Harkitnas), because with the establishment of this organization it becomes a milestone of a new struggle and is different from previous struggles.

National awakening means the rise of all the people of Indonesia as a united nation against and expelling invaders through various means. National awakening is a period in which the awakening of a sense and spirit of unity, unity and nationality (nationalism) to fight for Indonesian independence which had never before arisen during the colonial period

Teenagers and students need to absorb the historical significance of Harkitnas. Bung Karno in one of his speeches said, "Never forget history", a call that must continue to be echoed throughout the ages.

Teenagers as the successor to the struggle relay must understand history and be able to interpret it well. Not just a bedtime story, but must be able to take the hik $\rightarrow$ of the heroes' struggles in the past, obtain inspiration and motivation to move forward and rise to reach the future. Even in this Harkitnas moment, students must understand the history of Harkitnas which is the era of the rise of nationalism, unity, unity and awareness to fight for the independence of the Indonesian state.

The Boedi Oetomo organization which was founded on May 20, 1908 by Dr. Sutomo and students of the STOVIA (School tot Opleiding van Indische Artsen) namely Goenawan Mangoenkoesoemo and Soeraji and was initiated by Dr. Wahidin Sudirohusodo was initially not a political organization, but rather a social organization, eco $\rightarrow$ nomi, and culture. But over time, Boedi Oetomo later became the forerunner of a movement aimed at Indonesia's independence.

Because it is considered to be a pioneer organization for other national organizations as mentioned above, the date of birth of Boedi Oetomo, which is May 20, is designated as National Awakening Day.

As teenagers and students, Harkitnas' observations that need to be infused are:

1. Independent attitude, may not be spoiled to parents.
2. Discipline, obey the advice of parents and teachers.
3. Filling free time with positive activities: sports, painting, writing (poetry, short stories, articles), collecting stamps, playing music.
4. Achieved achievements in the school and neighborhood.
5. Respect brother / sister, parents $\rightarrow$ parents and older friends and love younger siblings.
6. Assist parental duties.

7. Respect teachers and administrative staff at school.
8. Maintain manners / ethics in communication.
9. Cultivating a studious attitude.
10. Want to learn or read folk songs, types of regional arts, names of ethnic / regional languages and the names of provinces / districts / cities in Indonesia.
11. Cultivating mutual cooperation and cooperation.
12. Want to share (knowledge) knowledge gained to friends.
13. Want to follow the development of science and technology positive information.
14. And other positive attitudes.

Thus, the spirit of living up to Harkitnas will continue to be planted in the hearts of adolescents / students until the end of their lives in order to maintain the integrity and diversity of this country.

VOCABULARY

national revival	: Kebangkitan Nasional	:
born	: Lahir	:
Reference	: acuan, rujukan,	
Commemorate	: Memperingati	
Struggle	: Struggle	
National unity	: Kesatuan bangsa	
Drive out	: Mengusir	
Colonialism	: Penjajahan	
Spirit	: semangat	
Natinality	: Kebangsaan	
Aired	: Diangungkan	
Hero	: Pahlawan	
Awareness	: Kesadaran	

Pioneer	: Cikal bakal
Teenager	: remaja
Designated	: ditunjuk, ditentukan
Nationalisme	: nasionalisme
Establishment	: pembentukan
Culture	: budaya
FORERUNNER	: pelopor
Pioneer	: pelopor
Awakening	: bangun
Struggle	: perjuangan
Initiated	: dimulai, diawali
Role	: peran

I. ANSWER THE FOLLOWING QUESTIONS

1. On what date does the national revival mean?
2. What does national awakening day mean?
3. What is meant by nationalism?
4. What is the historical significance of national kebangkungan day?
5. Who are the pioneers of national awakening day?
6. What do young people and students need to live with regarding national revival day?

II. TEXT DISCUSSION

1. The role of youth / students: As teenagers and students, Harkitnas observations that need to be infused are:
 - a.

- b.
 - c.
 - d.
 - e.
 - f.
2. Pioneer of national awakening day:
- a.
 - b.
 - c.
 - d.
3. Characteristics in the text:
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.

III.REFERENCE

Explain the words in italics by referring to context

1. *He* in one of his speeches said, "Never forget history", a call that must be echoed throughout the ages
He:
2. *It* means the rise of all the people of Indonesia as a unified nation against and repel invaders through various means.
It:

3. *They* as the successor to the relay struggle must understand history and be able to interpret it well.

The:

.....

4. *He* then became the forerunner of a movement aimed at Indonesia's independence

He:

5. In this Harkitnas moment, *they* must understand the history of Harkitnas namely the rise of the spirit of nationalism, unity, unity, and awareness to fight for the independence of the Indonesian state.

They:

.....

IV. VOCABULARY DEVELOPMENT

Fill in the blanks with the words you find the text

1. which fell on May 20, the birth day of Budi Utomo, the first social organization in Indonesia that was used as a reference in commemorating National Resurrection Day
2. Bung Karno in one of his speeches said, ".....".
3. students must understand the history of the Harkitnas, namely the rise of the spirit of nationalism, unity, unity and awareness for the independence of the Indonesian state.
4. Boedi Oetomo then became the embryo of a movement aimed at Indonesian independence.
5. The date of birth of Boedi Oetomo is May 20 as National Awakening Day.

V. GRAMMAR IN FOCUS

Write questions from these words. Put the words in order

Example: (work/father/today)		Is father working today?
1	(what/doing/the boys)	 ?
2	(you/listen/to me)	 ?
3	(Where/going/your friend)	 ?
4	(your brother/TV/watching)	 ?
5	(why/you/looking/at me)	?



Source : <http://google.com>

UNIT 9

REWARD ACHIEVEMENT

"Appreciating can be likened to learning, with us valuing the achievements of others. Means we learn about a process why he can achieve "Achievement may be proud of when we can achieve it. But it falls when we can't get it. Appreciating achievement is our steadfast way of giving from God. Because something we want is not necessarily good for us, but what God has given is definitely the best for us.

When we talk about achievements, we will definitely think about the achievements that we have or the achievements obtained by others. Can be likened when we lose then he succeeded, and vice versa. from both events that we can learn to appreciate achievement. Namely the achievements of others or that we can. Mostly when we see someone achieving an achievement we feel jealous, we always think they are just lucky, shinny, lucky. We always look for their shortcomings. Instead of learning from the achievements of others, it adds sin. God really hates his envious servants.

And do not be jealous of the gift that God has exerted on some of you over some others. (because) for men there is a part of what they are trying to do, and for women (even) there is a part of what they are trying to do. Ask God for some of His gifts. Indeed, Allah is All-Knowing everything ", (QS.An-Nisa 'Verse 32). That's how God forbids us to be jealous of seeing other people get gifts, favors, or achievements. It is God's right, to give anything to the servants He wants. If we want to get such a gift, just ask God, just pray to God. He is the Most Gracious Essence. As long as we try and pray, God will provide the best for us.

"Learning from failure is a quote that we often hear. It can be assumed that learning from failure is learning from the success of others. Why can he succeed when we are not. From there we can think to find out our shortcomings, know the holes in us. And from this learning, little by little we can close the hole.

Encourage to produce something that is useful for the surrounding community. That's the least we can do. Achievement is not just talking about first, second and so on. Nor did you get a super big trophy. Nor is the name praised for its intelligence. Not that, an achievement will be more meaningful when we can be useful to help in small, small but meaningful things, such as bees who collect honey from flowers. Achievement is not to be recognized, but to be able to help fellow living beings.

VOCABULARY

Appreciate	: menghargai
Prestasi	: achievement
Proud	: bangga
Valuing	: menghargai
Obtained	: diperoleh
Assumed	: diasumsikan
Triphy	: piala
Reconized	: diakui

I. ANSWER THE FOLLOWING QUESTION

1. Why should we respect the achievements of others?
2. Is the pest obtained by someone worthy of our appreciation or praise? Why?
3. What does it mean to value achievement?
4. How do you know what deficiencies we have?
5. If we help other people as well as achievements?

II. TEXT DISCUSSION

1. There are..... characters in the text.
 - a.
 - b.
 - c.
 - d.
2. What does the text above tell you about?
.....
3. Achievements included:
 - a.
 - b.
 - c.
4. Success and failure:
 - a.
 - b.
 - c.
 - d.
5. The meaning of achievement in life
 - a.
 - b.
 - c.

III. REFERENCE

Explain the words in italic by referring to context

1. We should appreciate God's gifts.
We:
2. We learn about a process why *he* can achieve
"Achievement may be proud of when *we* can achieve it.
We:
He:
We:
3. Appreciating achievement is *our* steadfast way of giving
from God. Because something *we* want is not necessarily
good for *us*, but what God has given is definitely the best
for *us*.
Our:
We:
Us:
Us:
4. *It* can be assumed that learning from failure is learning
from the success of others.
It:
5. As long as we try and pray, God will provide the best for *us*.
Us:

IV. VOCABULARY DEVELOPMENT

Fill in the blank with the words you find the text

1. "Learning from is a quote that we often hear.
2. We always for their shortcomings.
3. Encourage to produce something that is useful for the
..... community.

4. There we can think to find out our shortcomings,
the holes in us. And from this learning, little by little we can
close the hole.
5. Achievement is not to be recognized, but to be able to
.....fellow living beings.

V. GRAMMAR IN FOCUS

-er	most	comparative	more
than	-est	the	superlative

Complete the sentences with the words in the box above	
1	To compare two things or people, we usually use adjective.
2	To compare one thing or person is a group of three or more, we usually use adjectives.
3	We add At the end of most one-syllable adjectives.
4	For some adjectives, we put Before the adjectives.
5	We add at the end of most one-syllable adjectives in superlatives.
6	For some adjectives, we put before the adjectives.
7	To compare two things or people, we usually put
8	When using the superlative, we usually put before the superlative adjectives.



Source : <http://google.com>

UNIT 10

COMMUNICATION

Rafting

The joy of living our lives is precisely because every time we are faced with the ever-changing rapids (challenges, trials, tests) of life. This is where competence is sharpened and mental attitude must be directed more positively. Ewuh Pakewuh Someone who has received too many gifts (kindness) from others, it will be difficult to reprimand the giver when the person is making a mistake.

Greeting Heart

Communication is an effort, skill, sacrifice and encouragement for clarity of heart to be willing to open conversation and listen to others more closely.

Where Are My Socks?

One of the efforts made to increase the value of sincerity is to increase spiritual activities, associate with sincere people, read quality books and train yourself to be sincere. Congratulations on serving sincerely and your sincerity will bring many friends and friends.

Going Home

If you live for the world to come, you get the present as a package.

But if you only live for the present world, you lose both.

Friend

A true friend is someone who is willing to listen and understand when you express your deepest feelings. He supports when you are struggling. He rebukes you tenderly when you do something wrong, and he forgives when you fail. A true friend whips you up for personal growth, encouraging you to maximize your full potential. As for the most amazing thing, he celebrates your success as if it were his own success

VOCABULARY

Communication	: komunikasi
Challenge	: tantangan
Gift/kindness	: pemberian/kebaikan
Clarity of heart	: kejernihan hati
Sacrifice	: pengorbanan
Upgrade	: meningkatkan
Sincersity	: ketulusan
To imagine	: mendatangkan
Irrelevance	: ketidakrelaaan
Forgive	: mengamuni
Failed	: gagal
Amazing	: menakjubkan

I. ANSWER THE FOLLOWING QUESTION

1. What is meant by communication?
2. What efforts are made to increase sincerity in expressing our feelings our conversation is a true friend?
3. Since basically humans have been communicating since when?
4. What is the essence of the text above?
5. How to use language that is easily understood?
6. What is the correct title for this text?

II. TEX DISCUSSION

1. What title is most appropriate for the text above
2. How many characters are there in the ATS test?
3. Story core above
4. Is there a relationship between subtitles 1 with other subtitles
5. What do you think of the text above

II. REFERENCE

1. *He* joy of living *our* lives is precisely because every time.

He:

Our:

2. *We* are faced with the ever-changing rapids (challenges, trials, tests) of life.

We:

3. *It* will be difficult to reprimand the giver when the person is making a mistake.

It:

4. A true friend whips *you* up for personal growth, encouraging *you* to maximize *your* full potential.

You:

You:

Your:

5. *He* rebukes you tenderly when *you* do something wrong.

He:

You:

III. VOCABULARY DEVELOPMENT

FILL IN THE BLANKS WITH WORDS YOU FIND IN THE TEXT

1. A true friend is someone who isto listen and understand when you express your deepest feelings.
2. He rebukes you tenderly when you do something wrong, and hewhen you fail.
3. If you live for the world to, you get the present as a package.
4. This is where competence isd and mental attitude must bemore positively.
5. As for the most amazing thing, he celebrates yours as if it were his own success.

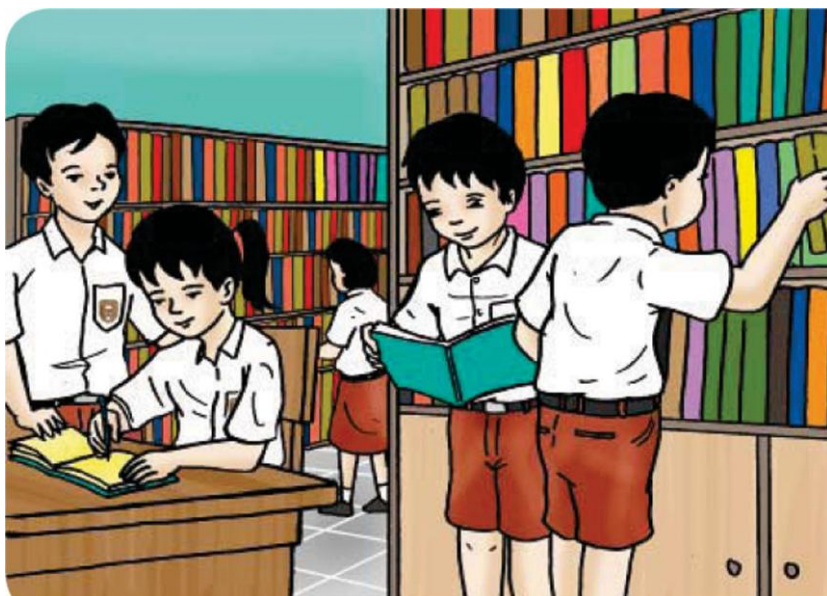
IV. GRAMMAR IN FOCUS

a. Make requests for the following situations.

1. You want someone to help you bring your bags.
Request: can you help me bring my bags, please?
2. You want someone to lend you his/her red pen.
Request:
3. You want to get some chocolate caramels in a candy shop.
Request:
4. You want someone to turn off the radio.
Request:
5. You want to borrow a dictionary from your teacher.
Request:
.....

b. Complete the following sentences with *must* or *mustn't*

1	Most children in Indonesia Wesar uniform when they go to school.
2	I'm afraid I can't come tomorrow. I work late.
3	Ananda is waiting for this file. I forget to e-mail it.
4	We can't repair the motorcycle ourselves. We take it to a garage.
5	I don't want anyone to know. You tell anyone.
	What ever you do, you touch that switch, it's very dangerous.
6	This statue is very valuable. You look after it very carefully and you lose it



Source : <http://google.com>

UNIT 11

LIKES TO READ

The Story of Sun Kang Who Loves Reading Books

The Story of Sun Kang Who Loves Reading Books

People in China love learning. One of the stories that is often used by teachers and parents to motivate a child to study hard is the story of Sun Kang who longs to read until he is injured.

Sun Kang lived in the Jin Dynasty (317-420 AD). Since he was a child, his intelligence was already apparent. He loved books, but he was brought up from a very poor family until even oil for lamps could not be bought. Because of poverty and the urgency of urgent needs, his parents required all his children to work, including the young Sun Kang. Every day he works until late at

night so he returns home tired and also no time to read books because at home there is no lighting. In that village only Sun Kang's house had no lighting.

Sun Kang often dreams if only his house has lights, so he can read lots of books. Because he was eager to read books, he asked his father and mother, "All our neighbors have lights, only our homes don't have lights. If this keeps up, during the day I work and at night I can't read books, when can I be a smart kid Can we have one light? "

Hearing their son's questions, the two parents were very sad. With a heavy heart they said, "Sun Kang, we are very poor and oil for lamps is very expensive, we cannot afford it. If we buy oil for lights, we and our family can slowly starve to death." After saying that both parents shed tears. He also cried. Sun Kang really understands and is concerned about the condition of his family so he promised in his heart to no longer demand his parents buy oil lamps.

The desire to read a book is still great. Sun Kang often borrowed other people's books and he always returned the books on time. Even though he has been tired of working all day, at night he always goes outside the house to look for moonlight at night to read books. However, because the light is completely limited makes both eyes often tired and unable to read with a long time.

Finding this event, Sun Kang was overjoyed because it turned out that under the cold winter he could read the book better. From that day every night he went outside to read books by utilizing the moonlight and the reflection of light from the snow. He continued to fight the cold so he could read a book. In fact, if people are cold easily suffer from ulcers on the skin. This disease is called *dong chuang*. If people already suffer from these ulcers, they cannot heal until the winter is over. Ulcers that make the flesh and skin open so painful. However, despite having to suffer from a very painful ulcer, Sun Kang still left on a cold night just to be able to read a book. Over time, his hands and feet were full of very painful *dong chuang*, but that did not stop him from reading a book. According to Sun Kang, only with the moonlight and the reflection of light from the snow

could he read many books. Therefore, no matter how much pain he had to endure from the winter ulcers, he would still read books.

One winter, very heavy snow fell. At night the snow stopped, the air was very fresh, and that night the moonlight was very good. Sun Kang thinks this is a good time to read a book. Therefore, he went outside carrying a book read in the moonlight and also the light from a neighbor's lamp. After reading, he felt tired and wanted to go home. On the way home he tripped and his book fell in the snow. Because he wanted to save the book, he immediately got up to take the book even though his leg was injured. When he was about to pick up his book, he could clearly see the writing in the book. How come? It turns out that dense snow can reflect light so that it can make light brighter than moonlight

Eventually Sun Kang grew up to be a brilliant thinker and a good adviser for building empires. This story developed through word of mouth and from generation to generation. The story of Sun Kang is truly moving and often becomes a story that is able to motivate children in China to miss reading and learning. Continue to read and study even for that to be hurt.

Posted by: Alex Li

VOCABULARY

Dreams	: mimpi
Motivation	: motivasi
Injured	: terluka
Heart	: jantung
Afford	: mampu
Heavy	: berat
Disease	: penyakit

Adviser	: penasihat
Tears	: air mata
Neighbors	: tetangga
Moonlight	; sinar bulan
Immediately	: segera
Eventually	: akhirnya
Tripped	: tersandung

I. ANSWER THE FOLLOWING QUESTION

1. Who is Sung Kang?
2. How is Sung Kang's family relationship?
3. What did SungKang ask his parents?
4. How do we get Kang Sung to be able to read books?
5. What is Sung Kang's profession after growing up?

II. TEXT DISCUSSION

1. How many characters in text?
 - a.
 - b.
 - c.
2. What is an important point in the story above
3. What you like to read?
4. What is the best side of this text that must be followed
5. What do you think of the story above?

III. REFERENCE

Fill in the blanks with the words you find the text above

1. *He* went outside carrying a book read in the moonlight and also the light from a neighbor's lamp.
He:
2. On the way home *he* tripped and his book fell in the snow. Because *he* wanted to save the book.
He:
He:
He:
3. *He* continued to fight the cold so *he* could read a book. In fact, if people are cold easily suffer from ulcers on the skin.
He:
He-
4. *He* could clearly see the writing in the book. How come?
He:

IV. VOCABULARY DEVEKOLMENT

1. Since he was a child, his intelligence was already apparent. He loved books, but
2. Every day he works until late at night so he returns home tired and also no time to read books.
3. when can I be a smart kid Can we have one light? "
4. he was eager to read books, he asked his father and mother, "
5. With a heavy heart they said, "Sun Kang, we are very poor and oil for lamps is very expensive

V. GRAMMAR IN FOCUS

- a. **Complete the sentences with *a lot of* and one of the following words.**
(fuel, animals, books, food, beaches, accidents)

Example:

She likes reading. She has *a lot of* books.

1. Tourists enjoy their visit to this zoo. It has
2. The road is very dangerous. There are
3. Indonesia is very beautiful. It has
4. Those people are very hungry. They need
5. The tank is full. It has

b. Answer the questions *a little* or *a few*.

Example:

A: Do you have any money?

B: Yes, *a little*.

1. A: Do you have any new novels?
B:
2. A: Do you want honey in your tea?
B:
3. A: Did you meet any climbers when you hiked up the mountain?
B:
3. A: Do you speak English?
B:
4. A: Are there any parks in this town?
B:

c. Put in *some* or *any*

Example:

I bought ***some*** cheese but I didn't buy ***any*** bread.

1. There are beautiful butterflies among the flowers.
2. I'm hungry. Can I haverice?
3. When you go to Makassar, you can visit Interesting places there.

4. I want to wash my hair. Is there Shampoo?
5. Do you speak foreign languages?

d. Put in *There is/there are* to complete the sentences

1. A big statue in front of the building.
2. mice under the table.
3. an old tree in our garden.
4. a boy called Sultan in my class.
5. No fish in the aquarium.
6. nothing to do when it rains.
7. a dog sitting on the bench.
8. a girl in my class who can speak four languages.
9. tadpoles in the pond.
10. Some very big planes in the airport today.

8	What you (do) when the earthquake happened?
9	While we were having lunch, the postman (come)
10	I (write) my journal when someone knocked on my door.



Source : <http://google.com>

UNIT 12

SOCIAL CARE

Do good to fellow living creatures and the environment do not have to wait for adulthood or higher education. The proof, innocent children actually have a big conscience to help others. Previously, the viral story of a boy who brought a chick he accidentally crashed into the hospital.

With his savings, the boy shows what is the meaning of responsibility that needs to be practiced from an early age. Although in the end the chick was not saved, at least the boy learned life in order to become a good human being.

Besides himself, many touching actions out there are actually carried out by small children. Basically, caring for the

environment does not require heavy effort. As long as there is intention, there must be a way to deliver.

This first inspirational story tells the touching action of a boy who works as a parking attendant. Instead of spending money on snacks or buying useless things, the boy with an unknown identity actually bought milk sachets for abandoned dogs.

Can be seen in the picture how sincere the boy's actions. Even though he lives well off, it doesn't necessarily make him selfish and ignore the surrounding environment. The action deserves praise and has inspired many people.

Next, the second inspirational story comes from the story of the boy who helped stop the pipe from leaking. The incident occurred when a building was engulfed in flames in Bangladesh. However, at the same time, water pipes used to extinguish the fire actually leaked.

Fortunately, there was a boy who readily helped the fire department to make the evacuation easier. The small action might not be so obvious, but the action actually had a big impact on the victims and the firefighting crew.

<https://hot.liputan6.com/read/3955552/aksi-5-bocah-that-care-with-environment-ini-bikin-salut-inspiratif>

VOCABULARY

fellow living creatures	: sesama makhluk hidup
adulthood	: masa dewasa
innocent	: polos
intention,	: niat
parking attendant	: tukang parkir
necessarily	: perlu
surrounding	: sekitarnya
Fortunately	: untung
surrounding environment	: lingkungan sekitar

I. ANSWER THE FOLLOWING QUESTIONS!

1. Who hit the chickens and their embryos in the hospital?
2. What did the boy do after trampling a baby chick?
3. In what ways was the child directed to take responsibility for his mistakes?
4. Can the actions of the child be called a caring or responsible child?
5. What is the meaning of the action of the parking lot boy who has spent his income just by buying food for a dog?
6. Does the child's actions deserve praise and inspires many people? Why?
7. What about the actions of children who try to stop the pipe from leaking?
8. The action of the child who stopped the pipe from leaking, does it have an impact on the fire crew?
9. Give a more appropriate title for this text!
10. What is the best point behind the stories in this text?

II. TEXT DISCUSSION

1. Actual story line:
 - a.
 - b.
 - c.
2. who are the actors in this story, they are:
 - a.
 - b.
 - c.
 - d.
3. setting location and time event:
 - a.
 - b.
 - c.
4. the appeal of the story:
 - a.
 - b.

- c.
5. The situation of the boys in this story.....

III. REFERENCE

Expalain The Word In Ita:Lics By Referring To The Text Above.

1. Even though *he* lives well off, it doesn't.
He:
2. *it* of a boy who brought a chick he accidentally crashed into the hospital.
It:
3. With *his* savings, the boy shows what is the meaning of responsibility that needs to be practiced from an early age.
His:
4. Besides *himself*, many touching actions out there are actually carried out by small children.
Himself:
5. Can be seen in the picture how sincere the *their* actions.
their:

IV. VOCABULARY DEVELOPMENT

Fill in blank with the words taken from the text above

1. Do good to others and don't have to wait for adulthood or higher education.
2. Innocent children actually have a great to help others.
3. Viral Children who bring chicks that he accidentally to the hospital.
4. The boy's child gets life to be a good person.
5. Many actions which are in nature are carried out by uneducated children.
6. Even though he is inadequate, does not necessarily make him selfish and his neighborhood.
7. Actions carried out by these children praise and be inspirational by many people.

V. GRAMMAR IN FOCUS

a. The third Person singular

You put -s the end of a verb when you use the verb with the pronouns **he, she, and it**, and with singular nouns. The -s form of the verb is known as **the third person singular**.

Example:

- He *sings* well.
- She *likes* ice cream.

Make sentences using the third person singular followed by verbs such as *shake, fall, look, eat, jog, dig, rain, play, build, ride, enjoy, break, think, and help*. Follow the example above!

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

b. Listen to the complete dialogues. Match A and B based on the dialogues you hear.

1. Laila tells Asia that today
2. Tina got the information
3. Arif feels upset because
4. Rita tells Ana and Arif that
5. Arif and Rita feel
6. Mr. Danil asks for
7. Mr. Danil gives
8. Mr. Danil asks the students
.....
9. Danil asks about.....
10. Mr. Danil suggests
.....

- a. Attention from the students
- b. They are going to have a math test.
- c. Cotton T-shirt or shirt
- d. An itinerary for each student
- e. The clothes they should wear
- f. To pay attention to the time
- g. From Andre
- h. He didn't study last night
- i. Relieved at the end of the conversation
- j. They may open the book during the test.



Source : <http://google.com>

UNIT 13

ENVIRONMENTAL CARE

Inspiring Stories of Children Lovers of the Environment

Nowadays, there are many young children who do extraordinary things to change the world for the better, educating children is indeed an easy thing, and surely every parent wants their children to be useful to many people. Well, this is where the importance of family support is where children can learn to understand problems and find solutions. An example is the problem of the environment, every day children are faced with environmental problems, such as air pollution, dirty sea, garbage and much more. Therefore, since childhood children must be brought closer to the attitude of love for the environment, so that when they grow up, they will become someone moving actively participating in protecting the earth. Here is the story of inspiring children who have contributed to change the world for the better!

We know that the problem of plastic waste in the world has gotten worse, especially in Indonesia. Less than 5% of plastic bags are recycled and this causes more and more plastic waste to accumulate over the years. Every year, hundreds of tons of plastic waste are stranded on the coast and many of them end up inundated in the ocean. Bali needs help, new regulations from the government to ban the use of disposable plastics, and this is the beginning of the story of the Bali Bye Bye Plastic Bags movement. This is a movement to reject the use of disposable plastics which were formed by brothers from Bali, Melati and Isabel Wijsen when they were 12 and 10 years old. The two girls from Bali's Green School were inspired by lessons in their school about world leaders who made positive changes to the world, such as Nelson Mandela, Lady Diana and Mahatma Gandhi. They are inspired to be world leaders too, but they think why should they wait until they are old to become leaders? They believe that children also have an important role to make the world better. "When we learn about it, then we think what we can do as children. We don't want to wait for us to finish school or mature. We want to start now. " [1] Express the Dutch girl to Kompas.com.

Finally they exchanged ideas about what problems are happening in Bali, and finally the problem about plastic waste was chosen. They know that plastic waste is a big problem, so they start to make targets that they can achieve. Finally, their mission was formed to make Bali a plastic-free island. After a six-year effort to campaign and fight for their mission, finally in 2019, the Governor of Bali stated that Bali had become an island that prohibits the use of disposable plastics. Really inspiring right? Further acquaintances are the same. Who here is still unfamiliar with electronic junk or commonly called e-waste? There are those who are curious about electronic waste such as used cell phones, refrigerators and computers where are they disposed of? Well, Rafa Jafar, who is fondly called RJ, is a kid who has a hobby of learning and educating children about the dangers of electronic waste. The boy from Labschool Middle School was also very happy to collect electronic rubbish, even to the point of publishing his book with the title E-Waste:

Electronic waste when I was 12 years old! Not only the book that he made, he also built a special electronic waste bin movement which he called Dropbox E-Waste, with the aim that the garbage has a special trash bin so that it can be recycled, and not pollute our environment from harmful poisons. He placed this Dropbox in his school environment, and for those who are curious, this Dropbox is now available at Cikal Elementary School, Labschool Middle School, Tunas Muda School, and those that can be moved

Move when RJ conducts exhibitions or visits to other schools.

According to RJ, the steps to reduce electronic waste are easy, "Choose a durable device that can be used for two to three years," [2] RJ said. So, the less electronic waste disposal, the danger will be reduced. This movement is not yet included on a national scale, but its success in raising the issue of electronic waste has made him appointed as a small ambassador at the UN Climate Change Conference in Morocco in November 2016! Very cool huh? Follow the account Greta Thunberg is a 16-year-old Swedish climate activist from Sweden who was diagnosed with Asperger's syndrome, which is a neurological disorder and belongs to the autism spectrum. Because of his love for the earth and the environment, he has carried out a school strike to stage a large demonstration on climate change in August last year, before the Swedish parliament. Since then, almost every Friday, he has stopped schooling just to lead the movement. Since then, more than one million students have joined the movement by leaving school to conduct demonstrations to ask the authorities to take concrete action to overcome the problems that have occurred due to climate change. Greta's courage and dedication has inspired many students around the world, "Adults always say, they owe to the younger generation to give us hope but I don't want false hopes. I want you to panic, I want your real action. " [3] Said Greta

Lots of people support Greta's actions, one of them is Norwegian Socialist MP Freddy Andre Ovstegard. According to Freddy, Greta has formed a very massive movement, which means he has contributed greatly to world peace. Therefore, it is not surprising that he has become an activist who was nominated for the Nobel Peace Prize this year. If she wins the award, she will

become the youngest Nobel Peace Prize winner and defeat Malala Yousafzai, an inspiring woman from Pakistan who received the award when she was 17 years old. Greta is great !!

Nabila Shahna Dannika is a Brawijaya University Student who is doing an internship at Greenpeace Indonesia

VICABULARY

Environmental care	: peduli lingkungan
Extraordinary	: luar biasa
Importance	: pentingnya
Childhood	: masa kecil
Recycled	: daur ulang
Electronic waste	: limbah elektronik
Electronic rubbish	: sampah elektronik
Exhibition	: pameran
Carried out	: dilakukan
Inspiring	: menginspirasi

I. ANSWER THE FOLLOWING QUESTION ACCORDING TO THE TEXT

1. What activities are told in this text?
2. Who is doing the activity?
3. Why should we care about the environment?
4. What are the benefits of caring for the environment?
5. What impacts arising from air, sea and land pollution?

II. TEXT DISCUSSION

1. Character in this text, they are:

- a.
- b.
- c.
- d.

2. Impact of environmental pollution

- a.
- b.
- c.

3. The benefits of environmental pollution:

- a.
- b.
- c.

4. Participants in the movement care about the environment:

- a.
- b.
- c.

III. REFERENCE

Interpret the words in *italics* below by referring to the text

1. Every day *they* are faced with environmental problems.

They:

2. Educating children is indeed not an easy thing, and certainly every parent wants *their* child to be a useful person for many people.

Their:

4. *He* has contributed greatly to world peace.

He:

5. The two *girls* from Bali's Green School were inspired by their school lessons about world leaders who bring positive change to the world.

Girl:

7. *We* do not want to wait after school or adult.

We:

IV. VOCABULARY DEVELOPMENT

Fill in blanks with words from the text

1. children are faced with environmental problems, such as water pollution, dirty sea, garbage and much more.
2. We don't want to wait after school or adult.
3. Prepare the place according to the type of waste so that we and not Our environment from dangerous poisons.
4.andGreta has inspired many students throughout the world.
5. From an early age children need to be equipped love for the environment.

V. GRAMMAR IN FOCUS

When the verb is to be, use to be + adverb of frequency.

Subject + To be + averb of frequency + object (is, am, are, always, sometimes, often, seldom, rarely, or never).

Example:

He is usually very busy in the morning.

1	She On time
2	It sometimes cold at night
3	I often nervous front of people
4	You seldom here. .
5	We happy.
6	They relaxed



Source:<https://google.com>

UNIT 14

LOVE PEACE

Every time entering the month of Rabiul Awal, the month in which the Prophet Muhammad SAW. born, Muslims welcomed him in various ways. In Indonesia, for example, there are some Muslims who celebrate it by holding the Prophet's Birthday celebration, filled with lectures about the birth of the Great Prophet. While others, consider the celebration as no example in the early days of Islam, so it should not be done.

Apart from the controversy that continues to undermine the body of Islam, in fact there are things that are interesting and far more important to learn, namely the life journey of the Prophet Muhammad. This cross-age idol has an awesome attitude and behavior, whose example is timeless. Therefore, imitating him is urgent for today.

Especially related to the strengthening of intolerance in Indonesia. Thus, many conflicts occur within the Muslim body. Moreover, entering the political year, the rift of the unity of the majority. And, the momentum of the prophet's birthday can actually be a place for self-reflection, by studying his life's practices and then trying to put them into practice in daily life.

VOCABULARY

Entering	: memasuki
Welcomed	: selamat datang
Celebrate`	: merayakan
Holding	: memegang
Momentum	: momentum
Self-reflection	: refleksi diri
Practice	: praktek

I. ANSWER THE FOLLOWING QUESTIONS ACCORDING TO TEXT

1. What did most Muslims do every month during the early Rabiul?
2. When was the Prophet Muhammad born?
3. Why did the celebration of the prophet Muhammad's mauled some Muslims not celebrate it?
4. What is the figure of the prophet Muhammad, his behavior and attitude?
5. What poetry should be reflected in the prophet Muhammad?

II. TEXT DISCUSSION

1. In the early month of Rabiul:
 - a.
 - b.
 - c.

2. Wisdom is mauled with:
 - a.
 - b.
 - c.
3. Conflicts in the body of Muslims:
 - a.
 - b.
 - c.
4. Two events in the initial rabbi:
 - a.
 - b.
 - c.
5. The figure of the prophet Muhammad:
 - a.
 - b.
 - c.

III. REFERENCE

Explain the words in italic by referring to the text!

1. Imitating *him* is urgent for today.
Him
2. He is a cross-age idol figure.
He
3. *He* has an amazing attitude and behavior.
He
4. In Indonesia some people celebrate the prophet
 Muhammad's birth.
Some people

5. The momentum of the prophet's birthday can actually be a place for self-reflection, by studying *his* life's practices and then trying to put *them* into practice in daily life.

His:

IV. VOCABULARY DEVELOPMENT

Fill in the blank with the words from the text!

1. Prophet Muhammad was born in the month of
.....
2. In Indonesia there are some Muslims
in various ways.
3. The Prophet Muhammad's attitude and behavior were proper
4. Momentum of the prophet Muhammad could actually be used as an event
5. By studying the life of the Prophet Muhammad and then striving In daily life.

V. GRAMMAR IN FOCUS

a. In some instances the expression:

Which is/are/was/were/are omitted.

1. Nabi Muhammad yang dilahirkan Pada bulan Rabiul awal
2. Umat Islam menyambut (which were)..... Given to the prophets were either lost or changed.

Join each pair sentences below into one by omitting the which is/are/was/were construction.

1. The books were given to Ahmad
There are valuable books.
2. The article is very interesting.
It was published in magazine.
3. The building is very modern.

- It was built a year ago.
4. The laboratory is not useful any more.
It was damaged by the accident.
 5. The car is going to Jakarta.
It was driven by my brother.

Make sentences with the words: .celebration, good attitude / example, lecture, travel, prophet Muhammad, and self-reflection.

b. Complete the sentences with words from the list boxes.

drew	brought	even	speech	resemble
couple	represent	hung	arrived	Blew out

1	There was a Of birds on the tree
2	I waved, clapped my hands, Cried her name to attract her attention.
3	We some beautiful pictures on the wall.
4	He me a unique souvenir from Australia.
5	The little girl The candles on thday.her birthday
6	Who will Our school in this year speech contest?
7	When we, the grannies were having breakfast in tn the garden.
8	She a nice picture before going to bed.
9	Ashhhhh ! The head teacher is giving a
10	People say I My father. Even the way we talk.



Source : <http://google.com>

UNIT 15

HARD WORK

Once upon a time, a timber trader received a worker's proposal to cut down trees in his forest. Because the promised salary and working conditions that will be received are really good, so the prospective lumberjack is even determined to work as well as possible.

When starting work, the employer gives an ax and shows the work area that should be completed with a predetermined time target for the woodcutter. The first day of work, he managed to knock down 8 trees.

In the evening, hearing the work of the lumberjack, the employer was impressed and gave compliments gracefully, "Your work is truly extraordinary! I am truly amazed at your ability to cut down those trees.

There have never been someone like you before this. Continue to work like that." Very excited by his employer's praise, the next day the logger worked even harder, but he only managed to knock down 7 trees.

The third day, he worked even harder, but the end was still unsatisfactory and even disappointing. The more days, the fewer trees are successfully knocked down.

"It seems that I have lost my skills and strength, how can I be responsible for my work to the employer?" thought the woodcutter felt shame and despair.

With his head bowed he faced the employer, apologized for the inadequate work and complained of not understanding what had happened.

The employer listened and asked him, "When was the last time you sharpened an ax?" "Spur ax? I don't have time for that, I am really busy every day cutting down trees from morning to evening with all my energy."

Said the woodcutter. "Well, here is the problem. Remember, your first day of work? With a new and sharpened ax, you can cut down trees with extraordinary results.

The following days, with the same energy, applying the same ax but not sharpened, you know, the end is decreasing. So, no matter how busy you are, you should take the time to sharpen your ax, so that you work every day with the same energy and optimal results.

Now start sharpening your ax and get back to work! "The employer's instructions. While nodding his head and giving thanks, the lumberjack passes from his employer to start sharpening the ax.

Just like the woodcutter, we are even everyday, from morning to night, as if trapped in a routine routine.

Busy, busy and busy, so often forget the other side that is just as important, is a short break sharpening and filling new things to add knowledge, insight and spiritual. If we are able to hold the rhythm of activities like this, surely our lives will become dynamic, insightful and always new!

VOCABULARY

Bowed	: tertunduk
timber trader	: pedagang kayu
promised salary	: gaji yang dijanjikan
lumberjack	: penebang/tukang kayu
employer	: majikan
apologized	: meminta maaf
woodcutter	: penebang

I. ANSWER THE FOLLOWING QUESTION ACCORDING TO THE TEXT

1. Why do we have to work hard?
2. What are the benefits of hard work?
3. Who cut down the tree?
4. What is the essence of the story above?
5. What is the wisdom of hard work?
6. What is the most appropriate title with the story above?

II. TEXT DISCUSSION

1. The are characters in the text:
 - a.
 - b.
 - c.
2. Events in the thex:
 - a.
 - b.
 - c.
3. The setting:
 - a.
 - b.
 - c.

III. REFERENCE

1. The first day of work, *he* managed to knock down 8 trees.

He:

2. With his head bowed *he* faced the employer.

He:

3. With a new and sharpened ax, *you* can cut down trees with extraordinary results.

You:

4. Now start sharpening *your* ax and get back to work!" the employer's instructions.

Your:

5. If *we* are able to hold the rhythm of activities like this, surely *our* lives will become dynamic, insightful and always new.

We:

Our:

IV. VOCABULARY DEVELOPMENT

Fill in blanks with words derived from the text.

1. The prospectiveis even determined to work as well as possible.
2. In the evening..... the work of the lumberjack, the employer was and gave compliments gracefully.
3. The lumberjack from his employer to start s.....the ax.
4. the woodcutter. "Well, here is the problem. Remember, your first day of work? and asked him.

5. Now startng your ax and getto work!

V. GRAMMAR IN FOCUS

a. Write a sentences with the present perfect continuous tense using the verbs in parentheses.

Read the stuations.

1. Ahmad is my friend (play tennis)
He is very tired.

1	Ahmad is my friend (play tennis) He is very tired.
2	There is a little girl. Her eyes are red and watery. (cry).
3	Yusuf is a hard worker. His hands are very dirty. (work hard).
5	Amran is learning English. He started learning English when he was fifteen. (Learn English).
	Ihsan is an UMI graduate. He is looking for a job. He began looking six month ago. (look for a job).

b. Past Continous tense often goes simple past tense..

Look more examples below:

- Firman was reading a book the phone rang.
Firman was reading *when* the phone rang.
- Tom *was doing* his math *when* sister came.
- We were all *enjoying* the party *when* suddenly the lights went out.

Note:

1. Besides **when, while** is often used to connect clauses. In the past forms, whole is This statue is very valuable. You look after it very carefully and you lose it.

used when two activities happened at the same time in the past.

- e.g: - Dendy was fishing, *while* Firman was swimming.
 - While Dendy was fishing, I was swimming.
 - I was swimming while Dendy was fishing.

c. Put the verbs into the correct past continuous or past simple tense.

1	I (walk) across the park when a man stopped me.
2	We were playing hide and seek when the light (go) out.
3	The children were playing in the garden while the parents
4	The mountain climbers were climbing the mountain when the landslide (happen).
5	The librarian (help) the children at that moment.
6	We (enjoy) the dance when the reporter arrived.
7	The children were playing in the garden while the parents (have) a discussion in the living room.



Source : <http://google.com>

UNIT 16

CURIOSITY

What are the things you really want all your life? Most people will definitely answer that they want happiness. And according to a survey conducted in 2007, around 10,000 people from 48 countries stated that they wanted happiness more than success, wisdom, wealth to maturity.

Happiness is indeed a good thing in our lives both in everything, both in terms of our personal lives and about our work. As long as we can focus on continuing to create happiness rather than thinking about negative things, happiness will easily come to us. But how can we continue to bring that happiness into our lives?

One of the most trusted and key ways of happiness is to create and increase our curiosity. Why is that? Because with high curiosity, we create our curiosity to find out more in detail and deeper about something. In addition, curiosity makes us more open to new things that we do not know and makes us create even greater opportunities for our lives.

Then what makes us happy with curiosity? Maybe you never realize it, but happiness is directly in our lives once we can find out in detail all the things that make us curious. The more things you know from something that makes you curious, the satisfaction will emerge in you, and that's where the source of your happiness actually is. You will be happier because you have managed to find out and know more about something and make you more skilled at it. You must have felt it right?

Curiosity is a habit that we can develop. With a lot of learning, you can certainly exploit the curiosity you have and make it a habit that you can do every day to become smarter and more knowledgeable. You can also use curiosity to be a way out or answer something, because with high curiosity you will definitely be challenged to find a way out of something that feels difficult to do.

"Everything starts from curiosity"

Just like the vision and mission of an Indonesian-made news application called Kurio - Smart News App that can be downloaded on the App Store and Google Play. Kurio believes with great curiosity, you can definitely do everything and not only that, with curiosity you can definitely be smarter. Then how is it done? Read a lot. Kurio believes that the more you read, either you go deep into a topic or you read a lot of topics, you will gradually enrich your own insights. Especially when you are curious about something, then you will definitely continue to find out more about it.

Therefore, Kurio is here to make it easier for you to get more information that you are looking for in just one place. Kurio also believes the more you know, the happier you will become.

VOCABULARY

curiosity	: rasa ingin tahu
definitely	: pastinya
happiness	: kebahagiaan
maturity	: kematangan

trusted	: dipercaya
greater opportunities	: peluang lebih besar
believe	: percaya

I. ANSWER THE FOLLOWING QUESTION ACCORDING TO TEXT

1. What tips have been read by the author of this text?
2. What are tips for finding out something?
3. What do the actors want to know in the text?
4. What initial changes did the perpetrators experience in this text?
5. What are the characteristics of sholehah women?

II. TEXT DISCUSSION

Analyse the text in terms of characteristics, events and setting, and also give appropriate title of it.

1. The topic (title) of the text is about :
.....
2. The main characteristics of the story are;
.....
3. The main events and most important ones are : (give the subjects and the objects if any).
 - a.
 - b.
4. The setting in terms of the location (where the story happened).
 - a.
 - b.
 - c.

5. The characteristics of a soleha woman are:

- a.
- b.
- c.
- d.

6. Changes that occur in the perpetrators in this story:

- a.
- b.
- c.
- d.

III. REFERENCE

Interpret the following words by referring to the text

1. Happiness is indeed a good thing in *our* lives both in everything.

Our:

2. happiness is directly in *our* lives once *we* can find out in detail all the things that make *us* curious.

Our:

We:

Us:

3. The more things *you* know from something that makes *you* curious, the satisfaction will emerge in *you*, and that's where the source of *your* happiness actually is.

You:

You:

You:

Your:

4. *You* will be happier because.

You:

5. *You* will gradually enrich your own insights.

You:

6. *You* can also use curiosity to be a way out or answer something.

You:

IV. VOCABULARY DEVELOPMENT

Fill in the blanks with words derived from the text.

1. We our curiosity to find out more in detail and deeper about something.
2. Most people will definitely that they want happiness.
3. You will be happier because you have to find out and know more about something and make you more at it.
4. Kuriowith great curiosity, you can definitely do everything and not only that.
5. Kurio also believes the more you know, theyou will become.

V. GRAMMAR IN FOCUS

a. Adjective ending in – ing and –ed

Examples:

- Ali, a typist, has been *doing* the same job for years. When at first he became a typist he enjoyed the job. But now he does not enjoy it any more.
- Ali's job is *boring*. Ali is *bored* his job. His job is *boring* so he became *bored*.
- Gabriel's manner was *convincing*. Muhammad was *convinced* by Gabriel's manner
- Any was *tired* when she got home from the office. Her job was *tiring*.
- Ansar was very *excited* when he went to Alena. He had an *exciting* experience in Australia.
- Last night's show was disappointing. The people were *disappointed* with the show.

Exercise

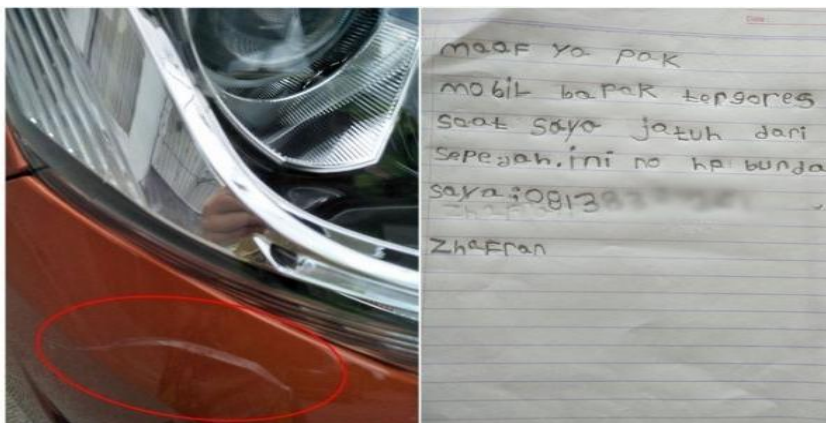
a. Complete two sentences for each situation.

1. Ansar was knowing that he was the first winner. (surprise).

2. Amran is in detective stories. (interest). A detective story is very for Fadli.
3. It rained heavily last night. (depress). The weather was, and the people were so..... By the weather.
4. The motor show was (amaze). The spectators were by the show.
5. The dinner party last night was (satisfy).
6. The people were with the dinner.

b. Use the simple past or the pas continuous

1	Lusy: What's wrong with your foot? Sarah: I (step) on a snake while (run)
2	Tom (climb) the stairs when he (Trip)and (fall) (hurt, not) himself.
3	Riky: How (break, you) Your arm? Tom : I (slip) on the banana skin while I (cross).....The street.
4	I (go) to Ivan's house at four yesterday, but he (be, not) At home. He (play)..... Football at the Sambiloto field.
5	Tom and Riky (fight) Wildly when I (walk)..... into the room.



Source : <http://google.com>

UNIT 17

RESPONSIBLE

One morning on Eid al-Fitr, just before going to the mushalla, a field to perform id prayers, the Prophet sallallaahu ‘Alaihi Wasallam found a group of children who were busy playing.

They looked cheerful, except for a child sitting alone with a sad face. Rasululllah approached the child and asked what had made him moping. Sobbing, the child related that several years ago his father had died while his mother did not care about his fate. He lives alone.

Hearing the child's speech, the Prophet sallallaahu ‘Alaihi Wasallam immediately invited into his house, bathed him, then gave him the best clothes for him.

Not only that, the Prophet asked, would you like if from now on Muhammad as your adoptive father, Fatima as your aunt, and Ali bin Abi Talib as your uncle?

A boy who had been moping is now suddenly happy. What used to be dull and unkempt are now fragrant and well-dressed. That is what the Messenger of Allah did during Eid.

At this time, in our respective places, did we make sure yesterday that no one around us is crying because we cannot celebrate Eid this year?

Have we made sure that there are no poor people around us who haven't eaten today because they don't have a stash of rice to cook?

Do we have a concern for old widows in the environment around us? Lest they are sick now. Lest they haven't eaten today. We are all reminded by the Prophet sallallaahu ‘Alaihi Wasallam with his saying:

«رَعَيْتِهِ عَنْ مَسْئُولٍ وَكُلُّكُمْ رَاعٍ كُلُّكُمْ»

"Each of you is a leader, and every leader will be held accountable for his leadership." (HR Bukhari).

VOCABULARY

Pray	: berdoa
Cheerful	: riang, gembira
Approached	: pendekatan
Sobbing	: terisak
alone	: sendirian
immediately	: tiba-tiba
bathed	: mandi
a stash	: simpanan
reminded	: mengingatkan
a leader	: seorang pemimpin

I. ANSWER THE FOLLOWING QUESTION

1. What celebration happened to the story above?
2. Why is a child moping alone?
3. What does a child with moping feel?
4. What did the prophet Muhammad do to the child?
5. What can the prophet Muhammad call an act of responsibility? Why?

II. TEXT DISCUSSION

1. The situation of eid fitri
 - a.
 - b.
2. By the prophet Muhammad:
 - a.
 - b.
3. Events :
 - a.....
 - b.....
4. Setting location:
 - a.
 - b.
 - c.

III. REFERENCE

Interpret in the words in italic by referring to the text.

1. *They* looked cheerful, except for a child sitting alone with a sad face.

They:

2. Do we have a concern for old widows in the environment around *us*?

We:

Us:

3. Lest *they* haven't eaten today.

They:

4. *We* are all reminded by the Prophet sallallaahu ‘Alaihi

Wasallam with *his* saying:

We:

His:

5. *They* don't have a stash of rice to cook?

They:

IV. VOCABULARY THE DEVELOPMENT

Fill in the blanks with words derived from the text.

1. Rasulullah Shallallahu ‘Alaihi Wasallam found a group of people who were busy playing around.

2. looks cheerful, except for a child sitting alone with a glum face. Rasulullah approached the child andwhat was it that made him moping.

3. A boy who had been moping is now suddenly

4.should have concern for the old widows in the environment around us.

5. The prophet's making in this story is one example

V. GRAMMAR IN FOCUS

a. Present perfect Continuous tense

1. The prophet *had been spreading* Islam for three years.

2. *It has been raining* for two hours.

3. Amir's clothes are dirty. I don't know what Amir *has been doing*.

4. *We have been talking* to arsil about his problem.

5. He *has been studying* since 8 o'clock in the morning.

b. Present Perfect continuous Tense

Can be used when:

1. The action (quite long action) began in the past and has stopped or just stopped recently.
2. The action began in the past and still happening or just stopped.
3. We can use it with how long, since and for.

Exercise

Write a sentence with the present perfect continuous tense using the verbs in the parentheses.

Read the situation.

1. Anwar is my friend (play tennis)
He is very tired.
2. There is a little girl. Her hands are bleeding (cry).
3. Fadli is a hard worker. His hands are very strong. (work hard).

c. Sentence Pattern

Arrange these words beginning with the words in italoc to create a sentence.

1. Sent-*God* to declare- Muhammad- to all people-Islam.
2. The Sunnah—are-*The Quran*-teaching-and-Islamic-the basic.
3. Absolutely true-Word of God-*The quran*-which is-is-the.
4. Called the sunnah-and-*What was said*- by-was what done-the prophet-was.

d. Arrange the sentences below into a paragraph. Put the topic sentence first and underline it.

1. So Mira wrote down a list of questions that she would ask him.
2. She wanted to be sure she didn't forget any questions.
3. As a junior journalist, Alita was scheduled to interview our principal.
4. Then she was ready to talk to the principal.
5. Next, she made copies of the list.



Source : <http://google.com>

UNIT 18

FAITH

A muslim believes in Allah and he expresses his belief in words, plants in the heart and actualizes it in deed. This faith is expressed in detail by two kinds of expression.: general and specific.

As a general faith, a muslim believes in Allah with all His names and attributes, and he accepts all His commands. There are ninety-nine attributes, names of Allah and a muslim believes in all attributes. Allah is powerful, the all knowing and the creator of the universe. A muslim regards Him as the only Ruler and Master. A muslim has depend upon Allah's mercy alone.

A specific faith or faith in detail is that a Muslim believes in Allah, His angels, His Holybooks, all of His prophets, the day of judgement and life after death, and in the fact that good and evil come from Him. A true Muslim believes in all these articles of faith, and follows the last prophet in his actions. The teaching of the last prophet is known in full detail; either is written in the quran, the final book, or in sunnah. The faith gives human beings peace and security.

VOCABULARY

Faith	: keimanan
Deed	; perbuatan
To express	: menyatakan
Attribute	: sifat
To plant	: menannamkan
To regard	: menganggap
To actualize	: mengamalkan/mempraktekkan
To depend	: tergantung, menggantungkan

I. ANSWER THE FOLLOWING QUESTIONS

1. What is meant by Muslim?
2. How can belief expressed?
3. What is general faith?
4. How many attributes does God have?
5. Mention some o God's attributes!
6. How does a muslim regard God?
7. What is specific faith?
8. What are the articles of faith?
9. What should a muslim do with this faith?
10. Where can we find the teachings of Islam?

II. TEXT DISCUSSION

1. The definition of faith:
.....
.....
2. The kind of faith
 - a.
 - b.
 - c.
3. Examples of the first kind:
.....
4. Examples of the second kind:
 - a.

- b.
- c.
- d.
- 5. The aim of faith:
 -
- 6. The procedure of achieving the aim:
 - a.
 - b.
 - c.
- 7. The identity of a muslim:
 - a.
 - b.
 - c.

III. REFERENCE

Interpret in the words in italic by referring to the text

1. A muslim belives in Allah and he express *his* belief in words, plants in the heart and actualizes it in deed.
His:
2. *His* angels, *His* Holybooks, all of *His* prophets, the day of judgement and life after death, and in the fact that good and evil come from *Him*.
His:
His:
His:
Him:
3. *He* accept all His commands.
He:
4. Human beings should be responsible for *their* life.
Their:
5. *We* have to follow the last prophets's example.
We:

III. VOCABULARY DEVELOPMENT

Fill in the blanks with words from the text!

1. Muslims.....their belief through good behavior.
2. In Every student should know his rights and duties.
3. A Muslim in God and His attributes.
4. If we the teaching of Islam, we have tothe commands of Allah.
5. Human beings should be responsible for their life in the
6. We can not see..... because they were created as spiritual beings.
7. There are five In Islam and six in faith.
8. Is the main foundation of Islam.
9. If we believe in we have to follow the last prophets' example.
10. Belief and good conduct can lead us toand Life.

IV. GRAMMAR IN FOCUS

There are four verb forms. They are:

Form (F) 1: go, study, open, eat

Form 2: going, studying, opening, eating

Form 3: went, studied, opened, ate.

Form 4: gone, studied, opened, eaten

Verbal Group: to create a special meaning.

Have/has + F4 : telah (perfect tense)

Be + F4 : di (passive)

Be + F2 : sedang (continuous tense)

Have/has + been + F4 : telah di (perfect passive)

Have/has + been + F4 : telah dan masih sedang
(perfect continuous).

Examples:

1. The faith is *expressed* in detail.....
2. The teaching of the last prophet is *known*
3. The teaching is *written* in the Quran and
4. The students *are reading* books in the library.

5. They *have finished* reading two books.
6. The two books *have been returned* for three hours.

Exercise

Translate the words in italic above into Indonesian.



Source : <http://google.com>

UNIT 19

Mutual Respect for Each Other

Respect for others by the Prophet Muhammad had a great influence and brought someone to become a Muslim. One of them is Adi bin Hatim. He was impressed with Muhammad's morals. Before converting to Islam, Adi visited Muhammad's house. He received good service even though he was non-Muslim. Rasulullah took a pillow so that Adi bin Hatim sat comfortably.

With full respect, he was invited to sit on the pillow. Adi initially refused and asked how the Apostle himself. According to him, the host has more right to sit on the pillow compared to him. However, the Apostle stressed, his guest was more important. Adi's heart was touched and amazed by the attitude of Fatimah's father. In fact, at that time Muhammad had become a leader in Medina who was highly respected by anyone. In the end, Adi bin Hatim decided to say the shahada. Respect for others can also be expressed in terms that might be considered trivial, including by being friendly.

Through this friendly attitude, gave birth to a strong unity in the body of the people. The Prophet also stated that Muslims should not underestimate kindness even if only by showing a friendly

face. Aam Amiruddin through his book, *Surgery on Contemporary Problems*, describes the impression of Jarir ibn Abdullah during associating with Rasul.

"Since converting to Islam, I see the face of the Apostle always smiled kindly. This was revealed in the hadith narrated by Bukhari and Muslim. Shaleh Ahmad Asy-Syaami, conveyed another explanation regarding the attitude of respect for people. If given a gift, the Apostle will accept it and return it with a better one.

Conversely, when refusing a gift, he will convey an apology to the person who wants to give him the gift. As he said to his friend Sha'b bin Jatstsamah. At that time, Sha'b wanted the Apostle to accept meat from his game, but he refused.

The Prophet explained, he was not willing to accept not because he did not like Sha'b, but because he was on ihram. In addition, this messenger of God always prays for those who do good to him according to the condition of the person concerned. It is said, Ibn Abbas helped him by giving ablution water

Then, the Apostle prayed that Ibn Abbas would become an expert in religion and master the interpretation of the Koran. At other times, Abu Qatadah never guarded the body of the Prophet who was slightly tilted from his mount at night so as not to fall. The Apostle prayed that Allah would guard Abu Qatadah as He would protect His Prophet.

Respect for others by the Prophet Muhammad had a great influence and brought someone to become a Muslim. One of them is Adi bin Hatim. He was impressed with Muhammad's morals. Before converting to Islam, Adi visited Muhammad's house. He received good service even though he was non-Muslim. Rasulullah took a pillow so that Adi bin Hatim sat comfortably.

With full respect, he was invited to sit on the pillow. Adi initially refused and asked how the Apostle himself. According to him, the host has more right to sit on the pillow compared to him. However, the Apostle stressed, his guest was more important. Adi's heart was touched and amazed by the attitude of

Fatimah's father. In fact, at that time Muhammad had become a leader in Medina who was highly respected by anyone. In the end, Adi bin Hatim decided to say the shahada. Respect for others can also be expressed in terms that might be considered trivial, including by being friendly.

Through this friendly attitude, gave birth to a strong unity in the body of the people. The Prophet also stated that Muslims should not underestimate kindness even if only by showing a friendly face. Aam Amiruddin through his book, *Surgery on Contemporary Problems*, describes the impression of Jarir ibn Abdullah during associating with Rasul.

"Since converting to Islam, I see the face of the Apostle always smiled kindly. This was revealed in the hadith narrated by Bukhari and Muslim. Shaleh Ahmad Asy-Syaami, conveyed another explanation regarding the attitude of respect for people. If given a gift, the Apostle will accept it and return it with a better one.

Conversely, when refusing a gift, he will convey an apology to the person who wants to give him the gift. As he said to his friend Sha'b bin Jatstsamah. At that time, Sha'b wanted the Apostle to accept meat from his game, but he refused.

The Prophet explained, he was not willing to accept not because he did not like Sha'b, but because he was on ihram. In addition, this messenger of God always prays for those who do good to him according to the condition of the person concerned. It is said, Ibn Abbas helped him by giving ablution water

Then, the Apostle prayed that Ibn Abbas would become an expert in religion and master the interpretation of the Koran. At other times, Abu Qatadah never guarded the body of the Prophet who was slightly tilted from his mount at night so as not to fall. The Apostle prayed that Allah would guard Abu Qatadah as He would protect His Prophet.

VOCABULARY

Pray	: berdoa
Interpretation	: penafsiran
Respect	: menghormati
Mutual	: saling
Impressed	: terkesan
Influence	: mempengaruhi
Convert	: mengubah
Messenger	: kurir, pesan risalah
Touched	: tersentuh
Guarded	: dijaga
Underestimate	: meremehkan

I. ANSWER THE FOLLOWING QUESTION

1. To whom did the prophet Muhammad pay his respects or respect?
2. Why did Adi bin Hatim feel impressed with the prophet Muhammad?
3. Can being friendly to others be considered respect?
4. Aside from the prophet Muhammad, was there someone else who greeted or explained the friendly attitude? Who is he?
5. Does the title match the above story?

II. TEXT DISCUSSION

Text above is a narration

1. There are a number of characters in the story. They are:
 - 1)
 - 2)

- 3)
- 4)
2. Who are the main important characters?
What the role the perform?
3. Setting: When did the story happen?
4. When did the story take place?
5. There are nine paragraphs in the text.
6. Identity the main event in each paragraph!
Paragraph 1:
Paragraph 2:
Paragraph 3:
Paragraph 4:
Paragraph 5:
Paragraph 6:
Paragraph 7:

III. REFERENCE

Interpret the words in *italic* below by referring to the text above.

1. In the end, *he* decided to say the shahada. Respect for others can also be expressed in terms that might be considered trivial, including by being friendly
He:
2. The Apostle explained, *he* was not willing to accept not because *he* did not like Sha'b, but because *he* was on ihram.
He:
He:
He:
3. when refusing a gift, *he* will convey an apology to the person who wants to give *him* the gift.
He:
Him:

4. The Apostle prayed that Allah would guard Abu Qatadah as He guarded His Prophet.

He:

His:

IV. VOCABULARY DEVELOPMENT

Fill in the blanks with the words derived from the text.

1. Before converting to Islam, Adi hadcome to Muhammad's house. He good service even though he is non-Muslim. Rasulullah took so that Adi bin Hatim sat comfortably.
2. Adi's Heartand with Fatimah's father's attitude.
3. If given a gift, the Apostle will.....and with better ones.
4. Ibn Abbas helped him withablution water.
5. Aam Amiruddin through his book, Surgery on Contemporary Problems, impression of Jarir ibn Abdullah during associating with Rasul.

V. GRAMMAR IN FOCUS

a. Preposition+ verb + ing.

The verb ends in “ing” when it comes after a preposition, such as: in, at, with, about, of, for, after, etc.

Example:

- What will you do after leaving school?
- Before performing prayer one should wash one's face, hands and feet.
- The non-believers went on believing in idols.

b. Verb + ing.

Verb followed by another verb, such as: stop, finish, delay, suggest, imagine, regret, admit, deny, avoid, consider, involve, practice, miss, etc.

Example:

- Tell him to stop *insulting* our goods, idols, and *mocking* our religion, *critizing* our beliefs and *slandering* our fathers.
- They want you to stop *attacking* their Gods.
- I will go shopping after I have finished *cleaning* the house.
- Indra admitted *having* stolen the money.
- I enjoy *reading* some novels.

c. Verb + infinitive (with “to” and without “to”).

1. With “to”

- Muhammad *managed* to collect a few followers.
- He *advised* them not to worship idols.
- He called them to believe in one God.
- They *refused* to *accept* Islam.
- They *decided* to *do* something to Muhammad.
- They *agreed* to *send* a delegation.
- They *asked* Abu Talib to *settle* this matter.
- *Tell* him to *stop* *insulting* our Gods.
- I *want* you to *say* “There is no God but Allah”.

2. Without “to”

- They were afraid that Islam would *make* the rest of Arabs *hate* them.
- You *stop* him or let us deal with him.
- They will *let* you *worship* your God.
- Strong wind and cold weather *make* me *feel* uncomfortable.

Exercise

Put the verbs in the parentheses to suit their form in each sentence.

1	The baby keeps all night (sleep).
2	Would you mind the window for me, please, it's very hot. (open).
3	The dean would like to the party to night. (come).
4	The student regrets..... Hard, he failed in his exam. (not study).
5	We are not allowed in the laboratory. (smoke)
6	The champion ran 10 kilometers without (stop).
7	When you have finished your work, you can Your holiday (enjoy).
8	The librarian would not let me the books in her office (read).
9	The tourists are excited about at the Grand Mosque of Istiqlal (see).
10	I was invited the meeting last Saturday (attend).



Source : <http://google.com>

UNIT 20

THE ANGELS

Allah has created everything whether physical or spiritual beings. The angels are spiritual beings created by Allah. The angels are the creation of Allah, they are not His partners. They are His servants created from light. Because the angels are spiritual beings, they are invisible. The angels always obey the commands of Allah and carry out His orders. There are different angels who are engaged in different duties. Some are engaged in keeping records of all our actions: some others brought the message of God to the prophet Muhammad (p.b.u.h). The famous angels constantly occupied in carrying out (Michael). Belief in angels is one of the pillars of Islamic faith. We have to believe in the angels and it is a part of our belief as Muslims. The Prophet Muhammad (p.b.u.h) was given the power to see to talk with the angel Gabriel.

VOCABULARY

partner	: sekutu, pasangan
Records	: catatan
Servant	: pelayan/hamba/abdi
Pillar	: tiang
To carry out	: melaksanakan
Invisible	: gaib
Duty	: kewajiban/tugas
Obey	: taat
Spirit	: ruh
To engage	: bertugas.

I. ANSWER THE FOLLOWING QUESTION ACCORDING TO THE TEXT

1. What has Allah created?
2. WHY are angels invisible?
3. What are angels created from?
4. What do the angels do in general?
5. What does the angel Gabriel do?
6. Is there an angel whose duty is keeping records of human deeds? Who is he?
7. Mention The names of the angels!
8. Is belief in the angels a part of Islamic belief?
9. What must a muslim do relating to the angels?
10. What was special about the prophet Muhammad relating to the angel Gabriel?

II. TEXT DISCUSSION:

1. Definition of an angels:
.....
.....
2. The substance from which an angel is created
.....
.....

3. The substantial characteristic of an angel
.....
.....
4. The names of angels :
 1)
 2)
 3), etc.
5. The duties of the angels in general:
 1)
 2)
 3)
 4) etc.
6. The duties of some angels in particular:
 1)
 2)
 3)
 4), etc.
7. The status of angels in Islam:
 1)
 2)
8. The duty of Muslims:
 1)
 2)

III. REFERENCE AND SUBSTITUTION

1. The angels are a creation of Allah, and *they* are not *His* partners.
They :
His :
2. *They* are *His* servants.
They:
His:
3. Because the angels are spiritual beings, *they* are invisible.
They:

4. *Some* are engaged in keeping records, *some others* brought the messages.
Some
Some others :
5. *We* have to believe in the angels. *It* is part of faith.
6. *We*:
It :

IV. VOCABUARY DEVELOPMENT

Fill in the blank with the words from the text

1. We have to believe in though they are invisible.
2. One of the angels Question people when they die.
3. is the most famous angel whose duty is The message of Allah to the prophets.
4. One of our pillars of in Islam is in the angels.
5. The angels always the commads of God.

V. GRAMMAR IN FOCUS

Nominal Group

A Group Of Word Which Functions In The Position Of Noun.

Examples:

A race-horse	=	a kind of horse for racing
A book case	=	a case tha holds books.
A dog food	=	food that is particularly for dogs.
A sheep dog	=	a dog that looks after sheep.

a. Find out and translate the nominal groups in the following sentences

1. There are different angels with different duties.
2. The most famous angels are Gabriel, Israil and Michael.
3. One of the pillars of Islamic faith is belief in the angels.
4. The construction of Arabic words is very difficult for beginners.
5. The oldest Islamic University was built in Egypt.
6. Arabic is the most important subject of study for UIN students.
7. The final result of the long survey was completed in two years.
8. The average yearly success rate of graduates can be seen in the university year book.
9. A new educational policy programme will be applied next year.
10. The new students will study in the big, new laboratory.

b. Complete the sentences. Use will)I'll) will not (won't) + one of these verbs.

Example:

My room is very dirty. I It up soon.
My room is very dirty. *I'll clean* it up soon.

come	go	show	stay	call
sit	eat	send	understand	do

1	It's our teacher's birthday next week. We are her a present.
2	I'm very hungry. I am This'gado-gado'.
3	I don't want to go home by bus. I am
4	The floor is dirty. I am it

5	Ivan is going to Jakarta next week with his teachers. He is alone.
6	I'm to Makassar to see Losari beach.
7	A film about Soekarno is on at the cinema now. Are you It?
8	We are Some souvenirs in food of Yogyakarta.
9	Look at the sky! Do you think it is?
10	10 It's a secret. I am you.



Source : <http://google.com>

UNIT 21

HUMBLE

Every birth a baby boy must be killed. That is the cruel rule of King Pharaoh, the ruler of Egypt. He was afraid that boys would grow up to be young men who would fight and shake his government. So, every son of the Children of Israel was not allowed to see the world even in the blink of an eye. The unfortunate fate that befell the Prophet Musa 'Alaihissalam. Instead of being happy to give birth to a child, Moses' mother, Yokhebed (Yukabad), was overwhelmed by extreme anxiety. What if the baby is a boy, what if he has to watch his son killed. Of course, he was not willing to lose the baby. As soon as he gave birth to Moses, the more anxious Jochebed was because he was born a baby boy

A day, a month, up to three months, Jochebed hid his son Musa. Every day he was overwhelmed with worries, afraid that the issue of the birth of Moses would be exposed. Until then, Moses' mother would think of saving him. Because, eventually Moses

would be found out by royal officials. Hit by a great confusion, he then received inspiration from God to wash Moses into the Nile. "Feed him. And, if you are worried about him then drop him into the river (Nile). And, do not worry and do not (also) grieve because surely We will return it to you and make it (one of) the apostles, "so commanded God.

Jochebed then made a closed chest and put Moses in it. With tears in his eyes, he washed away the basket following the flow of the world's longest river. Jochebed was overcome with sadness and worry. Tears welled up. He almost shouted to the people around to save Moses who was swept away by the water. But, the mother finally surrendered Moses to God. It is enough that God will save his baby.

In an effort, the mother asked her daughter Miryam to follow where the chest was carried by the river. "Follow him," said ibun da to Miriam with a sadness on her face. Moses' sister was also quietly following the river flow. Top of the will of God, the chest of Moses headed for the river near the palace.

At that time, Fir'aun's wife, Asiyah, was in the palace gardens near the river with his servants. When he saw the box that was washed away, he also asked his servant to take the chest. They were surprised when they saw a cute baby in a chest.

Once he saw Musa, Asiyah immediately fell in love. God sends love to everyone who sees little Moses. But, Pharaoh has forbidden every baby boy from living. So, Asiyah persuaded her husband to adopt Moses as an adopted child.

"He is the eye conditioning of the heart for me and your baby. Do not kill him. Hopefully he is useful to us or we take him to be a child "he said. So Moses was adopted as his second adopted son. Then, save Moses. Miryam was relieved to see her sister survived. Nevertheless, Jochebed continues to be overwhelmed by sadness over the loss of his little baby. But, Allah is merciful and merciful. Moses returned to the arms of his mother to be breastfed.

When she saw her sister being cared for by Fir'aun's wife, Miryam immediately offered to help find a woman who could breastfeed the baby. Of course, Asiyah needed a woman who could breastfeed her adopted child Musa. "Will you show me the ahlul bait who will take care of him for you and they can be good to him?" Miriam asked. Ahlu the temple offered by Miriam was none other than his mother, Moses' mother, Jochebed. Asiyah to accept the offer. So Jochebed was able to return to embrace his beloved son.

The story of Moses' mother is reported by the Koran in sura al-Qashash verses 3 through 13. This story is also listed in the Bible. The name Yokhebed is the name that is listed in the Bible. As for the Koran, the name of Moses' mother is unknown. From this story, many lessons can be learned. One of them, trust in Allah. Moses' mother was so reluctant to surrender the safety of his son to God. He asked God for help and asked for His protection of his little son. Allah commands many people in the Qur'an to always put their trust in Him.

"And put your trust in Allah. It is sufficient for God to be protective, "Quran Surah an-Nisa verse 81. And in Surah Ali-Imran verse 159 it says," Then when you have made a determination then put your trust in Allah. Truly, Allah loves those who put their trust in Him. "

The Prophet continued to ask the people to put their trust in Allah. From Umar bin Khathab, the Messenger of Allah said, "Supposing that you are trusting to Allah with truth, surely Allah will give you fortune, like giving rizki to birds. They leave early in the morning on an empty stomach and come home late afternoon with a full stomach. " (HR Tirmidhi, Ibn Majah, Ahmad).

As for the definition of tawakal according to Imam Ibn Rajab, namely the condition of the heart that really depends on God to gain benefit and reject harm from world and afterlife affairs and submit all affairs to Him. However, trust is not a mere surrender. Need for business as a companion trust. In the story, Jochebed also asked Miriam to follow Moses' chest. Even though he had

put his trust in Allah for the safety of Moses, he still tried to get his daughter to oversee the ches

VOCABULARY

Resignation : tawakkal, berserah diri, pasrah

Cruel : kejam

Adopted : diadopsi

grow up : tumbuh

overwhelmed : kewalahan

anxiety : kegelisahan

surrendered : menyerah

trusting : penuh kepercayaan

daughter : putri, anak perempuan

Supposing : seandainya

Breastfeed : menyusui

I. ANSWER THE FOLLOWING QUESTION

1. Who is the prophet Moses?
2. Why would every boy born be killed?
3. What was the condition of the prophet Moses after he was born?
4. Who is Mary?
5. What is meant by trust?

II. TEXT DISCUSSION

Analyze the text in terms of character, events and setting, and give the appropriate title of it.

1. The title of the text is

2. The characters in the story are:
 - a.
 - b.
 - c.
 - d.
 - e.
3. the setting of the story
 - a. the time
 - b. the location
4. The events. This story shows us the chronological order of event in four paragraphs. The main point of each paragraph:
 - a. Paragraph 1:
 - b. Paragraph 2:
 - c. Paragraph 3:
 - d. Paragraph 4:
 - e. Paragraph 5:
 - f. Paragraph 6:
 - g. Paragraph 7:
 - h. Paragraph 8:
 - i. Paragraph 9:
 - j. Paragraph 10:
5. The conclusion of the whole story:
 - a. The non-believers effort
 - b. Resignation :

III. REFERENCE

Interpret the words in italic or expressions below by referring to their context in the story.

1. *He* is afraid that boys will grow up to be young men who will fight and shake *his* government.
He:
His:
2. Every day *he* was overwhelmed with worries, afraid that the issue of the birth of Moses would be exposed.
He:

3. God is merciful and merciful. *He* returned to the arms of *his* mother to breastfeed.
He:
His:
4. Even though he had put *his* trust in Allah for the safety of Moses.
His:
5. *They* leave early in the morning on an empty stomach and come home late afternoon with a full stomach. "
They:

IV. VOCABULARY DEVELOPMENT

Fill in the blanks with words derived from the text

1. Jochebed then made a closed chest and
Moses entered it.
2. Tears welling up. He almost to the people
around to save Moses who brought water.
3. "Then if you have made a determination then
to Allah. Truly, Allah loves those who put their trust in
Him. "
4. When he saw his younger brother being cared for by
Fir'aun's wife, Miriam immediately help to
find a woman who can the baby.
5. The definition of trust according to Imam Ibn Rajab,
namely the condition of the heart that is truly
..... to God in order to obtain
and reject from the affairs of the world
and the hereafter and surrender all affairs to Him.

V. GRAMMAR IN FOCUSION

a.If

Example: news.

- If you people were to bring the sun and place it in my right hand to persuade me to give up Islam, I would not do so.
- If what you want is wealth, we are prepared to raise enough money for you.

Other example:

- If we did not go this party, he would be angry.
- If you stopped smoking you would be healthier.

Make the sentences using the words:

Stop,	find,	invite	go
Return,	bite	point	come
Take	offer	love	will

b. Read the announcement carefully. Then fill in the blanks.

BE A ONE-DAY TV NEWS READER!

Nusantara English Club will have a trip to TVku Studio in Jalan Amarta. The trip will be on 25th August 2017. Members who want to join the trip, please register to Mrs Hidayah. Registration will close on 21st Agust 2017. TVku Studio will let the members watch how to broadcast program and to read.

Leader of Nusantara English Club

Reyhan Chairul Alim



Source : <http://google.com>

UNIT 22

CULTURE IN ISLAM

Islam laid a great deal of stress on educational aspect from beginning, because of its importance in the life of human beings. The first verses of the Holy Quran which were revealed ordered the prophet to read. They say:

Iful.

He who taught the use of the pen.

“ Read, in the name of thy Lord, Who created

Created man from a cloth of congealed blood

Read! And thy Lord is most bountiful.

He who taught the use of the pen.

Taught man that which he knew not.”

This leads us to understand that Muslims should gain as much knowledge as they can, because the Holy Quran also considers knowledge as light and ignorance as darkness and considers the knowledgeable man as a living man and the ignorant

man as a dead man and that those who have knowledge fear God most for Allah says:

“ Those truly fear God.

Among His servants, who have knowledge”.

“The blind and the seeing

Are not a like. Nor are the depths

Of darkness and the Light”.

There are many sayings of the prophet which encourage Muslims to seek knowledge from the beginning of their lives until the end, and which also consider knowledge as the way which leads to Paradise.

First he said: “Seek knowledge from the womb to the grave,” and he also said: “whoever sets foot on their way to knowledge, Allah directs him to the way to Paradise”.

Once the prophet entered the mosque, and found two groups of Muslims sitting there. One of them was occupied in contemplation of God, and the others were studying. He joined the group of those who were studying and this was a sign that he appreciated their way and encouraged Muslims to seek knowledge by any means. In another Hadith he said:

“the angel spread down their wings in appreciation for the seeker of knowledge.”

The prophet not only gave verbal encouragement to people to seek knowledge but took every chance to provide opportunities for a large number of people to learn to read and write, as this is a way to knowledge. This is clearly illustrated after the Battle of Badr, when the Muslims took a number of prisoners from the Quraysh in the battle. Some of them were literate. The ransom of those who could read and write was that they cannot use them correctly unless they have someone to teach Muslims children to read and write.

When you read the Holy Quran you will find many verses urging Muslims to study what they see around them on earth and in the sky, and to use these things for the benefit of

Muslims society. They have some knowledge, and knowledgeable people are of high rank in the sight of God-for the Holy Quran says:

“Those who know and those who do not know cannot be regarded as equal.”

The Muslims people understood clearly the approach of Islam towards education. Therefore they started to gain knowledge, taking the guidance of the Holy Quran as a light to show the right way. And therefore they established Islamic civilization which prevailed throughout most of the world, and gave human beings the benefit which they got from the teaching of the Holy Quran, and the history of Islam is full of famous Muslim thinkers in every branch of knowledge: Philosophy, Law, science, astronomy and art.

VOCABULARY

To lay : menaruh, meletakkan

To consider : menganggap, mempertimbangkan

To encourage : mendorong, menganjurkan

Contemplation: berzikir, perenungan

Literate : terpelajar, pandai membaca/menulis

Ignorance : Kebodohan, ketidaktahuan

Depth : kedalaman, tengah-tengah

Womb : Rahim, kandungan

Ransom : tebusan, pembebasan

Prevail : berlaku, ada, meliputi.

I. ANSWER THE FOLLOWING QUESTIONS!

1. What aspect does Islam emphasize?
2. What verse of the Quran supports his aspect?
3. What is the consequence of this?

4. What parable does the Holy Quran give in this respect?
5. Besides verses support the importance of knowledge? Give some saying of the prophet as examples?
6. Can you give a proof from history that the prophet appreciated Muslims who sought knowledge?
7. Besides giving verbal encouragement to seeking knowledge, what else did the prophet do?
8. From the history you have read, How was seeking knowledge illustrated in the history of the prophet?
9. What are the functions of the world around us, and what should Muslims do in this approach?
10. What approach do Muslims take towards education?
11. What is the result of this approach?
12. What do Muslims get from this results?
13. Did the world have famous Muslims thinkers? Who are they?
14. What lesson can we take from some aspects from the first verse of the Quran?
15. How long does a Muslim have to learn?

II. TEXT DISCUSSION

Fill in the blanks or complete the sentence according to the text above!

1. The type of the text above is exposition, but there is some narration inserted in the text.
 - The exposition is about.....
 - The narration is about:
2. In the exposition there are some aspects which could be highlighted.
 - 1) The importance of knowledge:
 - 2) The function of knowledge:
 - 3) The function of education:
 - 4) The means of education:
 - 5) The duty of Muslims:
 - 6) The time of seeking knowledge:
 - 7) Civilization:
 - 8) The benefit of civilization:

Explain, define and illustrate these aspects.

3. In the narrations, there are some aspects which could be highlighted.
Narrations 1
 - 1) The characters:
 - 2) The events:
 - 3) The setting:Narration 2
 - 1) The characters:
 - 2) The events:
 - 3) The setting:
 - 4) The lessons which could be derived from the narration:

III. REFERENCE

Interpret the words in italic below by referring to the text above!

1. Islam laid a great deal of stress on educational aspects from the beginning, because of *its* importance in the life of human beings.
Its:
2. *This* leads us to understand that Muslims should gain as much knowledge as they can.
This:
Us:
They:
3. The Holy quran considers that *those* who have knowledge fear God most.
Those:
4. Whoever sets foot on the way to knowledge, Allah directs *him* to the way to paradise.
Him:*he mosque,*
5. Once the prophet entered the mosque, and found two groups of muslims sitting *there*.
There:

6. One of *them* was occupied in contemplation of God, and *the others* were studying.
Them:
The others:
7. *He* joined the group of *those* who were studying, and *this* was a sign that he appreciated their away.
He:
Those:
This:
8. The prophet not only gave verbal encouragement to *people* to seek knowledge but also look every chance to provide opportunities for a large number of people to learn to read and write, *as this* is a way to knowledge .
People:
This:
9. *This* is clearly illustrated after the Battle of Badr, when the Muslims took a number of prisoners from the QURaysh *in the battle*. Ome of *them* were literate.
This :
The battle:
Them :
10. *They* cannot use *them* rightly unless *they* have some knowledge.
They:
Them :
They:

IV. VOCABULARY DEVELOPMENT

Fill in the blanks with words derived from the text!

1. The organization pf public schools is under the Departement of and culture.
2. Could be gained theough intensive education.
3. There is no we will be in
4. What is ypur ? Are you a leader or an administration staff member?
5. is obligatory for every Muslim throughout his life.
6. I know a little bit about art, I can This art work.
7. Children shuld be to study from the beginning

8. After the death of the prophet, Islam hadthroughout west Asia and north Africa.
9. A Is one who can read and write.
10. Islam is not only concerned with theological aspects like worship and fasting but also is concerned with worldly aspects like And culture.

V. GRAMMAR IN FOCUS

a. As.....as

Example:

- This leads us to understand that Muslims should gain **as** much knowledge **as** they can.
- Ali isn't as old as he looks.
- The number of students who enrolled in the entrance test was not as many as expected.
- Can you return the books soon as you finish reading it?
- Hurry up! Run as fast as you can to catch the bus.
- There is plenty of food, you can eat as much as you like.

b. As as

Example:

- The Holy Quran considers knowledge as light and ignorance as darkness.
- The knowledgeable man as a live man and the ignorant man as a dead man
- The saying of the prophet considers knowledge as the way which leads to paradise.
- The prophet not only gave verbal encouragement to people to seek knowledge but took every chance to provide opportunities for a larger number of people to learn to read and write, as this a way to knowledge.
- Those who know and those who do not know cannot be regarded as equal.

Other example:

1. AS : Function (like preposition)
 - I worked as an elementary school teacher for six years.
 - I used this stone as a hammer.
2. As : Companion:
 - I am not an expert, as Dr. Ahmad is.
 - Jane is a good singer, as her mother used to be.
3. As if: Comparison.
 - They look as if they knew each other.
 - You look as if you have been working hard.
 - She looked at the crowd as if they were mad.

A. As if: Comparison As: The same in some way

 - Her skin is as cold as ice.
 - He ran as fast as he could.

1. AS: Quantity
 - You can eat as much as you like.
 - He didn't catch as many fish as he expected.
2. As: reason
 - As he was feeling tired, he went to bed very early.
 - As tomorrow is Idul-Fitr we are not allowed to fast.
 - As there was no other work that we could do, we played chess the whole morning.
3. AS: Time
 - As I studied Arabic in the library, Amir came in and sat beside me.
 - Ahmad arrived from Jakarta as I left the house.
 - As the day went on, the rain poured more heavily.

Just as: Exactly at. That moment

- Just as I arrived, the telephone rang.
- I found my student's card just as I opened the book.
- The woman slipped as she was getting off the bus.

As well as: Similar Not Only.

- She's thoughtful as well as beautiful.
- He's got an English book as well as a dictionary.

AS well :Also

- He not only plays soccer but plays tennis as well.
- Robert teaches English, and Fadillah does as well
- John teaches Arabic and German as well.

Exercises:

Put the word as, as if, as wells ... as, just as, and translate its meaning in its context.

1. we were going out, it started to rain.
2. next Monday is IdulAdha day, the school is closed.
3. 'Ali works an architect.
4. I do not have You do (many friends).
5. He took the photograph..... She moved.
6. She doesn't has Ali has (much money).
7. He is a well known film star Rano is.
8. Ani was getting out of the train, she dropped her bag.
9. It was a clear day, we decided to have a picnic.
10. The price of the book is twice..... it was two years. Ago (put the word "expensive).



Source : <http://google.com>

UNIT 23

FASTING IN ISLAM

Fasting during Ramadhan is one the five pillars of Islam. This is because the prophet (peace be upon him) said Islam is upheld by five pillars: first, to bear witness that there is no other God but Allah and that Muhammad is His messenger. The second is to pray regularly. Third, to pay zakat (i.e. divine tax) to the poor. Fourth, to fast during the month of Ramadhan. Fifth, to visit the house of God in Mecca once in a lifetime, for those who are able to make the journey.

Fasting can be defined as abstaining from eating, drinking, smoking and having sexual intercourse from dawn to sunset. Fasting for the month of Ramadhan was prescribed during the second year of the Hijra. Fasting was an ancient form of worship prescribed by God from the beginning of time. The aim of ordering people to fast is that they should learn how to be patient, good morals, to purify their hearts, to ennoble their character and to be gentle in dealing with people. One should

feel the sufferings of hunger and thirst in order to be quick to help those who are suffering when seeing them. One must always learn to feel the fear of when seeing them. One must always learn to feel the fear of God and His mercy. Fasting is Islam has been prescribed by the Qran and the the saying of the prophet. The Qran says: “ O, You who believe, fasting is prescribed to you as it was prescribed to those before you, that you may learn self-restraint” (Qur’an, 21: 183).

The reward of the accepted fasting is Paradise. Gos the Almighty gives reward for fasting as much or more than we can realize. This is because fasting is secret between man and his God, therefore, it is the only aspect of worship that has been attributed to God. It has come down to us in the traditions of the prophet when he said: “ Any kind of good action done by the children of Adam will be rewarded ten times to seven hundred times and may be more, according to the Will of God.” God said: “ Except fasting for it is an attribute of Me and I will reward it, because one who fasts is giving up his desires and his food for my sake. “Fasting is a protection. When one is fasting he should not utter bad words, he should not raise his voice. If someone insults him, or fights him, he should remind himself that he is fasting by saying: “I am fasting, I swera by God, who has Muhammad’s soul in His hand that the smell of mouth of the one who fasts is better than perfume in the sight of God.”

(Cited by English for Islamic Studies,
Published by Rajawali Press and Publishing Institute of IAIN)

VOCABULARY

To uphold	: menegakkan, membuat tegak
Witness	: kesaksian, saksi
To prescribe	: Menentukan, Membuat Resep
Restrain	: mengendalikan, mengekang
Desire	: keinginan,. Hawa nafsu
To bear	: melahirkan, memikul, menahan

To abstain	: berpantang, menjauhkan diri
To purify	: memurnikan, mensucikan
To attribute	: mempertalikan, menghubungkan
To utter	: mengucapkan, mengeluarkan.

I. ANSWER THE FOLLOWING QUESTIONS ACCORDING TO THE TEXT ABOVE.

1. How many pillars are there in Islamic teaching?
2. What is the fourth pillar?
3. In what month is fasting obligatory?
4. Is every body obliged to perform the pilgrimage and fasting?
5. Since when had the fast of Ramadan been obligatory?
6. What is the formal definition of fasting?
7. Has fasting really been prescribed only since the prophet Muhammad? If not, since when?
8. What is the purpose of fasting?
9. How do we know that fasting is obligatory for us?
10. What will we get if we fast?

II. TEXT DISCUSSION

Complete the following sentences and relate your answer to the text above.

1. the title of the text above talks about:
.....
.....
2. There are Of Islam. One of them is.
3. The formal definition of fasting is
4. The aim of fasting is
5. The history of fasting
6. The month of the obligatory fasting is :

Give the points of each paragraph.

7. paragraph 1 :

8. Paragraph 2:

9. Paragraph 3:

10. Paragraph 4:

III. REFERENCE

Interpret the words in italics below by referring to the text.

1. *This* is because the prophet (p.b.u.h) said Islam is upheld by five pillars.

This:

2. Fifth, to visit the house of God in Mecca once in a lifetime for *those* who are able to make *the journey*.

Those:

The journey:

3. The aim of ordering people to fast is that *they* should learn how to be patient, to have good morals, and to purify *their* hearts.

They:

Their:

4. One should feel the sufferings of hunger and thirst in order to be quick to help those who are suffering when seeing *them*.

One:

Them:

5. fasting is prescribed to *you* as *it* was prescribed before you.

You:

It:

6. *This* is because fasting is secret between *man* and his God and *it* is the only aspect of worship.

This:

Man:

It:

7. *It* has come down to *us* in the traditions of the prophet.

It:

Us:

8. Any kind of good action done by *the children of Adam* will be rewarded ten to seven hundred times and may be more.

The children of Adam:

9. "Except fasting for it is an attribute of Me and I will reward it, "

It:

Me:

10. When *one of you* is fasting *he* should not utter bad words, and *he* should not raise his voice.

One of you:

He:

His:

IV. VOCABULARY DEVELOPMENT

Fill in the blanks with words derived from the text.

1. The cooperative is expected to be the main In national c economic development.
2. The judge in the court asked to say what the criminal had one.
3. The train from Jakarta to Surabaya is never late, it arrives in Semarang on
4. Borobudur is one of the national heritages in Indonesia.
5. is holy; it is forbidden for those who are not married.
6. Fasting has in the Holy Qur'an as an obligatory duty for believers.
7. One of the main aims o fasting is to Hearts in order to have character.
8. The feeling of number and thirst is not a theoretical matter, therefore fasting should be in order to have that feeling.
9. If fasting is By God, the faster will be
10. The fasting is of God, because it is Between God and the faster.

V. GRAMMAR IN FOCUS

ONE: in the text above.

Fasting is one of the five pillars of Islam.

One should feel the suffering of hunger and thirst.

One must always learn to feel fear of God and His mercy.

Fasting is secret between man His Lord, it is the *one* aspect of worship that has been attributed to God,

One who fasts is giving up his desire and his food for my sake.

The *one* who fasts has two occasions for happiness, *one* when he breaks his fast and the other *one* when he meets his Lord.

When *one* of you is fasting he should not utter bad words.

Fifth, to visit the house of God in Mecca *once* in a lifetime.

Subtitute

Example:

- This book is mine and that *one* on the table is *yours*. Which *one* is yours, the red *one* the blue *one*?
- This “Id al Adha I bought two white goats, and Ali bought three black *ones*.”

Indefinite Or General Subjects

Example:

- *One* cannot write a letter without using a pen or a pencil.
- *One* believes in God because *one* has been conditioned to believe in Him.
- *One* shouldn't get upset about minor things. *Once*-one time, not twice or three times, and some day/one day.
- I'm only going to tell him *once*.
- Pilgrimage is performed *once* in a life time.
- I met him *once* when I was in Sydney.
- We can have dinner together *one* day.

One of Followed by plural noun phrase (one of them).

Example;

- Prayers is one of the the five pillars of Islam.
- Mr. ahmad is one of three volunteers teaching English in UMI Makassar.
- One of the Pembibitan participants is from the Faculty of Islamic Education.

Devson: First, Second, Third, Fourth, etc.

- Subh is *the first* prayer of the day which is performed from dawn to sunrise.
- *The third* pillar od Islam is fasting during the month of Ramadan.
- The nation was born on the *seventeenth* of August 1945.

Exercise

Fill the blanks with the appropriate forms: *one, ones, one of, once, first, etc.*

1. I have five cats, them-the red..... has got three kittens.
2. There are a lot of cars in the park, a blue....., a white..... and some others. Which is yours?
3. There are many different books on the table. The with the red cover is about psychology.
4. The prize is given to the winner, the
Is given to Tuty, the runner up.
5. cannot pass the exam until one studies hard.
6. If Perform prayer, one is not allowed to make a loud noise.
7. upon a time there a large elephant called Mammouth.

8. If you try You will be addicted. Do not
smoke even only.....
9. I like those on the corner.
10. Dis you buy a new book when you were in the
bookshop yesterfay? No, I'm going to buy
..... tomorrow.



Source : <http://google.com>

UNIT 24

INDEPENDENT

One day the Prophet Muhammad advised his friends that there was no better food than what was obtained from his own sweat, and that David David never ate except from the results of his own hands (HR Bukhari).

Abdurrahman ibn Awf, upon his arrival in Medina on the journey from Mecca, was offered by Sa'ad bin Rabi 'to take half of his wealth. However, he did not immediately accept the offer. He only asked to be shown the way to the market to trade.

A believer is a person who is always independent, works hard, does not immediately give up on circumstances, and is not easily dependent on others. For him, the lack of employment is not a barrier, but a trigger for the enthusiasm to open up more promising new lands.

In his soul etched the word of Allah SWT, "Verily, Allah does not change the condition of a people so that they change the conditions that exist in themselves." (Qur'an 13:11).

To build this independence, Rasulullah SAW always emphasized to his friends that the hand above (giving) is better than the hand below (begging or asking). (Reported by Bukhari-Muslim).

This statement was not only conveyed by the Prophet on the stand, but also in private meetings with his friends. In a history, as told by Abu Hurairah, Rasulullah SAW one day conveyed to his friends the nature of poverty and wealth.

He said, the so-called poor are not those who do not have a mouthful or two mouthfuls of food, do not have a seed or two dates, but those who beg (HR Bukhari-Muslim).

While the so-called rich, still said the Prophet Muhammad, not those who have abundant wealth, but those who are satisfied with the gift of Allah even a little (HR Bukhari-Muslim).

In another hadith, Rasulullah SAW said, "Blessed are those who convert to Islam. They are endowed with the ability not to beg, and are always satisfied with what Allah has given him." (Muslim HR). Auf bin Malik said that he - accompanied by several people - had met with the Prophet.

At that time the Messenger of Allah suddenly invited them to take Bai'ah. They were shocked because they felt they had committed bai'ah. However, because the Messenger of Allah repeated the invitation three times, they finally submitted their hands to Bai'ah.

Interestingly, after taking oath of allegiance to at the same time leaving shirk, and taking oath of prayer five times a day, the Messenger of Allah whispered in a quiet but firm voice, saying baiat not to beg for others. (Muslim HR).

Attitudes (baiat) Rasulullah like that not only build commitment so that we are always independent in facing everyday life. But, it also emphasizes that we as members of the community synergize optimally to build a society that has ta'wun fil birri

wat-taqwa, helping one another in goodness and piety; not oppress and oppress each other. Allah knows best.

VOCABULARY

Independent	: independen, bebas, tidak terikat, mandiri
Obtained	: mendapatkan
Except	: kecuali
Abundant	: berlimpah
Endowed	: diberkahi
Oath	: sumpah
Oppress	: menindas
Allegiance	: kesetian
Goodness	: kebaikan
Conveyed	: disampaikan
Emphasizes	: menekankan
Accompanied	: disertai

I. ANSWER THE FOLLOWING QUESTION ACCORDING TO THE TEXT

1. Is what is forced independently?
2. Who states that no food is better than what is obtained from one's own sweat?
3. Who is offered half of the wealth of Sa'ad bin Rabbi?
4. What is the attitude of Abdurrahman ibn Awf after being offered a half of wealth?
5. Who confirms that the hand above is better than the hand below? What do you mean by that statement?

II. TEXT DISCUSSION

Fill in the blanks by referring to the description in the text

1. The topic talks about
2. According to the writer, hidup mandiri
3. The characters in the text are:
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
4. The definition the technical terminologies below
 - a. Independet.....
 - b. Change fate.....
 - c. Poor.....
 - d. Rich.....
 - e. Beg.....
 - f. Shirk.....
 - g. Piety
5. Yang menarik setelah bait untuk bertauhid

III. REFERENCE

Interpret the following words by referring to the text above

1. David never ate except from the results of *his* own hands
(HR Bukhari).
His:
2. One day the Prophet Muhammad advised *his* friends that there was no better food than what was obtained from *his* own sweat.
His:
His:

3. *They* are endowed with the ability not to beg,
They:
4. *They* finally submitted their hands to Bai'ah.
They:
Their:
5. *They* were shocked because they felt *they* had committed bai'ah.
They:
They:

IV. VOCABULARY DEVELOPMENT

Fill in the blanks with words derived from in the text

1. One day the prophet Muhammadto his friends that there is no food that is better than what than his own sweat.
2. A believer is a person who is always independent, works hard, not immediately on circumstances.
3. Truly Allah is notthe state of things of a people so that they arethe conditions that exist in themselves.
4. Poor people People who don't have a mouthful or two mouthfuls of food, don't have a seed or two dates, those who beg.
5. Building a commitment so that we are always independent in everyday life

V. GRAMMAR IN FOCUS

a. Simple Present & Simple Past

Past	Present
1. The book was on the table this morning	1. The book is on the floor now
2. The children were at the beach yesterday	2. the children are in the park now.
3. I was happy yesterday	3. I am sad now.

Last week, Lina tried to call Hendra but She failed.
 Where was Hendra last week?
 Here is HEndra's schedule last week.

Days	Places
Sunday	Beach
Monday	Sport centre
Tuesday	Cinema
Wednesday	Supermarket
Thursday	Swimming pool
Friday	Park
Saturday	bookshop

- Where was Hendra las Sunday?
He was at the beach
- Where was Hendra las Monday?

- Where was HEndra last Tuesday?..

- Where was Hendra las Wednesday?

- Where was Hendra last Friday?

- Where was Hendra last Friday?

- Where was Hendra last Saturday?

b. Put in **is/am/are or was/were**.

The sky is very clear today. It **was** cloudy yesterday.

- I Ok today, but yesterday I ill.
- you at the cinema last Friday morning?
- Last year, she 13, so she 14 now.

4. Today the weather Nice, but yesterday it cloudy
5. The room clean now, but it very dirty this morning.
6. Martini Always late, but yesterday she ... on time.
7. A: Where my key?
B: It on the table a moment ago.
8. They at home now, ut last week they on holiday.



Source : <http://google.com>

UNIT 25

HOLY BOOKS

Allah sent prophets and messengers to show us the right path. God, the Kind and Loving creator, also sent books for guidance. He sent them to His messengers. These books are called the Books of Allah. Allah sent the books through the angel Gabriel. Books of guidance sent by Allah are also called books of revelation. Revelation is *wahyu* in Arabic. There four books of Allah mentioned in the Quran. They are Tawrah, Zabur, (Psalms), Injil (Gospel), and the Quran. Tawrah was sent to the prophet Moses, the Psalms was sent to the prophet David and the Gospel to the Prophet Jesus. The last book of Allah and the most comprehensive was sent down to the last prophet, Muhammad (p.b.u.h), its name is the Quran. We know the names of the books of Allah from the Quran. There was also the *sahifah* or scroll, a kind of book which was given to the prophet Abraham. The scroll of Abraham can not be found now.

The original books or parts of the books given to the prophets before Muhammad were either lost or changed. The people took away the originals of the books and added their own words to Allah's words. This is why we do not have been as they were revealed. Quran is the last and the most complete book of guidance from Allah. It is not only for a certain group of people and a certain period of time, but it is for all people, all races and nations and for all times. It is with us today, without any change, with nothing added or taken away. It is the last book of guidance for mankind.

VOCABULARY

Messenger	= rasul
Revelation	= wahyu
Prophet	= nabi
To mention	= menyebut
Path	= jalan
Original	= asli
Guidance	= petunjuk, bimbingan
Race	= suku bangsa, ras.

I. ANSWER THE FOLLOWING QUESTION ACCORDING TO THE TEXT ABOVE

1. Besides sending the prophet and the messengers, what did he send?
2. To whom were the books sent?
3. What was the function of the books?
4. What does revelation mean?
5. How many books were mentioned in the Quran?
6. To whom were the above books sent?
7. How do we know the names of these books?

8. What was the last and the most complete book?
9. Were the books which were revealed before the quran still original explain?
10. The quran is different from other previous books? What are the differences?

II. TEXT DISCUSSION

1. Gos sent; 1)and
- 2)
2. The attributes of Allah are :
.....
.....
3. The missions of the prophets and messengers are:
.....
.....
4. The function of the books of Allah is:
.....
5. The angel Gabriel role was:
.....
6. The names of the of Allah:
.....
7. The names of the prophets who received the books:
.....,,,
8. Two kinds of books. Books before the quran and the
quran. The differences are:
1)
2)

III. REFERENCE

Explain the words in italic by referring to the text!

1. Allah sent prophets and the messengers to show *us* the right path.
Us:
2. *He* sent *them* to his messengers.
He:
Them:
3. *They* are the tawrh,.....
They:
4. we do not have these books as *they* were revealed.
They:
5. *It* is not only a certain group of people and a certain period of time, but *it* is for all people.
It:
It:

IV. Fill in the balnks with words from the text!

1. Muhammad was the last of God and no other Have been sent after Him.
2. The books of God were sent as for all human beings.
3. The last book which is the most comprehensive The quran
4. The scroll to prophet Abraham.
5. The quran is original because it was not was not..... and was not Even s single letter, and is protected by

V. GRAMMAR IN FOCUS

a. In the some instances the expressions: which is/are/was/were are omitted.

1. Books of guidance (which were) sent by Allah are also called Books of revelation.
2. There are four books (which are) mentioned in the quran.
3. The original books (which were) given to the prophets were either lost or changed.

Join each pair of sentences below into one by omitting the which is/are/was were construction.

1. The books were given to Ahmad
These are valuable books.
2. The article is very interesting.
It was published in magazine
3. The building is very modern.
It was built a year ago.
4. The laboratory is not useful any more.
It was damaged by the accident.
5. The car is going Surabaya.
6. It was driven by my brother.

b. Work in pairs. Answer the following questions

1	How do you feel when you see someone else's success?
2	What do you say to show your feeling someone else's success?
3	How do you feel when someone compliments you?
4	What do you say to respond to the compliment?



Source : <http://google.com>

Unit 26

COOPERATION

Viral Mutual Assistance Please Norwegian Tourist

Indonesian people have always been known to be helpful, friendly, and collaborative. This is evidenced by the story of a Norwegian tourist who was robbed in Indonesia and went viral after being told by his father. In the confusion over losing documents, money and computers while on vacation in Indonesia, Karin Baadsvik met several people who helped her.

Apart from taking him to the local police station, he was also brought food and was able to take a nap. The next day, Karin was invited to a gig at a cafe and the audience worked together to collect money, even the cafe owner helped buy tickets to Jakarta to get a new passport. Not having to know someone to help him, working together makes it easier to do.

The habit of most people to live independently does not mean everything has to be done alone. There are a number of things that will bring extraordinary benefits, if done in collaboration, such as these extraordinary stories, which show how important cooperation is in achieving a goal.

While we are in the nuances of the commemoration of Indonesian Independence, prove how wonderful cooperation for Indonesia is even more extraordinary. Grab invites you to realize extraordinary Indonesia through cooperation. Prove that COOPERATION can provide extraordinary results, let's!

The following video from Grab is an illustration of the beauty of collaboration if it is carried out in all aspects of human life. Good with friends, gather with people who are uniform, and work alone just looks normal. You can make the results EXTRAORDINARY if you do COOPERATION regardless of race, ethnicity, religion, or class. Because Indonesia is a Unity in Diversity country.

VOBULARY

Cooperation : kerja sama

Collaborative : kolaborasi

Evidenced : bukti

confusion : kebingungan

brought food : membawa makanan

independently : secar mandiri

commemoration: peringatan.

I. ANSWER THE FOLLOWING QUESTION ACCORDING TO THE TEXT

1. What is the type of Indonesian society in general?
2. Who has been robbed?
3. Who has helped torists who experience difficulties in Indonesia?
4. How do Indonesian people help the toris /
5. What are the benefits of collaboration?
6. What is the name of the robbed Toris? Who helped him?

II. TEXT DISCUSSION

Analyse the text in term of charaters, events and setting , and also give the appropriate title of it.

1. The characters in the text are:
 - a.
 - b.
 - c.
2. Give the most important events in the text: (state the subject) :
 - a.
 - b.
 - c.
3. The setting of the narrative:
 - a. Location:
.....
 - b. Time:
.....
4. The topic of the text is :

III. REFERENCE

Interpret the following words by referring to the text above.

1. A Norwegian tourist who was robbed in Indonesia and went viral after being told by *his* father.....
His father:
2. In the confusion of losing documents, money, and computers while on vacation in Indonesia, Karin met several people who helped *her*.
Her:
3. The next day, *he* was invited to a gig at a cafe and the audience worked together to collect money, even the cafe owner helped buy a ticket to Jakarta to get his new passport.
His:
He:

4. *It* from the following Grab is a picture of the beauty of cooperation if done in all aspects of human life
It:
5. Don't have to know someone to help, working together makes *it* easier for everyone to do.
It:

IV. VOACABULARY DEVELOPMENT

1. Indonesian people have always been known to like , , and work together.
2. A toris from Norway hasin Indonesia and has become viral.
3. how beautiful for Indonesia that is even more extraordinary.
4. the beauty of cooperation if done in all aspects human.
5. If you do regardless of race, ethnicity, religion or class, because Indonesia is a Unity in Diversity country.

V. GRAMMAR IN FOCUS

- a. Some vers cannot be added with **–ed** to make the past form. Those verbs are **called irregular verbs**. You should memorise them. Here are some of them. Listen to your teacher pronouncing the words. Repeat them.

Present	Past
Am, is	was
Are	were
Teach	Taught
Catch	Caught
Buy	Bought
Bring	Brought
Fight	Fought

Think	Thought
Come	Came
Drink	Drank
Tell	Told
See	Saw
Read	Read
Put	Put
cut	cut

Exercise:

No	Today	Yesterday	Meaning
1	Begin	Began	mulai
2	fly		
3	Hear		
4	Take		
5	Drive		
6	Keep		
7	Leave		
8	Throw		
9	Ride		
10	Go		
11	run		
12	Have		
13	write		
14	Hold		

15	Say		
16	speak		
17	get		
18	stand		
19	bite		
20	catch		

b. Complete the following sentences using the verbs from the boxes. Change the verbs into past tense.

finish	clean	rain	close
enjoy	stay	want	work
start	feel	eat	

1. The floor was so dirty, I it all day.
2. The shop late yesterday.
3. The show at 6.00 and At 9.00.
4. When I was an elementary student, I
To be a soldier.
5. Two days ago, he very hard.
He Very tired.
6. Yesterday, it all day. But today it is nice.
7. We our holiday last year.
8. We at a very nice hotel.



Source : <http://google.com>

UNIT 27

ALLAH KNOWS EVERYTHING

Mr. Abdullah had three sons, the oldest as Ali, the second was Amad and the youngest was Hasan. He loved his sons very much and he wanted them to be good muslims when they grew up. As a father , Mr. Abdullah was a good Muslim so that his sons could regard him as their model.

One day Mr. Abdullah tested his sons to know their belief in God. He gave his sons some cakes and asked them to eat and he went where no could see them. Ali took the cake and he went to his room. He shut the door and ate the cake. He thought that no could see him. Ahmad went to a cave near his house. It was dark in the cave. He was sure that nobody was there who could see him. He ate the cake in darkness of the cave. Hasan thought and thought about finding a place where nobody could see him. He thought that there was no such place. He remembered that Allah could always see him. So he did not eat the cake.

Ali and Ahmad came back to their father and told him about what they did. Hasan came back and returned the cake to his father and said that there was no place was secret from Allah. Mr. Abdullah was very pleased with Hasan and told his two sons to learn from their brother, Hasan. He said that Allah knew everything, saw everything and was with them all time. So, it was said, they should not do anything bad even in secret.

VOCABULARY

To grow up : dewasa

Cave : gua

To regard : menganggap

Secret : rahasia

To return : mengembalikan

To be pleased : senang

I. ANSWER THE FOLLOWING QUESTIONS

1. How many sons did Mr. Abdullah have?
2. What did Mr. Abdullah want when his children grew up?
3. What did Mr. Abdullah do one day?
4. What did Mr. Abdullah give to the children and what did he want them to do?
5. Where did Ali go then?
6. What did he do there and why did he do it?
7. Where did Ahmad go and what did he do there?
8. Did he think that nobody saw him?
9. Did Hasan do the same as his brothers did? Why?
10. What lesson did Mr. Abdullah give to his children?

II. TEXT DISCUSSION

1. There arecharacters in the text
2. They are: 1)
 2)
 3)
 4)
 5)

Identify the characters above

3. Mention the main events which took place in the text.
Write their nucleus structure: subject + verb.
 - 1) Mr. Abdulah tested his sons
 - 2)
 - 3)
 - 4)
 - 5)
 - 6)
 - 7)
 - 8)
4. Setting
 1. Time for each event:
 2. Place for each event:

III. REFERENCE

Expalin the words in italic by referring to context

1.he wanted *them* to be good Muslims
2. so that his sons could regard *him* as
3. Mr. Abullah tested *his sons* t know *their* belief in God.
4. to eat *it* in place where no one could see *them*.
5. *He* thought that no one could see *him*.
6. *He* was sure tht nobody ws *there* who could see *him*.
7. *He* remembered ht Allah could always see *him*.
8. Ali and Ahmad came back to their father and told *him* about what *they* did.

In the fami;

IV. VOCABULARY DEVELOPMENT

Fill in the blanks with words from the text

1. Muhammad was the last Of God and no otherhave been sent after him.
2. The books of God were sent as a for all human beings.
3. The last book which is the most comprehensive..... the qur'an.
4. The scroll..... to prophet Abraham.
5. The Qur'an is original because it was not was not Protected by

V. GRAMMAR IN FOCUS

Comparison

Big (besar)	bigger (lebih besar)	biggest (paling besar)
Tall	taller	tallest
Young	younger	youngest
Old	older	oldest
Expensive	more expensive	most expensive
Beautiful	more beautiful	most beautiful
Good	better	best
Bad	worse	worst
Little	less	least, etc.

Example:

1. Ali was the oldest in the family.
2. Hasan was the youngest
3. Ahmad was older than Hasan but Ahmad was the younger than Ali.
4. Semarang is a big city. It is bigger than
5. Semarang is smaller than Jakarta city in Indonesia.
6. Kudus is much smaller than Jakarta.

Exercise:

Compare one of your friends with the other friends, your family, your house, etc. Using comparison such as: old, clever, tall, young, short, more, most, near, far, interesting, difficult, rich, etc.



Source : <http://google.com>

UNIT 28

LIFE AFTER DEATH

One of the articles of faith is belief in life after death. The prophet has shown us the path obedience, peace and happiness. It depends on us to follow the prophet or to follow the devil. We are free to choose the path to paradise and hapoiness or the path to hell and misery. The ways to hell are ways of the devil which are the ways of evil.

Life on this earth is very short. This short life should be utilized properly by obeying the will of God and pursuing the widhes of Allah. One day all lives in this world will come to end and all creatures will die. Then there will be the day of judgement when Allah will ask us what we did in the world. Every man will be judged. Those who obey Allah and follow the prophets will go t paradise. Those who disobey Allah and follow the devil will go to hell.

Life in paradise will be a life of peace and happiness which will never end. Those who go to hell will live there in pain and suffering. Life in hell be miserable, sad and horrible. Belief in life after death is part of the muslim faith. May Allah protect the believers from hell ad reward them with His mercy and paradise.

VOCABULARY

Life after death	: hidup setelah mati
Devil	: syaitan
Evil	: kejahatan
Obedience	: ketaatan
To utilize	: memanfaatkan
To pursue	: mencari
Horrible	: menakutkan
To suffer	: menderita
Miserable	:

I. ANSWER THE FOLLOWING QUESTION ACCORDING TO THE TEXT

1. What is one of the articles of the faith in Islam?
2. What has the prophet shown us?
3. Are we free to choose the part we will follow?
4. Which path should we follow?
5. How can you compare life in the world and life in the hereafter?
6. What should we do by knowing this?
7. What is the day of judgement?
8. What will happen if we follow the teaching of the prophet and if we donot?
9. What is life like in paradise and in hell?
10. What do believers ask God?

II. TEXT DISCUSSION

1. The definition of life after death:
.....
2. The comparison between two lives:
 - a. Life in the world:
 - b. Life after death :

3. The characteristics of life after death :
.....
.....
4. Procedures to be taken in achieving a better life after death:
.....
5. The border line between two lives:
.....
6. The life in paradise and hell :
.....
.....
7. The expectation of muslims:
.....

III. VOCABULARY DEVELOPMENT

Fill in the blanks with the words you find in the text

1. is the end of worldly life,
2. All people will be by Allah, by counting the bad deeds and the good ones.
3. Those who have a lot of good deeds enter.....
4. Those who have a lot of deeds will be sent to hell.
5. In paradise all people will be and
6. In hell people will and will be
7. The prophet Muhammad has us the right path..... to paradise.
8. Those who follow And His Will be rewarded in paradise.
9. Life after death is life without
10. We pray to God in order to be from hell and be in paradise.

IV. GRAMMAR IN FOCUS.

A. Preposition

Preposition: a word used with noun, pronoun, gerund to link with other words.

Examples:

1. One *of* the articles *of* faith.
2. The path *of* obedience.
3. It depends *on* us to choose.
4. Belief *in* life after death
5. We did *in* the world.

Put the proper preposition in the following sentences

1. One My books has been borrowed by Amir.
2. If you do not understand a word, you can look it in the dictionary.
3. Did you listen the latest news last night?
4. Every Muslim should believe Allah.
5. My sister lives a lodging house near the campus.

B. Adjectives

Examples:

1. Life on earth is very *short*.
2. Life in hell will be miserable, sad and *horrible*.
3. Life in paradise will be very *peaceful* and happy.

Put the appropriate adjective in the blanks below!

1. Study In UMI will take time from 4 to 5 years.
2. Those who can finish early will be
3. But it is For those who are slow learners.
4. The students were very because they failed their exams.
5. English is considered to be a Subject for some students.

Future Tense

1. One day all lives in the world *will come* to an end.
2. All creatures *will die*.
3. There *will be* the Day of judgement.
4. Allah *will ask* us what we did in the world
5. Every man *will be judged*
6. Life after death *will never end*.

Fill in the blanks below with suitable verbs in future form.

1. I feel a bit hungry, I think I, something to eat.
2. It is too late, I think I .que to pray magribs.
3. It's hot here, you the window+
4. If you study harder, I believe you
in your exam



Source : <http://google.com>

UNIT 29

EQUALITY IN ISLAM

Islam considers all human beings as equal. There is no difference between them because of their race, colour or tongue. All of them belong to one family and come from one origin. This was not the case before Islam came to the Arabian peninsula. Before Islam, each tribe considered its members to be superior to those of other tribes, and this made life very difficult between them. They could not deal with each other properly, and they led a difficult life; there was severe fighting almost continuously between the tribes of Arabia because of their attitude towards one another. Might was right, so the weak had practically no rights.

When Islam came, it was a long step towards correcting the attitude of Arab people, and making them aware of their brotherhood with others. The poorer people and the humbler tribes were quick to follow the Prophet because they saw in Islam a hope of leading a good life, for in Islam they heard something they had never heard before. The voice they heard gave them hope that people could live as equal human beings.

But at the same time, their accepting Islam was a reason for the leaders of the tribes to object to call of the prophet, because it was hard to consider these weaker people as their brothers. The prophet himself emphasized this by his actions and his behaviour, by threatening all human beings as his equals, even his slaves.

There is interesting story about this. It is related that the Prophet's wife, Khadija had a slave called Zaid, whom she gave to the prophet to help him with his personal affairs. The prophet treated him as his son, and the youth never left he was a slave. According to the law of Arabia before Islam, when war broke out between two tribes the winner could take the woman and children of the defeated tribe as slaves. Zaid had become a slave on one of these occasions, and he moved from one hand to another hand until finally he reached the hand of the prophet. His father and uncle were looking for him everywhere. At last they discovered that he was in Mecca with the prophet Muhammad, and they went to Mecca and asked the prophet to return Zaid to them.

They offered the prophet whatever he wanted as exchange for the boy. When the prophet heard this, he called Zaid to him and said. "This is your father, and this is your uncle." Zaid recognized them, and said he knew who they were. The prophet said "if you want to go with them, you are free to go, and if you want to stay, you are welcome to stay." The prophet left the choice with the boy, and what Zaid answered astonished his father and his uncle. Zaid refused to go with them, and said to the prophet: "I will never prefer anyone to you, not even my father."

His father and uncle were surprised and annoyed, and said:

"What are saying, Zaid, do you prefer slavery to freedom?"

No, "said Zaid, "but there is no one who could treat me like the prophet treats me!"

When the prophet saw that, he wanted to please the father and uncle of Zaid, and he went out in public and announced that

Zaid was not his slave, but his son. This shows us the system the prophet introduced among Arabic people, with equality for each man, no matter what his tribe or colour.

VOCABULARY

Aware	: sadar
Equality	: persamaan (hak)
Humble	: sederhana, rendah
To defeat	: mengalahkan
To astonish	: Mengherankan, mengejutkan
Peninsula	: semenanjung, jezirah
Emphasize	: menegaskan, menekankan
Slavery	: perbudakan
Selcome	: menyambut, menggembirakan, boleh
Human beings	: umat manusia
Considered	: dipertimbangkan
Heard	: dengar
Occasions	: kesempatan
Annoyed	: kesal
War	: perang
Broke	: bangkrut

I. ANSWER THE FOLLOWING QUESTIONS ACCORDING TO THE TEXT ABOVE!

1. Does colour, race or language make human being unequal according to Islam?
2. What is the concept about human beings in Islam?
3. How about brotherhood before Islam was introduced to the Arabian peninsula?

4. Why was life difficult before Islam?
5. What happened between Arab tribes?
6. What was Introduced by Islam concerning the attitude of people?
7. Who were quick to follow the religion of Islam?
8. Why did they follow the teaching of Islam?
9. Why did the leader of the tribe reject Islam?
10. How did the prophet introduce brotherhood in Islam?
11. Who was Zaid?
12. How did the prophet treat Zaid?
13. How did Zaid become a slave?
14. Why did his father and uncle look for Zaid?
15. Why was Zaid's choice? Why did he choose to be with the prophet?

II. TEXT DISCUSSION

Answer and complete questions below:

1. What does the text talk about?
2. This text consists of two kinds of writing. What are they?
3. The first of the text talks about
4. The second part of text talks about
5. The concept of Islam about human beings
6. The underlying concept is
7. In the second part there are a number of characters.
8. They are:
 1.
 2.
 3.
 4.
 5.
9. The setting of the story:
 - 1) Time:
 - 2) Place:
 - 3) 10. The story gives proof of
10. The reason Zaid had to be with his parents is

III. REFERENCE

Interpret the words in italics below by referring to the text above:

1. **There** is no difficulty between *them* because of *their* race, colour, and tongue?
Them :
Their :
2. *This* was no the case before Islam came to the Arabian Peninsula.
This:
Its :
Them:.....
3. Before Islam each tribe considered its members to be superior to those of other tribes, and *this* made life very difficult between *them*.
Its:.....
This:
Them:
4. They could not deal with each other.
They:
5. The poor peoplebecause of what they saw in Islam and *they* heard *something*.
They:
Something:
6. The voice they heard
They:
7. Because it was
It;
8. The prophet himself emphasized *this* by his action.
This:
9. It is related that the prophet
It :
10. *They* offered the prophet whatever he wanted as exchange for the *boy*.
They:
Boy;.....

11. When the prophet saw *that*, he wanted to please the father and uncle of Zaid.

That:

IV. VOCBULARY DEVELOPMENT:

Fill in the blank using words from the text to suit the meaning!

1. consists of father, mother and children.
2. The U.S.A. as a And developed country is expected to give financial and technical assistance to developing countries.
3. Education is a process of throughout history.
4. Indonesia consists of so many different tribes with different and culture.
5. Rich people should give some of their property to the
6. means that there is no difference in spite of colour, race, status and wealth.
7. Humble people tend to Islam because Islam gives them hope of leading a good life.
8. Islam..... should be freed because all human beings are equal and born free.
9. America.....by Colombus, while Australiaby James Cook.
10. Islam in Indonesia By Arab Muslim traders directly from Arabia.

V. GRAMMAR IN FOCUS

Word Order: Nucleus Structure

1. S – V – O (Subject – Verb – Object)

Verb : Transitive

Example:

- The prophet treated him as his son.
- I like teaching English
- Ali plays tennis that book yesterday
- Islam considers that all human beings are equal.

- The voice they heard gave them hope.
- The winner could take the woman and children as slaves.
- This shows us new system the prophet introduced among Arab people.
- Zaid recognized them.

2. Verb: Intransitive S – V (Subject – Verb)

Example:

- When Islam came, it was a long step towards correcting the attitude of Arab people.
- War broke out between two tribes.
- He moved from one hand to another.
- Zaid said that he knew who they were.

3. Subject – Be – Adjective/Nun

Example:

- This was not the case.
- Might was right.
- Their accepting Islam was a reason.
- He was in Mecca
- It was hard for them.
- This is your father.
- He was a slave.
- You are free to go
- His father and uncle were surprised.

4. There is/ There are/there was/there were/there has been, etc.

Example:

- There is no difference between them because of their race, colour, or tongue.
- There was severe fighting between two tribes.
- There is an interesting story about this.
- There is no one who could treat me like the prophet.

5. Subject – Be – Participate

Example:

- It is related that prophet's wife, Khadija, had a slave.
- You are welcome to stay.
- The shop is closed.

- The glass of the window was broken.
- The trip to Australia was very exciting.
- The story of the Super Hero is interesting.

Exercise:

- a. Arrange the words below to create a sentence beginning with the words in italics.
- b. Identify the nucleus structure: S – V -), S – V, and other word order.

1. Came-and-the prophet-*Gabriel*-"Tell me what is Islam"-asked.
2. Explained – the- prophet-*Islam*-by-to *Gabriel*-was.
3. Asked-question-the third-*Gabriel*-"What is Islam?"
4. What-Muslim- believes-*The true*-the prophet-in-said.
5. Of-*Islam*-allthe prophet-the religion-is
6. Five-pillars-main-are-*There*-of-Islam.
7. Emphasizes-revelation-*The Mecca*-of-God-the unity.
8. Quran-is- *The Holy*-of-the word-Gos.
9. The second-ofIslamic-source-*The Sunnah*-belief and law-is
10. Fuul-of Islam-is examples-The history-for- all-of-us.



Source : <http://google.com>

UNIT 30

KNOWING ABOUT ISLAM

Islam pays much attention to social life and to the sacredness of family life, in order that people may have opportunity to live peaceful, happy and good lives. One will find in the Holy Quran and the sayings of the prophet that Muhammad did many things to show this characteristic of Islam when visiting relatives and friends and the behavior of people when they are invited to go to the house of a friend or relatives.

It is useful to know the attitude of Islam regarding these matters and to know how Islam leads you to the right way and also to see how to behave according to Islamic teaching. It was the habit of people before Islam to enter houses without asking permission and sometimes the people of the house were resting or in such a situation that it was not convenient for them to see other people. Islam did not accept this way of behaving and tried to draw the attention of people to the right way to behave in a civilized manner and how to respect the rights of each other.

Islam ordered that people should not enter a private house unless they received permission from the people of the house. If permission to enter was not given they had to go away and Islam also taught them that when they were seeking permission to enter they should do so in a way which would avoid bad feeling to create any harm to the people of the house.

There are three definite ways which show the characteristic of Islam regarding this important social matter.

Firstly, it is not permitted to enter private house unless you have the permission of the people of the house to come in and more than that, you should feel that you are welcome.

Secondly, if one does not receive permission one has no right to enter. This is completely against Islamic teaching. Even if the people of the house ask you to go away you must accept their views without feeling any hurt in your heart because they may be in such a position that they do not want other people there at that particular time. We all know that there are many times like that. We may, however, go into such public places as shops, mosques, hotels, etc, without seeking permission because these places are open to every body. In the beginning the prophet (peace be upon him) tried to teach people how to follow this system in order to establish healthy and polite society. Some of the people did not know the right way to seek permission to enter a house and had to find a chance to teach them how to do this. The prophet set them an example to follow and asked them to use the right way.

The prophet did not miss any chance of teaching his follower how to behave when they visited their brothers so that the occasion may be a pleasant and happy one. Once somebody came and stood at the door of his house and said: "Shall I enter?". Then the prophet told his servant to go out to this man and teach him the right way to seek permission should say, "Peace be upon you, can I come in?"

Knowing the teaching of our religion and having the guidance of our prophet and the examples of his behavior and that of his companions, we have to bear in mind how to behave when we

visit our brothers and make it a chance for greater understanding and not to make any trouble for them and their families.

Allowed	: diizinkan
Sacredness	: Kesucian
Characteristic	: sifat khas
To avoid	: menghondari, menjauhi
To hurt	: menyakiti, melukai
Attitude	: sikap. Pendirian
Private	: pribadi, sendiri
Convenient	: cocok, tepat, baik, tidak menyusahkan
Permission	: izin/permohonan
Seek	: melihat
To miss	: melalaikan, kehilangan, merindukan, ketinggalan.

I. ANSWER THE FOLLOWING QUESTION!

1. What is the aim of the Islamic teaching about social life?
2. What are the sources of this teaching?
3. What kind of social life does Islam explain in this text?
4. Why is knowing the attitude of Islamic teaching on this social life important?
5. What was the habit of people before Islam when entering a house?
6. Why didn't Islam accept this habit?
7. What does Islam teach in this respect?
8. What is the first teaching of Islam regarding visiting other's house?
9. What is the second teaching?
10. What is the third teaching?
11. Are we allowed to enter, if there is no permission?
12. How did the prophet teach people to seek permission?

13. What happened one day with a man who came and stood at the door of the prophet's house?
14. Why are we allowed to enter public houses without permission?
15. What must we do as Muslims relating to this teaching?

II. TEXT DISCUSSION

Answering And Complete.

1. The title of the text concerns:
.....
2. The use of knowing the attitude of Islam:
.....
3. The attitude of Islam:
.....
4. There are three Islamic characteristics relating to this matter:
.....
They are.....,, and.....
5. The way the prophet teaches us about visiting:
.....
6. The sources of this teachings.....
7. The aim of the teaching:

III. REFERENCE

Interpret The Words In Italic By Referring To The Text Above.

1. *One* will find in the Holy quran and saying of the prophet that Muhammad did many things to show this characteristic of Islam whwn visiting relatives and friends and the behavior of people when they are invite to go to the house of a friend.
One:
They:
2. It is useful to know the attitude of Islam regarding *these matters* and to know Islam leads you to the right way and also to see how to behave according to Islamic teaching.

- These matter*
You
3. in such a situation that it was not convenient for them to see other people.
Them.....
4. Islam did not accept *this way* of behaving.
This way
5. If permission to enter was not given *they* had to go away and Islam also taught *them* when *they* were seeking permission to enter.....
They
Them
They
6. Firstly, it is not allowed to enter private house unless you get permission of the people of the house to come in and more than *that*, but also to feel that *you* are welcome.
That
You
7. Secondly, if *one* does not receive permission *he* has no.
One
He
8. It is completely against Islamic teaching. Even if the people of the house ask *you* to go away you must accept *their* views without feeling any hurt in your heart because they may be in such a position that *they* do not want other people there at that particular time.
You
Their.....
They
9. We may, however, go into such public places as shops, mosques, hotels, etc. without permission because *these places* are open to *every body*.
We
Thses places
Every body

10. In the beginning, the prophet tried to teach *people* how to follow *this system* in order to establish a healthy and polite society.

People

This system

Order references: try to find more references in the text and interpret them!

IV. VOCABULARY DEVELOPMENT

Fill in the blanks using the words from the text to suit the meaning.

1. Mecca is the Place for all Muslims around the world.
2. It is better if we know of Islamic teaching
3. You are not allowed to enter if you do not get any from the host.
4. Islam teaches people to have world.
5. I take a English course every Sunday.
6. This in order to bad feeling between the host and the guests.
7. If we are not very well we can go to the department of
8. Have you my invitation?
9. The of becoming a teacher is great
10. If you have you have to look after him correctly.

V. GRAMMAR IN FOCUS

A. Much, Many

Example:

- Islam pays *much* attention to social life.
- One will find in the Holy quran and saying of the prophet Muhammad *many* things to show these characteristics of Islam.

- We all know that there are *many* times like that.
- Many people did not know the right way to seek permission

Other Example:

- ❖ Much and little = uncountable noun
- ❖ Many, few = countable plural noun
- Much time, much money, much water, little energy, little time.
- Many books, many friends, few people, few cars, few books

- Have you got many books?
- I don't have much money.
- She has very few friends.
- Hurry up! We have got little time
- You bought so much food yesterday.

B. Such a

Example:

- It was the habit of the people in such a situation.
- They may be in such a position that they do not want other people there at particular time.
- We may, however, go into such public places as shops, mosques, hotels, etc.

Other Examples:

- We really enjoyed our long holiday.
- We had such a good time.
- we never miss such a holiday.
- It was such a good film that I could not avoid watching it.
- I do not like such buildings.

C. Any, Some, somebody

Examples:

- The prophet did not miss any chance of teaching his followers.
- Once somebody came and stood at the door of his house.
- You must accept their views without feeling any hurt.

Other examples:

- Ali has just bought some new books.
- I saw somebody entering the building.
- He refused to say anything.
- They haven't got any children.
- I would like to ask you for some apples if you have any.
- Come and see me any time you want.
- Any body could answer this question?

Exercise:

Put *some, any, many, much, such, little, few, etc.* Plus *another word* if necessary.

1. He can have he wants for his birthday present.
2. We didn't spend Money this month.
3. I like to receive any stamp you give to me.
4. He has friends of his age.
5. What's wrong with his eyes? Has he got in it?
6. She was not friendly, she has got only Friends.
7. It was a lovely day that we spent the whole day in the park.
8. If you need just ask me.
9. Have you got money?
10. You have to study in a way that you can finish your program.

BIBLIOGRAPHY

- Hewitt, Les, Andrew Hewitt, and Luc d'Abadie. (2005). *The Power of Focus for College Students*. Deerfield Beach, FL: Health Communications.
- Larsson, Mans O., Alexander Z. Speier, and Jennifer R. Weiss. (1998). *Let's Go: Germany 1998*. New York: St. Martin's.
- Palmer, R.R., Joel Colton, and Lloyd Kramer. (2002). *A History of the Modern World: To 1815..* New York: Knopf.
- Anderson , M & K. (1997). *Text Types in English 1*. VIC: Macmillan Education Australia. Pty Ltd.
- Abdalati, Hammamuda. (1985). *Islam In Focus*. American Trust Publication, Indianapolis.
- Hogan, David J., et al. (2000). *The Holocaust Chronicle: A History in Words and Pictures*. Lincolnwood, IL: International.
- Hasan, Ruqoiya. 1985. *Discourse on Discourse*. Applied Linguistics Association of Australia (AIAA). Wollongong.
- Sue, Hood & Nicky Solomon. 1985. *Focus in Reading*. National Curriculum Resources Centre, Adelaide.
- Wallace, Michael. J. 1987. *Teaching Vocabulary*. ELBS.
- Riyanto, Slamet, Emilia, NH, & Leila NH. 2010. *A Handbook of English Grammar (An effective Way to Master English)*. Jakarta. Pustaka Pelajar.

Sukur, Goidus, Silvester. 2010. Jam Pintar Percakapan Bahasa Inggris Sehari-hari. Jakarta. Indonesitera.

Djamaluddin Darwis.1995. English For Islamic Studies. IAIN Walisongo Press. Semarang.

BIOGRAFI PENULIS



Nurlaelah Umar, anak kedua dari 9 bersaudara, pasangan Umar Genne (alm) dan Hj. Rohani Andi Palompai. Lahir tanggal 31 Desember 1964 di Kabupaten Watansoppeng Sulawesi Selatan. Menikah tanggal 26 Agustus 1990 dengan Ir. Makmur Adang, MT (alm), dikaruniai 3 orang anak, yakni; Muh. Ikram Nur Fuady, SH, M.H., Muammar Fahmi Setiady, S.STP, dan Nurul Hulwanita Sharfina.

Pendidikan formal penulis, SDN Maccini II Makassar (1976), SMPN Cakke Kab. Enrekang (1980), SMAN 229 Cakke Kab. Enrekang (1983), S1 Fak. Sastra UNHAS (1988), dan S2 program studi Bahasa Inggris UNHAS (1999). Pengembangan Kurikulum (S3) di Universitas Pendidikan Indonesia (UPI) Bandung.

Pada tahun 1991 sampai sekarang menjadi staf pengajar di Fakultas Agama Islam Jurusan Tarbiyah Universitas Muslim Indonesia (UMI) Makassar. Pengalaman jabatan: senat Fakultas Agama Islam 1995, Ketua Jurusan Tarbiyah, 2001-2005, Kepala Lab. Bahasa 2007-2009. Mengikuti Workshop: Shortcourse di UPI (2007), workshop Pengembangan *Participatory Action Research* (PAR) bagi dosen PTAI Sewilayah Timur Indonesia. Pengalaman menulis: skripsi; metode terjemahan teks Bahasa Inggris-Indonesia, tesis; *Expressing Disagreement in English by Native Speaker of English and Indonesian*, dan pengalaman penelitian: pemanfaatan *Flash Card* untuk meningkatkan Kosakata (vocabulary) bahasa Inggris pada Siswa MI Tamamau III Makassar, Koordinasi Pemberdayaan Da'i pada Kegiatan Keagamaan Majelis Taklim Kota Makassar, dan Pembelajaran *Cooperative Learning* pada Pembelajaran PAI di SMAN I Bantimurung Kab. Maros Sulawesi Selatan. Pengabdian pada

Masyarakat: Ketua Yayasan Anugerah Mandiri Makassar (2011-2013 dan 2014-2016), Pengurus Pusat Organisasi Forum Persatuan Masyarakat Kampus Indonesia (FPMKI) Makassar (2010-2015), Pengurus Wilayah Muslimat NU Sul-Sel, Pengurus Daerah Badan Kontak Majelis Takklim (BKMT) kota Makassar, dan pengurus Himpunan Pengembangan Kurikulum Indonesia (HIPKIN) Wilayah Sulawesi Selatan.



Dr. Hj. Muli Umiaty Noer, M.Hum,
Lahir di Bone, 17 Agustus 1958.
Dosen DPK Kopertis Wil.IX

Nama Suami : Siswadi Achmad
Nama anak : Achmad Anugrah
St. Rahmah Nabila S.

Riwayat Pendidikan

Pendidikan Formal:

Tamat SD tahun 1970 di SD Muhammadiyah Bontoala

Tamat SLIP tahun 1974 di SMP/Madrasah Muslimat Aisyiah

Tamat SMA tahun 1976 di SMA UMI Ujung Pandang

Sarjana (S1) tahun 1985 di Universitas Hasanuddin

Magister (S2) tahun 2003 di Universitas Hasanuddin

Karya Ilmiah/Artikel Jurnal yang telah dipublikasikan :

- Developing Students' Speaking Accuracy through Imaginative Task-based Simulation Prompted by Guided Questions; Performance, Journal of English Education and Literature, 2006.

- Errors Produced by Students in Spoken English; Buletin Penelitian Seri: Sosial Budaya dan Humaniora, 2006
- Pengajaran Bahasa Asing, Pengembangan Bahasa Nasional, dan Pemertahanan Bahasa Daerah dalam TEACHING AND LEARNING LANGUAGES IN COMTEMPORARY SOCIETY; Proceeding of International Conference of Language Eduacation, 2009.
- Bahasa Pengelolaan Kelas Bahasa Inggris Berbasis Tahapan Kegiatan Kelas; Jurnal Pinisi: Jurnal Bahasa, Sastra, dan Pembelajarannya, 2009.
- Menyinergikan Pengajaran Bahasa Asing, Pengembangan Bahasa Nasional, dan Pemertahanan Bahasa Daerah; Kongres Internasional bahasa-bahasa Daerah Sulawesi Tenggara, 2010.
- EFL Teacher as Manager: a Classroom Management Scheme; Proceeding Research and Language Teaching, 2013.

