

# ELING

English Lesson  
for Islamic Learning

Afif Suaidi

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# **ELING:**

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# **ELING:**

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Afif Suaidi

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**Penerbit & Percetakan**

**Media Madani**

Jl. Syekh Nawawi KP3B Palima Curug Serang-Banten email:

media.madani@yahoo.com & media.madani2@gmail.com

Telp. (0254) 7932066; Hp (087771333388)

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# *Dedication*

*For those who are learning English for Islamic Studies...*



## **PREFACE**

In this modern era, Islamic University students are usually required to read some international journals, references, scientific papers, and even the newest books, and scientific journals in the field of Islamic Studies. Most of those are usually written in foreign languages mainly English.

This book is designed to fulfill the need of studying English for Islamic Studies in State Islamic University of Sultan Maulana Hasanuddin, Banten. It consists of seven chapters and each chapter consists of Reading comprehension, Vocabulary building, Listening, Language focus, and Writing activity. In the reading comprehension section, chapter one discusses about Pesantren Daily Activity, chapter two discusses about The Rebuilding of the Ka'bah, chapter three discusses about The five pillars of Islam, chapter four discusses Muslim around the world, chapter five discusses about Muslim Civilization, chapter six discusses about Islamic Critical News and chapter seven discusses about Academic Islamic Journal & Research. After the last chapter, there is TOEFL Like simulation.



This book needs improvement still; accordingly the writer expects inputs and critique from readers. They can be sent via my e-mail [afifsuaidi@yahoo.com](mailto:afifsuaidi@yahoo.com)

Serang, January 2021

Author

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# UNIT I

## Muslims Dress

### Vocabulary Building

Memorize and remember the following key vocabularies!

English	Indonesia
modesty	: <i>kesopanan</i>
lawful	: <i>diperbolehkan (halal)</i>
bosom	: <i>dada</i>
adornment	: <i>perhiasan</i>
injunction	: <i>ketentuan</i>

Write a sentence for each of the new vocabularies that you have memorized!

### Reading Comprehension

#### The Teachings of Islam concerning Personal Modesty

Islam lays some general principles regarding dress and personal modesty. The first condition is that it should be lawful or *halaal*, which carries the double significance of being earned lawfully and not prohibited by Islam.

#### Definition of the Word 'Aurah

The Arabic word 'awrah (pl. 'awraat) denotes parts of the body which should be hidden from the eyes (lit. nakedness) (Soorat an-Noor, 24:31). It has been agreed on the basis of the teachings of the Qur'an and the Sunnah that the 'awrah for a woman is defined

as the whole body except for the face and the hands. For a man, the 'awrah is defined as the area between the navel and the knees.

Thus, the basic requirements or criteria are:

- a. A man should fully cover his 'awrah.
- b. Men's clothes should be loose enough so as not to describe what they are covering {'awrah).
- c. They should be thick enough so as not to describe the color or the skin or the parts required to be covered.
- d. They should not be designed in a way to attract attention.  
The basic rule of modesty and avoiding showing off applies to all believing men and women.
- e. They should not be similar to what could be identified as the dress of the disbelievers.
- f. They should not be clothes of fame, pride and vanity.
- g. Men are not permitted to wear silk and gold. This does not apply to women.

The first requirement is the extent of covering the 'awrah. The dress should be large enough to cover a woman's whole body (Soorat an- A/oor.2431)

**Khimaar (head cover):** This is the cloth which must cover all of the hair of the head, the neck, and the bosom.

A Muslim woman should not display her beauty and adornment except for that which must ordinarily appear of it or that which is apparent

The part of the adornment (zeenah) exempted from the above injunction is 'the face and the hands'. Once the Prophet said, 'If a woman reaches the age of puberty, no part of her body should be seen but this - and he pointed to his face and hands' (Reported by Abu Daawood)

Whatever appears of the woman's body owing to the uncontrollable factors, such as the blowing of the wind, or out of necessity, such as bracelets or even the outer clothes themselves falls under 'that which is apparent' (Soorat an- Noor, 2431). For a detailed discussion concerning a Muslim woman's garments, see *Islamic Dress Code for Women*, published by Darussalam.

### **Exercise**

Answer the following question

1. Define the term 'awrah. What is the 'awrah for men and women?
2. What are the criteria of the dress code for Muslims in general?

### **Language Focus**

#### **The Part of Speech**

Part of Speech is a category to which a word is assigned in accordance with its syntactic functions. In English the main parts

of speech are noun, pronoun, verb, adjective, adverb, conjunction, and preposition.

## **Noun**

A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (*the, a, an*), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding 's. Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.

### **Proper noun**

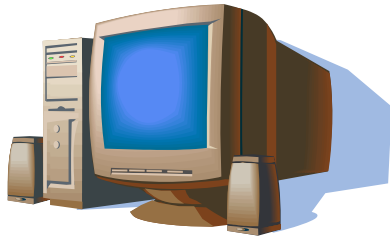
person: *Umar, John, Edward, Aditya,*



Place: *New York, Indonesia, Masjid Nabawi*

### **Common noun**

Thing: car, table, book, house





## Pronoun

A pronoun is a word used in place of a noun and it can replace a noun.

Example:

*The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!*



Pronoun Types:

Possessive: mine, yours, his, hers, its, ours, whose, theirs

Demonstrative: this, that, these, those

Objective: me, you, him, her, it, us, whom, them

Subjective: I, you, he, she, it, we, who, they

Reflexive: myself, yourself, himself, herself, ourselves, themselves

Indefinite: anybody, everybody, nobody, somebody



## Pronouns

The noun to which the pronoun refers is called the antecedent.

For example:

*Allen* got off work at seven, then *he* went home.

He=pronoun          Allen=antecedent

## Verb

The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("*She can sing.*" *Sing* is the main verb; *can* is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense.

There are two types of verbs that we will look out closely:

### Action Verb

Action verbs express action, something that a person, animal, force of nature, or thing can *do*



### Linking Verb/ helping verb

Linking Verbs, on the other hand, do not express action. Instead, they connect the subject of a verb to additional information about the subject.

Any form of the verb "Be"

- am
- were

playing



driving

- has
- been
- are being
- is

## Adjectives

Adjectives are words that describe or modify another person or thing in the sentence

Descriptive adjectives: Describe the noun.

Ex: *red* house *tall* man *large* hut

Limiting Adjectives: Limits or specifies the noun

Ex: *high school* student, *two* teams,

## Adverb

Adverbs are words that modify verb and adjective. An adverb modifies or describes a verb, an adjective or other adverb.

Adverbs are words that modify verb

He drove slowly. (*Dia mengemudi dengan perlahan*)

I speak English easily. (*Saya bicara bahasa Inggris dengan mudah*)

Adverbs are words that modify adjective

He drove a very fast car. (*dia mengendarai mobil sangat cepat*)

The assignment is too easy to do. (*tugas nya terlalu mudah untuk dikerjakan*)

## Conjunction

A conjunction is a joiner, a word that connects (conjoins) parts of a sentence.

Coordinating Conjunctions

And (*dan*)

Or (*atau*)

But (*tetapi*)

For (*untuk*)

Nor (*ataupun*)

So (*sehingga*)

Yet (*namun*)

A subordinating conjunction

After (*setelah*), although (*meskipun*), as (*sebagai*), because (*karena*), before (*sebelum*), if (*jikalau*), since (*sejak*), than (*dari pada*), that (*bahwa*), though (*walaupun*), until (*sampai*), when (*ketika*), where (*dimana*), whether (*apakah*), while (*sementara*).

## Preposition

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.

At (pada), under (di bawah), over (atas), of (dari), to (pada), in (dalam), out (di luar), beneath (di bawah), beyond (di luar), for (untuk), among (di antara), after (setelah), before (sebelum), within (dalam), down (bawah), up (naik), during (selama), without (tanpa), with (dengan), outside (di luar), inside (di dalam), beside (di sebelah), between (di antara), by (oleh), on (di), out (luar), from (dari), until (sampai), throughout (sepanjang), across (seberang), above (di atas).

The book is **on** the table. (*buku itu ada di atas meja*)

The book is **beneath** the table. (*buku itu ada di bawah meja*)

The book is leaning **against** the table. (*buku itu menyangar pada meja*)

The book is **beside** the table. (*buku itu ada di samping meja*)

## Exercise

### Task 1: Noun

Circle all the nouns in the following sentences.

1. Psychologists now believe that people who get what they want are not necessarily as happy as they thought they would be.

2. Dr. Daniel Gilbert, a Harvard psychologist, thinks that in the future we'll wonder why we made today's choices.
3. We may make perfectly good choices for ourselves today, but we don't know who we'll be in the future.
4. Credit cards are a great convenience until we overspend!
5. Check your credit at least once a year.
6. A lawyer testified on that case.
7. A renowned designer of glass is Dale Chihuly.
8. Carpet covered the entire space.
9. Environmentalists in our area planted clams in local ponds and had great success.
10. Lawmakers held hearings on the growing deficit.

**Task 2: Verbs**

Circle all the verbs—both action and linking—in each of the following sentences.

1. Time flies.
2. The newly cleaned mirrors glitter and gleam.
3. My house is cold in the winter.
4. The child felt sad.
5. I am the president of our social club.

6. The company's eight stores closed in 2008.
7. My bank will merge with a larger one.
8. Bluefish and bass are abundant in Long Island Sound.
9. September 11, 2001, is a date seared in most memories.
10. A man, arrested for drunk driving, produced his identification.

**Task 3: Linking/being verbs**

For each of the following sentences, select the linking verb that expresses the correct number.

1. John Adams (was/were) President for one term.
2. The White House of Adams' time (appears/appear) very strange.
3. It (seems/seem) unfinished with no plaster in most of the rooms and no main staircase.
4. People (grows/grew) tired of seeing Mrs. Adams's laundry hung in the East Room.
5. The White House grounds (smell/smells) foul.
6. The grounds (was/were) littered with workers' shanties, stagnant water, and outhouses.
7. Today, the White House flowers (is/are) perfect.
8. The rooms (remain/remains) colorful and neat.
9. Visitors (seem/seems) delighted with their tour.
10. Our group (were/was) silent as the President approached

**Task 4: Adjectives**

Circle all the adjectives in the following sentences.

1. The smooth-haired dog is a beagle.
2. Lise is organized.
3. I have a well-informed friend.
4. Richard, tall and tan, returned from a long vacation.
5. A sleek car arrived at the front door.
6. The strapping quarterback fell to the ground.
7. His right knee was injured badly.
8. The loud, pulsing music tore through the small space.
9. An angry landlord rushed upstairs to complain.
10. A friend, gesturing and smiling, left the auction.

**Task 5: Adverbs**

Circle the correct word to complete each sentence.

1. He plays basketball (good/well).
2. The (good/well) weather encouraged us to take a long walk.
3. Nina hasn't been (good/well) since she left the office with a fever.
4. It's a (good/well) thing she went home.
5. Fortunately, everyone in the office has stayed (good/well).
6. Billy cleaned the floor and did such a (good/well) job!

7. He works on his own very (good/well).
8. After having the flu, I didn't feel (good/well) for three weeks.
9. When Jenna was a toddler, she was so (good/well) at playing alone.
10. I saw such a (good/well) movie this weekend.

**Task 6: Pronouns**

Correct the pronoun errors in each of the following sentences.

1. Me and my friends meet one night a month for dinner.  
-----
2. Him and me are best friends.  
-----
3. My boss gave he and I the same raise.  
-----
4. Send the letter to he by express mail.  
-----
5. That gift is from Alex and I.  
-----



**Task 7: Prepositions**

**Find the prepositional phrase in each of the following sentences. Tell which word the prepositional phrase describes. The first one is done for you.**

A new bank opened in town.

*in town* describes *opened*

-----

1. Don't position all the furniture against the walls.

-----

2. One bottle inside the carton was smashed.

-----

3. Please place the key between the doors.

-----

4. I opened the car door and left my coffee cup on top.

-----

5. Please tell me more about Larry.

-----

6. I'm teaching a class in the adult school.

-----

7. We heard children laugh at the park.

-----

8. The new program on TV has a huge audience.

-----

9. The logs in the fireplace burned brightly.

-----

**Task 8: Conjunctions**

In each of the following sentences, circle the conjunctions and decide what kind it is—coordinating, correlative, or subordinating.

1. Abby and Michael are siblings.

-----

2. I had to decide between having a big breakfast or saving room for lunch.

-----

-Karra had always loved sewing, but she didn't take sewing lessons until she was in her thirties.

-----

3. Neither the new computer nor the old one is working now.

-----

4. Until the clock strikes 5 P.M., we'll work!

-----

5. Because it is so hot, we've run the air-conditioning for days.

-----

6. Your comment was neither funny nor helpful.

-----

7. Our relationship is not only warm, but also encouraging.

-----

8. You join the group first, and I will follow.

-----

## Writing Activity

Write some words related to Muslim Dress and categorize the part of speech!

## Speaking Practice

### Starting a Conversation

#### Greeting

#### Response

Hi,... (first name)

Hi,.. (first name)

How's it going ?

Fine

How are you doing?

Ok

How are you?

All right

Not bad

Not so well

What's up?

Not much

What's new?

Nothing special

## **Formal**

### Dialogue I

A : Hello, Dr. Ahmed

B : Hello, Mahmoud. How are you?

A : Fine, thank you. How are you?

B : Fine, thank you. By the way, how is your child?

A : Oh, he's a little homesick

B : That's too bad.

### Dialogue II

A : Good morning Raka

B : Oh, good morning, Mr. Jusuf. How are you?

A : Not very good, I think I'm catching flu

B : Oh, I'm sorry. I hope you will be better soon.

## **Informal**

### Dialogue I

A : Hi, Arya

B : Hi, Zahra, how are you this morning?

A : O.K. how about you?

B : Not bad, by the way how is your Mom?

A : Home sick

B : That is too bad.

## Dialogue II

A : Hi, Linda

B : Hi, Rendi, how are you doing?

A : Not so good, I think I'm catching the flu

B : That's too bad I hope you feel better soon.

## **Exercise**

Prof. Smith : Good morning, Kiara how are you this morning?

Kiara : .....

Prof. Smith : Not very well, I think I am catching a cold again

Luis : .....

## UNIT II

### Pesantren Daily Activity

#### Vocabulary Building

Memorize and remember the following key vocabularies!

English	Indonesia
daily activities	: <i>aktivitas sehari-hari</i>
knowledgeable	: <i>berwawasan luas</i>
pious individual	: <i>individu yang saleh</i>
meritorious	: <i>Bermanfaat</i>
congregation prayer	: <i>shalat berjamaah</i>

Write a sentence for each of the new vocabularies that you have memorized!

#### Reading Comprehension

##### Daily Activities in Pesantren Buntet, Cirebon

The daily activities which occur in the *pondok* throughout the *pesantren* (Islamic boarding school) complex are not homogeneous. They vary from *pondok* to *pondok* but in general the activities are governed by a common central theme which, according to Kyai Hisyam Mansur, is “to guide the *santri* to become knowledgeable and pious individuals, meritorious to themselves, their parents, the nation and religion.” To this end the

learning activity is geared toward acquiring intellectual and practical acquaintance with religious precepts. To achieve this broad objective, most *santri* are to engage in two types of learning activities, *ngaji* in the evening and schooling in the day time. An example of its enactment in a daily practice, can be seen from what occurs in the *pondok* owned by Kyai Hisyam Mansur



himself.

Kyai Hisyam Mansur, the writer of Haul in Pesantren Buntet, who currently limits himself to having only between 50 to 60 mature *santri* (high school students or older), concentrates on teaching two *kitab* (religious texts). For this, he first requires his *santri* to get up on before dawn (around 4.00 a.m) for the call for prayer (*adzan*), *puji-pujian*, to perform morning congregation prayer and *ngaji kitab*. The standard (compulsory) texts he sets for his *santri* are *Safinah* (major) and *Taqrib* (minor). Both *kitab* are basically equal texts but they differ in the ordering of the topics into chapters. The students are to split themselves into two groups and each group is further divided into two sub-groups so that there are four sub-groups. Once a week, each individual *santri* has to rotate his/her membership from one group/sub-group to another and thus from week to week each *santri* will belong to a different

group/sub-group. By applying the *bandungan* method in two shifts, Kyai Hisyam teaches one group after another the *Safinah* in an orderly manner from one chapter to the next. Outside the *bandungan* class he requires the *santri* to read the related chapter(s) from *Taqrib* and to consult him or whoever when it is needed. Thus unlike what they do with the *Safinah*, they read the *Taqrib* on a topic rather than on a chapter basis. Once a week two shifts of discussions are held. One sub-group discusses *Safinah*, the other sub-group argues or raises some comments based on *Taqrib*. To support their arguments Kyai Hisyam encourages the students to consult the references he provides, consisting of Hadits: *Arba'in al-Nawawiyah, Riyadh as*

*h-Shalihin; Tafsir* (Exegesis): *Jalalain, Ash Shawi, Ibn Katsir, Qurtubi, Muraghi*; Theology (*Nazham Nur al-Iman; Tajwid* (Arabic or Qur'anic reading rules): *Bidayah ash-Sibyan, Tanfir al-Atfal, Jazwiyah*. For Nahw/Sharaf (Arabic grammar and word derivatives) Kyai Hisyam urges his *santri* to go to another *pondok* to learn from another *kyai*. By applying this procedure Kyai Hisyam hopes the students will have basic mastery of certain *kitab* with some acquaintance and broadened perspectives.

In his *pondok*, *Ngaji kitab* is held from 8.00 p.m to 10.00 p.m and from 5.00 a.m to 6.30 a.m daily, except on Friday which is free. Every Thursday evening after sunset prayer, however, Kyai Hisyam still requires his *santri* to perform *tahlil*, and after evening



prayer to perform *marhaba* and public speech training. For all these, the *santri* have to organize these rituals by themselves. Through this procedure he hopes that in the future or when they have completed their learning, *santri* will have the necessary training to engage actively in their societal roles.

### Exercise

Answer the following question

1. What are the common purposes beyond the pesantren daily activities with all its varieties?
2. How many types of learning activities in *pesantren*?
3. What is the difference between learning *Safinah* and *Taqrib*?

### Listening

#### Understanding Numbers

#### Tract 3

Listen for the numbers and answer the questions. Write a number in the blank or choose the correct letter, A, B, or C.

1. Credit Card

Credit Card Charge Form	
Card Holder	: Roger Wilcox
Address	: 13 High Street
Card Number	: -----

2. how many seats are there in the new theater
  - A. 200
  - B. 250
  - C. 500

3. Name

Name : Roberts, Sherry Phone : -----
-----------------------------------------

4. How much will the woman pay for hotel room?
  - A. \$255
  - B. \$265
  - C. \$315

5. Lost luggage report

Lost Luggage Report Passenger name: Richard Lyons Flight number : -----
-------------------------------------------------------------------------------

Tract 4

Listen to these telephone numbers. Pay attention to the way three different speakers say the same number

1. 703-6588
2. 744-1492
3. 202-9983
4. 671-4532
5. 824-1561

Now write the number you hear.

6. -----
7. -----
8. -----
9. -----
10. -----

### Understanding the Alphabet

#### Tract 5

Circle the correct spelling of the name you hear

1. Tomas      Thomas
2. Maine      Main
3. Patty Patti
4. Roberts      Robertson
5. Springfield      Springvale
6. Nixon      Dixon

Tract 6

Complete the statements. Write no more than three words and/or a number for the answer.

7	Order Form Name <b>A</b> ----- Green Credit Card Number <b>B</b> ---- -----	10	Royale Theater Ticket Order Form Name: <i>Peter Park</i> Address: 75 <b>A</b> ----- -- <i>Street</i> City : Riverdale Seat number: <b>B</b> ----- -----
8	Telephone Directory Barney's Discount Store 673- 0982 <b>A</b> ----- Theater <b>B</b> --- -----	11	Professor: Dr. <b>A</b> ----- ----- Office hours: T, Th 3:00- 5:00 Office number: <b>B</b>
9	Hotel Serenity Albert Street (Private Bag 91031) Auckland 1, New Zealand Tel: (9) 309-6445 Reservations Name: <i>Roberto</i> <b>A</b> ----- --- Room number: <i>304</i> Price <b>B</b> £ ----- ---	12	Addresses <b>W</b> Name : <i>wild Flower Society</i> Address : <b>A</b> ----- <i>State</i> <i>Street</i> City: <b>B</b> -----

### **A Day at School**

1. How does Joshua go to school in Japan?
  - A. He takes a school bus every morning
  - B. He rides the subway at 8:00 AM.
  - C. He walks with a group of students.
  
2. Which item did Joshua NOT mention when talking about the things he takes to school?
  - A. Backpack
  - B. gym clothes
  - C. school hat
  
4. What is one of the first things Joshua does when he arrives at school?
  - A. He practices his reading and writing.
  - B. He stands and bows to the teacher.
  - C. He puts on his gym clothes for class.
  
4. Where does Joshua eat lunch at school?
  - A. in his classroom
  - B. in the lunchroom
  - C. in the gymnasium

## Language Focus

### The Simple Present Tense

The simple present tense is a clause or sentence that expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. It expresses daily habits or usual activities and expresses general statements of fact.

### Types of Simple Present Tense

Verbal and Nominal

#### Verbal Simple Present Tense

Formula:

S + V1 + O
------------

S = They/We/I/You

Example

- We study English every Wednesday.  
(*Kita Belajar Bahasa Inggris setiap Rabu*)
- We study English every Wednesday.  
(*Kita Belajar Bahasa Inggris setiap Rabu*)
- I join online class earlier today.  
(*Saya bergabung dengan kelas online lebih awal hari ini*)

Formula:

S + V1 + s + O

S = He/She/It

Example

- Edi recites Al-Qur'an every night.  
(*Edi membaca Al-Qur'an setiap malam*)
- She always goes to the market after work.  
(*Dia selalu pergi ke pasar setelah bekerja*)

### Nominal Simple Present Tense

Formula:

S + TOBE + Adjective/Noun

TOBE → am/are/is

→ am = I

→ are = You, We, They

→ is = He, She, It

Example

- I am a teacher.  
(*Saya adalah seorang guru*)
- We are happy.  
(*Kita bahagia*)
- She is there.

## Exercise

Complete the following sentences by writing am, is or are in the blank spaces.

1. The weather \_\_\_\_\_ beautiful today.
2. All the children \_\_\_\_\_ on the playground.
3. Boys! You \_\_\_\_\_ always late for class.
4. \_\_\_\_\_ you on the basketball team, too?
5. Nobody in my class \_\_\_\_\_ interested in football.
6. \_\_\_\_\_ this computer more expensive than that one?
7. Sally \_\_\_\_\_ my best friend.
8. Mom and Dad \_\_\_\_\_ downstairs watching television.
9. Paul and Henry \_\_\_\_\_ in the computer room.
10. The Eiffel Tower \_\_\_\_\_ the tallest monument in Paris.

Rewrite the following sentences using contractions. The first one has already been done to help you.

1. It is another sunny day today.  
It's another sunny day today.



2. This is my sister. She is five.

-----

3. I am not very interested in sports.

-----

4. She is not my best friend. You are my best friend.

-----

5. Cats are not as noisy as dogs.

-----

6. We are busy doing our homework.

-----

7. She is busy cleaning the car in the garage.

-----

8. Our teacher is not very tall.

-----

9. My friend is not very good at math.

-----

## **Writing Activity**

Take a piece of paper, and then write your daily activity using Simple Present Tense!

## **Speaking Practice**

Get to know what your friends' daily activities are by asking them some questions!



## UNIT III

### PROPHET'S STORY

#### Vocabulary Building

Memorize and remember the following key vocabularies!

English	Indonesia
messenger of Allah	: <i>utusan Allah</i>
sanctuary	: <i>tempat suci</i>
deliberate intention	: <i>maksud/niat yang disengaja</i>
pebble	: <i>kerikil</i>
Rot	: <i>membusuk</i>

Make a sentence for each of the new vocabularies that you have memorized!

#### Reading Comprehension

##### The Prophet's Birth: The Year of the Elephant



The Messenger of Allah was born in Mecca on Monday morning, the 12th of Rabi' al-Awwal, in the Year of the Elephant, 571 CE, some fifty-five days after the unsuccessful expedition of Abrahah against Mecca. Yemen at that time was under the rule of

Ethiopia, and Abrahah was its governor. He built a grand cathedral in Sana'a: hoping to make it take the place of Mecca as the great place of pilgrimage for all Arabia. A man from Kinanah, a large tribe of Western Saudi Arabia in Hijaz, understood Abrahah's motive, so he went to Sanaa' with the deliberate intention of defiling the church, which he did one night and returned safely to his people.

When Abrahah heard of this, he swore that he would raze the Ka'bah to the ground in revenge. Having made his preparations, he set off for Mecca with a large army of sixty thousand warriors, in the front of which he placed a colossal elephant. His army included between nine to thirteen elephants. When Abrahah reached al-Muhassir Valley, between Muzdalifah and Mina, the elephant knelt down to the ground. Abrahah's soldiers did everything they possibly could to bring it to his feet, but it stubbornly refused to move. Whenever they directed it towards the north, south or east, the elephant would move quickly, but whenever they directed it towards Mecca it would kneel down. This was the clearest of forewarnings for the army not to move one step forward, but Abrahah was blinded by his ambition for the sanctuary he had built and his determination to destroy the Ka'bah. Had he and his army turned back, they would perhaps have escaped the great disaster. But it was too late.

Suddenly, the western sky grew dark, and a strange sound was heard in the distance. Its volume gradually increased. A great wave of darkness arrived upon the army from the direction of the sea, and the air above them was full of birds which were very much like sparrows and swallows. Each bird had three pebbles the size of dried peas, one in its beak and each one of the other two between the claws of each foot. They swooped to the army, pelting them as they did so. The pebbles were hard and they landed with such rapidity that they even pierced coats of mail. Every stone found its mark. Every pebble killed its man. As soon as a soldier was hit, his flesh began to rot. A large number of Abrahah's soldiers were killed in this way. Many others, Abrahah included, died soon after their return to Sana'a.



The Arabs attached great importance to this event. They dated their calendar from it saying, 'This occurred in the Year of the Elephant or 'this happened so many years after the Year of the Elephant'. According to many scholars, this event took place in the year 571 of the Christian Calendar. According to others, however,

it occurred in the year 570 CE. There is a difference of opinion among scholars concerning the exact date of the birth of the Prophet: Some scholars maintain that he was born on the 9th Rabi' al-Awwal in the Year of the Elephant.

### **Exercise**

1. What is the important event after the failed expedition on Ka'ba?
2. Please mention some characteristics of the heavenly birds attacked the Abraha's army
3. What is the exact date of the Prophet's birth?

### **Listening**

#### **Homelessness**

1. What sometimes affects our ability to have compassion for the homeless?
  - A. few opportunities to volunteer
  - B. little contact with people everyday
  - C. poor understanding of the homeless
2. About \_\_\_\_\_ people are homeless in the United States.
  - A. 400,000
  - B. 450,000
  - C. 500,000

3. About \_\_\_\_\_ percent of people who are homeless suffer from a mental health issue.
- A. 15
  - B. 20
  - C. 25
4. Even though 25% of the homeless have jobs, they \_\_\_\_\_.
- A. sometimes can't find jobs that interest them
  - B. often have to travel a long way to their workplace
  - C. don't earn enough money to pay for their expenses
5. Randall talks about a time when he and his wife \_\_\_\_\_.
- A. gave money to the poor
  - B. volunteered at a homeless shelter
  - C. bought dinner for a man

## **The History of Makkah. Islamic Stories in 3D (Regular Version)**

### **Language Focus**

#### **The Simple Past Tense**

The simple present tense is a clause or sentence that expresses events or situations that existed in the past;



## Types of Simple Past Tense

Verbal and Nominal

### Verbal Simple Past Tense

Formula:

$S + V2 + O$
--------------

S = They/We/I/You/He/She/it

Example

- We studied in that school last year.  
(*Kita belajar di sekolah itu tahun lalu*)
- I ate gudeg in Yogyakarta.  
(*Saya makan gudeg di Yogyakarta*)
- The Prophet Muhammad taught honesty to human.  
(*Nabi Muhammad mengajarkan kejujuran kepada Manusia*)

### Nominal Simple Present Tense

Formula:

$S + TOBE + Adjective/Noun$
-----------------------------

TOBE → was, were

Was → I, He, She, It

Were → You, We, They

### Example

- I was a student.  
(*Saya (dahulu) adalah seorang siswa*)
- She was ugly girl (She is a beautiful girl now).  
(*Dia (dahulu) adalah seorang gadis yang buruk rupa*)  
*I was ugly girl (but I am a beautiful girl)*
- These books were mine.  
(*Buku-buku ini (dahulu) milik saya*)

### Exercise

Complete the sentences with the simple past tense of the verbs in parentheses.

1. The boys \_\_\_\_\_ (whisper) secrets to each other.
2. Uncle Ben \_\_\_\_\_ (hurry) to catch his bus.
3. We \_\_\_\_\_ (return) our books to the library.
4. She \_\_\_\_\_ (read) the book.
5. Someone \_\_\_\_\_ (tap) me on the shoulder.
6. The baby \_\_\_\_\_ (cry) when we took her toy away.
7. Hadi \_\_\_\_\_ (pin) the badge onto his jacket.
8. Two doctors \_\_\_\_\_ (rush) into the room.

9. This is the house that we \_\_\_\_\_ (live) in when I was younger.

10. Grandad \_\_\_\_\_ (lower) himself into the chair.

Write “was” or “were” in the blank spaces in the following passage.

It.....a beautiful summer’s day and there .....n’t a cloud in the sky. Mom, Dad and I.....all in the garden. Dad.....in the vegetable garden planting some seeds and Mom and I.....busy with other jobs. The sun.....hot and soon I.....feeling very tired. Mom and Dad.....n’t tired at all. They went on working for a long time. I glad.....when it.....time to go inside and have a drink.

Draw a circle around the correct past tense verb in each sentence below.

1. I (losed / lost) my watch in the park.
2. David (hurt / hurted) his knee when he (falled / fell).
3. I kicked the ball hard and it (breaeked / broke) a window.
4. My new shoes (cost / costed) a lot of money.
5. I (getted / got) this book from the library.
6. We had a garage where we (keepeed / kept) our car.
7. Ali (shew / showed) me the cut on his knee.
8. The glass (falled / fell) off the table and (breaeked / broke).
9. We (selled / sold) our old car and (buyed / bought) a new one.

10. The bell (ringed / rang) and we all (goed / went) into school.
11. The dog (catched / caught) the ball in its mouth.
12. The man (kneeled / knelt) down to talk to the little boy.
13. I (meeted / met) my friend in the park.
14. Our cat (runned / ran) onto the road in front of a car.
15. Jane (writed / wrote) a letter to her best friend.

### **Writing Activity**

Who was your best school teacher? Write a story about him/her (his/her personality, teaching method, lesson content, etc.)

### **Speaking Practice**

Tell your friends how you passed the National Examination!



## UNIT IV

### THE FIVE PILLARS OF ISLAM

#### Vocabulary Building

Memorize and remember the following key vocabularies!

<b>English</b>	<b>Indonesia</b>
submission	: <i>kepatuhan/kepasrahan</i>
undertake	: <i>menjalankan/melakukan</i>
obligation	: <i>kewajiban</i>
believers	: <i>orang beriman</i>
devotion	: <i>ketaatan/kesetiaan</i>
refrain	: <i>menahan diri</i>

Make a sentence for each of the new vocabularies that you have memorized!

#### Reading Comprehension

##### The Five Pillars of Islam

The word Islam is derived from the Arabic root *s-I-m*, which means 'safety, calm, being safe, and sound, or to remain unharmed, being free from obstacles, to hand over, to submit to, to surrender to. The word *salaam*, which comes from the same root, means 'peace. Thus, Islam means a total willing submission (Surat

Ali-'Imran, 3: 19). Hence, Islam is an act of a total willing surrender to Allah's will and following His commands. The term Islam occurs eight times in the Qur'an. The religion sent down by Allah and brought into the world by His prophets has been called Islam for the simple reason that, in it, the servant surrenders completely to the power and control of the Lord and obeys Him whole-heartedly.

Muslim means one who submits to Allah, (2:1 31) one who professes the faith of Islam, (Surat of-Hajj, 22:78) hence, a 'submitter. The term in its singular form occurs twice in the Qur'an (Surat Ali-'Imran, 3:67 and Surah Yusuf, 12: 101. Since everything in this universe functions in accordance with its ingrained laws, they automatically obey the command of Allah. The whole universe is, therefore, muslim, surrendering to the will of Allah. Man is the only exception in this universal law. This is because he is endowed with the free choice of obeying or disobeying the commands of Allah.

The basic obligatory duties of a Muslim towards Allah are known as the Five Pillars of Islam. The Prophet said:

*Islam is built upon five pillars: Testifying that there is no god but Allah and that Muhammad is the Messenger of Allah, establishing the [obligatory] prayers, giving the zakaat, making the pilgrimage*

to the [Sacred] House, and fasting in Ramadan.' (Reported by al-Bukhare and Muslim)

Based on the report above, the five pillars of Islam (*arkan al-Islam*) consist of:

- a. *al-Shahaadataan* (the declaration of faith),
- b. The five obligatory prayers (*al-shalah*),
- c. The purifying dues (*zakaat*),
- d. Fasting (*shawm*) in the month of Ramadaan and
- e. Pilgrimage to Makkah (*hajj*).

**The First Pillar:** The Two Statement of Faith (*al-*



*Syahadataan*). The Arabic word *shahada* means to witness, to experience personally. From this root, *shahadah* means testimony, evidence, or witness. Being a

muslim is outwardly established by one's saying the two statements of faith. One's submission is perfected through performing the other obligatory duties mentioned in the *hadeeth* above. Neglecting them suggest that one has dissolved or weakened the terms of one's obedience. The testimony of faith is a statement or *kalimah*. The Qur'an calls it





*kalimatan-tayyibatan-* a good word (surat Ibrahim: 14: 24). The first part of *shahadah* is the testimony of the oneness of Allah (*tawheed*); “there is no god but Allah”. The second part is the testimony of Muhammad as the messenger of Allah.

**The Second Pillar:** Establishing the Prayers (*Salaah*).



*Salaah* is an Arabic word which means 'to turn towards something or to pay attention, to pray, to praise and to pay respect: It is a Qur'anic keyword. Establishing the prayers

means the prescribed Islamic prayers: the five daily prayers. (Surat al-Baqarah, 2:238). The structure and timings of *Salaah* as well as its contents are all very well explained in both the Qur'an and the Sunnah. It is not only for this nation (Ummah) that *Salaah* was made obligatory. The Qur'an declares that Allah enjoined the performance of *Salaah* on the communities of all the earlier prophets. However the form of *Salaah* prescribed was different from the one prescribed for this community. But *qiyyaam*, *ruku'* and *sujud* were always parts of *Salaah*. The word *Salaah* occurs 78 times in the Qur'an. Allah's Messenger said, 'Pray in the manner that you have seen me praying: (Reported by al-Bukhaaree). The objective of *Salaah* is to establish an intimate relationship between

the servant and his Creator. The five daily prayers are in fact a type of purification for the true believers, as they bring them closer to Allah and afford them the opportunity to turn to their Lord five times a day.

### **The Third Pillar: Giving *Zakaat***

The Arabic word *zakaat* is derived from the root *z-k-y*, which means 'to grow, to flourish, to reach, to purify, and to be purified: *Zakaat* is meant to purify a person's capital and income from the taint of selfishness, hence the name *zakaat* -the purifying dues. The term *zakaat* occurs 32 times in the Qur'a n. *Zakaat* is the third



pillar of Islam. It ranks very close to *Salaah*, and they are both often mentioned together in the Qur'a n - in eighty-two places, to be precise. See, for instance, 73:20, 33:33 and 2:43. The payment of *zakaat* purifies believers and their wealth. It purifies their soul by cleansing it of the disease of tightfistedness and miserliness. In Sharee'ah, *zakaat*'s technical reference meaning is into a specific portion of one's different type of wealth that one must give every year to a specific group of recipients mentioned in the Qur'an. See (Surat at-Tawbah, 9:60) *Zakaat* is not a favour to be given to the poor by the rich. Rather, it is the right of the poor on the wealth of the rich.

(Surat al-Ma'aarij, 70: 24-25). To withhold zakaat is to deprive the poor of their rightful share. Who Are Entitled to Receive *Zakaat*? The Qur'aan states that there are eight categories of people who are entitled to receive zakaat (Surat at-Tawbah, 9:60). They are: 'the poor; the destitute and the needy; workers in zakaat administration; those whose hearts need to be reconciled; freeing from bondage; those in debts; for the cause of Allah and the travellers. helps the poor of society as they receive wealth that they need. It helps to strengthen the ties of brotherhood society. *Zakaat* is the most effective measure to improve the economic condition of the have-nots. It is not a tax but rather a lofty form of worship whereby people come close to their Lord. The Muslims have therefore, been enjoined to pay zakaat with the same sense of earnestness and devotion in which the seeker of the Lord observes the prayer. The primary motive of *zakaat* is religious and spiritual, while the social and economic aspects are subordinate to it.

**The Fourth Pillar: Fasting.** *Sawm* or *Siyaam* literally means 'to refrain from something or to leave something'. In the Sharee'ah, it denotes refraining from food, drink, and sexual intercourse during the days of the month of Ramadaan. Fasting in the month of



Ramadaan is a pillar of Islam. Fasting is an act of worship that shows one's sincerity to one's Lord. Only Allah is aware whether a person has truly fasted or not. No one can know if they secretly break their fast. Therefore, Allah has a special reward for those who fast. Allah's Messenger: said "Whoever fasts the month of Ramadaan with *iman* and *ihtisab*, all their previous sins are forgiven: (Reported by al-Bukhaaree and Muslim). *Iman* and *Ihtisab* are technical terms which mean that all good deeds must be done for the sake of Allah with the hope of receiving reward from Him. Thus, there should not be any other motive. *Iman* means faith, while *ihtisab* means anticipating Allah's reward for one's good deeds.

**The Fifth Pillar: The Pilgrimage to the House (*Hajj*).** The



next pillar is the pilgrimage to the House - the *hajj*. *Hajj* is an Arabic term whose primary meaning is 'to intend to visit someone or somewhere that is the object

of reverence, respect, veneration or honour: In the terminology of the Islamic Law (Sharee 'ah), it is the pilgrimage to the Ka'bah in Makkah during the prescribed period: during certain specific days in the month of Dhul-Hijjah. The *hajj* is an obligation upon every adult Muslim who is financially well off and physically fit to

undertake the journey, once in a life time. It is, however, much more than an obligation. It is a pillar of Islam itself. Abdul Hamid Siddiqi describes the significance of *hajj* as follows: It is rightly said that it (the *hajj*) is the perfection of faith, since it combines in itself all the distinctive qualities of other obligatory acts. It represents the quality of *Salaah* (prayer) since a pilgrim also offers prayers in the Ka'bah, the House of the Lord. It encourages spending of material wealth for the sake of the Lord, the chief characteristic of *zakaat*. When a pilgrim sets out for *hajj*, he dissociates himself from his hearth and home, from his near and dear ones, to please his Lord. He suffers privation and undertakes the hardship of journey - the lessons we learn from fasting and *i'tikaaf* (seclusion in the mosque for personal worship and devotion, usually observed at the end of the month of Ramadaan). In *hajj*, one is trained to be completely forgetful of the material comforts and pomp and show of worldly life. He is required to avoid the use of oil or scent or any other perfume. He is not even allowed to get his hair cut or trim his beard. In short, he is commanded to abandon everything for the sake of Allah and submit himself before his Lord, the ultimate aim of the life of a Muslim.

### Exercise

1. What is the major tenet of the word “Islam”, both in etymological and terminological sense?
2. What is the origin of the “Five Pillars” concept?

3. Choose one of those pillars and explain the secrets and the truth beyond it!

## **Listening**

### **Smoking**

1. The man smokes \_\_\_\_\_ packs of cigarettes a day.
  - A. one
  - B. two
  - C. three
2. The man and woman are \_\_\_\_\_.
  - A. siblings
  - B. husband and wife
  - C. coworkers
3. According to the conversation, where does the man probably smoke at home?
  - A. in the bathroom
  - B. in his bedroom
  - C. on the porch
4. The woman knows the man's son, Jacob, is smoking because.....
  - A. she caught him smoking at school

- B. he confessed to her about his problem
  - C. she discovered his habit at her house
5. Based on the tone of the conversation, the man is ..... the woman's ideas.
- A. resistant to
  - B. open to
  - C. confused with

### **Cultural Islam or Islamic Culture - Dr. Bilal Philips**

What is the purpose of the speech? Summarize the lecture in one piece of paper!

### **Language Focus**

#### **Gerund**

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

(a)  $\overbrace{\text{Playing}}^{\text{S}}$  tennis  $\overbrace{\text{is}}^{\text{V}}$  fun.

(b)  $\overbrace{\text{We}}^{\text{S}}$   $\overbrace{\text{enjoy}}^{\text{V}}$   $\overbrace{\text{playing}}^{\text{O}}$  tennis.

(c) He's excited  $\overbrace{\text{about}}^{\text{PREP}}$   $\overbrace{\text{playing}}^{\text{O}}$  tennis.

### Compare the use of the –ing form of the Verbs:

- Walking is good exercise.  
(*Berjalan adalah olahraga yang baik*)
- Edi and Sinta are fasting.  
(*Edi dan Sinta sedang berpuasa*)
- I heard some surprising news.  
(*Saya mendengar beberapa berita yang mengejutkan*)

### Gerunds as the Object of Preposition

- We talked about going to Canada for our vacation.  
(*Kita membahas tentang liburan ke Kanada*)
- Joko is in charge of organizing the meeting.  
(*Joko bertugas memimpin rapat*)
- I'm interested in learning Tajweed.  
(*Saya tertarik belajar Tajwid*)



### Gerunds as the Object of Preposition

- I'm used to sleeping with the window open.  
(*Saya terbiasa tidur dengan cendela terbuka*)
- I look forward to going for Hajj next year.  
(*Saya menanti berangkat Haji tahun depan*)
- We talked about not going to the meeting, but finally decided we should go.  
(*Kita berencana untuk tidak menghadiri rapat, tapi kemudian kita putuskan untuk hadir*)

### Common Verbs Followed by Gerunds

Formula

VERB + GERUND
---------------

enjoy (*menikmati*); appreciate (*mengapresiasi*); mind (*keberatan*); quit (give up) (*berhenti*); finish (get through) (*selesai*); stop (*berhenti*); avoid (*menghindari*); postpone (put off) (*menunda*); delay (*menunda*); keep (keep on) (*menjaga*); consider (*mempertimbangkan*); discuss (*membahas*); mention (*menyebutkan*); suggest (*menyarankan*)

### Common Verbs Followed by Gerunds

example :

- I enjoy playing tennis

(Saya menyukai bermain tennis)

- Ali quite smoking  
(Ali berhenti merokok)
- Ali give up smoking  
(Ali berhenti merokok)

## Common Preposition Combinations Followed by Gerunds

### Formula

<i>be excited</i> } <i>be worried</i> }	<b>about</b> doing it	<i>keep (someone)</i> } <i>prevent (someone)</i> } <i>prohibit (someone)</i> } <i>stop (someone)</i> }	<b>from</b> doing it	<i>insist on</i> doing it	
<i>complain</i> } <i>dream</i> } <i>talk</i> } <i>think</i> }	<b>about/of</b> doing it	<i>believe</i> } <i>be interested</i> } <i>participate</i> } <i>succeed</i> }	<b>in</b> doing it	<i>be accustomed</i> } <i>in addition</i> } <i>be committed</i> } <i>be devoted</i> } <i>look forward</i> } <i>object</i> } <i>be opposed</i> } <i>be used</i> }	<b>to</b> doing it
<i>apologize</i> } <i>blame (someone)</i> } <i>forgive (someone)</i> } <i>have an excuse</i> } <i>have a reason</i> } <i>be responsible</i> } <i>thank (someone)</i> }	<b>for</b> doing it	<i>be accused</i> } <i>be capable</i> } <i>for the purpose</i> } <i>be guilty</i> } <i>instead</i> } <i>take advantage</i> } <i>take care</i> } <i>be tired</i> }	<b>of</b> doing it		

## Common Preposition Combinations Followed by Gerunds

### Example

- Bob went to bed instead of finishing his work  
(Bob memilih tidur daripada menyelesaikan pekerjaannya)
- she didn't apologize for being late.  
(Dia tidak meminta maaf atas keterlambatannya)

## **Writing Activity**

### **Organizing Your Writing**

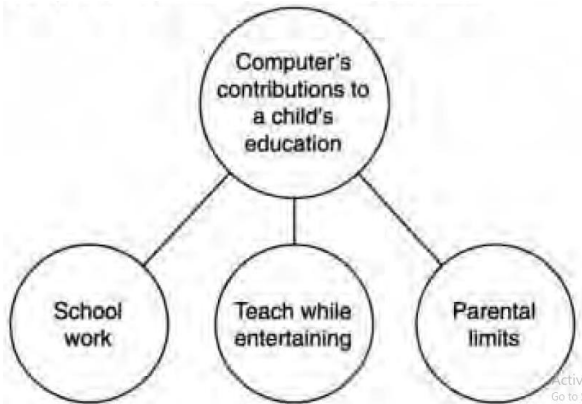
Your writing needs a main idea. Your thesis statement is your main idea. Now you have to support your main idea with general Ideas You should have two or three general Ideas for each topic.

#### **Organizing Your Writing**

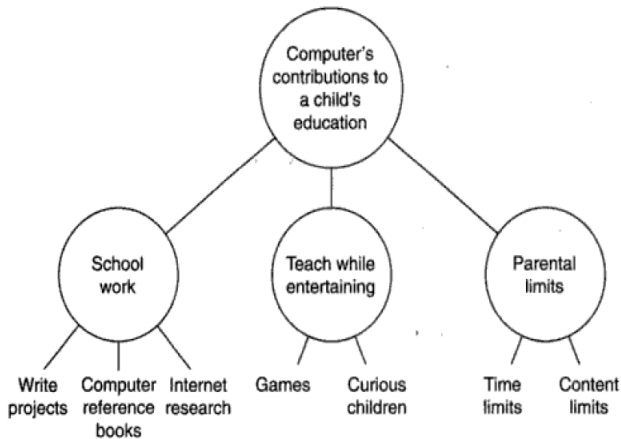
You can use concept maps to help you organize your ideas. Follow those steps to help you organize your writing.

- |                              |                                                                                                                                                                                                                |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Read the topic.           | More and more families have computers In their homes. What advantages and disadvantages do home compute have for children? Should parents restrict the amount of time their children spend using the computer? |
| 2. Determine the task.       | Support an opinion.                                                                                                                                                                                            |
| 3. Write a thesis statement. | Computers contribute a lot to a child's education.                                                                                                                                                             |

4. Add general ideas.



5. Add supporting details.



Compare this passage with the concept map above.

Home computers offer many advantages to the average family. One of the most important of these is the contribution computers can make to a child's education. With parental guidance, children can learn a lot by using a computer.

A computer is a useful tool for school work. Computers make it very easy to keep notes and write up school projects. Reference books on computer CDs make it convenient for children to research their school projects. In addition, the Internet makes research on any subject possible from the comfort of one's own home. Children can do all this work independently, without asking their parents to take them to the library or buy expensive reference books for them.

Computers keep children entertained in an educational way. There are many computer games that both attract children and teach them something. The Internet offers the curious child a way to find information about anything that he is interested in. A child can stay gainfully occupied for hours at a time with a computer.

Parents don't need to limit their children's computer time; although they should pay close attention to what a child does with a computer. Using a computer is not a passive activity like watching television is. The more time a child spends on a computer, the more he can learn. However, parents should control which web sites their children visit and which computer games they play. Then the computer is a safe learning tool for children.

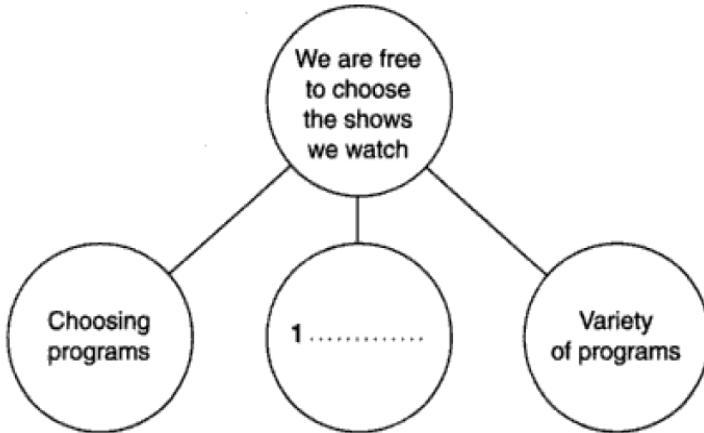
Computers contribute a lot to a child's education. Every family should have one.

## **Exercise I**

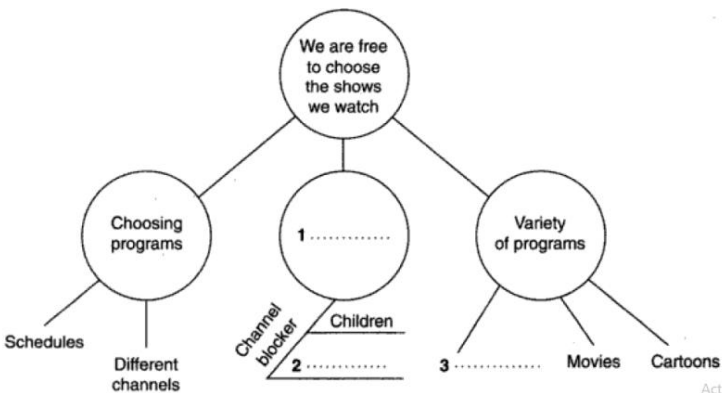
This exercise will help you learn the steps to organize your writing. Look at the concept map. Read the essay Complete the missing parts of the map.

1. Read the topic.                      Many people think that there is too much violence on television and that  
There should be laws to control the amount and type of violence shown on television programs. Are laws controlling the content of television programs necessary? How much control should there be?
2. Determine the task.                      Support an opinion
3. Write a thesis statement.                      We are free to choose the shows we watch.

4. Add general ideas.



5. Add supporting details.



Activate  
Go to Settle

While it is true that there is violence on television, each individual has his or her own idea about how much is too much.

Fortunately, we are all free to choose which TV programs we want to watch. Laws are not necessary to help us decide.

It isn't difficult to find out which programs are on TV at any given time. Most newspapers publish a schedule of TV programs every day. Also, anyone who watches TV regularly knows which programs she likes and which she doesn't like. She knows what kinds of programs each different channel tends to have. It's easy for everyone to avoid violent programs if they want to.

Modern technology has given us a tool for controlling the TV programs we see. Most TVs can be programmed to block certain channels. Parents use this technology to protect their children from seeing shows<sup>1</sup> that are too violent. Adults can also use this technology to avoid seeing programs that they don't want to see.

The best thing about TV is that there is a variety of programs. There are news programs for serious people. There are films and cartoons for people who want to be entertained. The variety of TV programs needs to be protected, even if that means allowing some of them to show violence.

We each have our own ideas about what is too violent and what isn't. It would be difficult to make laws about violence on TV that would satisfy everybody. It is better to let each individual make his or her own choice about what to watch.



## Speaking Practice

### Describing Your Family

When talking about your family, it is simpler to talk about them factually.

Example 1:

I have a very small family. There is only my mother, father, and me. I'm an only child.

Example 2:

I have a very large family. I have three brothers and two sisters. I am the youngest. One of my brothers still lives with my parents; my other siblings have all married and moved to their own homes.

Example 3:

My father died when I was ten. I was brought up by my mother and grandparents. My mother and two sisters and I still live with my grandfather.

#### Useful Words

parents	married	live with
relations	single	die/passed away
youngest/oldest	divorced	moved out
middle child	widowed	raised by
only child		

**Exercise**

PRACTICE 1

Complete this form about your family. This will help you organize your personal information.

Family Information Form

Family Information Form

	Relationship to You	Name	Age	Marital Status	Occupation	Other Information
<b>Parents</b>	mother					
	father					
<b>Siblings</b>						
<b>Other Relatives</b>						

PRACTICE 2

Write three sentences about your family. Use the above as a model. Then without looking at the form or sentences, describe your family out loud. Record your description and listen to it. Record it over and over until you are satisfied with your presentation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## UNIT V

### MUSLIM AROUND THE WORLD

#### Vocabulary Building

Memorize and remember the following key vocabularies!

<b>English</b>	<b>Indonesia</b>
adherent	<i>pengikut/pemeluk</i>
denomination	<i>kelompok/sekte</i>
the converts	<i>kelompok yang masuk agama lain</i>
reside	<i>bertempat-tinggal</i>
albeit	<i>Meskipun hanya ..</i>

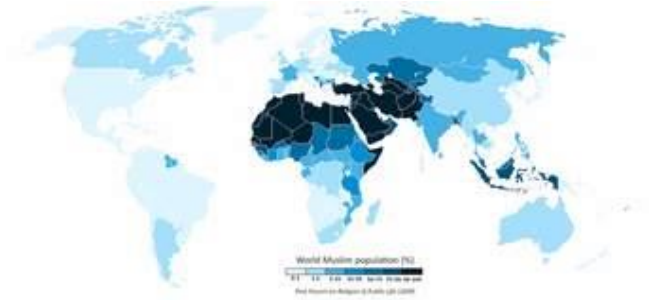
Make a sentence for each of the new vocabularies that you have memorized!

#### Reading Comprehension

##### World's Muslim Population More Widespread than You Might Think

Adherents of Islam constitute the world's second largest religious group. According to a study in 2015, Islam has 1.8 billion adherents, making up about 24% of the world population. Most Muslims are either of two denominations: Sunni (80-90%, roughly 1.5 billion people) or Shia (10–20%, roughly 170-340 million people). Islam is the dominant religion in the Central Asia,

Indonesia, Middle East, South Asia, North Africa, the Sahel and some other parts of Asia.



Around 31% of all Muslims are of South Asian origin (Pakistan, Bangladesh, Afghanistan and India combined). The Indian subcontinent as a whole, therefore, hosts the largest population of Muslims in the world. Within this region, however, Muslims are second in numbers to Hindus, as Muslims are a majority in Pakistan and Bangladesh, but not India.

The country with the single largest population of Muslims is Indonesia in Southeast Asia, which on its own hosts 13% of the world's Muslims. Together, the Muslims in the countries of the Malay Archipelago (which includes Brunei, Singapore, Malaysia, Indonesia, the Philippines and East Timor) constitute the world's second or third largest population of Muslims. Here Muslims are majorities in each country other than Singapore, the Philippines, and East Timor.

The various Hamito-Semitic (including Arab, Berber), Turkic, and Iranic countries of the greater Middle East-North Africa (MENA) region, where Islam is the dominant religion in all countries other than Israel, hosts 23% of world Muslims. About 15% of Muslims reside in Sub-Saharan Africa, and sizable Muslim communities are also found in the Americas, Caucasus, China, Europe, Horn of Africa, Mainland Southeast Asia, Philippines, Russia and Swahili coast. Western Europe hosts large Muslim immigrant communities where Islam is the second largest religion after Christianity, where it represents 6% of the total population or 24 million people. Converts and immigrant communities are found in almost every part of the world.

Looking ahead, the Center estimates that by 2050 the number of Muslims worldwide will grow to 2.76 billion, or 29.7% of world's population. The share of the world's Muslims who live in sub-Saharan Africa will increase from 15.5% in 2010 to 24.3%. Asia, which is currently home to more of the world's Muslims (61.7%) than all the other regions combined, will continue to host a majority of the world's Muslims, albeit with a smaller share (52.8%). As for the Middle East and North Africa, the region will roughly maintain its share of the world's Muslims, rising only slightly from 19.8% to 20.0% in 2050. Just 0.2% of the world's Muslims live in North America. In the U.S., Muslims are projected

to double from 0.9% of the population in 2010 to 2.1% by 2050 based on recent demographic and migration patterns.

### Exercise

1. In terms of the percentage of Islamic adherents, how does Indonesia differ from other countries?
2. Mention several regions that share fifteen percent of the world muslim population!
3. What is the percentage of the increasing Muslim population in U.S. during 40 years?

### Listening

#### Islam is the Fastest Growing Religion in USA

Task: Resume

### Language Focus

#### The Present Progressive and the Past Progressive Tense

Fill in the blank spaces with the present progressive tense of the verbs in parentheses. Try to use contractions such as I'm, she's and they're where you can.

#### Exercise

1. We.....(go) to the zoo tomorrow.
2. He..... (fix) my bike in the garage.

3. I ..... (help) Mom in the kitchen.
4. My sister and I ..... (watch) television in our bedroom.
5. The train ..... (leave) in ten minutes.
6. They ..... (come) with us to the museum.
7. We ..... (paint) some pictures for Aunt Susan.
8. The boys and girls ..... (dance) in the hall.
9. The cat ..... (chase) some birds.
10. My brother ..... (tickle) me.

Complete the following sentence with either 1) the simple present from verb, or 2) the present progressive from of the verb.

1. The teacher always ..... (give) us interesting project work.
2. The wind ..... (blow) very strongly today.
3. I (like) chocolate ice cream.
4. Be quiet! We ..... (try) to listen to the radio.
5. Let's go inside now. It ..... (begin) to rain.
6. Penguins ..... (eat) fish.



7. Dad never..... (let) us play in the street when it's dark.
8. The children..... (go) swimming every day.
9. We're trying to catch the ball that..... (roll) down the hill.
10. My teacher..... (know) a lot about plants and animals.

Complete the sentence with the past progressive tense of the verbs in parentheses.

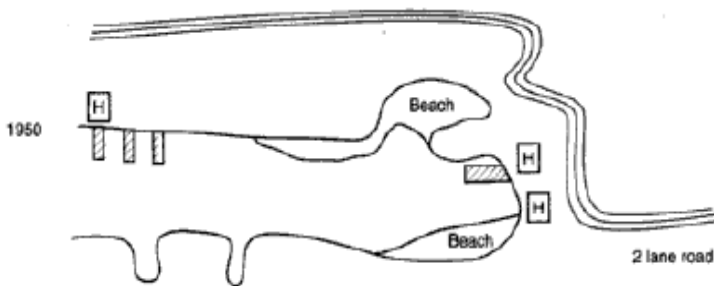
1. At the block party lots of people ..... (dance) in the street.
2. I..... (sit) in my bedroom reading a book.
3. Someone..... (make) a very loud noise in the street.
4. Why.....you all..... (laugh) when I came in?
5. Mike and John..... (wash) their paintbrushes.
6. Sally..... (practice) the piano.
7. I ran so fast that my heart..... (beat) really hard.
8. Our neighbors..... (have) a barbecue.

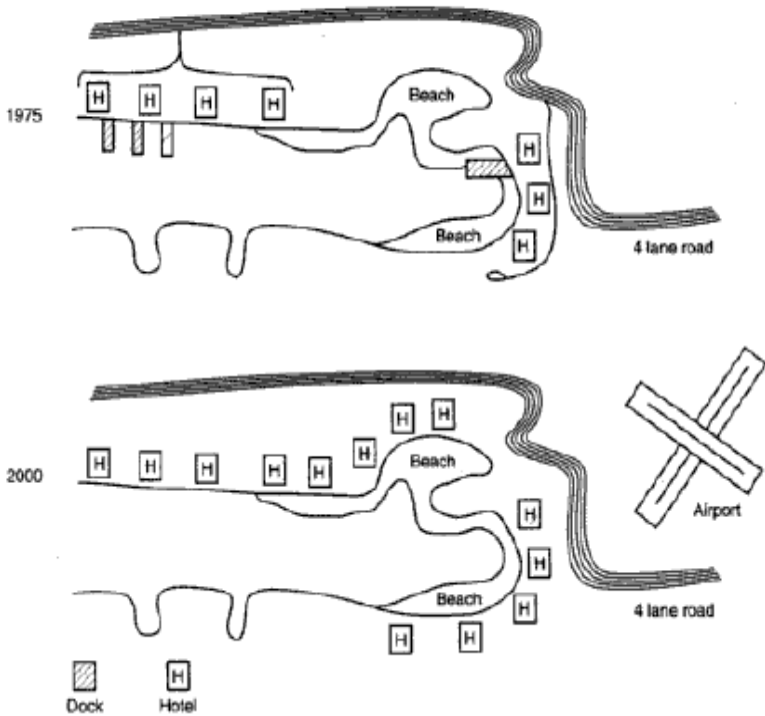
## Writing Activity

### Exercise

This exercise will help you learn the steps to organize your writing. Look at the concept map. Read the essay Complete the missing parts of the map.

1. Read the topic. The 3 maps on the next page show Palm Grove is a coastal town about 450 kilometers from the nearest city. It has recently become a major resort. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.





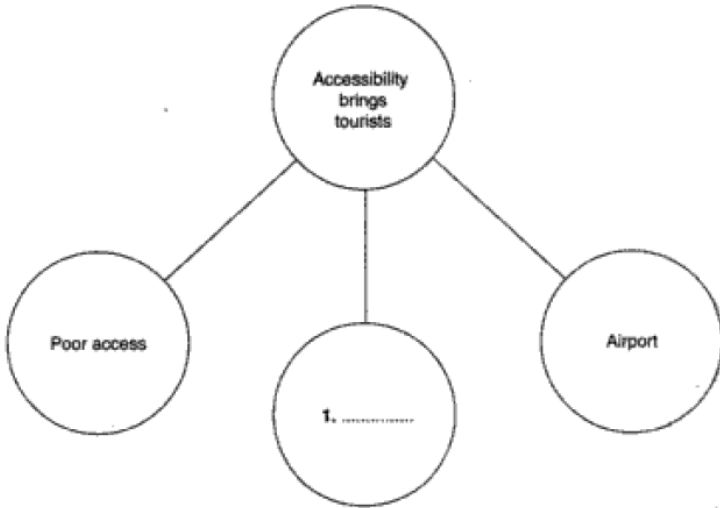
2. Determine the task.

Describe something

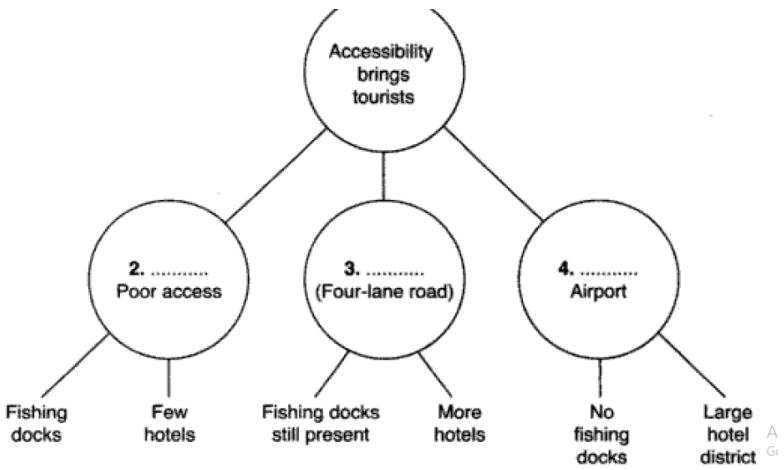
3. Write a thesis statement.

Palm Grove became a resort when accessibility from the outside improved.

5. Add general ideas.



5. Add supporting details.



The three maps representing changes in Palm Grove between 1950 and 2000 show that the town became a resort as accessibility from the outside improved.

In 1950, Palm Grove was a small fishing village with few hotels. It lies 450 kilometers from the nearest city. Since the only access to the village in 1950 was by a two-lane road<sup>1</sup>, most tourists probably didn't want to make the long trip to get there.

By 1975, a new four-lane highway had brought changes to Palm Grove. It was still a fishing village, but it appears that the new road made it easier for tourists to get there. Several new hotels had been built for them along the beach.

By 2000, an airport had been built just outside Palm Grove. This apparently changed the town into a resort. The hotel district was greatly expanded and the fishing docks removed. Probably most local residents now work in the tourist industry.

## **Speaking Practice**

### **Asking and Giving Direction**

There are some expressions that can be used to ask and give a direction. Study the following expressions:

Go to ... (menuju).

Go past the ... (melewati)

Go straight on ... (jalan lurus)

Go down ... (jalan turun/turuni)

Go up ... ( jalan naik/tanjakan)

On the corner of ... & ... (disudut antara ... & ....)

Far from ... (jauh dari)

In front of ... (di depan)

Opposite ... (berlawanan)

Across ... (di seberang)

Next to ... (berikutnya/disamping)

Between ... (diantara)

Behind ... ( di belakang)

Beside ... (disamping)

On the left ... (disebelah kiri)

On the right ... (disebelah kanan)

Turn left ... (belok kiri)

Turn right ... (belok kanan)

Take the first corner ... (ambil sudut/belokan pertama)

Take the second corner ... (ambil sudut/belokan kedua)







Intersection ... (perempatan)

T-Junction ... (pertigaan)

## **Exercise**

Game:

Pretend you are going to one of the places depicted in the following pictures. Ask a direction to your friends to get there!

	↓	 <p>Flower Garden</p>
		↑
→		
 <p>Class</p>	↓	 <p>Library</p>
↑	←	→
 <p>Beach</p>	↓	 <p>House</p>
↑		↑
←		→

# UNIT VI

## ISLAMIC CIVILIZATION

### Vocabulary Building

Memorize and remember the following key vocabularies!

<b>English</b>	<b>Indonesia</b>
empire	: <i>kerajaan/imperium</i>
antiquity	: <i>zaman kuno</i>
bark	: <i>pohon kina</i>
invention	: <i>Penemuan</i>
polymath	: <i>seseorang yang memiliki keahlian dalam banyak bidang studi</i>

Make a sentence for each of the new vocabularies that you have memorized!

### Reading Comprehension

#### The Islamic Golden Age

The Islamic Golden Age is traditionally dated from the mid-



7th century to the mid-13th century at which Muslim rulers established one of the largest empires in history. During this period, artists, engineers, scholars, poets, philosophers,

geographers and traders in the Islamic world contributed to



agriculture, the arts, economics, industry, law, literature, navigation, philosophy, sciences, sociology, and technology, both by preserving earlier traditions and by adding inventions and innovations of their own. Also at that time the Muslim world became a major intellectual centre for science, philosophy, medicine and education.

In Baghdad they established the “House of Wisdom“, where scholars, both Muslim and non-Muslim, sought to gather and translate the world’s knowledge into Arabic in the Translation Movement. Many classic works of antiquity that would otherwise have been forgotten were translated into Arabic and later in turn translated into Turkish, Sindhi, Persian, Hebrew and Latin. Knowledge was synthesized from works originating in ancient Mesopotamia, Ancient Rome, China, India, Persia, Ancient Egypt, North Africa, Ancient Greece and Byzantine civilizations.

Other Muslim dynasties such as the Fatimids of Egypt and the Umayyads of al-Andalus were also major intellectual centres with cities such as Cairo and Córdoba rivaling Baghdad. The Islamic empire was the first “truly universal civilization,” which brought together for the first time “peoples as diverse as the Chinese, the Indians, the people of the Middle East and North Africa, black Africans, and white Europeans.” A major innovation of this period was paper – originally a secret tightly guarded by the Chinese. The art of papermaking was obtained from prisoners taken at the Battle of Talas (751), spreading to the Islamic cities of

Samarkand and Baghdad. The Arabs improved upon the Chinese techniques of using mulberry bark by using starch to account for the Muslim preference for pens vs. the Chinese for brushes. By AD 900 there were hundreds of shops employing scribes and binders for books in Baghdad and public libraries began to become established. From here paper-making spread west to Morocco and then to Spain and from there to Europe in the 13th century.

Much of this learning and development can be linked to topography. Even prior to Islam's presence, the city of Mecca served as a center of trade in Arabia. The tradition of the pilgrimage to Mecca became a center for exchanging ideas and goods. The influence held by Muslim merchants over African-Arabian and Arabian-Asian trade routes was tremendous. As a result, Islamic civilization grew and expanded on the basis of its merchant economy, in contrast to their Christian, Indian and Chinese peers who built societies from an agricultural landholding nobility. Merchants brought goods and their faith to China, India, South-East Asia, and the kingdoms of Western Africa and returned with new inventions. Merchants used their wealth to invest in textiles and plantations.

Aside from traders, Sufi missionaries also played a large role in the spread of Islam, by bringing their message to various regions around the world. The principal locations included: Persia, Ancient Mesopotamia, Central Asia and North Africa. Although, the mystics also had a significant influence in parts of Eastern

Africa, Ancient Anatolia (Turkey), South Asia, East Asia and South-east Asia.

A number of important educational and scientific institutions previously unknown in the ancient world have their origins in the early Islamic world, with the most notable examples being: the public hospital (which replaced healing temples and sleep temples) and psychiatric hospital, the public library and lending library, the academic degree-granting university, and the astronomical observatory as a research institute as opposed to a private observation post as was the case in ancient times).

The first universities which issued diplomas were the Bimaristan medical university-hospitals of the medieval Islamic world, where medical diplomas were issued to students of Islamic medicine who were qualified to be practicing doctors of medicine from the 9th century. The Guinness Book of World Records recognizes the University of Al Karaouine in Fez, Morocco as the oldest degree-granting university in the world with its founding in 859 CE. Al-Azhar University, founded in Cairo, Egypt in the 975 CE, offered a variety of academic degrees, including postgraduate degrees, and is often considered the first full-fledged university. The origins of the doctorate also dates back to the *ijazat attadris wa 'l-ifta* (“license to teach and issue legal opinions”) in the medieval Madrasahs which taught Islamic law.

The library of Tripoli is said to have had as many as three million books before it was destroyed by Crusaders. The number

of important and original medieval Arabic works on the mathematical sciences far exceeds the combined total of medieval Latin and Greek works of comparable significance, although only a small fraction of the surviving Arabic scientific works have been studied in modern times.

A number of distinct features of the modern library were introduced in the Islamic world, where libraries not only served as a collection of manuscripts as was the case in ancient libraries, but also as a public library and lending library, a centre for the instruction and spread of sciences and ideas, a place for meetings and discussions, and sometimes as a lodging for scholars or boarding school for pupils. The concept of the library catalogue was also introduced in medieval Islamic libraries, where books were organized into specific genres and categories.

Another common feature during the Islamic Golden Age was the large number of Muslim polymath scholars, who were known as “*Hakeems*”, each of whom contributed to a variety of different fields of both religious and secular learning, comparable to the later “Renaissance Men” (such as Leonardo da Vinci) of the European Renaissance period. During the Islamic Golden Age, polymath scholars with a wide breadth of knowledge in different fields were more common than scholars who specialized in any single field of learning.

Notable medieval Muslim polymaths included al-Biruni, al-Jahiz, al-Kindi, Ibn Sina (Latinized: Avicenna), al-Idrisi, Ibn

Bajjah, Ibn Zuhr, Ibn Tufail, Ibn Rushd (Latinized: Averroes), al-Suyuti, Jābir ibn Hayyān, Abbas Ibn Firnas, Ibn al-Haytham (Latinized: Alhazen or Alhacen), Ibn al-Nafis, Ibn Khaldun, al-Khwarizmi, al-Masudi, al-Muqaddasi, and Nasīr al-Dīn al-Tūsī.

### Exercise

1. What is the multicultural point of “The House of Wisdom” in terms of the scholars within the institution?
2. Who is the “*Hakeem*”? mention some Muslim representations of it!
3. Based on your reading, what is the major key employed and developed by the Muslim society during the Golden Age of Islam?

## LISTENING

### Our Aging Society

1. What is the main topic of this address?
  - A. the growing crisis of inadequate retirement pensions for the future
  - B. the problem of providing adequate medical care for the elderly
  - C. the need to reevaluate our attitudes towards senior citizens
2. What was the speaker's purpose in sharing the story about his grandfather?

- A. to highlight the difficulties of finding affordable housing in the future
  - B. to illustrate the preoccupations of older citizens with growing older
  - C. to describe the lack of public facilities designed for the elderly
3. Which of the following statements did Dr. Miller NOT mention when speaking of senior citizens' "golden years"?
- A. The loss of a person's self-identity is most prevalent in one's advancing years.
  - B. A person's declining health contributes to a feeling of inadequacy.
  - C. Self-worth is often tied to one's profession and social standing.
4. What do you think the speaker will talk about in the next part of his address?
- A. the contributions the elderly can make in our societies
  - B. the swelling burden of supporting welfare programs in the future
  - C. our responsibility of building retirement homes for our graying society

5. Where does this plenary address most likely take place?

- A. at a retirement home
- B. at a conference center
- C. at a hospital

## Islamic Civilization - The Golden Age of Learning

Task: Resume

## Language Focus

### Subjunctive

1. Fill in the blanks with the Simple Present Subjunctive of the verbs shown in brackets. For example:

They insisted that she \_\_\_\_\_ at once. (to come)

They insisted that she come at once.

The proposal that she \_\_\_\_\_ us has merit. (to meet)

The proposal that she meet us has merit.

1. He suggested that I \_\_\_\_\_ ready by eight o'clock. (to be)
2. We request that she \_\_\_\_\_ the window. (to open)
3. They demanded that he \_\_\_\_\_ the room. (to leave)
4. I will ask that she \_\_\_\_\_ me. (to accompany)
5. They recommended that he \_\_\_\_\_ to Bermuda. (to fly)

6. The request that we \_\_\_\_\_ ready to leave at six is a nuisance. (to be)
7. The recommendation that she \_\_\_\_\_ a holiday was carried out. (to take)
8. It is necessary that you \_\_\_\_\_ able to come with us. (to be)
9. They asked that we \_\_\_\_\_ standing. (to remain)
10. The requirement that he \_\_\_\_\_ work will be hard to meet. (to find)
11. It is important that he \_\_\_\_\_ everything he can. (to learn)
12. The demand that she \_\_\_\_\_ the report has been carried out. (to complete)

2. Complete each of the following sentences with the Past Perfect Subjunctive of the verb shown in brackets. For example:

They wished they \_\_\_ not \_\_\_\_\_. (to come)

They wished they had not come.

I wish I \_\_\_\_\_ ready on time. (to be)

I wish I had been ready on time.

1. Will she wish she \_\_\_\_\_ her bicycle? (to ride)
2. Will she wish she had ridden her bicycle?
3. I wish I \_\_\_\_\_ not \_\_\_\_\_ the answers. (to lose)



4. They wished they \_\_\_\_\_ not \_\_\_\_\_ the appointment. (to forget)
5. He will wish he \_\_\_\_\_ us the book. (to show)
6. Will they wish we \_\_\_\_\_ them some food? (to give)
7. We wish it \_\_\_\_\_ yesterday. (to snow)
8. She wished she \_\_\_\_\_ not \_\_\_\_\_ the window. (to open)
9. I wished I \_\_\_\_\_ the news. (to hear)
10. You wish you \_\_\_\_\_ what to do. (to know)

3. Complete each of the following sentences with the Simple Past Subjunctive of the verb shown in brackets. For example:

He wished he \_\_\_\_ able to do it. (to be)

He wished he were able to do it.

I wish I \_\_\_\_\_ with you. (to agree)

I wish I agreed with you.

They will wish they \_\_\_\_\_ time to come. (to have)

They will wish they had time to come.

1. I wish it \_\_\_\_\_ possible to finish the work tonight. (to be)
2. Will he wish he \_\_\_\_\_ ready? (to be)

3. She wished she \_\_\_\_\_ how to sing. (to know)
4. We wish they \_\_\_\_\_ to come with us. (to want)
5. You wished you \_\_\_\_\_ better. (to feel)
6. They will wish it \_\_\_\_\_ warmer. (to be)
7. Does he wish he \_\_\_\_\_ younger? (to be)
8. I wish I \_\_\_\_\_ the subject more interesting. (to find)

4. Complete the following sentences, using the indicated verbs in the Simple conjugation with **would**. For example:

They wished the sun \_\_\_\_\_ . (to shine)

They wished the sun would shine.

Does she wish it \_\_\_\_\_ ? (to snow)

Does she wish it would snow?

You will wish the bell \_\_\_\_\_ . (to ring)

You will wish the bell would ring

1. They wished she \_\_\_\_\_ the arrangements. (to make)
2. He will wish you \_\_\_\_\_ him. (to help)
3. She wishes the mail \_\_\_\_\_ . (to come)
4. We wished they \_\_\_\_\_ . (to hurry)
5. You will wish the door \_\_\_\_\_ . (to open)

6. They wish we \_\_\_\_\_ for them. (to wait)
7. I wish you \_\_\_\_\_ to me. (to write)
8. Will she wish you \_\_\_\_\_ her? (to join)

5. Paying attention to the underlined adverbs indicating time, complete each of the following sentences with the correct form of the verb shown in brackets. Use the Past Perfect Subjunctive, the Simple Past Subjunctive, or the Simple conjugation with **would**, depending on whether the time of the action referred to in the subordinate clause is earlier than, the same as, or later than, the time of making the wish. For example:

We wished they \_\_\_\_\_ us earlier. (to call)

We wished they had called us earlier.

She wishes she \_\_\_\_\_ in Rome now.

She wishes she were in Rome now.

I wish you \_\_\_\_\_ with us tomorrow. (to come)

I wish you would come with us tomorrow.

1. I wish he \_\_\_\_\_ here now. (to be)
2. I wish that you \_\_\_\_\_ here yesterday. (to be)
3. We wish you \_\_\_\_\_ tomorrow. (to come)

4. You will wish you \_\_\_\_\_ earlier. (to leave)
5. They wished he \_\_\_\_\_ with them the next day.  
(to come)
6. We wish you \_\_\_\_\_ yesterday. (to arrive)
7. I wish that he \_\_\_\_\_ us next year. (to visit)
8. She wishes that she \_\_\_\_\_ at home now. (to be)
9. You wish that he \_\_\_\_\_ you last week. (to help)
10. He will always wish he \_\_\_\_\_ rich. (to be)
11. The boy wished that he \_\_\_\_\_ the competition the next day. (to win)
12. She will wish she \_\_\_\_\_ the arrangements earlier.  
(to make)
13. I wish the weather \_\_\_\_\_ warmer now. (to be)
14. We always wished we \_\_\_\_\_ fluent in other  
languages. (to be)
15. They wish he \_\_\_\_\_ them next week. (to  
telephone)

6. For each of the following sentences, rewrite the subordinate clause, using the form in which the word **if** is omitted. For example:

If I were in your position, I would pay close attention.

Were I in your position, I would pay close attention.

If it had been raining, we would have used our umbrellas.

Had it been raining, we would have used our umbrellas.

1. If he were here, he would lend us his car.
2. If I had remembered their address, I would have sent them a card.
3. If we were not waiting for a telephone call, we would go downtown.
4. If they had recognized her, they would have spoken to her.
5. If I had been intending to go shopping, I would have let you know.
6. If you had seen the movie, you would have liked it.
7. If it were not snowing, we would go out.
8. If he had been shoveling the walk, we would have seen him.

## **Writing Activity**

### **Exercise**

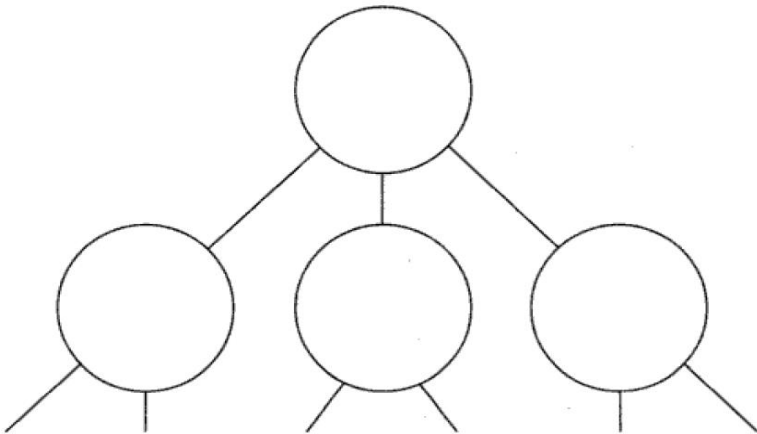
Identify the tasks for the following topics. Create a concept map for each. On a separate piece of paper, write an essay or letter using the concept map as a guide. Compare your essays or letters with those in the Answer Key.

Topic 1 Most schools offer some type of physical education program to their students. Why is physical education important? Should physical education classes be required or optional?

Task:

Thesis Statement:

Concept Map:



Topic 2 You have had a credit card with the same company for several years, and you always pay your bill on time. Your most recent bill included a \$35 charge for late payment because, according to the company, you didn't pay the previous month. You know that you

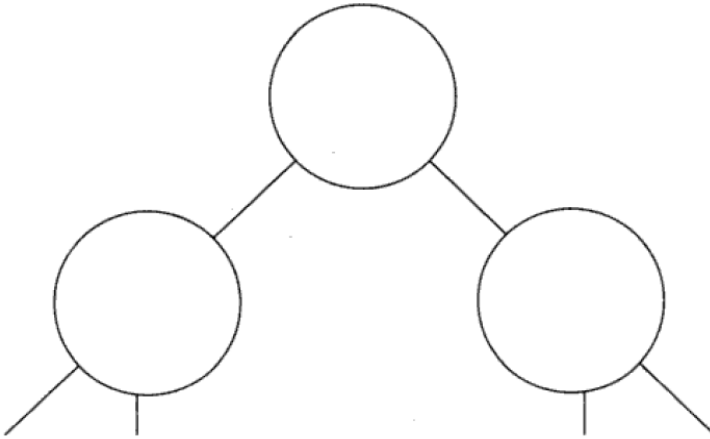
paid on time.

Write a letter to the credit card company. Explain what has happened, and say what you would like them to do about it.

Task:

Thesis Statement:

Concept Map:



## **Speaking Practice**

### **Making Suggestions and Giving Advice**

Here you are the five simple ways

1. Use a modal verb
2. Make it into a question
3. Put yourself in the person's position

4. Make a suggestion
5. Advise in a stronger way

### Use a modal verb

- You should try to
- You ought to
- I think you should
- You may want to
- Perhaps you could

### Example

- You should try to learn English everyday.  
*(Seharusnya anda mencoba belajar Bahasa Inggris setiap hari.)*
- You ought to do more travelling.  
*(Seharusnya anda bisa melakukan perjalanan lebih banyak lagi.)*
- I think you should go home early.  
*(Menurut saya sebaiknya anda pulang lebih awal.)*
- You may want to try on this T-shirt.  
*(Mungkin anda ingin mencoba kaus ini.)*
- Perhaps you could take an umbrella with you.  
*(Mungkin anda bisa sedia payung.)*



### Make it into a question

- Why don't you
- What about
- How about
- Don't you think it would be a good idea to

### Example

- Why don't you join an English club?  
*(Kenapa tidak join klap Bahasa Inggris saja?)*
- What about having a cup of coffee with me?  
*(Gimana kalau kita ngopi saja?)*
- How about going to the cinema?  
*(Gimana kalau nonton bioskop saja)*
- Don't you think it would be a good idea to have a picnic this Sunday.  
*(Tidakkah berpiknik di hari minggu adalah ide yang menarik.)*

### Put yourself in the person's position

- If I were you, I'd
- Let's

### Example

- If I were you, I'd call her.  
*(Kalau saya jadi anda, saya akan menelponnya.)*
- Let's have dinner together.  
*(Mari makan bareng)*

### **Make a suggestion**

- I suggest that
- I recommend that you

### Example

- I suggest that you take a nap.  
*(Saya saranan anda tidur siang)*
- I recommend that you get some rest.  
*(Saya sarankan anda bisa istirahat)*
- It's better for you to sleep a little more.  
*(Lebih baik anda tidur sedikit lagi)*

### **Advise in a stronger way**

- You'd better
- I strongly advise

### Example

- You'd better wake up early.  
*(Sabiknya anda bangun pagi)*
- I strongly advise you to do more work out.  
*(Saya sangat menyarankan Anda untuk melakukan lebih banyak latihan.)*



## UNIT VII

### Islamic Critical News

#### Vocabulary Building

Memorize and remember the following key vocabularies!

English	Indonesia
insurgents	: <i>Pemberontak/pengacau</i>
Invoke	: <i>memohon</i>
Flee	: <i>Menyelamatkan diri</i>
Urge	: <i>menghimbau</i>
arson	: <i>pembakaran rumah</i>

Make a sentence for each of the new vocabularies that you have memorized!

#### Reading Comprehension

##### More Than 70,000 Rohingya Flee Myanmar after Fresh Violence

Bangladesh/YANGON, Sept 3 (Reuters) - Myanmar urged



Muslims in the troubled northwest to cooperate in the search for insurgents, whose coordinated attacks on security posts and an army crackdown have led to one of

the deadliest bouts of violence to engulf the Rohingya community

in decades. The treatment of Buddhist-majority Myanmar's roughly 1.1 million Muslim Rohingya is the biggest challenge facing leader Aung San Suu Kyi, accused by Western critics of not speaking out for the minority that has long complained of persecution.

Aid agencies estimate that about 73,000 Rohingya have fled into neighboring Bangladesh from Myanmar since violence erupted last week, Vivian Tan, regional spokeswoman for U.N. refugee agency UNHCR, told Reuters on Sunday. Hundreds more refugees on Sunday walked through rice paddies from the Naf river separating the two countries into Bangladesh. The clashes and military counter-offensive have killed nearly 400 people during the past week. Turkish President Tayyip Erdogan said on Friday that violence against Muslims amounted to genocide. It marks a dramatic escalation of a conflict that has simmered since October, when a smaller Rohingya attack on security posts prompted a military response dogged by allegations of rights abuses.

“Islamic villagers in northern Maungtau have been urged over loudspeakers to cooperate when security forces search for Arakan Rohingya Salvation Army (ARSA) extremist terrorists, and not to pose a threat or brandish weapons when security forces enter their villages,” a report in state-run newspaper Global New Light of Myanmar said on Sunday.

ARSA has been declared a terrorist organization by the government. The group claimed responsibility for coordinated attacks on security posts last week. In Maungni village in northern Rakhine, villagers this week caught two ARSA members and



handed them over to the authorities, the newspaper added. The army wrote in a Facebook post on Sunday that Rohingya insurgents had set fire to monasteries,

images of Buddha as well as schools and houses in northern Rakhine.

More than 200 buildings, including houses and shops, were destroyed across several villages, the army said. While Myanmar officials blamed the ARSA for the burning of homes, Rohingya fleeing to Bangladesh and human rights watchers say that a campaign of arson and killings by the army is aimed at trying to force out the minority group.

### The Assault On The Rohingya Is Not Only About Religion — It's Also About Land

Religion and ethnicity have been the major focus in local and international news coverage of the persecution of the Rohingya in Myanmar. Such persecution is part of a long and cruel history suffered by the Rohingya people. But there are limitations to this explanation for the current phase of that long-

standing violence. Two recent developments make me question whether religion gives us the full picture of what is happening now.

The first is the Myanmar government's 2016 decision to include a relatively significant 3 million acres of Rakhine rural land in the national list of land allocations for "economic development." Before this, according to government documents, Rakhine was only in the list for a mere 17,000 acres allocated in 2012. In Myanmar, the government's language of "economic development" describes allocations of land that the military has *de facto* control over and have been selling to Burmese and foreign firms for the past 20 years. But Rakhine, a forgotten poor area at the margins of the country, had not really been part of such allocations. To some extent, the international, almost exclusive focus on religion has overshadowed the vast land grabs that have affected millions of people in Myanmar over the years, and now also the Rohingya.

It was a Chinese consortium's plan to develop a \$7.3 billion deep-sea port at Kyaukpyu on the coast of Rakhine and a \$3.2 billion industrial park nearby. China-funded development projects in Myanmar would be key links in Beijing's Belt and Road Initiative. So the land freed by the radical expulsion of the Rohingya might have become of interest to the military and its role in leading economic development around the country.

Religion may be functioning as a veil that military leaders can use to minimize attention on the land-grabbing aspect of this economic development part of their agenda. This is new in Rakhine, but it has happened in many other parts of Myanmar. For two decades, the military has controlled land allocation to national and foreign actors. The most affected have been minority Buddhists, mostly poor rural people.

In Rakhine, the military may be supporting extremist Buddhist sects who are spurring the persecution of the Rohingya; these Rakhine-based Buddhists are almost as poor as the Rohingya. The military, long in the business of land grabs, cannot lose by enabling the escalating evictions of the Rohingya. Invoking prejudice against the Muslim population and the “criminality” of the Rohingya community may well suit military leaders’ ultimate goal better than if they truthfully declared what they’re really after — the business of development.

We’ve seen the rapid and absolute elimination of many Rohingya villages over the last few weeks. There was no forced migration of Rohingya to government-controlled camps to protect them from attacks, as was the case in earlier conflicts. Instead, there has been an effort to erase all traces that Rohingya villages ever existed. While attacks and forced expulsions of the Rohingya are not new, there seems to be something nefarious and intentional in the way these current attacks attempt to erase the Rohingya community.



In major military attacks on Rohingya back in 2014, the military moved the affected Rohingya communities into government-controlled camps with the promise that they would return to their villages. That return never happened. Nor did the military ever hold responsible those who murdered Rohingya and burned their houses and fields in the earlier offensive.

Chinese enterprises, mostly state-owned, have been key developers in Myanmar for years. And Beijing's influence is growing. For example, Beijing is a major backer of the controversial \$3.6 billion Myitsone Dam project in northern Myanmar, which threatens to upset fishing industries and displace thousands of people. China is also a key actor in the timber industry in Myanmar's vast forests. Over a million acres of forest land are being lost every year in recent years; a third of these forests is now gone.

This is not a side of the Rohingya issue that has been widely included in the international discussion regarding the extreme attacks and expulsions of Rohingya over the last few weeks. The focus in the international community has been exclusively on the fact of religious persecution. One cannot help but wonder whether Aung San Suu Kyi's much-criticized silence is partly driven by these mega-projects, as they can bring valuable and much-needed development to Rakhine, the poorest in Myanmar.

## **Exercise**

1. According to the text above, what is going on in Myanmar?
2. Who is responsible for Rohingya oppression?
3. What is the difference between News and Opinion? Please apply to the texts above!

## **Listening**

### **Politics**

1. Which statement is true about the candidate's first point on taxes?
  - A. New school funding will be generated by eliminating tax breaks.
  - B. Taxes will be used to retain teachers for the future.
  - C. Property taxes should be used to improve existing schools.
2. What is the speaker's main point about economic development?
  - A. The candidate is proposing the development of new housing downtown.
  - B. New sport arenas should be built to revitalize the local economy.
  - C. More green areas should be developed in the suburbs to improve recreational opportunities.
3. What can we infer from the politician's third point?

- A. More roads need to be built for future generations.
  - B. Long-term solutions to improve transportation traffic will include trains.
  - C. More efficient means of transportation will be supported by the federal government.
4. What reason is given for voting for the candidate at the end of the speech?
- A. He understands the needs of the common man.
  - B. He has had a long career as a politician.
  - C. He has fought against big business interests.

**Angry Calls for Christian to be tried for Blasphemy by Muslim Mob in Indonesia**

Task: Resume

## Language Focus

### Comparative and Superlative

Look at the following words formation!

#### A shut syllable



small-smaller-the smallest



Fat-fatter- the fattest



slim-slimmer- the slimmest



new-newer-the newest

**Syllables ending in E**



Fine-finer-the finest



nice-nicer-the nicest

**Syllables ending in – y**



Happy-happier-  
the happiest



tasty-tastier-the tastiest

### Many syllable words



Exotic- more exotic-  
the most exotic



interesting-more interesting -  
the most interesting

A comparative is always followed by *than*. Look at the following examples:

- a) "A" is *older than* "B."
- b) "A" and "B" are *older than* "C" and "D."
- c) Ed is *more generous than* his brother.

The superlative compares one part of a whole group to all the rest of the group. Form: *-est* or *most*. A superlative begins with *the*.

- d) "A," "B," "C," and "D" are sisters. "A" is *the oldest* of *all* four sisters.

- e) A woman in Turkey claims to be the **oldest person in the world**.
- f) Ed is the **most grandson in his family**.

## Exercise

*Directions:* Correct the errors.

1. Alaska is large than Texas.  
*-r Alaska is larger than Texas.*
2. Alaska is largest state in the United States.
3. Texas is the larger from France in land area.
4. Old shoes are usually more comfortable to new shoes.
5. I like Chinese food more better than French food.
6. A pillow is more soft from a rock.
7. My brother is 22. I am 20. My sister is 18. I am the youngest than my brother. My sister is the younger person in our family.

## Exercise

*Directions:* Choose five to ten moveable objects (in this room or in the possession of anyone in this room) and put them in a central place. Compare the items using the given words and **your own** words. Use both the comparative (-er/more) and the superlative (**-est/most**).

**Example:** big/small

**SPEAKER A:** Omar's pen is bigger than Anya's ring.

**SPEAKER B:** Sergio's calculator is smaller than Kim's briefcase.

**SPEAKER C:** The biggest **thing** on the table is the briefcase.

**SPEAKER D:** etc.

1. bigsmall
2. softihard
3. lightheavy
4. cheapexpensive
5. etc.

## Writing Activity

### Writing A Paragraph

In the last section, you learned to write your thesis statement. The thesis statement is what your essay or letter is about. An essay is made up of paragraphs. Each paragraph has a topic sentence and supporting details.

A topic sentence tells what each paragraph is about. A topic sentence can come at the start of a paragraph, in the middle, or at the end. It can introduce a paragraph or It can summarize a paragraph.

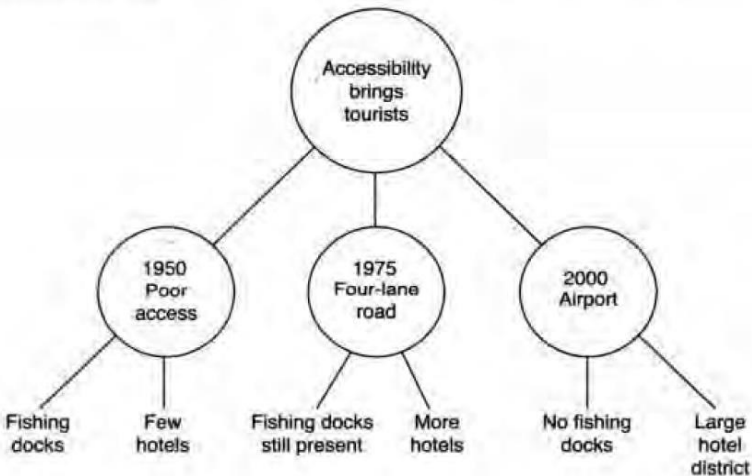
When you made your concept map, you wrote two or three general ideas in words or phrases. Turn those general ideas into a



sentence and you have a topic sentence for a paragraph It is important to write a good topic sentence. It helps the reader follow your line of thinking. It makes your intentions dear. A topic sentence gives your essay or letter clarity.

In your concept map, you had lines coming from the general idea (the topic sentence). These lines are your supporting details. You must support your general ideas with specific details. This too helps a reader understand your intentions. A topic sentence with supporting details gives your essay or letter clarity.

**Look at this concept map.**



Read the paragraph for the general idea 'four-lane road.'

By 1975, a new four-lane highway had brought changes to Palm Grove. It was still a fishing village, but it appears that the new road made it easier for tourists to get there. Several new hotels had been built for them along the beach.

Topic Sentence            By 1975, a new four-lane highway had brought changes to Palm Grove

Supporting Details      It was easier for tourists to get there. Several new hotels had been built.

Look at these examples

### **Example 1**

A computer is a useful tool for school work. Computers make it very easy to keep notes and write up school projects. Reference books on computer CDs make it convenient for children to research their school projects. In addition, the Internet makes research on any subject possible from the comfort of one's own home. Children can do all this work independently, without asking their parents to take them to the library or buy expensive reference books for them.

Topic Sentence	A computer is a useful tool for school work.
Supporting Details	Computers make it very easy to keep notes and write up school projects. Reference books on computer CDs make it convenient for children to research their

	<p>school projects.</p> <p>In addition, the Internet makes research on any subject possible from the comfort of one's own home.</p>
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### Example 2

It isn't difficult to find out which programs are on TV at any given time. Most newspapers publish a schedule of TV programs every day. Also, anyone who watches TV regularly knows which programs she likes and which she doesn't like. She knows what kinds of programs each different channel tends to have. It's easy for everyone to avoid violent programs if they want to.

Topic Sentence	It isn't difficult to find out which programs are on TV at any given time.
Supporting Details	<p>Most newspapers publish a schedule of TV programs every day.</p> <p>Also, anyone who watches TV regularly knows which programs she likes and which she doesn't like.</p> <p>She knows what kinds of programs each different channel tends to have.</p>

## Exercise

Read the following paragraphs. Write the topic sentence and the supporting details.

1. Modern technology has given us a tool for controlling the TV programs we see. Most TVs can be programmed to block certain channels. Parents use this technology to protect their children from seeing shows that are too violent. Adults can also use this technology to avoid seeing programs that they don't want to see.

Topic Sentence:	1.1
Supporting Details:	1.2
	1.3
	1.4

2. The best thing about TV is that there is a variety of programs. There are news programs for serious people. There are films and cartoons for people who want to be entertained. The variety of TV programs needs to be protected, even if that means allowing some of them to show violence.

Topic Sentence:	2.1
Supporting Details:	2.2
	2.3
	2.4

3. Physical education classes teach children important skills that they need in life. They teach children how to work together on a team. They teach children how to set a goal and work to achieve it. They teach children about the Importance of looking after their health.

Topic Sentence:	3.1
Supporting Details:	3.2
	3.3
	3.4

## Speaking Practice

### Expression of Apologizing

Expressing apologies in two different situations i.e., formal and informal situations.

#### Informal

- I do apologize for... *aku sangat minta maaf atas ....*
- I must apologize for... *aku harus minta maaf atas ....*
- I apologize for... *aku minta maaf atas ....*
- I am so sorry for... *aku sangat mohon maaf atas ....*
- I shouldn't have... *aku seharusnya tidak...*
- I'm very sorry for / that ...

## Formal

- Sorry
- I'm so / very / extremely / terribly sorry.
- How careless of me!
- I shouldn't have...
- It's all my fault.
- Please don't be mad at me.
- I hope you can forgive me / Please forgive me.
- I cannot say/express how sorry I am.

## Sorry

- when we bump into someone on the street ("Sorry!")  
(*Ketika kita bertemu seseorang di jalan*)
- when we want to get someone's attention (e.g. to go past them on a train. "Sorry, excuse me")  
(*Ketika kita ingin perhatian seseorang (misalnya untuk melewati mereka di kereta api. "Maaf, excuse me")*)
- when we are sympathising with someone (e.g. "I'm sorry to hear that")  
(*Ketika kita sympathising dengan seseorang (misalnya "Aku menyesal mendengar bahwa")*)
- when we know we have done something wrong (e.g. "Sorry I'm late")

*(Ketika kita tahu kita melakukan sesuatu yang salah  
(misalnya “Maaf aku terlambat”)*

**I’m so / very / extremely / terribly sorry.**

- I’m so sorry I didn’t come to your party yesterday.  
*(Saya sangat menyesal saya tidak datang ke pesta Anda kemarin.)*
- I can’t believe I forgot the tickets. I’m terribly sorry!”  
*(Aku tidak percaya saya lupa tiket. Saya minta maaf!)*

**How careless of me!**

- “I just broke a glass, how careless of me! I’ll buy you a new one.”  
*(aku baru saja memecahkan kaca itu, cerobohnya aku, aku akan menggantinya dengan yang baru.)*

**I shouldn’t have...**

- “I shouldn’t have shouted at you last night. I didn’t mean what I said.  
*(“seharusnya saya tidak boleh berteriak pada Anda tadi malam. Aku tidak bermaksud dengan apa yang ku katakan semalam”)*

**It’s all my fault.**

- It's all my fault we missed the train. I should have woken up earlier.

*(Ini semua adalah salah kumakanya kita ketinggalan kereta. Seharusnya aku bangun lebih awal”)*

**Please don't be mad at me.**

- “Please don't be mad at me but I have to cancel our plans this weekend.”

*(“Jangan marah pada saya tetapi saya harus membatalkan rencana kami akhir pekan ini”)*

**I hope you can forgive me / Please forgive me.**

- I acted awfully last night and I know I embarrassed you. I hope you can forgive me.”
- “*Aku bertingkah keterlaluhan semalam dan aku tahu aku membuatmu malu. Saya harap Anda bisa memaafkan saya. ”*

**I cannot say/express how sorry I am.**

- I cannot express how sorry I am for telling James your secret. I had no idea he would break up with you.”  
*“Aku tidak bisa mengungkapkan betapa aku menyesal karena memberi tahu James rahasian mu. Aku tidak tahu dia akan pudus tangan mu.”*



## **Exercise**

Pretend that you have already made a mistake, so you have to apologize. Create two sentences, one is formal situation and one other is informal situation.

## UNIT VIII

# THEORY OF INDONESIAN MUSLIM ADVENT

### Vocabulary Building

Memorize and remember the following key vocabularies!

<b>English</b>	<b>Indonesia</b>
reminiscent	: <i>mengingatkan</i>
propagate	: <i>menyebarkan</i>
turbid	: <i>keruh</i>
fountain	: <i>air mancur</i>
unravel	: <i>terurai</i>
tangled	: <i>kusut</i>

Make a sentence for each of the new vocabularies that you have memorized!

### Reading Comprehension

#### The Advent of Islam In Indonesia: The Indian Theory

##### A. Introduction

Various theories concerning the advent Islam to Malay-Indonesian archipelago, ranging from the Arab, Persia, India, and China, have been contested by Indonesian scholars as well as outsider's studies especially from western scholars. Nevertheless, the exploration of time and place in the advent of Islam in Indonesia, remains unfinished and leaves some controversial issues behind. The controversy of the presence of Islam in the archipelago is colored with the notable view of some Western scholars who argue that Islam which comes to

Indonesia is not “pure” anymore. They equate Islam that arrived in Indonesia with rivers flowing from the Middle East to the corner of the world. When the rivers flow into Indonesia through South Asia, the water has become turbid, so that the received Islamic teaching has also mixed with the Indian previous traditions (Hinduism-Buddhism)

In this case, South Asian strip marks an important field to be employed in the discussion. The syncretic association of Indonesian Islam has often been considered as the legacy of its fountain in South Asia. In general, there are two major theories in South Asian connection in the course of the Islamization of the Archipelago; the theory which states that Islam came to Indonesia from Gujarat and (2) the theory arguing that Islam was formally first entered Indonesia through Bengal or Bangla (Modern-Bangladesh and its surrounding areas).

On the matter, the central purpose of this paper is to unravel the tangled regarding these theories. Rather than choosing and justifying one of the two, this paper seeks to reconcile both theories to produce an appropriate conclusion concerning the South Asian connection in the course of the Islamization of Indonesia.

## **B. Connections Before the Islamic Phase**

In the course of religion, both regions have strong emotional ties. The establishment of the relationship began with the spread of Hindu-Buddhism from India (including from Great Bengal), to the Archipelago. When the South Asia people first came to the archipelago, Indonesia and its surroundings began to enter a new phase; the historical phase of King Aji Saka who came from India and established the first Hindu kingdom in Java. This can be proven through a cultural heritage that still exists up to present day, namely; “*tahun saka*” (the *saka* year) which in the Western calendar began in 78 CE. Since then, all the kings of Java, including the Old Mataram and Majapahit, applied the calendar system

even until they ordered their subjects live to be governed by Muslim time.

It should be noted that the relationship between South Asia and the archipelago was intimately established after the big exodus of Buddhists who came to the archipelago due to the inter-religious violence. Uniquely, after reaching the archipelago, the Hindus-Buddhists live side by side with intimate. This is because of geographical location of Indonesia that is very strategic, the influence of conducive climate, and the accommodative philosophy of the state.

It is worthy of attention that during Dharma Pal reign (778-810 CE) in the Great Bengal, the interfaith cooperation is very harmonious between two regions. The 7-12th century is one of the golden age of Buddhist power in Indian subcontinent marked by the rising of Pala Empire which originated from Bengal. One of the representative ruler is Mahat Inggot Candayat popularly known as Dharma Pal (Pala). With the capital, Kanyakubja (near Allahabad in central India today), he ruled all of of India at that time except Sind and Panjab. At that time, Nalanda is one of the centers of Buddhist educational institution in Asia, while in Kalasan area, Prambanan was also regarded as one of the center for education in East and Southeast Asia. As a proof, Kalasan temple (700 Saka/778 CE) still stands upright until recent time, in addition to Borobudur Temple (823 CE), as well as the Hindu Temple Prambanan. All of these temples are reminiscent of the golden age of the inter-religious harmony in the archipelago.

At that time, the relationship between Bangla Kings and Southeast Asia was well established. In the year of 860 CE, King Balaputra Dewa (from Sriwijaya Kingdom, Sumatra) sent an ambassador to The King of Bangla, whose territory covered all of India at that time, except Sind and Punjab, with the capital in Kanyakubja (near Allahabad). The purpose of sending the ambassador is to seek permission from the King of Bangla, to establish a *bihara/asram* (dormitory) for students from Swarnabhumi (Sumatra) and Swarnadwipa

(Java), those who study Buddhism at Nalanda University, located in modern East India (between Nepal and Bangladesh).

The relationship between two region inextricably linked with the eastern route of trade, covering South Asia, the backside of India (Indonesian archipelago and its surroundings), and the southern coast of China. In addition to these areas, the trade route is also connected directly to the Arab world, East Africa, the Mediterranean Sea, even it also connected to Europe and enlivened by traders from these areas.

After the change of Arabic political constellation, which marked by the revelation of Islamic teachings to the Prophet Muhammad pbuh., Islam was successfully spread and accepted by many regions over the globe. The Arab tribes, areas in the East such as; Iran, the Indian subcontinent, Indonesia, and even China, have been affected by the spread of Islamic teachings in their respective regions.

### **C. Gujarat Theories**

Marcopolo notes:

“In the [kingdom] Perlak, Muslim traders (Saracen Marchants) are often seen appearing. They had Islamized the natives in the city. At that time, the mountain people lived like animal life, they ate human flesh like animal meat eaten by other animals, dirty or clean not a problem, most importantly they liked it. The most important thing is that they worship the sun.”

According to a report written by Cheng Ho, a Chinese admiral, in 1413 CE (15th century CE), there were already well-dressed Muslims in the north coast of Java, sailors (some of whom have embraced Islam in clean clothes as well, while non-believers looks dirty and rotten). It was later mentioned that in 1400 CE, it was recorded the name of “Mukamad Sakendar Shah” (Arabic name according to Javanese sayings), as the son of the king of Parameswara who was

declared as the ruler of Blambangan (East Java). With that name, it appears that he has embraced Islam.

Meanwhile in Sumatra, there has been an Islamic Kingdom called Peureulak (Perlak), as a center for the Islamic patron in the Port of North Sumatra. Historians explain that the advent of Islam to the Peureulak (Perlak) and the northern coasts of Java, occurs through the process of *mission sacré*, that is the process of preaching by the attitude (*bil hal*), brought by the *muballigh* or *da'i* who also became a trader.

The process was initially carried out individually. They performed the obligations of Islamic shari'a by using clean clothes and maintaining the cleanliness of the body, clothing, home, and houses of worship. In the social life, they show a simple attitude, with good speech and polite, in accordance with the demands of *al-akhlaq al-karimah*, honest, helpful, especially in participating to give the treatment to the sick. They teach good living, maintenance of cleanliness, respect, helpful, community life, love, nature of plants and animals, understanding the meaning of the surroundings, performing obligations to be done for the sake of the Creator of the universe, doing good deeds, avoiding evil, so that they may enjoy the happiness in the eternal realm of life in the Hereafter (*akhirat*).

It can be said that these moments, the term *gotong-royong* has become ingrained among Indonesian people. Such attitude becomes an attraction for the indigenous population who, at that time, embraced the Hindu/Buddhist religion. They were attracted to the Muslim personality, so they saw the light of faith in the Muslims which attracted them to Islam. Thus, the rulers assess the teachings of Islam does not disrupt the stability of government, but even strengthen the government and the unity of it.

Several historians say that in 1400 CE, in the countdown to the fall of Majapahit Empire, there were many Muslims to be found in the northern coast of Java Island. There is also an important artifact in the gravestone of Maulana Maghribi

(Malik Ibrahim), namely a number indicating the year of his death which is 1419 CE. This reinforces the opinion that in previous years he has been active in spreading Islam in northern coast of East Java.

Thus, one can conclude that Islam has spread in Sumatra and the north coast of Java by the end of the 13th, in the sense of spreading by social groups, whereas the individual *da'wa* are expected to take place since the 7th CE. By 15th century, Qur'anic lessons can be heard in *surau* (small mosque) with Islamic religious lessons, including *aqa'id* (Islamic theology), *fiqh* (Islamic Jurisprudence), and *akhlaq* (moral) which shows that the moral teachings of Islam has been given from the early age. The spread of Islam since the 13th century was carried out by traders who came from the coast of Malabar and Karamandel. This lead one to conclude that Islam brought by the traders is Islam that has been spread over these coasts. In Java, especially the north coast, *madrasah* leaders and Islamic missionary movements are known as *wali*. The famous association is the *wali songo* (nine saints), each of whom is called *sunan*.

#### **D. Bangla Theory**

Historians such as Pijnappel, Snouck Hurgronje, Moquette, and Fatimi, have proposed Gujarat & Bangla theory in the course of Islamization of the archipelago. Pijnappel, for example, argues with the similarity of madhhab (Shafi'i) with Arabs who settled in Gujarat and Malabar. Hence, the Islamization occurred in the archipelago by the Arabs, but not coming directly from Arabia, it carried out from Gujarat and Malabar.

Snouck Hurgronje argued that Islamic Archipelago is not originated from the Arab, due to inadequate data and facts that mention the role of Arabs in spreading Islam to the archipelago. In contrast, the archipelago has long established trade relations with South Asia regions. In this case, Moquette argues that there is a parallel-style between gravestone of

Pasai (present-day North Aceh) especially that dated 17 Dzulhijjah 831 H/27 September 1428 CE and Maulana Malik Ibrahim's tomb (822 H/1419 CE) in Gresik (East Java), with tombstones in Cambay, Gujarat (now Ahmadabad), which came from the 15th century and beyond.

Nevertheless, Maquette's opinion was refused by Fatimi on the grounds that Gujarat became the territory of the Sultanate of Delhi (conquered) in 1298-1305 CE by Sultan Alauddin Khalji 1296-1316 CE., over a century earlier, there was the Sultanate of Bangla/Pala Empire (1194 CE). Likewise, Hurgrunje states: Islam has a strong influence in the southern Indian cities (including Chittagong), many of the Dhaka Muslims there, were the first to propagate Islam to the archipelago. In addition, Marrison argues as follows:

Although some tombstones in certain parts of the archipelago may have originated from Gujarat, it does not mean that Islam originated from there. Marrison states that during the first muslim died 698 AH / 1297 AD, Gujarat was a Hindu kingdom which still a hard one to be conquered, and a small portion of Cambay territory was controlled by Muslims in 699 AH / 1298 CE ".

Deriving from the Malay History and Hikayat of Kings of Pasai, Tome Pires, author of the *Suma Oriental* noted; "Merah Silau (al-Malik al-Saleh), the founder of Samudra Pasai, comes from Bangla". Fatimi reinforces Tome Pires opinion by stating that the Islamic Sultanate of Bangla began in 1194 CE, more than a century from the establishment Islamic Kingdom of South India and Gujarat. Fatimi also noted as follows:

In Quilon [Kulon,/Qulam Mali, located at the southern tip of the Malabar coast], an [international] multilateral meeting was attended by two representatives of the government of China and the Samudera [Pasai], Hasan and Sulayman. Their title is Ta-kur in Chinese, *takur* in Bangla [derived from Sanskrit:



*tahkkur*] is *thakur*, meaning god, deity, and also the title of the Brahmins.

According to the author, the geographical location of Bay of Bengal was strongly supported the occurrence of Islamization to Indonesia on a large and formal basis from Bangla. This is due to the waves' tranquility in Bay of Bangla. It is not possible to sail for 12 months, unlike the port of Aden-Malabar, where the waves are not as fierce with waves in Bangla and they can sail directly throughout the year. On the contrary, from Tanjung Komorin (strait between India and Sri Lanka) to the Malacca Strait, it can only sail 6 months during the wind season is not too fierce, and even then the voyage is too brave, then the traders from the coast of Malabar pass through Karamandel (Bangla) throughout the year. Their courage led to the propagating Islam in Indonesia through Bangla in a formal way.

In addition, the island of Sumatra lies to the south of Bay of Bangla and since ancient times (Hindu-Buddhism), there has been a good relationship with the kingdoms in the archipelago and Bengal Kingdom. Besides, the word "Samudera Pasai" is allegedly derived from Bangla: *samudra*: Ocean and *pase*: the "edge" (the language of eastern Asian community including Bangladesh). Qadri also recorded from the *Hikayat Raja-Raja Pasai*; When Ibn Batuta came to Aceh in 1345 CE, on a long trip back to Bangla-China, he stopped at Samudra Pasai, North Aceh, so it was first mentioned; Name "Sumatra", gradually, "Samudra" turned into "Sumatra". The sultanate of Atjeh then called the "State of Sumatra", then the whole island of Andalas changed its name to the island of Sumatra, formerly known as *Sawarna Bumi*: the golden land.

## **E. Conclusion**

The early Islamic path originated from Bangla, although some tombstones in certain parts of the archipelago may have originated from Gujarat after al-Malik al-Saleh's death and it

does not mean that Islam was originated there. As long as Sultan al-Malik al-Saleh lived until his death in 698 AH / 1297 AD, Gujarat was a strong Hindu kingdom and and still difficulted to be conquered. Either through Bangla or Gujarat, the advent of Islam in Indonesia is a process of *pénétration pacifique*. The spread of Islam in this archipelago was not based on power impulse at its first place, but the spread of Islam took place in an evolutive and gradual manner.

Writtend by M. Abdul Karim

### Exercise

1. How did Islam spread in Indonesia? Describe
2. What is the difference between Gujarat Theories and Bangla Theories?
3. Why is Islam accepted in Indonesia easily?

### Listening

#### The Universe in Islam (Miracle of the Quran)

Task: Resume

### Language Focus

#### The Passive Voice

Form of all passive verbs:

**be + past participle**

be can be in any of its forms: *am, is, are, was, were, has been, have been, will be, etc.*

	BE	+	PAST PARTICIPLE	
(a) Corn	<i>is</i>		<i>grown</i>	by farmers.
(b) Sara	<i>was</i>		<i>surprised</i>	by the news.
(c) The report	<i>will be</i>		<i>written</i>	by Mary.

	ACTIVE	PASSIVE
SIMPLE PRESENT	Farmers <i>grow</i> corn. _____ →	Corn <i>is grown</i> by farmers.
SIMPLE PAST	The news <i>surprised</i> Sara. _____ →	Sara <i>was surprised</i> by the news.
PRESENT PERFECT	Jack <i>has mailed</i> the letter. _____ →	The letter <i>has been mailed</i> by Jack.
FUTURE	Mr. Lee <i>will plan</i> the meeting. _____ → Sue <i>is going to write</i> the report. _____ →	The meeting <i>will be planned</i> by Mr. Lee. The report <i>is going to be written</i> by Sue.

**Exercise**

Rewrite the sentences in passive voice.

1. I can answer the question. - -----
2. She would carry the box. - -----
3. You should open the window. - -----
4. We might play cards. - -----
5. You ought to wash the car. - -----
6. He must fill in the form. - -----
7. They need not buy bread. - -----
8. He could not read the sentence. - -----
9. Will the teacher test our English? - -----
10. Could Jenny lock the door? - -----

**Change the following active sentences into passive voice.**

1. I did not beat her.-----  
-----
2. I will never forget this experience.-----  
-----
3. Mother made a cake yesterday.-----  
-----
4. The boy teased the girl.-----  
-----
5. Did she do her duty?-----  
-----
6. The tiger was chasing the deer.-----  
-----
7. She has written a novel.-----  
-----
8. She has learned her lessons.-----  
-----
9. Have you finished the report?-----  
-----
10. The police have caught the thief.-----  
-----
11. My brother has completed the work.-----  
-----
12. Somebody stole my pen yesterday.-----  
-----

13. Our team may win the match.-----  
-----

14. Nurses look after patients.-----  
-----

## Writing Activity

### Writing the Introduction

Once you have developed your concept map, you know what you are going to say and how you are going to write it. You are now ready to write the introduction to your essay or letter.

Some writers wait until they have written the body of the essay before they write the introduction. You don't have that much time. You must be organized from the beginning. The introduction will be easy to write once you have your general ideas and your topic sentences in mind.

Look at these three topic sentences from the topic on computers of the future:

Topic                      A computer is a useful tool for school work  
sentences:

Computers keep children entertained in an educational way.

Parents don't need to limit their children's computer time, although they should pay close

attention to what a child does with a computer.

Now let's combine these topics sentences into one paragraph, the introduction. This will tell the reader what we are going to talk about in this essay.

<b>Introduction</b>	Home computers offer many advantages for the average family. One of the most important of these is the contribution computers can make to a child's education. With parental guidance, children can learn a lot by using a computer.
Look at the original topic.	
Topic	More and more families have computers in their homes. What advantages and disadvantages do home computers have for children? Should parents restrict the amount of time their children spend using the computer?

Notice how in the introduction we show that we will discuss every aspect of the question.

Topic Question	Introduction
More and more families have computers in their homes.	Home computers offer many advantages for the average family.
What advantages and disadvantages do home computers have for children?	One of the most important of these is the contribution computers can make to a child's education.
Should parents restrict the amount of time their children spend using the computer?	With parental guidance, children can learn a lot by using a computer.

The introduction guides the reader. It shows how you plan to develop the topic. It must show that you plan to write about each part of the topic.

Read the following topics and compare the introductions.

### ***Topic 1***

***Write about the following topic:***

***Art museums should support themselves mainly by charging admission and by receiving donations from private individuals who are interested in art. That is, museums should receive most of their support from the people who are interested in using them, and not from public funds.***

***To what extent do you agree or disagree with this statement?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

## **Introduction A**

Art museums are public places and should be funded by the government.

## **Introduction B**

I don't agree that art museums should be funded by private instead of public money. It is difficult to raise enough private money to run a museum well. In addition, charging high entrance fees will keep many people away from museums. Most important, art is a valuable part of culture and should receive support from society as a whole through government funding.

With Introduction A, the reader knows what the writer believes, but not why. Introduction B gives detailed reasons to support his or her opinion. Note that both Introduction A and B directly address the question "To what extent do you agree or disagree with this statement."

## ***Topic 2***

***Write about the following topic;***

***Most schools offer some type of physical education program to their students. Why Is physical education***



***Important? Should physical education classes be required or optional?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

***Introduction A***

Children can learn a lot of important things in physical education classes.

***Introduction B***

Physical education is an important part of every child's education. In physical education classes, children learn how to stay healthy. They also learn valuable social skills. Because physical education classes offer so much, they should be required for all children throughout their school years.

The author of Introduction A does not address all parts of the topic. The author of Introduction B guides the reader into the essay. We know what his or her opinion is and how the essay will develop.

## Exercise

### PRACTICE

*Read these topics. Determine the task. Write your thesis statement. Do a concept map. Write your topic sentences. (Ybu can have between two and four topic sentences.) Then write the introduction to your essay. Be sure you answer all parts of the topic.*

#### ***Topic 1***

Some people believe that the best way to learn anything is “learning by doing.” Others would rather learn through books and from teachers. Think of learning a language. Which way do you think is a better way to learn a language?

Task:

Thesis Statement:

Concept Map:

---

Use a separate sheet of paper to draw a web concept map, if you need more space.

## **Speaking Practice**

### **Describing Your Home or Hometown**

In describing home or hometown, it is easier to depict them in both in general and in personal description. Look at the following examples:

#### **Home: General Description**

We live in a flat in the old section of the city. It was once a large home that was converted to several flats. Now, five families live in the home. We have two bedrooms: one for me and one for my parents. There's a large living room and a kitchen with a small balcony overlooking the street. The streets are very narrow and there are no trees.

#### **Neighborhood: General Description**

I was born in Jakarta. Even though it is a very large city and the capital, we live in a part that is like a small village. We know everyone here. On the corner of my street, there is a small grocery store. Across from that, there is a dry cleaner. Next to the dry cleaner is a big clothing store. On the corner opposite the grocery store, there is a bus stop so we can easily go anywhere in the city.

#### **Home: Personal Description**

My home is a small house in a new development. It was built by my father. The house has three bedrooms: a large one for my parents and two smaller bedrooms for my brother and me. In my bedroom, I have a bed, a desk, and a chair. I also have a lot of books in bookshelves along two walls. I have a window in my room that looks out over our garden. It's a small garden, but we can grow all our own vegetables.

### **Neighborhood: Personal Description**

My mother and father live in my hometown, Yogyakarta. In fact, my entire family - aunts, uncles, grandparents, everyone - lives in Yogyakarta. We've lived there for over six generations. We know everyone in the area so when we sit outside, it is like being in our living room with our very large family. We live across the street from a park. My family spends a lot of time sitting in this park talking to neighbors and relatives.

**Useful Words**

Type	Relation	Description
balcony	across from	large/small
one-bedroom	along	spacious
kitchen	behind	airy
section/area	beside	narrow
grocery store	corner	old/new
park	end	lots
post office	facing	a lot of
department store	in back/front/middle of	big
taxi stand/rank	left-hand/right-hand side	
clothing store	near	
dry cleaner	next to	
park	overlooking	

**Describing Your Home or Hometown**

PRACTICE 1

Complete these forms about your home and neighborhood. This will help you organize your personal information.

<b>Home Information Form</b>	
Size	_____
Age	_____
Number of bedrooms	_____
Other rooms	_____
Garden/yard	_____
Special features	_____
My Bedroom:	
Size	_____
Furniture	_____
Colors	_____
Art	_____
Other	_____

<b>Neighborhood<sup>1</sup> Information Form</b>	
Name	_____
Style of houses	_____
Shops/businesses	_____
Schools	_____
Religious buildings	_____
Other buildings	_____
Transportation	_____
Parks/gardens	_____
Special characteristics	_____

## PRACTICE 2

Write four sentences about your home. Use the above as models. Then without looking at the form or sentences, describe your home and hometown out loud. Record your description and listen to it. Record it over and over until you are satisfied with your presentation.

### Home: General Description

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Neighborhood: General Description

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Home: Personal Description

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Neighborhood: Personal Description

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Islamic Studies  
TOEFL Like Simulation**





## Islamic Studies TOEFL Like Simulation

### Listening Comprehension

1. What time is the bus leaving?
  - A. 9:00
  - B. 9:15
  - C. 9:50
  - D. 9.30
2. When was the Golden Pavilion built?
  - A. in 1397
  - B. in 1379
  - C. in 1339
  - D. in 1393
3. What is Ryoanji Temple famous for?
  - A. its trees
  - B. its stone walls
  - C. its rock garden
  - D. its grass
4. What does the guide NOT say about Gion?
  - A. There are different shops to see.
  - B. Tourists should visit the theaters.
  - C. Gion is representative of traditional Kyoto.
  - D. One hour to look around
5. How much time will visitors have to tour the castle?
  - A. 45 minutes
  - B. 60 minutes
  - C. 90 minutes
  - C. 30 minutes
6. This presentation was most likely part of which type of recording?
  - A. a TV weather program on seasonal changes
  - B. an informal discussion between friends
  - C. an academic speech at school
  - C. podcast
7. Based on what you heard, how would you characterize the winter season?

- A. January receives about 30 inches in snow.
  - B. Winter temperatures hover below freezing for the 3-month period.
  - C. Outdoor activities tend to be popular during this season.
  - D. Snow is only exist in northern pole in January
8. Which statement is NOT true about the spring?
- A. Spring usually begins at the end of March.
  - B. Plentiful wind currents make some outdoors activities possible.
  - C. Nighttime temperatures dip below 50 degrees.
  - D. Spring usually arrives in late March
9. What is the summer season like in this area?
- A. mild and breezy
  - B. hot and dry
  - C. warm and humid
  - D. hot and moist
10. What is one activity people like to do in the fall?
- A. go and see the fall colors
  - B. clean their houses
  - C. have a fall picnic
  - D. doing nothing
11. Who is probably making the announcement?
- A. a pilot
  - B. a flight attendant
  - C. a ticket agent
  - D. a ground crew member
12. What is the ultimate destination of the flight?
- A. Atlanta
  - B. Miami
  - C. Caracas
  - D. Lima
13. What change has been announced?
- A. the flight number
  - B. the gate number
  - C. the arrival time
  - D. the boarding time
14. What are the current weather conditions outside?

- A. It's raining.
  - B. It's cloudy.
  - C. It's hailing.
  - D. It's windy.
15. What time will the plane depart?
- A. 9:50 AM
  - B. 12:15 PM
  - C. 4:05 PM
  - D. 8:45 PM
16. Who is the developer of the program, AdSense?
- A. a major search engine
  - B. a marketing sales company
  - C. a money funding institution
  - D. a machine vendor
17. Website owners can make money with AdSense by:
- A. promoting the ad service to other companies.
  - B. placing ads for other companies on their site.
  - C. selling their products through this online ad store.
  - D. exchanging the cheaper services
18. How are the ads distributed?
- A. in email or mailing lists
  - B. through online news groups
  - C. on Websites
  - D. blogging services
19. Which point about AdSense was NOT addressed in the news report?
- A. You can tailor the look and feel of the ads to suit your needs.
  - B. You are paid based on the number of times people click on the ad.
  - C. You can see how your account is doing by viewing statistics online.
  - D. You can join the program freely.
20. What should you do before you sign up for an account?
- A. Read the Terms of Service.
  - B. Check your Website ranking.

- C. Determine if AdSense is cost effective for you.  
D. Insert identity card copy
21. According to the mini lecture, which situation was NOT mentioned as an example for reconstructive surgery?  
A. A young child is severely burned in a house fire.  
B. A woman isn't satisfied with the shape of her stomach.  
C. A man lost part of his ear in a boating accident.
22. What other effects do physical deformities have on the individual who bears them?  
A. a lack of self-worth  
B. inability to find work  
C. fewer educational opportunities
23. What other services do volunteers provide to the country where they perform reconstructive surgery?  
A. fund-raising activities  
B. physical therapy  
C. local health care training
24. How does this volunteer work benefit the providers of such surgical procedures?  
A. These experiences give doctors and nurses valuable in-field training opportunities.  
B. Volunteers establish connections for future medical research.  
C. Health care workers develop deeper understanding of the sufferings of others.
25. What is one way everyday people can help such causes?  
A. educate themselves on the issues  
B. make financial contributions  
C. adopt unwanted children
26. Where is the news reporter, Stan Fielding, in the city?  
A. at a military facility  
B. in the suburbs  
C. in the downtown area
27. How long has the civil war been going on for?  
A. almost one year  
B. just over a year

- C. a year and a half
28. About what time of day is this news report taking place?  
A. in the early afternoon  
B. in the late evening  
C. in the middle of the night
29. What is the main target of the rebels in this latest attack?  
A. the current location of city leaders  
B. military stockpiles of ammunition  
C. the main lines of transportation
30. Which is NOT a major problem as a result of the war so far?  
A. infectious disease  
B. lack of drinking water and food  
C. insufficient housing
31. This race took place \_\_\_\_\_.  
A. on city streets  
B. by the lake  
C. on mountain trails
32. What did Randall and Shirley do during the race?  
A. They listened to music.  
B. They enjoyed talking together.  
C. They took pictures of the scenery.
33. Randall fell during the race when he \_\_\_\_\_.  
A. tripped on a rock  
B. tried to pass another runner  
C. dropped his water bottle
34. Which statement is true about the story?  
A. Randall lost his watch, and he could never find it.  
B. Randall won second place in his age group.  
C. Randall finished after his wife and son.
35. According to Randall, what is the lesson we can from this type of experience?  
A. Challenges in life can make us stronger.  
B. You should always carry an extra watch with you.  
C. Running in races can improve your physical strength.
36. What type of solar eclipse occurred on December 25, 2000?

- A. annular
  - B. total
  - C. partial
37. What made this eclipse so unique?
- A. its location for viewing in the world
  - B. its timing on the calendar
  - C. its movement across the sky
38. Who is the most likely audience for this news report?
- A. intermediate skywatchers
  - B. novice observers
  - C. avid astronomers
39. Which statement was NOT mentioned about viewing an eclipse?
- A. Sunglasses block out only a limited amount of the sun's ultraviolet rays that can damage the eye.
  - B. Sunglasses can only filter harmful rays during total solar eclipses at their greatest magnitude.
  - C. Sunglasses tend to cause the center of the eye to enlarge allowing in more intense light.
40. What is one fact we do not learn from the final commentary of the video?
- A. the date of an upcoming solar eclipse
  - B. where the next Christmas eclipse will occur
  - C. how to record an eclipse for your posterity

### **Error Recognition**

1. Rocks can be broken apart by water that seeps into the cracks and freeze in low temperatures.
- A. broken apart
  - B. that
  - C. freeze
  - D. temperatures
2. Columbus, Ohio, the capital of the state, are not only the largest city in Ohio but also a typical metropolitan area, often used in market research.
- A. are
  - B. the largest

- C. but also  
D. used
3. Although maple trees are among the most colorful varieties in the fall, they lose its leaves sooner than oak trees.  
A. among  
B. in the fall  
C. its  
D. sooner than
4. The teacher told the students to don't discuss the take-home exam with each other.  
A. told  
B. to don't  
C. discuss  
D. with each other
5. Because she didn't like shop very much, she did most of it with her personal computer.  
A. Because  
B. shop  
C. did  
D. with
6. Knowledges about cultures provides insights into the learned behaviors of groups.  
A. Knowledges  
B. insights into  
C. learned  
D. behaviors
7. Some people think that the desire to wear sunglasses are more a need to impress than to protect the eyes.  
A. that  
B. are  
C. than to  
D. the
8. Those of us who have a family history of heart disease should make yearly appointments with their doctors.  
A. who  
B. should make  
C. yearly



- D. their
9. If Robert Kennedy would have lived a little longer, he probably would have won the election.  
A. would have lived  
B. a little longer  
C. probably  
D. won
10. Excavations in several mounds and villages on the east bank of the Euphrates River have revealed the city of Nebuchadnezzar, an ancient community that had been laying under later reconstructions of the city of Babylon.  
A. on the east bank  
B. have revealed  
C. had been laying  
D. later
11. Aluminum has a hard imperious coating which protects the metal from corrode.  
A. has  
B. hard  
C. imperious  
D. corrode
12. After learned to print, elementary school children learn cursive writing.  
A. learned  
B. elementary  
C. children  
D. writing
13. Studies of job satisfaction are unreliable because there is so many variables and because the admission of dissatisfaction may be viewed as a personal failure.  
A. is  
B. many  
C. because  
D. may be viewed
14. Computers have made access to information instantly available just by push a few buttons.  
A. have

- B. access  
C. instantly available  
D. by push
15. Latex rubber is made from a milky substantial in plants and trees of the sapodilla family.  
A. made from  
B. milky  
C. substantial  
D. trees of
16. Fishing have been found to contain a particular type of fat that may help lower blood cholesterol levels.  
A. Fishing  
B. to contain  
C. that  
D. levels
17. When caterpillars are fully-grown, they attach themselves to a leave or twig and form a shell around itself called a cocoon.  
A. are fully-grown  
B. to a leave or twig  
C. around itself  
D. called
18. In experiments with large numbers of animals crowded in small cages, some have not been affected, but the rest of have shown all of the symptoms associated with stress and mental illness.  
A. large numbers  
B. the rest of  
C. have shown  
D. all of the symptoms
19. The athlete, together with his coach and several relatives, are traveling to the Olympic Games.  
A. athlete  
B. with  
C. his coach

- D. are
20. Luther Burbank earned the funds to go west by sale his new ideas about growing potatoes.
- A. the funds
  - B. go west
  - C. sale
  - D. about
21. Before television became so popular, Americans used to entertain each other in the evening by playing games, saying stories, and singing songs.
- A. so popular
  - B. to entertain
  - C. each other
  - D. saying
22. The professor had already given the homework assignment when he had remembered that Monday was a holiday.
- A. the homework assignment
  - B. had remembered
  - C. Monday
  - D. was
23. Akece Ganuktibm, she spent her life working with the health and welfare of the families of workers.
- A. she
  - B. her life
  - C. welfare
  - D. the
24. It is extremely important for an engineer to know to use a computer.
- A. It is
  - B. extremely
  - C. for
  - D. to know
25. The master of ceremonies announced in a loud and clear voice and told that the dinner would be late due to unforeseen circumstances.
- A. of ceremonies
  - B. and told

- C. would be  
D. due to
26. Narcissus, a character in mythology, gazed at his own image in a pool so ardently that he fell into itself and downed.  
A. a character in mythology  
B. his own  
C. that  
D. into itself
27. The professor was considering postponing the examination until the following week because the student's confusion.  
A. considering  
B. postponing  
C. the following week  
D. because
28. Sinaitic is the name of an alphabet which developed their symbols from Egyptian hieroglyphics.  
A. Sinaitic  
B. which developed  
C. their  
D. symbols
29. The native people in the Americas were referred to as Indians because, according to the believe at the time, Christopher Columbus had reached the East Indies.  
A. referred to  
B. according to  
C. believe  
D. had reached
30. After to have won the light-heavyweight title at the 1960 Olympic Games, Muhammad Ali began to box professionally.  
A. to have  
B. at the  
C. began  
D. professionally

31. There are many different ways of comparing the economy of one nation with those of another.
- A. There are
  - B. of comparing
  - C. those
  - D. another
32. He said he must come to the party if he finishes his assignment for next week's seminar.
- A. must come
  - B. finishes
  - C. for
  - D. week's
33. The basic law of addition, subtraction, multiplication and division are taught to all elementary school students.
- A. law
  - B. division
  - C. taught
  - D. school
34. Sandra has not rarely missed a play or concert since she was seventeen years old.
- A. not rarely
  - B. a play
  - C. since
  - D. seventeen years old
35. The need for a well-rounded education was an idea espoused by the Greeks in time of Socrates.
- A. for
  - B. well-rounded education
  - C. espoused
  - D. in time of
36. To assure the safety of those workers who must handle radioactive material, the employer should not leave them enter contaminated areas without protective clothing.
- A. To assure
  - B. who
  - C. leave

- D. enter
37. The religion attempts to clarify man's relationship with a superhuman power.  
A. The religion  
B. to clarify  
C. man's  
D. superhuman power
38. In 1975, according to the National Center for Health Statistics, the average life expectancy for people born during that year is 72.4 years.  
A. according to  
B. born  
C. during  
D. is
39. Many of the famous advertising offices are located in Madison Avenue.  
A. Many  
B. advertising  
C. located  
D. in
40. When he took the ticket out of from his pocket, a hundred dollar bill fell to the floor without his noticing it.  
A. the  
B. from his pocket  
C. to  
D. without

## Reading Comprehension

### Passage For Question 1 to 9

"Most economists in the United states seem captivated by spell of the free market. Consequently, nothing seems good or normal that does not accord with the requirements of the free market. A price that is determined by the seller or for that matter, established by anyone other than the aggregate of consumers seems pernicious, Accordingly, it requires a major act of will to think of price – fixing (the determination of prices by the seller) as both “normal”

and having a valuable economic function. In fact, price-fixing is normal in all industrialized societies because the industrial system itself provides, as an effortless consequence of its own development, the price-fixing that requires, Modern industrial planning requires and rewards great size. Hence a comparatively small number of large firms will be competing for the same group of consumers. That each large firm will act with consideration of its own needs and thus avoid selling its products for more than its competitors charge is commonly recognized by advocates of free-markets economic theories. But each large firms will also act with full consideration of the needs that it has in common with the other large firms competing for the same customers. Each large firm will thus avoid significant price cutting, because price cutting would be prejudicial to the common interest in a stable demand for products. Most economists do not see price-fixing when it occurs because they expect it to be brought about by a number of explicit agreements among large firms; it is not. More over those economists who argue that allowing the free market to operate without interference is the most efficient method of establishing prices have not considered the economies of non socialist countries other than the United States. These economies employ intentional price-fixing usually in an overt fashion. Formal price fixing by cartel and informal price fixing by agreements covering the members of an industry are common place. Were there something peculiarly efficient about the free market and inefficient about price fixing, the countries that have avoided the first and used the second would have suffered drastically in their economic development. There is no indication that they have. Socialist industry also works within a frame work of controlled prices. In early 1970's, the soviet union began to give firms and industries some of the flexibility in adjusting prices that a more informal evolution has accorded the capitalist system. Economists in the United States have hailed the change as a return to the free market. But Soviet firms are no more subject to prices established by free market over which they exercise little influenced than are capitalist firms.

1. The primary purpose of the passage is to
  - A. refute the theory that the free market plays a useful role in the development of industrialized societies.
  - B. suggest methods by which economist and members of the government of the United States can recognize and combat price-fixing by large firms.
  - C. explain the various ways in which industrialized societies can fix in order to stabilized the free market
  - D. argue that price-fixing, in one form or another, is an inevitable part of and benefit to the economy of any industrialized society.
  - E. Analysis of free markets in different economies
2. The passage provides information that would answer which of the following questions about price-fixing?
  - I.What are some of the ways in which prices can be fixed?
  - II.For what products is price-fixing likely to be more profitable than the operation of the free market?
  - III.Is price-fixing more common in socialist industrialized societies or in nonsocialist industrialized societies?
  - A. I only
  - B. III only
  - C. I and II only
  - D. II and III only
  - E. I, II and III
3. The author’s attitude toward “Most economists in the United States” can best be described as
  - A. spiteful and envious
  - B. scornful and denunciatory
  - C. critical and condescending
  - D. ambivalent but deferential
  - E. uncertain but interested
4. It can be inferred from the author’s argument that a price fixed by the seller “seems pernicious” because
  - A.people do not have confidence in large firms
  - B.people do not expect the government to regulate prices
  - C.most economists believe that consumers as a group should determine prices.



- D. most economists associate fixed prices with communist and socialist economies.
- E. Most economists believe that no one group should determine prices.
5. The suggestion in the passage that price-fixing in industrialized societies is normal arises from the author's statement that price-fixing is
- A. a profitable result of economic development
  - B. an inevitable result of the industrial system
  - C. the result of a number of carefully organized decisions.
  - D. a phenomenon common to industrialized and to industrialized societies.
  - E. a phenomenon best achieved cooperatively by government and industry.
6. According to the author, priced-fixing in nonsocialist countries is often.
- A. accidental but productive
  - B. illegal but useful
  - C. legal and innovative
  - D. traditional and rigid
  - E. intentional and widespread.
7. According to the author, what is the result of the Soviet Union's change in economic policy in the 1970's?
- A. Soviet firms show greater profit
  - B. Soviet firms have less control over the free market
  - C. Soviet firms are able to abject to technological advances.
  - D. Soviet firms have some authority to fix prices.
  - E. Soviet firms are more responsive to the free market.
8. With which of the following statements regarding the behavior of large firms in industrialized societies would the author be most likely to agree.
- A. The directors of large firms will continue to anticipate the demand for products
  - B. The directors of large firms are less interested in achieving a predictable level of profit than in achieving

- a large profit.
- C. The directors of large firms will strive to reduce the costs of their products.
  - D. Many directors of large firms believe that the government should establish the prices that will be charged for products.
  - E. Many directors of large firms believe that the price charged for products is likely to increase annually.
9. In the passage, the author is primarily concerned with
- A. predicting the consequences of a practice
  - B. criticizing a point of view
  - C. calling attention to recent discoveries.
  - D. proposing a topic for research.
  - E. summarizing conflicting opinions.

Passage For Question 10 to 15

The discoveries of the white dwarf, the neutron star, and the black hole, coming well after the discovery of the red giant are among the most exciting developments in decades because they may be well present physicists with their greatest challenge since the failure of classical mechanics. In the life cycle of the star, after all of the hydrogen and helium fuel has been burned, the delicate balance between the outer nuclear radiation pressure and the stable gravitational force becomes disturbed and slow contraction begins. As compression increases, a very dense plasma forms. If the initial star had mass of less than 1.4 solar masses (1.4 times the mass of our sun), the process ceases at the density of 1,000 tons per cubic inch, and the star becomes the white dwarf. However, if the star was originally more massive, the white dwarf plasma can't resist the gravitational pressures, and in rapid collapse, all nuclei of the star are converted to a gas of free neutrons. Gravitational attraction compresses this neutron gas rapidly until a density of 10 tons per cubic inch is reached; at this point the strong nuclear force resists further contraction. If the mass of the star was between 1.4 and a few solar masses, the process stops here, and we have a neutron star. But if the original star was more massive than a few solar masses, even the strong nuclear forces cannot resist the

gravitational crunch. The neutrons are forced into one another to form heavier hadrons and these in turn coalesce to form heavier entities, of which we as yet know nothing. At this point, a complete collapse of the stellar mass occurs; existing theories predict a collapse to infinite density and infinitely small dimensions. Well before this, however, the surface gravitational force would become so strong that no signal could ever leave the star - any photon emitted would fall back under gravitational attraction - and the star would become black hole in space. This gravitational collapse poses a fundamental challenge to physics. When the most widely accepted theories predict such improbable things as infinite density and infinitely small dimensions, it simply means that we are missing some vital insight. This last happened in physics in the 1930's, when we faced the fundamental paradox concerning atomic structure. At that time, it was recognized that electrons moved in table orbits about nuclei in atoms. However, it was also recognized that if charge is accelerated, as it must be to remain in orbit, it radiates energy; so, theoretically, the electron would be expected eventually to spiral into the nucleus and destroy the atom. Studies centered around this paradox led to the development of quantum mechanics. It may well be that an equivalent advance awaits us in investigating the theoretical problems presented by the phenomenon of gravitational collapse.

10. The primary purpose of the passage is to
  - A. offer new explanations for the collapse of stars.
  - B. explain the origins of black holes, neutron stars, and white dwarfs.
  - C. compare the structure of atoms with the structure of the solar system.
  - D. explain how the collapse of stars challenges accepted theories of physics.
  - E. describe the imbalance between radiation pressure and gravitational force.
11. According to the passage, in the final stages of its development our own sun is likely to take the form of a
  - A. white dwarf
  - B. neutron star

- C. red giant
  - D. gas of free neutrons
  - E. black hole
12. According to the passage, an imbalance arises between nuclear radiation pressure and gravitational force in stars because
- A. the density of a star increases as it ages
  - B. radiation pressure increases as a star increases in mass
  - C. radiation pressure decreases when a star's fuel has been consumed
  - D. the collapse of a star increases its gravitational force.
  - E. a dense plasma decreases the star's gravitational force.
13. The author asserts that the discoveries of the white dwarf, the neutron star, and the black hole are significant because these discoveries.
- A. demonstrate the probability of infinite density and infinitely small dimensions
  - B. pose the most comprehensive and fundamental problem faced by physicists in decades
  - C. clarify the paradox suggested by the collapse of electrons into atomic nuclei.
  - D. establish the relationship between the mass and gravitational pressure.
  - E. assist in establishing the age of the universe by tracing the life histories of stars.
14. The passage contains information that answers which of the following questions?
- A. I only
  - B. III only
  - C. I and II only
  - D. II and III only
  - E. I, II and III

15. The author introduces the discussion of the paradox concerning atomic structures in order to
- A. Show why it was necessary to develop quantum mechanics
  - B. Compare the structure of an atom with the structure of star
  - C. Demonstrate by analogy that a vital insight in astrophysics is missing
  - D. Illustrate the contention that improbable things do happen in astrophysics
  - E. Argue that atoms can collapse if their electrons do not remain in orbit.

### **Questions 16-26**

No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is - who created grammar?

At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually *formed*, the

researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible.

Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a make-shift language called a *pidgin*. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. [A] Speakers need to use circumlocution in order to make their meaning understood. [B] Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. [C] Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. [D] It included standardised word orders and grammatical markers that existed in neither the pidgin language, nor the language of the colonizers. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign

system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

Some linguists believe that many of the world's most established languages were creoles at first. The English past tense –ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

16. In paragraph 1, why does the writer include information about the Cherokee language?
  - A. To show how simple, traditional cultures can have complicated grammar structures
  - B. To show how English grammar differs from Cherokee grammar
  - C. To prove that complex grammar structures were invented by the Cherokees.
  - D. To demonstrate how difficult it is to learn the Cherokee language
17. What can be inferred about the slaves' pidgin language?
  - A It contained complex grammar.
  - B It was based on many different languages.
  - C It was difficult to understand, even among slaves.
  - D It was created by the land-owners.
18. All the following sentences about Nicaraguan sign language are true EXCEPT:
  - A The language has been created since 1979.

- B The language is based on speech and lip reading.  
C The language incorporates signs which children used at home.  
D The language was perfected by younger children.
19. In paragraph 3, where can the following sentence be placed?  
It included standardized word orders and grammatical markers that existed in neither the pidgin language, nor the language of the colonizers.  
A  
B  
C  
D
20. 'From scratch' in paragraph 2 is closest in meaning to:  
A from the very beginning  
B in simple cultures  
C by copying something else  
D by using written information
21. 'Make-shift' in paragraph 3 is closest in meaning to:  
A complicated and expressive  
B simple and temporary  
C extensive and diverse  
D private and personal
22. Which sentence is closest in meaning to the underlined sentence?  
"Grammar is universal and plays a part in every language, no matter how widespread it is."  
A. All languages, whether they are spoken by a few people or a lot of people, contain grammar.  
B. Some languages include a lot of grammar, whereas other languages contain a little.  
C. Languages which contain a lot of grammar are more common than languages that contain a little  
D. The grammar of all languages is the same, no matter where the languages evolved.
23. All of the following are features of the new Nicaraguan sign language EXCEPT:



- A All children used the same gestures to show meaning.  
B The meaning was clearer than the previous sign language.  
C The hand movements were smoother and smaller.  
D New gestures were created for everyday objects and activities.
24. Which idea is presented in the final paragraph?  
A English was probably once a creole.  
B The English past tense system is inaccurate.  
C Linguists have proven that English was created by children.  
D Children say English past tenses differently from adults.
25. Look at the word 'consistent' in paragraph 4. This word could best be replaced by which of the following?  
A natural  
B predictable  
C imaginable  
D uniform

### **Global Political Islam**

Peter Mandaville, an academic at George Mason University, USA, has been working on "the reconstruction of the Muslim world as a consequence of Globalization." His new book *Global Political Islam* is a comprehensive survey of the various movements in different regions of the world for the social and political revival of Islam during the twentieth century.

With a view to determine the nature of his work, the author specifically defines what he means by 'Political Islam.' According to him, Islamism or Political Islam "refers to forms of political theory and practice that have as their goal the establishment of an Islamic political order in the sense of a state whose governmental principles, institutions and legal system derive directly from the shari'ah" (p. 57).

Manadaville organizes the results of his research in ten chapters. The first three chapters deal with the key themes and concepts in the history of Islam pertaining to political thought and order, from 622 CE to mid twentieth century. The next five chapters include detailed case studies on almost all the major events, ideas and personalities of the movement for the revival of political Islam in different Muslim countries. The last two chapters provide an overview of the major findings of the survey and identify new actors in the intellectual field of Islamic revival. The author thus takes his readers beyond Hasan al-Banna (d. 1368/1949), Sayyid Abu 'l-A'la Mawdudi (d. 1399/1979) and Sayyid Qutb (d. 1386/1966) not only to Muhammad al-Sha'rawi, Yusuf al-Qaradawi, 'Amr Khalid and Abdolkarim Saroush, but also to thinkers who have developed highly innovative and pluralistic interpretations of Islam in recent years.

The survey does not cover the entire Muslim population, but is confined to only those individuals, organizations and groups who are contributing or have contributed in recent past to Islamic revival or have participated in the movements that fall within the defined orbit of 'Political Islam.'

The author begins with the premise that to understand Muslim politics in the contemporary world, "it is particularly important to understand accurately the significance of Prophet Muhammad in the Islamic tradition" (p. 25). According to him, "Muhammad is wholly human" (p. 25) and this provides the main deviation of Islam from other major religions of the world.

With this basic premise in the background, Mandaville arrives at the following key themes and concepts in the history of 'Political Islam:'

\*'Muslim politics in the sense of debate and contestation between multiple interpretations of religion' begins with the death of the Prophet (11/632);

- \* Tribal influences began to encroach on Muslim politics beginning with the reign of 'Uthm\*n (24.35/644.656);
- \* Effective political power was concentrated in the hands of a relatively small Arab autocratic elite despite the dispersion of Islam to a large part of the civilized world;
- \* Muslim social classes and institutions that today constitute the eMuslim political societyf and which survived till the abolition of caliphate in Turkey in 1924, initially emerged under the Abbasids in the eighth/fourteenth century and have survived since then; and
- \* The Islamic political thought was plunged into a crisis with the abolition of the caliphate.

This crisis produced a number of thinkers and activists such as Jam+l al- Din al-Afghani (1255-1316/1839-1898), Mu+ammad 'Abduh (1265-1323/ 1849-1905) and Mu+ammad Rashid Rida (1282-1354/1865-1935) who explored how Muslims should respond to the new challenges of Western imperialism, secularism and modernism. The most effective responses, however, came from Hasan al-Banna of Egypt and Sayyid Abu 'l-A'la Mawdudi of Pakistan, followed by Sayyid Qutb of Egypt. ...

26. Book entitled Global Political Islam was
  - A. A Mandaville's thesis
  - B. A news from journal
  - C. A Mandaville's survey
  - D. A political report
  - E. A Mandaville's lecture
27. The word 'Shari'ah' in paragraph 2 is closest in meaning with
  - A. Islamic Teaching
  - B. Islamic Jurisprudence
  - C. Islamic Doctrine
  - D. Islamic institution

- E. Islamic Law
28. Find the name that is regarded as the new thinker who has developed highly innovative and pluralistic interpretations of Islam in recent years.
- A. Sayyid Qutb
  - B. Mawdudi
  - C. Amr Khalid
  - D. Al-Kindi
  - E. Ibnu Rusdi
29. The following is the Mandaville's key themes and concepts in the history of 'Political Islam' EXCEPT :
- A. After the death of the Prophet, it was a rising of Muslim politics in the sense of debate and contestation between multiple interpretations of religion'
  - B. Muslim social classes and institutions that today constitute the eMuslim political societyf and which survived till the abolition of caliphate in Turkey in 1924, initially emerged under the Abbasids in the eighth/fourteenth century and have survived since then; and
  - C. Small Arab autocratic elite controlled the political power effectively despite the dispersion of Islam to a large part of the civilized world
  - D. Muslim and Non-Muslim worked together on behalf of stability of global politics
  - E. The Islamic political thought was plunged into a crisis with the abolition of the caliphate.
30. The primary purpose of the passage is to
- A. refute the theory that Islam is not compatible with Global Politics
  - B. offer an explanation of about a global political Islamic book.
  - C. suggest methods about research in global political Islam
  - D. argue that Islam can lead the world
  - E. Analysis the book entitled global political Islam

## **Bibliography of the Translations of the Meanings of the Glorious Quran into English: 1641-2002: A Critical Study**

The work is a valuable survey of all complete English translations of the Qur'an made during the last 350 years. Both the author and the King Fahd Qur'an Printing Complex are to be complimented having kept the highest standards of scholarship and production in this work.

The author, Abdur Raheem Kidwai, is Professor of English and Director, UGC Academic Staff College at the Aligarh Muslim University, Aligarh. For decades he has been teaching English language and literature and is thoroughly familiar with the Western academic tradition. Besides, for the grater part of his life Kidwai has been involved in serving the cause of the Qur'an. One of the areas of his special interest is the critical study of the Qur'an scholarship in English. The work under review presents a comprehensive and critical assessment of various English translations in terms of their strengths and weaknesses.

In his Introduction the author has delved deep into the history of English translations of the Qur'an. He has rightly pointed out the pitfalls in the field, bringing to forelight the inadequacy and incompetence of a number of Qur'an translators whose flawed versions have put readers off from the study of the Qur'an. For instance, Muhammad Ashfaq Husain (b. 1931), an English translator of the urdu translation of the Qur'an by Mahmud al-Hasan (1851- 1920) and Shabbir Ahmad 'Uthmani (1887-1949) gives his comments on Pakistani politics in 1990 although the original work goes back to the 1930s (see, p. 198). Another deplorable aspect of this field is plagiarism. Some translators have audaciously lifted material, without any acknowledgement from the earlier works of 'Abdullah Y-suf 'Ali (1872-1953) and Muhammad Marmaduke Pickthall (1875-1936). As to the English version of some outstanding Urdu taf\*s\*r works, the author

laments the poor quality of their presentation in English. He has forcefully pleaded for the production of a new English translation of the Qur'an in the current idiom which caters to the intellectual needs of a wide universal readership, one that is not too literal and conveys the message of the Qur'an, is free from sectarianism and is not overlaid with far fetched allusions to mysticism and science. In sum, the new English translation should meet the multifarious needs of the English speaking readers of the Qur'an (see, pp. xvii-xix).

The author has introduced and critically analyzed as many as 47 complete English translations of the Qur'an. Each translation has been scrutinized under the following heads: (1) Biography of the translator, in which the author traces and comments upon the main features of the translator's formative years. In some instances, however, the biographical information is not quite complete. (2) Publication History which is aimed at providing a brief account of the number of editions and their reception. This, in turn, helps readers realise the importance and impact of the translator's work. For example, it has been pointed out regarding the Qadiyani translator Sher Ali's *The Holy Quran* (first published in 1947) that in 1982 alone it was reprinted as many as 13 times and 160,000 copies of the translation were circulated in Pakistan, Ghana and Hong Kong (p. 106). (3) Features of the translation, which forms the most valuable part of the work in which the strengths and weaknesses of each translation have been discussed at length. The contents under this head enable the reader to learn not only about the numerous non-Muslim translators, but also their motives, their underlying assumptions about the Qur'an, and the main contours of the Western scholarship on Islam as such. Under this head the author also highlights that some Muslim translators, under the spell of non-Muslim translators of the Qur'an, have adopted an apologetic approach to the Qur'an's interpretation. ...

31. The bibliography of the translations of the meanings of the glorious Quran into English was

- A. A compilation of Quran translation in all languages.
  - B. A history of English translations of the Quran.
  - C. A professor review about the bibliography of the translation of the meaning of the glorious Quran into English
  - D. An Abdur Rahman Kidwai's research
  - E. A survey of all English translations of the Qur'an made during the last 350 years
32. What does the word 'glorious' in the title mean?
- A. Big
  - B. Noble
  - C. Good
  - D. Fine
  - E. Better
33. What did Shabbir Ahmad Uthmani do in his Qur'an translation.
- A. Gave comments about politics
  - B. Surveyed the politics in Pakistan
  - C. Provided commentary on Pakistani politics
  - D. Made a critical study
  - E. Interpreted another Qur'an translation
34. How many times and copies was Sher Ali's Holy Quran reprinted in 1982
- A. As many as 33 times and 160,000 copies
  - B. As many as 13 times and 160,000 copies
  - C. As many as 13 times and 150,000 copies
  - D. As many as 88 times and 160,000 copies
  - E. As many as 13 times and 180,000 copies
35. The primary purpose of the passage is to
- A. argue that Quran possibly can be translated into all language.
  - B. refute the theory that same verses in the Quran can not be translated.
  - C. suggest methods about translating the meaning of the Quran.
  - D. offer a critical study of the Quran translation works.
  - E. offer an explanation about translation of the meaning

of the glorious quran into English.

### Islamic Literary Networks in South and Southeast Asia

Networks of travel and trade have often been viewed as pivotal to understanding interactions among Muslims in various regions of South and Southeast Asia. What if we thought of language and literature as an additional network, one that crisscrossed these regions over centuries and provided a powerful site of interaction and exchange facilitated by the dissemination of stories, ideas and beliefs?

This article presents a history of such networks in Southeast India and the Indonesian–Malay world, drawing on sources in Javanese, Malay and Tamil.

Among Muslim communities in these regions practices of reading, learning, translation, adaptation and transmission helped shape a cosmopolitan sphere which was both closely connected with the broader, universal Muslim community and rooted in local and regional identities. Circulating shared stories, beliefs and citations of prior works created a space that allowed those with similar convictions to connect over great distances by virtue of a common technology.

In previous centuries the technology was one of copying, translating and disseminating texts in local languages infused with Arabic words, idioms, syntax and literary forms. For example, the famous *Book of One Thousand Questions*, composed in Arabic around the tenth century, was translated—among other languages—into Persian, Urdu, Tamil, Javanese, Malay and Bugis. Such translations—in their myriad variations—point to interactions not only among particular people but also to interactions between and among languages and scripts, between the cosmopolitan Arabic and vernaculars like Javanese or Tamil.

Drawing on Pollock's theory of the 'Sanskrit cosmopolis' of 300–1300 AD I argue for a later, partially overlapping 'Arabic cosmopolis' in some of the same regions. Literary networks within this cosmopolis contributed to the rise of Islamic educational institutions, life cycle rites, and the adoption of modes of



expression and creativity common across a great geographical and cultural space.

36. The author proposes a question that interaction among Muslims in the south and south east Asia was not only because of travel and trade network but also
  - A. culture and religion
  - B. language and literature
  - C. songs and music
  - D. politics and economy
  - E. science and technology
37. What does the word 'dissemination' opposite to?
  - A. Spread
  - B. Deployment
  - C. Gather
  - D. Dispersion
  - E. Propagation
38. What did create a space that allowed those with similar convictions to connect over great distances by virtue of a common technology
  - A. Sharing the common problem among different community
  - B. Getting along with other south and southeast Asian people
  - C. Translating some of famous works
  - D. Circulating shared stories, beliefs and citations of prior works
  - E. Getting the advantages from each other
39. The book entitles 'Book of One Thousand Questions' was translated into the following languages EXCEPT
  - A. Tamil
  - B. Malay
  - C. Urdu
  - D. Javanese
  - E. Farsi
40. What was the advantage of literary networks within the cosmopolis for Muslims

- A. It contributed to the rise of Islamic Educational institutions
- B. It taught Islam peacefully through literacy
- C. It motivated Muslim for studying Arabic thoroughly
- D. It contributed to the rise of Islamic Economy
- E. It gave financial aids for Poor South and Southeast Asian Muslims

**END**



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Afif Suaidi

# English Lesson for Islamic Learning



**ELING** (English Language for Islamic Learning) is written by Afif Suaidi, a lecturer in State Islamic University of Sultan Maulana Hasanuddin Banten. It is written based on many years experiences teaching English in Islamic colleges and schools in many different departments.

This book is aimed to university students who are studying in Islamic University. ELING enables them to learn English in Islamic perspectives together with studying grammar, memorizing Islamic vocabularies, and expression in Islamic values. This book includes two credits for two semesters each so this book can be used for two semesters.

It consists of seven chapters and every chapter consists of main topic that discusses about Islam and Muslims i.e., Muslim dress, pesantren daily activity, prophet story, the five pillars of Islam, Muslim around the world, Islamic civilization, Islamic critical news, theory of Indonesian Muslim advent. Every topic consists of vocabulary building, reading comprehension, language focus, writing activity, and speaking practice. In the last session of this book, there is a simulation test like TOEFL based on Islamic Studies.

 **media madani**  
*Dullidhi*  
Jl. Syekh Alauddin Al-Bandari 40B, 2 Km  
Pojok Sukarejo Desa Kota Baru  
Kecamatan Klaten Kota  
Klaten  
0271 733300  
0277 713335  
media.madani | @gmail.com  
ma@bookstore  
Media

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