

Learning Module

ISLAMIC EDUCATION TEXT READING



Penyusun:

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Department of Islamic Education

2019



RENCANA PEMBELAJARAN SEMESTER

1.	Program Studi	:	Pendidikan Agama Islam
2.	Mata Kuliah	:	Islamic Education Text Reading
3.	Kode Mata Kuliah	:	
4.	Semester/SKS	:	III / 2 SKS
5.	Dosen Pengampu	:	Martriwati, M.Pd
6.	Deskripsi Mata Kuliah	:	Pada mata kuliah ini diterapkan berbagai strategi dan teknik membaca secara efektif efisien serta kritis atas berbagai bentuk wacana otentik ke -Islamian dari berbagai mass media. Kegiatan membaca ditekankan pada kemampuan mengkritisi bentuk, isi dan pesan yang disampaikan melalui wacana.
7.	Referensi	Utama (Nama dan Kode)	
		1. Beatrice S. Mucykecky/ Linda Jeffries. 2001. <i>More Reading Power</i> . Test Booklet	
		Pendukung (Nama dan Kode)	
		1. Beatrice S. Miculecky/ Linda Jeffries. 1997. <i>More Reading Power</i> . 2. Simon Greenall & Diana Pye. 1991. <i>Reading</i> 3. Cambridge Dictionary 4. Thesaurus	
8.	Capaian Pembelajaran (CP)	Capaian Pembelajaran Lulusan Program Studi (CPL Prodi)	
		Kode	Uraian
		S9	Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri
		P9	Menguasai ilmu dan ketrampilan komunikasi.
		KK 13	Terampil Menggunakan Bahasa Arab Dan Inggris Dalam Mendesain Pembelajaran PAI.
		Capaian Pembelajaran Mata Kuliah (CP MK)	

		Kode	Uraian
		M1	Mahasiswa mampu memahami bacaan dengan teknik teknik yang efektif dan efisien yaitu dengan mencari informasi tertentu (scanning) dan mencari informasi secara global (skimming). (S9, P9, KK13)
		M2	Mahasiswa memahami dan mampu membentuk arti kata sesuai dengan konteks bacaan. (S9, P9, KK13)
		M3	Mensurvei suatu bacaan/teks secara cepat dengan hati-hati sebelum membaca dengan menggunakan <i>reading skill – previewing</i> . (S9, P9, KK13)
		M4	Mahasiswa mampu menjelaskan penggunaan kamus bahasa Inggris yang baik dan benar untuk mencari arti kata yang sulit dan bagaimana mengucapkannya. (S9, P9, KK13)
		M5	Mahasiswa menebak (guessing) dan menjelaskan arti kata-kata dalam bacaan/teks dengan menggunakan grammatical clues dan context clues dalam vocabulary knowledge for effective reading. (S9, P9, KK13)
		M6	Menjelaskan cara membuat kesimpulan suatu bacaan/teks dengan menggunakan reading skill – making inferences. (S9, P9, KK13)
		M7	Menjelaskan cara merangkum/meringkas suatu bacaan/teks dengan menggunakan reading skill – summarizing. (S9, P9, KK13)
		M8	Menjelaskan belajar berpikir dalam bahasa Inggris dengan membuat transisi dari kebiasaan menerjemahkan menjadi berpikir dalam bahasa Inggris dengan menggunakan thinking skills. (S9, P9, KK13)

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelajaran	Waktu (Menit)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrumen	Bobot	
1	Mahasiswa mengetahui tentang aturan perkuliahan dan memahami silabus serta materi perkuliahan	Mengetahui tentang aturan perkuliahan dan memahami silabus serta materi perkuliahan	Mahasiswa mengetahui tentang aturan perkuliahan dan memahami silabus serta materi perkuliahan	Ceramah Diskusi	100	Diskusi Kelas	-	-	-	
2	Memahami bacaan dengan teknik teknik yang efektif dan	Membaca untuk mencari informasi tertentu (scanning)	Scanning for key words, timetable, pages of a dictionary,	Group Discussion Collaborati	100	Pembelajaran di kelas Membaca dengan	Tulis	Essay	5%	1. Beatrice S. Mucy

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
	efisien yaitu dengan mencari informasi tertentu (scanning) dan mencari informasi secara global (skimming)	dari teks Islami yang dibaca	a telephone book, ads in a newspaper, and information in a passage	ve Learning		cepat				kecky / Linda Jeffries. 2001. <i>Reading Power</i> . Test Booklet 2. Simon Greenall & Diana Pye. 1991. <i>Reading</i>
3	Memahami bacaan dengan teknik teknik yang efektif dan efisien yaitu dengan mencari informasi tertentu (scanning) dan mencari informasi secara global (skimming)	Membaca untuk mencari informasi tertentu (skimming) dari teks Islami yang dibaca	Skimming for Point of View	Group Discussion	100	Pembelajaran di kelas Membaca dengan cepat	Tulis	Essay	5%	1. Beatrice S. Mucky kecky / Linda Jeffries. 2001.

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
										<i>Reading Power . Test Booklet</i> 2. Simon Greenall & Diana Pye. 1991. <i>Reading</i>
4	Memahami bacaan dengan teknik teknik yang efektif dan efisien yaitu dengan mencari informasi tertentu (scanning) dan mencari informasi secara global (skimming)	Membaca untuk mencari informasi tertentu (skimming) dari teks Islami yang dibaca	Skimming for Pattern of Organization - Listing - Time Order - Cause / Effect - Comparison	Ceramah Jigsaw	100	Pembelajaran di kelas Membaca Cepat Library learning	Tulis	Essay	5%	1. Beatrice S. Mucky / Linda Jeffries. 2001. <i>Reading Power . Test Booklet</i>

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
										2. Simon Green all & Diana Pye. 1991. <i>Readi ng</i>
5	Memahami bacaan dengan teknik teknik yang efektif dan efisien yaitu dengan mencari informasi tertentu (scanning) dan mencari informasi secara global (skimming)	Membaca untuk mencari informasi tertentu (skimming) dari teks Islami yang dibaca	Skimming for Main ideas and Topic Sentence	Collaborati ve Learning	100	Diskusi Kelas Membaca dengan cepat	Tulis	Essay	5%	1. Beatri ce S. Mucy kecky / Linda Jeffrie s. 2001. <i>Readi ng Power . Test Bookl et</i> 2. Simon Green all & Diana Pye. 1991.

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
										<i>Readi ng</i>
6	Menjelaskan cara membuat kesimpulan suatu bacaan/teks dengan menggunakan reading skill – making inferences.	Memahami dan Membuat kesimpulan suatu bacaan/teks dengan menjawab pertanyaan-pertanyaan (W/H Questions) berdasarkan informasi dari bacaan/teks tersebut	Making inferences from newspaper	Reading Quickly Dan collaborative reading	100	Diskusi Kelas Membaca dengan cepat Library Learning	Tulis	Essay	10%	1. Beatrice S. Mucke / Linda Jeffries. 2001. <i>Reading Power</i> . Test Booklet 2. Simon Greenall & Diana Pye. 1991. <i>Reading</i>
7	Mensurvei suatu bacaan/teks secara cepat dengan hati-hati sebelum membaca	Mensurvei suatu bacaan/teks sebelum membaca dengan melihat judul dan anak	Analyzing title, sub title, graph or pictures, italic words or forewords	Group Discussin	100	Diskusi Kelas Membaca dengan cepat	Tulis	Essay and MC	5%	1. Beatrice S. Mucke/

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
	dengan menggunakan <i>reading skill – previewing</i>	judul , gambar atau grafik, kata yang dicetak tebal atau miring, dan kata pengantar								Linda Jeffrie s. 1997. <i>More Readi ng Power</i> 2. Beatri ce S. Mucy kecky / Linda Jeffrie s. 2001. <i>More Readi ng Power</i> . Test Bookl et
8	UJIAN TENGAH SEMESTER									
9	Menjelaskan penggunaan kamus bahasa Inggris yang baik dan benar untuk	Mahasiswa mampu mencari arti kata yang sulit dan bagaimana mengucapkannya	Difficult Vocabulary based on the text	Ceramah Diskusi	100	Diskusi Kelas Membaca dengan cepat	Tulis	Essay and MC	10%	1. Cambri dge Diction ary

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
	mencari arti kata yang sulit dan bagaimana mengucapkannya	dalam kamus bahasa Inggris								2. Thesaur us 3. Beatrice S. Miculec ky/ Linda Jeffries. 1997. <i>More Reading Power.</i>
10	Mahasiswa menebak (guessing) dan menjelaskan arti kata-kata dalam bacaan/teks dengan menggunakan grammatical clues dan context clues dalam vocabulary knowledge for effective reading	Menebak (guessing) arti kata-kata dalam bacaan/teks dengan menggunakan grammatical clues dan context clues antara lain : <i>definition clues, comparison clues, contrast clues dan examples clues.</i>	<i>definition clues, comparison clues, contrast clues dan examples clues</i>	Jigsaw	100	Diskusi Kelas Membaca dengan cepat	Tulis	Essay	5%	1. Beatri ce S. Micul ecky/ Linda Jeffrie s. 1997. <i>More Readi ng Power</i> 2. Beatri ce S. Mucy kecky

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
										/ Linda Jeffrie s. 2001. <i>More Reading Power</i> . Test Bookl et
11							Tulis	Essay	10%	1. Beatri ce S. Micul ecky/ Linda Jeffrie s. 1997. <i>More Reading Power</i> 2. Beatri ce S. Mucy kecky /

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
										Linda Jeffrie s. 2001. <i>More Readi ng Power . Test Bookl et</i>
12	Menjelaskan cara membuat kesimpulan suatu bacaan/teks dengan menggunakan reading skill – making inferences.	Memahami dan Membuat kesimpulan suatu bacaan/teks dengan menjawab pertanyaan-pertanyaan (W/H Questions) berdasarkan informasi dari bacaan/teks tersebut	Making inferences from Islamic Literatures	Reading Quickly Dan collaborati ve reading	100	Diskusi Kelas Membaca dengan cepat Library Learning	Tulis	Essay	10%	1. Beatri ce S. Micul ecky/ Linda Jeffrie s. 1997. <i>More Readi ng Power</i> 2. Beatri ce S. Mucy kecky / Linda

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
										Jeffrie s. 2001. <i>More Readi ng Power . Test Bookl et</i>
13	Menjelaskan cara merangkum/meringkas suatu bacaan/teks dengan menggunakan reading skill - summarizing	Memahami cara merangkum/meringkas suatu bacaan/teks dengan menggabungkan topik, ide pokok dan pola organisasi (topics, main ideas and pattern of organizations	Summarizing of newspaper contents	Reading Quickly Dan collaborati ve reading	100	Diskusi Kelas Membaca dengan cepat	Tulis	Essay	10%	1. Beatri ce S. Micul ecky/ Linda Jeffrie s. 1997. <i>More Readi ng Power</i> 2. Beatri ce S. Mucy kecky / Linda Jeffrie

Per t ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelaj aran	Wakt u (Meni t)	Pengalaman Belajar Mahasiswa	Penilaian			Referensi
							Teknik	Instrume n	Bobo t	
										s. 2001. <i>More Readi ng Power . Test Bookl et</i>
14	Menjelaskan cara merangkum/meringkas suatu bacaan/teks dengan menggunakan reading skill - summarizing	Memahami cara merangkum/meringkas suatu bacaan/teks dengan menggabungkan topik, ide pokok dan pola organisasi (topics, main ideas and pattern of organizations	Summarizing of Islamic Literatures	Reading Quickly Dan collaborati ve reading	100	Diskusi Kelas Membaca dengan cepat	Tulis	Essay	10%	
15	Menjelaskan belajar berpikir dalam bahasa Inggris dengan membuat transisi dari kebiasaan menerjemahkan menjadi berpikir dalam bahasa Inggris dengan menggunakan thingking skills	Mahasiswa mampu menerjemahkan teks bebas dengan menggunakan thinking skills yang dimiliki	Islamic articles	Reading Quickly Dan collaborati ve reading	100	Diskusi Kelas Membaca dengan cepat	Tulis	Essay	10%	
16	UJIAN AKHIR SEMESTER									

Acknowledgement

On this opportunity, we would like to show our gratitude for help and appreciation given to us so that this Reading Module can be realized. We would like to thank to:

1. Head of Islamic Education Ibu Lismawati M.Pd
2. Administrative staff of Islamic Education

Foreword

The writer compiled this module to help students how to read Academic Reading. There are some tips and strategies that can help students understand the content of the reading. Reading strategies are adapted from Basic and Advanced reading Power, Internet Sources, and other supporting books to practice answering questions. It is expected that students become eager to read by using adequate reading strategies. Before the midterm test, students are taught reading techniques with intensive practices. After the midterm test, the lecturer provided students with reading materials related to their major taken from different sources.

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- Definition
- Practice
- Summary
- Formative test

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- Definition
- Practice
- Summary
- Formative test

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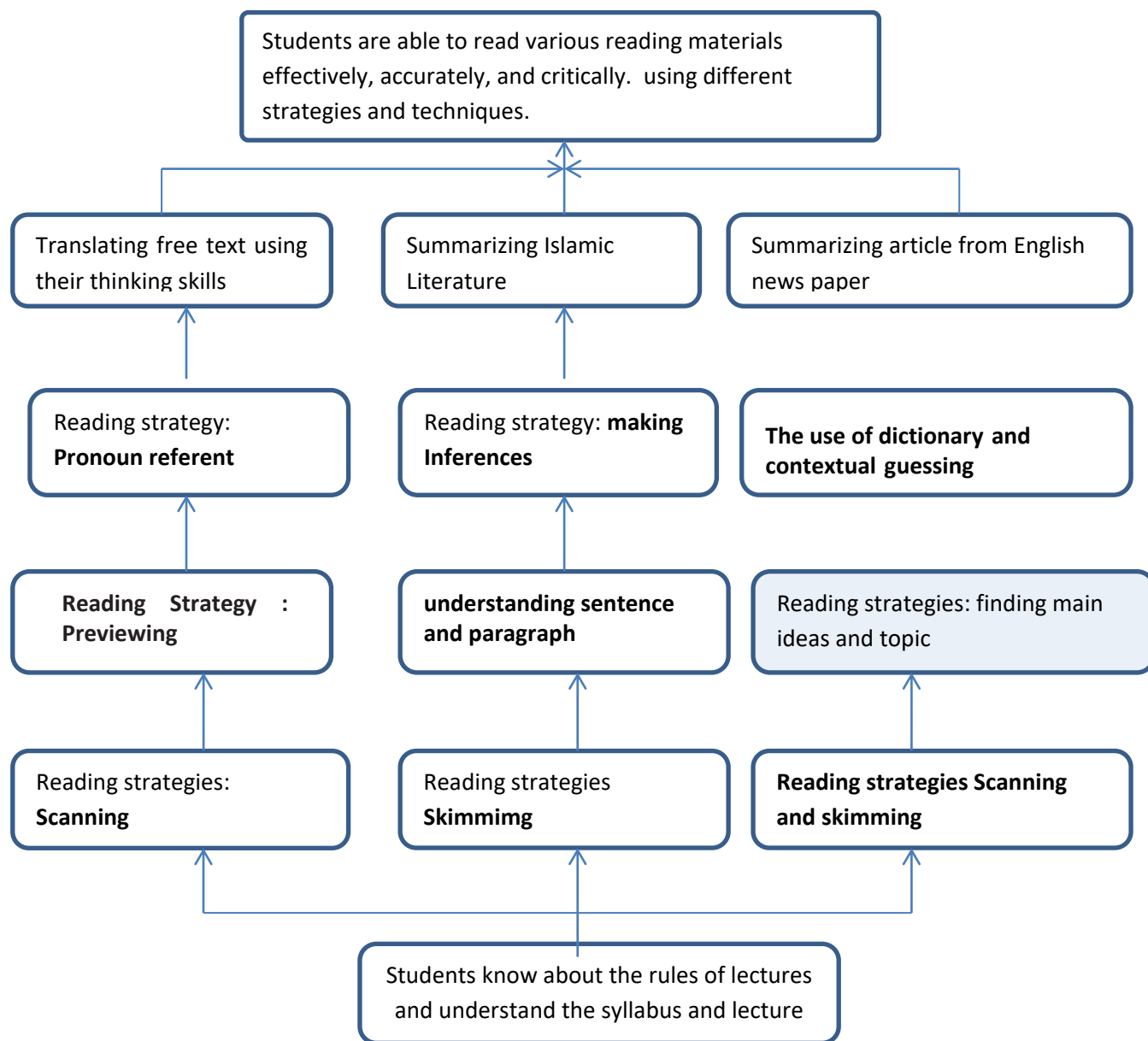
- Definition
- Practice
- Summary
- Formative test

Unit 11 AND 1240-43**SUMMARIZING**

- Definition
- Practice
- Summary
- Formative test

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Course Description



Unit 1

SCANNING

1. Definition

Scanning means knowing what information readers need to find before they read. Then their eyes move quickly to find particular information. Scanning is commonly used to look for a fact or a detail or a particular vocabulary word, key words, timetable, pages of a dictionary, a telephone book, menu at the restaurant and ads in a newspaper.

2. Practice

a. Scan this Newspaper ads and answer the questions. Work quickly

Los Angeles News		
Classified Ads		
For Sale	Lost and Found	Classes and Tutoring
Bed. \$150. Like new. 223-3222	Lost. Keys on ring. Near High St. \$25. reward. Call 321-1212.	Learn to sing. New class begins in June. Five students in a class. Ten weeks, \$75. Call today! 525-0800
Table and 4 chairs. Beautiful, old. \$700. 342-9982	Lost: Black and white cat. 2 years old. Near Green St. Please call 939-9310.	Math lessons. Tutor can help you! \$15/hour. Call 566-7878.
Bicycle. 1 year old. 21 speeds. \$75. 663-9280	Lost. Sunglasses in red case. Near School St. Reward. 773-7219	English lessons in your home. Very good teacher. \$20/hour. 793-7287
Bicycle. Men's. Good for hills. \$90. 641-2398	Found. Black and white cat. Green St. at City Park. 794-4582	Learn to speak Chinese. Hong Kong teacher. \$25/hour. 356-4678
Piano. Made in Germany. Like new. \$3,000. 663-2929	Found. Big black dog. Small ears. Short hair. Near Flower St. 393-1974	Piano lessons. Teacher from Russia. Call today. 894-0759
21" TV and VCR. 2 years old. Must sell now. \$350. 769-5055	Lost. Near University Rd. Camera in brown case. Need for my job. Reward. Please call 723-2901.	English classes for beginners. Six students in a class. 736-2984

1. How many bicycles are for sale?
2. What is the price of the 2L" TV and VCR?
3. How many dogs were found?
4. Were any cats found?
5. Where was the camera lost?
6. What is the price of English lessons in your home?
7. What is the telephone number for Chinese lessons?
8. When does the new class for singing lessons begin?
9. How much is the reward for the lost keys?
10. Where was the piano made

Adopted from [Advanced reading Power](#) (Linda Jeffries; Beatrice S Mikulecky, 2007)

- b. Scan this passage to get some information

William Friese-Greene
----- 1855 – 1921 -----

William Friese-Greene was born in England. He was a portrait photographer and wanted to make his picture move.

By using a new material of the time, celluloid, Friese-Greene built an early movie camera and projector in 1889. He used the camera to record street scenes at Hyde Park Corner in London and later showed the film to a bewildered policeman.

However, Friese-Greene's business soon failed and he became bankrupt. He died a poor man.

The American inventor Thomas Edison developed and improved movie projector, the "Kinetoscope", in 1891 but did not patent it in Europe. In 1895, two brothers from France named Louis and Auguste Lumiere developed a similar machine to Edison's and used it to show their films in the world's first public movie theater in Paris.

You have to find out:

- 1) Who showed a film in a first public movie theater.
- 2) When Thomas Edison developed an improved movie projector.
- 3) What William Friese Greene is.
- 4) When Friese Greene built an early movie camera.
- 5) When two French brothers developed a similar machine to Edison's.

3. Summary

- Remind students that this process does not require that they have to understand every word perfectly.
- Don't try to read every word.
- Let your eyes scan quickly across or down the page to find what you're looking for.
- have in your mind the word or words you are looking for; say it out loud if it helps
- If necessary, use your finger to run down or across the page as you look
- When you have found the needed information, carefully read the sentences in which it appears in order to confirm that you have located the correct information.
- Remind them" the more the students practice, the quicker they get.
- When we scan, we usually:
 - have an idea what information we want from the text, and look for content words or visual clues that signal that information
 - read in blocks of words rather than word by word

4. Formative test (15 minutes)

Read the following passage and choose the best answer

The Great Pilgrimage to Mecca or Hajj: The Fifth Pillar of Islam

The last of five pillars of Islam is the great pilgrimage or hajj to the sacred monuments in and near Mecca, performed during the twelfth month, Dzual-Hijjah, of the Muslim lunar calendar. It is required of adult Muslims at least once in a lifetime if they are physically able to make the trip and can afford it. The great pilgrimage, like prayers, also requires ritual purification, symbolized by wearing of the white garments, the ihram. Men should don two seamless, white sheets. Meanwhile Women may don a long white dress and head covering or veil. Neither jewelry nor perfume is permitted; sexual activity, hunting and the other bad deeds are prohibited as well.

In addition to the hajj, there is devotional ritual, the 'umrah', means visitation generally called the lesser pilgrimage, which we, Muslims, may perform when visiting the holy sites at other time of the years. Those who are on the hajj often perform the 'umrah rituals before, during, or, after the hajj. However, performance of the 'umrah' only does not replace the hajj obligation.



Islamic law or Islamic jurisprudence stipulates three methods of performing the hajj ceremonies: a) ifrad, means one by one, a preferred method, completing the hajj ceremonies first and then the 'umrah ones; b) tamattu', means enjoyment, performing the 'umrah first and then breaking the state of ritual purity or sanctification to enjoy the pleasures of Mecca for a few days before resuming the ihram for the hajj; and c) qiran, means conjunction, beginning the 'umrah and the hajj, and the completing both at the same time.

The focus of the great pilgrimage is the Ka'bah, the cube-shaped house of Allah, in which the sacred black stone is embedded. The Ka'bah was originally built by the prophet Ibrahim and his son Ismail. The black stone was given to Ibrahim by the angel Gabriel and thus is a symbol of Allah's covenant with Ismail and, by extension, the Muslim community in general.

1. When is the great pilgrimage performed by the Islamic followers?
2. How many times should a Muslim perform the pilgrimage?
3. Mention the three alternatives of doing hajj according the text?
4. Who were the early builders of Ka'bah?
5. What Is the meaning of 'the cube-shaped House of Allah?

5. Glosarium

acred	Suci
Pilgrimage	Ziarah
Pilgrim –	Peziarah
Lunar	Bulan
Lifetime	Seumur hidup
Required	Diwajibkan
Replace	Mengantikan
Obligation	Kewajiban
Purification	Pensucian
Black stone	Hajar aswad (batu hitam)
Angel	malaikat

Adopted from <https://triilma.wordpress.com/category/islamic-reading-for-islamic-student/>

Unit 2

SKIMMING

1. Definition

Skimming means reading quickly for general meaning. In skimming, a reader reads only important information, but not everything. It is commonly used to find out about the topic, the main idea, and general organization of the texts.

2. Practice

TEST 1

Fasting, The Fourth Pillar Of Islam

Islam has been from the beginning much more than what is usually meant by general concept "religion". Islam, meaning in Arabic submission to Allah, is indeed at the same time a religious tradition, a civilization and a total way of life. Islam proclaims a religious faith and sets forth certain rituals, but it also prescribes patterns of order for society in such matters as family life, civil and criminal law, business, etiquette, food, dress, and even personal hygiene. For Islamic followers there are few if any aspects of individual and social life that are not considered to be expression of Islam, which is seen as a complete, complex civilization in which individuals, societies and governments should all reflect the will of Allah, the almighty God.

The prescribed Islamic practices include what so called five pillars of Islam. One of the pillars is fasting, which is our present topic. The rests are: the profession of faith, prayer, almsgiving, and pilgrimage to Mecca. Once each year Islam prescribes a rigorous, month-long fast during the month of Ramadan, the ninth month of the Islamic calendar. From sunrise to sunset, all adults Muslims whose health, permits are completely abstain from food, drink, and sexual activity. Ramadan is a time for reflection and spiritual discipline, for expressing gratitude for Allah's guidance and atoning for past sins, for awareness of human frailty and dependence of Allah.

Concerning fasting quality, Al-Ghazaly, in his *Ihya Ulum al Din* (Bringing Religious Knowledge to Live), classified fasting into three grades: ordinary, special, and extra special. Ordinary fasting means abstaining from food, drink, and sexual satisfaction. Whereas special fasting means keeping one's ears, eyes, tongue, hands, and feet – and all other organs – free from sin.

Meanwhile, extra – special fasting means fasting of the heart from unworthy concerns and worldly thoughts, in total disregard, of everything but Allah, Great and Glorious is he. This kind of highest quality of fasting is broken by thinking anything other than Allah and the hereafter.

Adopted from <https://triilma.wordpress.com/category/islamic-reading-for-islamic-student/>

Questions to Answer:

1. What is the main idea of the second paragraph?
2. Is Islam similar to the general concept of religion?
3. Could you mention all of the five pillars of Islam consecutively?
4. Is the fast of Ramadan annually prescribed?
5. How long should adult Muslims abstain from food and drink during the fasting month
6. Could you explain the Ghazalian typology of Fasting?

TEST 2

21.00 The Apprentice Lord Sugar instructs the teams to build junk collection businesses.	21.00 Wonderland Film which climbs aboard with four families as they take to the road.	21.00 Cannabis: What's the Harm? Exploring the world of organised crime linked to the supply of cannabis in the UK.	21.00 Hidcote: A Garden for All Seasons The story behind Hidcote, the most influential English garden of the 20th century.
22.00 BBC News at Ten Latest national and international news, with reports from BBC correspondents worldwide.	22.00 The Apprentice: You're Fired This week's task of making money from rubbish ended with someone being dumped.	22.00 Kill Bill: Vol 2 The assassin, The Bride, concludes her ruthless quest for revenge against her nemesis.	22.00 Nurse Jackie After breaking up with Eddie, Jackie tries to reconnect with her family.

1. What times does this extract from the programme guide cover?

2. Can you catch the news whatever channel you watch?

3. If you enjoy watching documentaries, which channel might be best for you?

4. Are there any comedy programmes to watch this evening?

3. SUMMARY

- When you skim a text, you don't read the whole text word by word, but you do need to pick out parts of the text and read them, in order to get an overall sense of the content.
- When encouraging your readers to skim a text, don't create pressure to do this very fast, as you will only create a sense of panic and they will fail to get any sense of the meaning. The page will just be a blur of words.
- Skimming is a more challenging skill to acquire than scanning, as it needs the confidence and fluency to quickly recognize words and comprehend their sense and meaning within a text, without reading the whole thing.
- When you skim a text, you don't read the whole text word by word, but you do need to pick out parts of the text and read them, in order to get an overall sense of the content.

4. Formative Test (20 minutes)

Zakat the Third Pillar of Islam

Although 'zakat' is one of Islamic concepts which has no equivalent in English, some books on Islam in English render it with different words or phrases such as "alms giving", "alms-tax", "charity", and "annual tax". The literal and simple meaning of Zakat is purity. The technical meaning of the word indeed designates a kind of mandatory donation to charity. More over, it is more of the nature of a public welfare tax, with specific amount. Its payment is religiously and publicly obligatory for all Muslims without exception, and it is levied on all inheritances before distribution. The Holy Qur'an defines the righteous as those who "attend to their players, pay alms-tax and firmly believe in the life to come"(31:4).

Zakat, as the third pillar of Islam, is due upon the value of all goods, chattels, profits, trade, and mercantile business. The public welfare tax is not due unless the property amounts to a certain value and has been in the possession of a person for a whole year. In modern time zakat can also be applied to shares, securities, insurance policies, and provident funds as well. The most common measure of this kind of wealth is 2.5 percent. In addition, at the end of the month of Ramadan, each head of a rich Muslim household is also required to give away in alms for every member of his household a measure of rice, wheat, raisins, barley or other grain, or the value of the same. For this kind of Zakat, the measure is 2.5 kilograms or the value of the same per person. Thus, Zakat can be classified into two kinds: zakat fitrah and zakat mal (wealth).

According to Hammudah Abdallati, as stated in *Islam in focus* (1975:97), there are at least five far-reaching effects of Zakat. It purifies the property of the

people with means and clears it from the shares which do not belong to it anymore, the shares which must be distributed among the due beneficiaries.

Second, it does not only purify the property of the contributor but also purifies his heart from selfishness and greed for wealth.

Third, it mitigates to a minimum the sufferings of the needy and poor members of society. Fourth, it is a healthy form of internal security against selfish greed and social dissension, against the intrusion and penetration of subversive ideologies. Fifth, it is a vivid manifestation of the spiritual and humanitarian spirit of responsive interactions between the individual and society.

Finally, the due recipients of zakat are as follows: the poor Muslims, the needy Muslims, the new Muslim converts, the Muslim prisoner of war, the Muslim in debt, the Muslim in charge of the zakat collection, the Muslims in service of the cause of God by means of research or study or propagation of Islam, and the Muslim wayfarers who are stranded in a foreign land and in need for help.

Adopted from <https://triilma.wordpress.com/category/islamic-reading-for-islamic-student/>

Answer the questions below

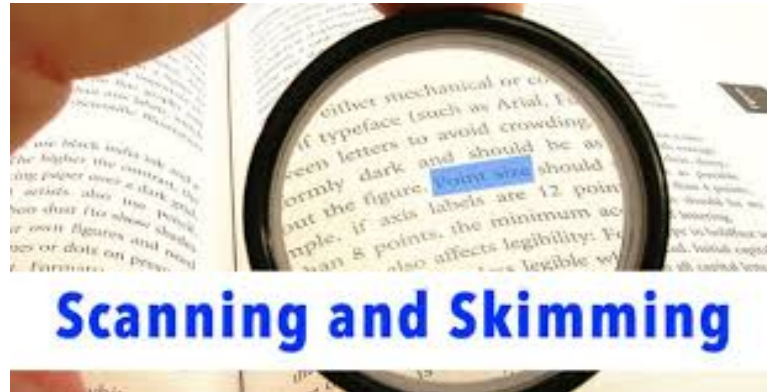
1. What is the literal meaning of Zakat?
2. What is the technical meaning of Zakat?
3. Is the concept of Zakat the same as the concept of charity?
4. How many kinds of Zakat are there discussed in the text?
5. Who should pay for the Zakat?
6. Whom should zakat be distributed to?
7. Could you mention some advantages that Zakat possibly contributor gets?
8. Could you mention what kind of property that a Muslim should its Zakat?
9. How much should you as a Muslim pay for the zakat at the end of Ramadan?
 10. What's the main idea of the second paragraph?
 11. What is the main point of the third paragraph?
12. Who are eligible to get Zakat

5. GLOSARIUM

Equivalent	–	Padanan
Vivid	–	Jelas, Gamblang
Purity	–	Kesucian
Mitigate	–	Mengurangi
Purify	–	Mensucikan, Membersihkan
Greed	–	Ketamakan
Render	–	Mengalihkan
Mercantile	–	Perdagangan
Life to come	–	Akhirat
Wheat	–	Gandum
Raisin	–	Kismis
In need for help	–	Perlu bantuan
Value	–	Nilai
Barley	–	Sejenis gandum
Grain	–	Padi
Far-reaching	–	Berjangkauan luas
In the possession	–	Dimiliki
Means	–	Cara
Shares	–	Saham
Insurance Policies	–	Polis asuransi
Needy	–	Fakir
Propagation	–	Penyiaran, Dakwah
In debt	–	Berhutang
Household	–	Rumah tangga
Due recipients	–	Mustahik
Converts	–	Mualaf

Unit 3

SCANNING AND SKIMMING



1. The Differences And The Similarities

SKIMMING & SCANNING

Skimming and scanning are techniques in reading that use rapid eye movement and keywords to move quickly through text for slightly different purposes. The purposes of skimming are to get a general overview of the material, the main idea, the topic or the subject of the passage, **while** scanning is reading quickly in order to find specific facts such as scanning the channel listing on the TV, the telephone directory, and then an alphabetic word on the dictionary, ads in the brochures.

In short, skimming and scanning are used when reading any types of reading materials. Readers can get information quickly with skimming and scanning techniques. They can improve reading comprehension through skimming and scanning.

2. Practice

TEXT 1

PALU, Indonesia - Bright-colored body bags were placed side-by-side in a freshly dug mass grave Monday, as a hard-hit Indonesian city began burying its dead from the devastating earthquake and tsunami that killed more than 840 people and left thousands homeless.

The death toll, largely from the city of Palu, is expected to keep rising as areas cut off by the damage are reached. The magnitude 7.5 earthquake struck at dusk Friday and generated a tsunami said to have been as high as 6 meters (20 feet) in places.

Local army commander Tiopan Aritonang said 545 bodies would be brought to the grave from one hospital alone.

The trench dug in Palu was 10 meters by 100 meters (33 feet by 330 feet) and can be enlarged if needed, said Willem Rampangilei, chief of Indonesia's National Disaster Mitigation Agency.

1. What is the main idea on the second paragraph?
2. How many earthquake victim in Palu?
3. Who is the chief of Indonesia's National Disaster Mitigation Agency.

TEXT2

The Second Pillar of Islam

Having proclaimed wholeheartedly that there is no god but Allah and Muhammad is the Messenger of Allah, a Muslim should offer prayer (salat) five time each day. Thus the second pillar of Islam. Although times for player and ritual actions are not specified in the Qur'an, they were indeed established by the prophet Muhammad, e upon him, Shubuh is offered during day break or at dawn, dhuhur prayer is offered at noon, ashar prayer is offered at mid-afternoon, magrib prayer is offered at sunset, and 'isha prayer is offered in the evening. In line with this, we can simply name the five prayers respectively as dawn prayer, noon prayer, mid-afternoon prayer, sunset prayer, and evening prayer. In the holy Qur'an, Allah states that "Perform regular prayers. Verily, the prayers are joined on the believers at fixed hours or times," (QS. An-Nisa : 103). Ritually, each of his regular prayer is preceded ablution that cleanse the body (such as hands, mouth, face, ear, forehead, and feet), and spirit bestow the ritual purity necessary for divine worship.

These five prayers can be performed individually or in a group wherever they may be – in mosque, at home, at work, or even on the road. The beginning of the period for performing each of prescribed daily prayers and the time to go to the mosque on Friday prayers are announced by a public call to prayer called adhan, given by mu'adhin, 'caller' from the mosque minaret. The call to prayer consists of seven short statements whose English translation go as follow:

God is the most great.



I testify that there is not god but Allah.

I testify that Muhammad is the messenger of Allah.

Come to prayer

Come to salvation

Prayer is better than sleep (this is recited for the after dawn prayer only)

God is most great,

"Prayer is to the believer, "according to Abdul Hasan Nadwi, "what water is to the fish." Of course, it is unceasing shower which cleans up one bodies, hearts, and spirits from dirt, defects, and all unjust deeds. The prophet Muhammad SAW. confirms this ideas by his sayings and actions according to following sound hadith:

"See you: If there is river by a house of one of you and washes himself five times a day, can anything of his dirt remain? They said: that does not leave anything of his dirt He said: That is similar to the five prayers by which Allah annuls (minor) sin." (HN Bukhari Muslim)

The Almighty God himself in the holy Qur'an states that "...establish regular prayer: for prayer restrains from shameful and unjust deeds." (QS Al Ankabut : 45)

Adopted from <https://triilma.wordpress.com/category/islamic-reading-for-islamic-student/>

Questions to answer:

1. What is the main idea of the second paragaraph?
2. How many times should a Muslim offer prayer?
3. Is ablution necessary for a Muslim before performing Friday prayer?
4. Are all the rituals of prayers described in detail in holy Qur'an?
5. How are the five prescribed prayer performed?
6. Where should any prayer be established?
7. Who announces the beginning of each prayer period?
8. What is the English Translation "hayya 'alas-shalah!"
9. When is statement of 'prayer is better than sleep" recited?
10. Can you write the original partial Qur'anic verse of "prayer restrains from shameful

Adaopted from http://repository.iainponorogo.ac.id/603/1/ESP_merged.pdf

4. Glosarium

Congregational salat	–	Salat jamaah
Dawn Prayer	–	Salat subuh
Prescribed prayer	–	Shalat wajib
Noon Prayer	–	Sholat dhuhur
Worship	–	Menyembah, Beribadah
Afternoon Prayer	–	Salat Ashar
The Assembly	–	Salat Jum'at
Sunset Prayer	–	Salat magrib
Public call to prayer	–	Adzan
Evening Prayer	–	Salat Isya
Cycle	–	Rakaat
Establish	–	Mendirikan
Intention	–	Niat
Cleans Up	–	Membersihkan
Minor ablution	–	Wudhu
Soun Hadith	–	Hadis Sahih
Major ablution	–	Mandi wajib
Restrain	–	Mencegah
Annul	–	Menghapuskan
Preceded	–	Didahului
Salutation of peace	–	Salam (diakhir salat)
Preacher	–	Khatib, Salam (dalam salat)
Pulpit	–	Mimbar
Niche	–	Mihrab
Leader	–	Imam
Customary (vouluntary) prayer	–	salat sunah
Bowing	–	Ruku
Prostration	–	Sujud
Prescribed daily prayer	–	Salat lima waktu
Direction of prayer	–	Kiblat

UNIT 4

MAIN IDEAS AND TOPIC SENTENCES

1. Definition

A main idea is a sentence that states what that essay or article will be about. The main idea sets up the rest of the article and is included in the introduction or first paragraph. Once you can find the topic, you are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)?

1. Read the first line of each paragraph
2. Look for a common theme or idea in first lines
3. Pass your eyes quickly over the rest of the passage to check that you have really found the sentence(s)

Let's use the paragraphs below as examples. First find the topic, then look for the main idea.

Summer is a wonderful time to spend at **West Beach**. It is a beach with light-colored, soft sand. The coastline goes on for a long way and many people enjoy walking along it. Children like to play in the surf and walk along the rocks that are visible at low tide. This is a fun beach for people of all ages.

In this paragraph:

- the topic is West Beach
- the main idea (what the writer is saying about the topic) is that summer is a wonderful time at West Beach

The movie Apollo 13 was a blockbuster for the summer of 1995. It is an exciting story about space exploration. In the movie, the astronauts get in trouble while they are trying to return to Earth. People in the audience are on the edge of their seats waiting to see what happens. What makes it even more exciting is that it is a true story.

In this paragraph:

- the topic is the movie Apollo 13
- the main idea is in the first sentence: Apollo 13 was a blockbuster for the summer of 1995

Adopted from <https://www.landmarkoutreach.org/strategies/finding-main-idea/>

The passage:

In the philosophy of John Dewey, a sharp distinction is made between intelligence and reasoning. According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life. Intelligence involves “interacting with other things and knowing them,” while reasoning is merely the act of an observer, “...a mind that beholds or grasps objects outside the world of things....” With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape one’s life.

The question:

What is the *topic* of this passage?

- (A) The intelligence of John Dewey
- (B) Distinctions made by John Dewey
- (C) Dewey’s ideas on the ability to reason
- (D) How intelligence differs from reasoning in Dewey’s works

2. Practice

- Locate the topic and find the main idea

1. The United States seems to be in love with the idea of going out to eat. Because of this, a real variety of restaurants has come about specializing *in all kinds of foods*. *McDonald's is the king of a subgroup of restaurants called fast-food restaurants. Chances are, no matter where you live, there is a McDonald's restaurant near you. There are even McDonald's in the Soviet Union. Now McDonald's is trying something new. It is called McDonald's Express and there is a test site in Peabody, Massachusetts. It is part of a Mobil gas station. This allows you to fill up with gas and fill up on food at the same time. What will they think of next?*

In this paragraph:

- the topic is
- the main idea is in the middle of the paragraph, in the third sentence:

2. The rules of conduct during an examination are clear. No books, calculators or papers are allowed in the test room. Proctors will not allow anyone with such items to take the test. Anyone caught cheating will be asked to leave the room. His or her test sheet will be taken. The incident will be reported to the proper authority. At the end of the test period, all

materials will be returned to the proctor. Failure to abide by these rules will result in a failing grade for this test.

In this paragraph:

- the topic is
- the main idea is in the middle of the paragraph, in the third sentence:

3. Consumers concerned about the hazards or noise can reduce noise pollution in many ways. They can purchase noisy products such as garbage disposals and lawn mowers with reduced noise levels. They can also use sound-absorbing materials in their home. Carpeting can be installed instead of hard flooring, and cork and fabric can be used in rooms that tend to be noisy. Also, people can become less noisy themselves. They can learn to avoid shouting, to close doors without slamming them, and to play radios, TV sets, and stereos at moderate levels.

In this paragraph:

- the topic is
 - the main idea is in the middle of the paragraph.....
4. People do it everyday. They log on to their favorite website and browse for hours, checking out bargains. They dump every possible wish into their shopping carts, knowing they can cast each one aside before they finalize their purchases. On the way, they may enter a sweepstakes in the hopes of winning a trip to Cabo San Lucas, or maybe even a new SUV. And then, when they have decided on their purchases, they enter private information without giving it a thought. With a keystroke, they release their personal data into what may or may not be a secure zone. Despite what much of the public believes, internet shopping is not safe.

In this paragraph:

- the topic is
- the main idea is at the end of the paragraph.....

3. Summary

- Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.
- Main ideas are also found in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph as well as a link to the information in the next paragraph.

4. Formative test (30 minutes)

TEST 1

Read each paragraph and choose the main idea.

I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lie down. He can also wave his paw to greet people. When I say, "Dance, Boots," he will stand up on two legs and walk. I don't know of many dogs that can do such amazing tricks.

The main idea of this paragraph is:

- a. Boots is my dog.
- b. Boots can sit.
- c. Boots is very smart.
- d. Most dogs can't dance.

Yesterday was my birthday. When I woke up, I noticed my brother Todd hung up a big sign that said, "Happy Birthday, Joey!" Mom made spaghetti for dinner. It's my favorite food in the whole world. My friend Dave came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

The main idea of this paragraph is:

- a. Todd had a great birthday.
- b. Joey had a great birthday.
- c. Todd got lots of gifts.
- d. Joey got lots of gifts.

Peter's parents bought a new carpet for the living room. Now, he has to take his shoes off when he enters the house. He's also not allowed to eat or drink in the living room any more. Peter's furry dog isn't allowed to play ball in there either. When his parents got the new carpet, there were lots of new rules.

The main idea of this paragraph is:

- a. Peter cannot go in the living room.
- b. Peter's parents don't like the carpet.
- c. Peter likes to make a mess.
- d. Peter's parents made new rules so the new carpet stays clean.



TEST 2

History is anything that happened in the past. One hundred years ago is in the past. One minute ago is in the past. Both times are a part of history. We cannot remember everything that happened in the past, but we do remember important events, or things that happened. Some history is hard to find out about. Many things occurred, or happened long before man was even around. Other things occurred before man knew how to write. As man developed a system of writing, it became easier to know what happened because he often recorded, or wrote down, the event. People could read about the event if they were not there to see it happen. By studying history we can learn about what happened in the past and think about how to do things in the future!

1. What is the main idea of the story?
2. Why can't we study about every person or event in history?
3. What part of history do we study?

5. Glosarium

a blockbuster film= film yang lagi terkenal

Proctors = pengawas ujian

Occur = terjadi

Exciting = menarik

SUV car = Sport Utility Vehicle, mobil penumpang tangguh untuk segala medan

Bargain = menawar/ tawaran

Unit 5

UNDERSATANDING A PARAGRAPH

1. Definition

A paragraph is a group of related sentences about a single topic. Paragraphs also contain particular features that are needed for complete meaning to be conveyed.

A paragraph consists of three important elements namely: topic, main idea, and supporting data.

The topic is the word or phrase that best describes what all of the sentences in the paragraph are about. Words relating to the topic are usually repeated several times in a paragraph. Looking for these words can help you focus on the topic.

In developing countries, **poor** people have suffered the most from shortages of clean **water**. There are several reasons for this. First, in many developing countries, the majority of houses in **poor** villages and urban slums are not yet served by a piped **water** system. People living in these places often have to walk many miles to find **water** and carry it home in jugs and plastic containers. Second, these people usually have few alternatives to the piped **water** supply. There may be **water** closer by in rivers or lakes, but this is often dangerously polluted. In **poor** areas, street vendors often sell water by the liter, but they often charge extremely high prices for **water** that is not always safe to drink.

Topic *shortage of clean **water** in **poor** areas*

2. Practice

Read each paragraph and underline words that are repeated. Then write a topic that is not too specific or too general.

Mexico City: Water Shortages and a Sinking City

1. Like many other fast-growing cities around the world, Mexico City is facing severe water shortages. Many of its 20 million inhabitants receive only one hour of piped water per week. Others receive none at all for weeks on end. Those who can afford the expense build their own home water system to catch and keep rainwater to supplement the cit water. The situation, according to international experts, is the result of a combination of factors. First, the system of pipes is old and poorly managed, with the result that the pipes lose almost 40 percent of the water that they distribute around the city. Second, the demand for water, which has grown with the rapid population growth, far exceeds the supply. Furthermore, the water is consumed not only by residents for household use, but also by thirsty industries such as beer-brewers and soft-drink bottlers, and there is little incentive' for them to conserve² or recycle water.

Topic_____

Attending a collage

2. There are many reasons why students go to college. Some of them attend college to enjoy the social life offered by a university campus. Others go to college because their best friends are going. Still others go because their parents expect them to. There are also a few students who attend college because they do not want to find jobs and support themselves. But there seems to be an increasing number of students who attend college to become better educated and better prepared for a meaningful career.

The topic _____

3. The people in the United States speak the same language as the people in Great Britain. However, American English is different from British English in many ways. First, some sounds of American English are different from those of British English. For example, most Americans pronounce the "r" in the word "car" but most Britons do not. Most Americans pronounce the word "dictionary" like this: "'dik-shun-, ary," but the British pronounce it like this: "'dik-shun-ry." Some spellings are also different. People in Britain write "color" and "Centre," but people in the United States write "color" and "center." Finally, some words are different. People in the United States use "gasoline" in their cars, but people in Britain use "petrol." Gasoline and petrol are the same thing, but the Americans and the British use different words for it. P

What is the topic of this paragraph?

- a. American English
- b. the English language
- c. the different sounds of American and British English
- d. the differences between American and British English

Topic sentences and main ideas

In addition to stating the topic, most topic sentences also tell the writer's main idea, or in other words, the idea that the writer wants to express about the topic. To explain the idea, the writer includes several supporting details in the paragraph and these details

4. The global demand for water (estimated at about 5 billion cubic feet per year) has tripled since 1950. One reason for the increased demand for water is the rapid growth in population. Each person on earth consumes, on average, 10 million gallons of water in a lifetime! More people means a need for more water for agricultural and household use. A second reason for the increased consumption of water is the rapid development of complex technology. Factories and food production facilities cannot function without water. Power-generating facilities also use vast amounts of water to make the steam that is needed to run the turbines and cool the system.

Main idea:

- a. More people means a need for more water for agricultural and household use.
- b. Factories and food production facilities cannot function without water.
- c. The global demand for water has tripled since 1950.

5. The federal Trade commission has become increasingly interested in false and misleading packaging. Complaints have been filed against many food packagers because they make boxed unnecessarily large to give a false impression of quantity. Cosmetics manufacturers have been accused of using false bottoms in packaging to make small amount of their product appear to be much more

The main idea of this paragraph is : _____

3. Summary

A paragraph usually has three essential elements: topic, a main idea, and some details. A topic is the one thing the paragraph is about. It is the unifying factor, which every sentence and idea contained in the paragraph relate to. A main idea is what the author wants to communicate about the topic. It is the central or most important thought in the paragraph. Every other sentence and idea in the paragraph is related to the main idea. The sentence that expresses this idea is called the topic sentence. In a paragraph, details are the proof, support, explanation, reasons, or examples that explain the main idea. To illustrate the existence of these elements in a paragraph, study the following three groups of sentences.

4. Formative Text

1. Many religious groups determine the consumer decisions of their followers. Mormons, for example, tend not to buy liquor or tobacco. Further, Orthodox Jews are taught only to buy Kosher foods. Kosher foods, incidentally, are those foods prepared under the rules of Judaic law. □

Topic:

Main Idea:

2. Thomas Malthus was a famous nineteenth century economist who shocked the world with his belief that population would decrease if human being were left alone to destroy themselves. He contended that famine and disease were nature's check on overpopulation. This pessimistic notion was rejected on moral grounds by many religious leaders in England and on the continent of Europe. That is to say, religious societies would not ignore neighbors who were dying of hunger and disease. □

Topic:

Main Idea:

4. Newspapers are the largest single advertising medium in the nation. They have extensive coverage; hardly a city or town in the country is not served by a local paper or by one from nearby larger city. For this reason, an advertiser can be highly selective about the markets to which he advertises if he uses them.

If he needs a campaign in a limited local area, he can cover just that area by newspapers and not pay for wasted circulation, which he would do if he used a magazine or a large metropolitan daily. Because newspapers are printed either weekly or daily, the advertiser can take advantage of local opportunities rather quickly; he can advertise in the paper on a few hours notice. □

Topic:

Main Idea:

. Culture can be defined as behavior that is learned and transmitted to members of a group. A child learns a particular behavior through observation as well as through positive and negative feedback from family and peers. A minor point to remember is that this feedback can be overt or covert. Much covert feedback involves nonverbal cues that an outsider to that culture would not understand. □

Topic:

Main Idea:

even the presence of the primary stimulus, usually meat. Incidentally, in most of his experiments a bell became the secondary stimulus. Pavlov showed that he could condition a dog's response by associating the sound of a bell with a dog's hunger drive.

Topic:

Main Idea: _____

5. Glosarium

Features

phrase

Unit 6

PREVIEWING

1. Definition

Previewing is a pre-reading skill by which readers try to collect as much information about the reading text as possible before reading it. The information help them to have a general picture of the text. This strategy help readers to find out what you are going to read before they actually read. Previewing a text/ reading material can help readers prepare for what they are about to read and set a purpose for reading.

When previewing the text, students: studying important vocabulary, setting goals, activating prior knowledge, and predicting information.

The previewing steps:

Previewing Steps: Remember **THIEVES** Spend no more than 5 minutes!

- Title:

Title – Students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter. If the text is written in chronological order, the title may indicate where the chapter would fit on a timeline. Some questions that the student may ask while looking at the title include:

 - What do I already know about this topic?
 - How does it connect to the previous chapter?
 - How can I turn this title into a question to focus my reading?
- Headings: help students identify the specific topics covered

Ask yourself: How is it organized?
- Introduction: – The introduction provides an overview of the chapter. Sometimes the goals and objectives of the chapter are stated in the introduction

Ask yourself: What is it about?
- Every First Sentence
- Visuals, Vocabulary

Students should look at all pictures, charts, tables, maps and graphs contained in the chapter. They need to read the captions and labels on each. This enables students to learn a little about the topic before they begin to read.
- End of Chapter Questions
- Summary/Conclusion: Ask yourself: What's important? If my preview session was successful, I should be able to answer these questions:
 - What is it about?
 - How is it organized?
 - What's important?

Adopted from

<https://learning.ucmerced.edu/sites/learning.ucmerced.edu/files/page/documents/previewing.pdf>

2. Practice

The teacher asks students to preview this essay by quickly, reading only the underlined parts. After previewing, answer the questions that follow..

How Dictionaries Are Made

by S. I. Hayakawa

It is widely believed that every word has a correct meaning that we learn these meanings principally from teachers and grammarians (except that most of the time we don't bother to, so that we ordinarily speak "sloppy English"), and that dictionaries and grammars are the supreme authority in matters of meaning and usage. [...] Few people ask by what authority the writers of dictionaries and grammars say what they say.

Let us see how dictionaries are made and how the editors arrive at definitions. What follows applies, incidentally, only to those dictionary offices where first-hand, original research goes on—not those in which editors simply copy existing dictionaries. The task of writing a dictionary begins with the reading of vast amounts of the literature of the period or subject that the dictionary is to cover. As the editors read, they copy on cards every interesting or rare word, every unusual or peculiar occurrence of a common word, a large number of common words in their ordinary uses, and also the sentences in which each of these words appears, thus:

pail

The dairy pails bring home increase of milk

Keats, Endymion 1, 44-45

That is to say, the context of each word is collected, along with the word itself. For a really big job of dictionary writing, such as the *Oxford English Dictionary* (usually bound in about twenty-five volumes) millions of such cards are collected, and the task of editing occupies decades. As the cards are collected, they are alphabetized and sorted. When the sorting is completed, there will be for each word anywhere from two to three to several hundred illustrative quotations, each on its card.

To define a word, then, the dictionary editor places before him the stack of cards illustrating that word: each of the cards represents an actual use of the word by a writer of some literary or historical importance. He reads the cards carefully, discards some, rereads the rest, and divides up the stack according to what he thinks are the several senses of the word. Finally, he writes his definitions, following the hard-and-fast rule that each definition *must* be based on what the quotations in front of him reveal about the meaning of the word. The editor cannot be influenced by what *he* thinks a given word *ought* to mean. He must work according to the cards or not at all.

The writing of a dictionary, therefore, is not a task of setting up authoritative statements about the "true meanings" of words, but a task of *recording*, to the best of one's ability, what various words have meant to authors in the distant or immediate past. *The writer of a dictionary is a historian, not a lawgiver.* [...] To regard the dictionary as an "authority," therefore, is to credit the dictionary writer with gifts of prophecy which neither he nor anyone else possesses. *In choosing our words when we speak or write, we can be *guided* by the historical record afforded us by the dictionary, but we cannot be *bound* by it, because new situations, new experiences, new inventions, new feelings, are always compelling us to give new uses to old words. Looking under a "hood," we should ordinarily have found, five hundred years ago, a monk; today, we find a motorcar engine.*

(Source: S. I. Hayakawa, *Language in Thought and Action*, 2nd Edition. New York: Harcourt, Brace & World, Inc., 1939)

Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. What is this essay about?
2. What kind of text is this (i.e., description, explanation, argument, narrative)?
3. Where do dictionary meanings come from?
4. What is the role of a dictionary writer?
5. Do words keep the same meaning forever?
6. Write any words, phrases, or numbers you noticed.

3. Summary

Previewing can help us with our reading. When we preview a passage, we get some ideas about it. This way, our brain is already thinking about the topic when we start reading. We can understand better and read faster. Previewing can help us with all of our reading. When we preview a passage, we get some ideas about it. This way, our brain is already thinking about the topic when we start reading. Readers can understand better and read faster.

4. Formative test

Use the previewing steps to read this article

There Is Greatness All Around You —Use It

There are many people who could be Olympic champions, AilAmericans who have never tried. I'd estimate five million people could have beaten me in the pole vault the years I won it, at least five million. Men who were stronger, bigger and faster than I was could have done it, but they never picked up a pole, never made the feeble effort to pick their legs off the ground to try to get over the bar.

Greatness is all around us. It's easy to be great because great people will help you. What is fantastic about all the conventions I go to is that the greatest in the business will come and share their ideas, their methods and their techniques with everyone else. I have seen the greatest salesmen open up and show young salesmen exactly how they did it. They don't hold back. I have also found it true in the world of sports. I'll never forget the time I was trying to break Dutch WarnerDam's record. I was about a foot below his record, so I called him on the phone. I said, "Dutch, can you help me? I seem to have leveled off. I can't get any higher."

He said, "Sure, Bob, come on up to visit me and I'll give you all I got." I spent three days with the master, the greatest pole vaulter in the world. For three days, Dutch gave me everything that he'd seen. There were things that I was doing wrong and he corrected them. To make a long story short, I went up eight inches. That great guy gave me the best that he had. I've found that sports champions and heroes willingly do this just to help you become great, too.

John Wooden, the great UCLA basketball coach, has a philosophy that every day he is supposed to help someone who can never reciprocate. That's his obligation.

When in college working on his masters thesis on scouting and defensive football, George Allen wrote up a 30-page survey and sent it out to the great coaches in the country. Eighty-five percent answered it completely.

Great people will share, which is what made George Allen one of the greatest football coaches in the world. Great people will tell you their secrets. Look for them, call them on the phone or buy their books. Go where they are, get around them, talk to them. It is easy to be great when you get around great people.
Bob Richards, Olympic Athlete

Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. What is this essay about?
2. What kind of text is this (i.e., description, explanation, argument, narrative)?
3. How is this essay organized?
4. What can we learn from this reading passage
5. Do words keep the same meaning forever?
6. Write any words, phrases, or numbers you noticed.

5. Glosarium

Activating prior knowledge = berkaitan dengan proses pengaitan antara ilmu pengetahuan yang baru didapat dengan pengetahuan yang sudah ada.

Unit 7 and 8

THE USE OF DICTIONARY AND CONTEXTUAL GUESSING VOCABULARY

1. Definition

Dictionary is a book that lists down some words of a certain language in alphabetical order and provides their meaning, or the equivalent words in a different language.

Important!!! **The meaning of the word depends on the context in which it is used.** If you spend too much time looking for words in the dictionary, you might forget the context and choose the incorrect meaning. Remember, **you are the master and the dictionary, your slave.** Learn to use your dictionary well.

import – v.t. 1. to bring in (merchandise, commodities, etc) from a foreign country for sale, use, processing, or re-export. 2. to bring or introduce from one use, connection or relation to another (*foreign bodies imported into the blood, foodstuffs imported from the farm*). 3. to convey as meaning or information, as by words, statements, actions, etc. (*her words imported a change of attitude*). 4. To involve as a necessary circumstance imply (*religion imports belief*). 5. (Rare) to be of consequence or importance; concern, v.i. 6. to be of consequence or importance; matter. n. 7. that which is imported from abroad; an imported commodity or article. 8. the act of importing or bringing in; importation, as goods from abroad (*the import of foreign cars*). 9. purport (*he felt the import of her words*). 10. consequence or importance (*matters of great import*). These are the meanings for import; however, the word has other forms as well. The adjective for definition 7 is 'importable,' and the adjective for definition 10 is 'important.' There are other nouns in this group of related words ('importer,' one who imports something; and 'importability,' the ability to be imported) and we can speak of 'imported' goods, taking the past participle form of the verb and using it as an adjective.

In addition to the different forms (parts of speech) of a word, there are often other related words (words that come from the same root or stem). 'Import' comes

Finding the suitable meanings

Instructions: Answer questions below , or decide the meaning of word in bold by referring to the dictionary entries listed below. Write the numbers of the correct definition that relate to the bold words in the left spaces.

Guessing vocabulary based on the context means reading the context (sentences) around the word(s) to guess the meaning. One sentence may be enough to give you the meaning, or readers need to use a longer passage.

Here are some examples how to guess a word from the context:

1. General context (inference)

I have a white kitten. She is always hungry. We give her milk in **a bowl** on the kitchen floor. She **drinks all the milk in** (the clue) a very short time. Then she wants more! (*context in sentences*)

What is a bowl?

Answer:

Can you see **the nest** in that tree? There are **four baby birds in it** (*the clue*). They are calling for their mother. Look! Now the mother is coming. She has some food for her babies. (*context in sentences*)

What is a nest?

Answer.....

2. Antonyms and contrast clues)

Ben is fearless, **but** (*the clue*) his brother Jim is *timorous*. (*antonyms and contrast clues*)

What is timorous?

Answer.....

While Luis is hardworking, his **indolent** brother spends most of the time watching TV or sitting around with friends.

what is indolent?

Answer.....

3. Synonyms or restatements

Carnivores, that is meat eaters, are the top of the food chain

What is carnivore?

Answer.....

4. List or Series

North American **predators** include **grizzly bears, pumas, wolves, and foxes**.

What is predator?

Answer....

5. Cause and effects

Since no one came to the first meeting, attendance for the second one is **mandatory** for all staff.

What is mandatory?

Answer....

6. Comparison

The **stench** of the old shoes was **like the smell of** garbage.

What is stench?

Answer....

7. Examples

The archeologist found different **amulets, such as a rabbit's foot and bags of herb**.

What is an amulet?

Answer....

Exercises

Now read the sentences below . Try to guess the meaning of words in bold type

1. Quick! Call the police! There is a man near my house. He has a **mask** on his face. You can **see only his eyes**. His clothes are all black
What does ' a mask 'mean?
2. **Celestial bodies, such as the sun, moon, and stars**, are governed by predictable laws
What are celestial bodies?
3. Could I have a piece of bread? I missed breakfast and I'm simply **ravenous**. The poor horse was **ravenous** and it ate the leaves and bark off the trees.
What does '**ravenous**' mean?
4. On nice days, old Mrs. Willows always sat out on her **porch** and **watched the people pass** by. From **the second floor porch, there was a wonderful view of the ocean**.
What does '**porch**' mean.
5. Mike's parrot was **loquacious**, **but** Maria's said very little.
What does loquacious mean?
6. She was wearing such **a gaudy** clothes that it was **easy to find her in the crowd**.
My mother always said that old ladies shouldn't wear bright colors. She thought that they would look gaudy and foolish.
What does '**gaudy**' mean?
7. Do you want to go up the mountain? You must go on that path. **It is a small path. You can't drive the car on it**. You must park the car here and walk up the **path**.
What does '**path**' mean?
8. After so much rain, the river flowed over the dike and into the fields. People in this area began building **dikes** many centuries ago. It was the only way **to keep the sea out of their villages**.
What does '**dike**' mean
9. After a time, glaciers, or **slowly moving rivers** of ice, formed over many parts of the Earth.
What does glacier mean?
10. The **debris** in the stadium stands included **numerous paper cups, ticket stubs, sandwich wrappings, and cigarette butts**.
What does debris mean?

3. Summary

This activity will help students / readers develop the skill of guessing vocabulary in context if students/ readers

- Do not use a dictionary
- Do not try to translate the unknown words into your own language.

Instead, you should try to describe them or give words with similar meanings in English!

4. FORMATIVE TEST

TEST 1

Use context clues to answer vocabularyincontext questions involving words with multiple definitions. Choose the correct answer.

1. Every atlas has its own **legend**.
a) Mythical story b) Famous person c) Explanation of symbols
2. The planet Mercury is visible to the **naked** eye but is not the easiest planet to spot.
a) Unclothed b) Unaided c) Unarmed
3. Above the snow line, any mountain hollow is permanently **occupied** with snow.
a) Filled b) Busy
4. The glass factories of Toledo, Ohio, **boomed** after Michael Owens invented a process that turned out bottles by the thousands.
a) Exploded b) Resounded c) Prospered
5. Dr. Rene Dubos, a French physician who came to the US in 1924, searched for substances that would **check** the growth of bacteria.
a) Restrict b) Investigate
6. The root of the horseradish plant has a **biting** taste.
a) Chewing b) Sharp c) Sarcastic
7. The doublebass is shaped like a viola and has a **deep**, rich tone.
a) Valuable b) Resonant c) Abundant
8. A public library is a resource the entire community can **draw on**.
a) Illustrate b) Approach c) Utilize
9. A business **concerns** with two or more owners is referred to as a partnership.
a) Firm b) Worry
10. Table salt is **finer** than rock salt.
a) Made up of smaller particles b) Of better quality c) Freer of impurities
11. Shirley Jackson's sometimes **chilling**, sometimes hilarious stories were largely ignored by critics at the time they were published
a) Freezing b) Frightening
12. As a child, the sharpshooter Annie Oakley hunted **game** with such success that, by selling it, she was able to pay off the mortgage on her family's farm.
a) Animals b) Athletic competition
13. All chimpanzees are extremely **curious** about their surroundings.
a) Strange b) Inquisitive
14. Furniture design and manufacture were originally the work of individuals, but by the eighteenth century, many furniture makers had teams of craftsmen to help them **carry out** their plans.
a) Transport b) Obey c) implement
15. Samuel Latham Mitchell helped found Rutgers Medical College in New Jersey in 1826, and he produced several important **works** in chemistry and geology.
a) Books b) Accomplishments c) Factories

TEST 2

1. We must go to the animal doctor with the cat. The cat must not run and jump in the car. We must put her in **a cage**. Then we can put the cage in the car and go to the doctor.
What does a cage mean?
2. I am not going to go to that restaurant again! The food was **awful**. The pizza was black, the vegetables were old, and the coffee was terrible!
What does awful mean?
3. My wife and I want to buy a new car, but we don't have much money. We can't ask my father for help. He doesn't have much money. We must go to the bank. They can give us **a loan**.
What does a loan mean?
4. Dad gave **credence** to my story, but Mom's reaction was one of total disbelief.
What does credence mean?
5. We were all surprised to see how fast Johnny was swimming. Then we saw that he was wearing **flippers**.
What does flipper mean?
6. When I **stooped** down to get a better look, I realized that it was a dead rabbit. It must have been hit by a car.
What does "stoop" mean?
7. There is a terrible **mess** in the yard! There is paper and food on the grass. The table and chairs are on the ground. Your dog did it! I don't want your dog in my yard again!
What does a mess mean?
8. He read the letter carefully and then tore it to **shreds**.
What does shreds mean?
9. John was so hungry that he didn't leave a single **particle** of the muffin on the plate.
What does 'particle' mean?
10. Please do not **shout**! I am not old, and my ears are still good. I am here next to you, and I can hear you very well.
What does shout mean?

5. Glossarium

Contextual = secara konteks

Equivalent = setara

Guessing = menebak

Unit 9

MAKING INFERENCES

1. Definition

Making Inference (s) is making a guess about something based on the information we have at hand. All the information may not be available. Every little detail may not be completely clear. But, we can make a reasonable guess anyway.

Here are some examples of inferences in our daily life:

- A child tries a new fruit and makes a disgusted face.
His mother can infer that he does not like the taste of the fruit.
- Most of Mary's dinner guests asked for seconds (more)
Mary could infer that they enjoyed her meal.
- Ted played games, had cake and ice cream, then watched as his friend opened his gifts.
One could infer that Ted was at a birthday party.
- Two cars are stopped at a traffic light. The car behind the first one is honking and waving.

You can infer that the person wants the other car to move.

Adopted from <https://examples.yourdictionary.com/examples-of-inference.html>

Hybrid cars are good for the environment, but they **may not perform as well as cars that run only on gasoline**. The Toyota Prius gets great gas mileage and has low emissions making it a good "green" option. However, many people think that it is unattractive. The Prius also cannot accelerate as quickly as other models, and cannot hold as many passengers as larger gas-fueled SUVs and vans. Compared to similar gas-fueled options, **hybrid cars also cost more money up front**. A new hybrid car costs almost \$3,500 more than the same car configured to run just on gasoline.

Read the clues (the bold ones): It could be infer that Hybrid cars are not the best choice as they have some weaknesses

Which of the following can you infer from the passage?

1. hybrid cars are more dangerous than other options
2. Toyota is making a lot of money from the Prius
3. cars that use gasoline are going to destroy the environment
4. **hybrid cars may not be the best choice for everyone**

Adopted from

<https://courses.lumenlearning.com/developmentalwriting/chapter/making-inferences/>

2. Practice

1. Blood cholesterol used to be thought of as a problem only for adults.
(A) Blood cholesterol is no longer a problem for adults.
(B) Only children have a problem with blood cholesterol.
(C) Blood cholesterol affects both adults and children.
2. When apple growers talk about new varieties of apples, they don't mean something developed last month, last year, or even in the last decade.
(A) Apple growers haven't developed any new varieties in recent decades.
(B) Some varieties of apples can be developed in a short time, but others take a long time.
(C) New varieties of apples take many years to develop.
3. Even spiders that do not build webs from silk use it for a variety of purposes, such as constructing egg sacs and nursery tents
(A) All spiders build webs.
(B) Spiders that build webs don't build egg sacs or nursery tents.
(C) Silk is used by all spiders.
4. In all cultures, gestures are used as a form of communication, but the same gestures may have very different meanings in different cultures.
(A) No two cultures use the same gestures.
(B) One gesture will never have the same meaning in two cultures.
(C) A person from one culture may misunderstand the gestures used by a person from another culture.
5. Illegible handwriting does not indicate weakness of character, as even a quick glance at the penmanship of George Washington, Franklin D. Roosevelt, or John Kennedy reveals.
(A) Washington, Roosevelt, and Kennedy all had handwriting that was difficult to read.
(B) A person's handwriting reveals a lot about that person.
(C) The author believes that Washington, Roosevelt, and Kennedy all had weak characters

Adopted from <file:///C:/Users/user/Downloads/making-inferences-reading-between-the.pdf>

3. Summary

Writers often do not give details to the readers. For instance, in stories, the writers may not tell the readers the time or place. Therefore, readers have to guess these things. This is called making inferences or "reading between the lines." Readers often need to find small clues that lead them to infer—understand—things that the author doesn't explicitly stated.

4. Formative Test

1. Turner almost wished that he hadn't listened to the radio. He went to the closet and grabbed his umbrella. He would feel silly carrying it to the bus stop on such a sunny morning.

Which probably happened?

- a. Turner realized that he had an unnatural fear of falling radio parts.
- b. Turner had promised himself to do something silly that morning.
- c. Turner had heard a weather forecast that predicted rain.
- d. Turner planned to trade his umbrella for a bus ride.

2. "Larry, as your boss, I must say that it's been very interesting working with you," Miss Valdez said. "However, it seems that our company's needs and your performance style are not well matched. Therefore, it makes me very sad to have to ask you to resign your position effective today."

What was Miss Valdez telling Larry?

- a. She would feel really bad if he decided to quit.
- b. He was being fired.
- c. He was getting a raise in pay.
- d. She really enjoyed having him in the office.

3. Bill and Jessica were almost done taking turns choosing players for their teams. It was Jessica's turn to choose, and only Kurt was left. Jessica said, "Kurt."

We can infer that

- a. Kurt is not a very good player.
- b. Jessica was pleased to have Kurt on her team.
- c. Kurt was the best player on either team.
- d. Jessica was inconsiderate of Kurt's feelings.

<http://www.cityschools.com/pwright/files/2015/01/Making-Inferences.pdf>

When Mrs. Kosich saw Ralph walking into her clothing store, she greeted him by name. Mrs. Kosich took Ralph by the arm and led him to a table stacked with new sweaters. Soon she was holding up a red and nodding head and smiling. Ralph, who had come in only for a pair of socks, started nodding his head along with her? Not bad" he said as reached for his wallet

1. What inference can you make from the fact that Mrs. Kosich greets Ralph by name?

- a. Mrs. Kosich has guessed Ralph's name
- b. Ralph is wearing a name tag
- c. Mrs. Kosich already knows Ralph
- d. Ralph is Mrs. Kosich's son

2. What inference can you make about Mrs. Kosich?

- a. She doesn't like to talk to the customers
- b. She is an aggressive sales person
- c. She makes lots of money in her store

- d. She sells more socks thsn sweater
3. At the end of this passage, what conclusion can the reader draw
- a. Ralph never come back to Mrs korwich;s store
 - b. Ralph will choose another sweaater to buy
 - c. Ralph will buy a pair of socks, as he intended
 - d. Ralph will buy the red sweater

5. Glosarium

Illegible = tidak terbaca

Gasoline = bensin

Hybrid cars = kendaraan berbahan bakar listrik

Aggressive = agresif

Nod = mengangguk

Inconsiderate = Tidak Pengertian

Wallet = dompet

Unit 10

PRONOUN REFERENT

1. Definition

Readers may comprehend all of the words in a sentence and still not understand what the writer wants to express. This could be because they did not pay attention to words which connect the ideas. We will call these **reference words** because they **refer us to other parts of the text.**

I lose so **many things** that I'm sure that **they** just get up and walk away. I am jealous of **people** who are so orderly that **they** never lose anything.

2. Practice

Read the paragraphs below. Find out what the underlined pronouns refer to. Look for the underlined pronouns and write their referent in the line provided.

1. In the United States, about 10 million computers are thrown away every year! Because most unwanted computers are sent to a dump, they (1) have caused a problem. The computer industry and the government are working on ways to solve it (2). They (3) have concluded that there must be changes in the way computers are built. They (4) must be made in ways that will allow their parts to be recycled. These parts include the electronic parts, the glass screen of the monitor and parts of the printer.

- | | |
|---------------|---------------|
| 1. they _____ | 3. they _____ |
| 2. it _____ | 4. they _____ |

2. A Pedi cab is a small cab which is pulled by a bicycle. This human-powered transportation has been popular in Asian countries for many years. Two years ago, a local businessman decided to introduce it (1) in Denver, Colorado. So far, he (2) has four of them (3) on the road. He explained that they (4) do not take the place of taxis, because people use them (5) for short rides. The passengers are often people who don't want to walk because they (6) are dressed in evening clothes.

- | | |
|---------------|---------------|
| 1. it _____ | 4. they _____ |
| 2. he _____ | 5. them _____ |
| 3. them _____ | 6. they _____ |

3. Summary

Instead of repeating the same noun over and over again, writers use pronouns to replace it. The pronoun must agree in number (singular / plural) with the noun it replaces and, if it is a personal pronoun, also in gender (masculine / feminine). Some of the most common pronouns used are: it, they, him, her, one, ones, another, others. Look at the example below.

4. Formative Test

Test 1

APPOINTMENT IN SAMARRA

Somerset Maugham

There was a merchant in Baghdad who sent his (1) servant to the market to buy provisions and in a little while the servant came back, white and trembling, and said, "Master, just now when I was in the market-place, I (2) was jostled by a woman in the crowd and when I turned, I saw it was Death that jostled me. She (3) looked at me and made a threatening gesture. Please lend me your (4) horse and I will ride away from this city and avoid my fate. I will go to Samarra and there Death will not find me."

The merchant lent him his horse and the servant mounted it (5) and he dug his (6) spurs into its flanks and as fast as the horse could gallop he went. Then the merchant went down to the market-place and he (7) saw Death standing in the crowd and he came to Death and said, "Why did you (8) make a threatening gesture to my servant when you saw him this morning?" "That was not a threatening gesture," Death said. "It was only a start of surprise. I was astonished to see him in Baghdad, for I had an appointment with him (9) tonight in Samarra."

1. his refers to:

A. the servant B. the merchant C. Baghdad D. the market

2. I refers to:

A. the servant B. the merchant C. the reader D. the market

3. She refers to:

A. the servant B. the merchant C. Death D. Baghdad

4. Your refers to:

A. the servant B. the merchant C. the horse D. the woman

5. it refers to:

A. the servant B. the merchant C. Death D. the horse

6. his refers to:

A. the servant B. the merchant C. the horse D. the woman

7. he refers to:

A. the servant B. the merchant C. the market D. the woman

8. you refers to:

A. the servant B. the merchant C. Death D. the horse

9. him refers to

A. the servant B. the merchant C. Death D. the woman

Test 2

Thomas Jefferson's liberal views of democracy were first proposed in his draft of the Bill of Rights in 1776. Unfortunately, the Virginia Convention used only the preamble of this draft in the more conservative document that they accepted, which had been drafted by George Mason. Much of what Jefferson wanted was, however, obtainable as ordinary legislation and when he took his seat in the new legislature, it was with a view of putting through a definite program of reforms. In this he had the support of such men as Mason, George Wythe, and James Madison, against the strenuous opposition of such leaders of the old order as Edmund Pendleton and Robert Nicholas Carter. These men had much to lose if Jefferson's ideas were carried out.

1. The words 'this draft' in line 3 refer to ____.
A. the draft Jefferson wrote
B. the draft that George Mason wrote
C. the preamble
D. the draft that was accepted

2. The pronoun 'he' in line 5 refers to ____.
A. George Mason
B. Thomas Jefferson
C. a member of the Virginia Convention
D. a member of the legislature

3. The pronoun 'this' in line 6 refers to ____.
A. the implementation of the Bill of Rights
B. the acceptance of Jefferson's original draft
C. putting through a program of definite reforms
D. carrying out Jefferson's liberal views

Taken from The Heinemann TOEFL Preparation Course, Kathleen Mahnke & Carolyn B. Duffy, Heinemann International, 1992.

5. Glosarium

To comprehend - memahami
To replace - menggantikan
TOEF

Unit 11 and 12

SUMMARIZING

1. Definition

Summarizing is the process of retelling the important parts of a passage in a much shorter form. If a reader can summarize a reading passage, it means he/ she understands the content of that reading.

Summarizing a reading passage

When summarizing a passage, the first step is to write a one-sentence summary of each paragraph. Then you can combine the sentences to write a summary of the whole passage.

Step 1. Summarizing a paragraph

- Write a single, complete sentence that is much shorter than the paragraph.
- Include the main idea and supporting facts and ideas.
- In the summary sentence, follow the same pattern of organization as in the paragraph.
- Do not add any facts, ideas, or opinions that are not in the paragraph.

Summarizing Shorter Texts (ten pages or fewer)

Write a one-sentence summary of each paragraph.

- Formulate a single sentence that summarizes the whole text.
- Write a paragraph (or more): begin with the overall summary sentence and follow it with the paragraph summary sentences.
- Rearrange and rewrite the paragraph to make it clear and concise, to eliminate repetition and relatively minor points, and to provide transitions. The final version should be a complete, unified, and coherent.

An Example how to summarize a paragraph

In developing countries, poor people have suffered the most from shortages of clean water. There are several reasons for this. First, in many developing countries, the majority of houses in poor villages and urban slums are not yet served by a piped water system. People living in these places often have to walk many miles to find water and carry it home in jugs and plastic containers. Second, these people usually have few alternatives to the piped water supply. There may be water closer by in rivers or lakes, but this is often dangerously polluted. In some areas, street vendors sell water by the liter, but they often charge extremely high prices for water that is not always safe to drink.

Main idea: *Poor people in developing countries have suffered the most from shortages of clean water for several reasons.*

Pattern of organization: *Listing*

Supporting facts and ideas:

People in poor villages and urban slums are usually not served by a piped water system. These people have few other sources of fresh water.

Summary sentence: **Poor people in developing countries suffer the most from shortages of clean water because their homes do not have piped in water and they have few other sources of water.**

2. Practice

Work in pairs, and summarize the paragraph below

Wetlands

Wetlands are areas of land that are covered by water all or part of the year. Throughout history, people have considered wetlands to be land that was wasted

and could be put to better use. For this reason, from the time of the Romans, wetlands have been drained and filled so that the land could be used for human activity. Wetlands have been converted into farmland, city neighborhoods, industrial facilities, or garbage dumps. However, in recent years, scientists, environmentalists, and even politicians have begun to realize that wetlands are a

valuable part of the environment, as well as a valuable resource for humans.

Main idea:

Pattern of organization:

Supporting facts

and ideas:

Summary sentence:

Summarizing

3. Summary

A summary is shorter than the original text.

A summary eliminates details, examples, and supporting points.

When summarizing, you

- Use your own words.
- Significantly condense the original text.
- Provide accurate representations of the main points of the text they summarize.
- Avoid personal opinion

4. Formative Test (60 menit)

Work in pairs, follow the steps to summarize each paragraph, and draw the summary

TEST 1

ILLEGAL INTERNET BAN

Never again — that's the message from Wednesday's ruling by the Jakarta State Administrative Court, that the Indonesian state should never again impose an internet blackout as it did last August and September, on the grounds of curbing further unrest following massive demonstrations in response to the racist abuse of Papuan students by authorities in Surabaya, East Java.

The government had violated the 1959 State Emergency Law, the court said, as it failed to prove that the country was in a state of emergency, which would have justified the blackout. The court ruled that the government cannot limit people's right to information based solely on its discretion. Such a decision must be based on the law; thus, President Joko "Jokowi" Widodo and the Communications and Information Ministry were found to have acted illegally. T

The blackouts crippled access to vital information and press coverage in the provinces of Papua and West Papua, affecting 29 cities and regencies from Aug. 21 to Sept. 4, and another six regencies and cities from Sept. 4 to 9. The ensuing riots and tough security response left at least 33 people dead and displaced thousands of people, both indigenous Papuans and others.

Previously in May in Jakarta, following the official announcement that President Jokowi had won reelection, the government blocked social media and instant messaging, arguing it was an attempt to block the spread of videos, pictures and fake news relating to rallies in opposition to the announcement.

Congratulations are due to all the plaintiffs, including civil society groups such as the Southeast Asia Freedom of Expression Network (SAFEnet), for their hard work in this case. We should further support their persistent struggle to have the Electronic Information and Transactions (ITE) Law revised, as it has led to the unjust prosecution of too many citizens charged with defamation, spreading false news and hate speech.

Citizens still need to be wary as the above court ruling said the ITE Law could be enforced to block access to electronic information and documents violating the law, but not the entire internet. The judges argued fake news should be handled by the Criminal Code or by blocking the relevant accounts rather than shutting down internet access completely.

We must also be wary of the planned revisions to the Criminal Code, to avoid further restrictions and prosecution of citizens. In the wake of the COVID-19 pandemic we have seen attempts to empower the state even more on the grounds of curbing the virus.

Also on Wednesday Michelle Bachelet, the United Nations High Commissioner for Human Rights, expressed alarm at the clampdown on freedom of information and expression, including arrests and investigations of citizens and journalists in a dozen countries in the Asia Pacific including in Indonesia.

"This crisis should not be used to restrict dissent or the free flow of information and debate," Bachelet said. Democratic progress has certainly given us liberal legislation such as the Freedom of Information Law but citizens must be constantly on their guard as those in power repeatedly find excuses to dictate what we should know and how we should think.

This article was published in [thejakartapost.com](https://www.thejakartapost.com) with the title "Illegal internet ban - Editorial - The Jakarta Post". Click to read: <https://www.thejakartapost.com/academia/2020/06/05/illegal-internet-ban.html>.

TEST 2

Muslim Culture & the Style of Hijab

It is quite probable that these so-called experts of Islam and of the Middle East have confused the basic order of the Qur'an with the style of hijab worn by Muslim women of various ethnic backgrounds.

The requirement of hijab is a *Qur'anic* command. The basic requirement is that a Muslim woman should cover her head and bosom with a *khimar* (a head covering), and her body with a *jilbab* (a loose over-garment). Of course, she can leave her face and hands open.

When it comes to the style, color, and material of the *khimar* and *jilbab*, each Muslim ethnic group can follow the *Qur'anic* injunction according to their own cultural background. The variety in styles of implementing the same *Qur'anic* law is so because Islam is a world religion, it cannot be confined to one region or tribe or culture.

Therefore you see that the Muslim women in Arabia use 'abaya; the Persian Muslim women use *chador*; the Afghani Muslim women use *burqa*; the Indo-Pakistani Muslim women use *niqab* or *purdah*; the Malaysian/Indonesian Muslim women use *kerudung*; the East African Muslim women use buibui; and now in the West, the Canadian Muslim women use mainstream clothes worn with a bigger scarf over the head and a loose outfit.

Islam is not concerned with the style as long as it fulfills the basic requirement of *khimar* and *jilbab*. This is where the religion and culture interact with one another, and therein lies the dynamic aspect of the Islamic *sharia*; and this interaction might have confused some of the so-called experts of Islam who erroneously believe that hijab is a cultural tradition and not a religious requirement.

Adopted from <https://www.al-islam.org/hijab-muslim-womens-dress-islamic-or-cultural-sayyid-muhammad-rizvi/muslim-culture-style-hijab>

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