

# ENGLISH

## FOR

# ISLAMIC EDUCATION

### Pre-Intermediate Level for Academic Purpose

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**ENGLISH FOR ISLAMIC EDUCATION**  
**Pre-Intermediate Level for Academic Purpose**

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The authors wish to thank all those colleagues who contributed in making this book available to the readers.

English for Specific Academic Purposes (ESAP) is a brand of English for Specific Purposes (ESP), which is usually taught to students who are learning English at non-English departments such as Faculty of Law, Faculty of Education, Faculty of Medicine etc. One of English skills discussed in ESAP is reading for Islamic Education students.

Depart from the unsatisfaction of the previous material used for students of STAIN Kediri, we were interrested to construct more appropriate English maerial for Islamic education students of STAIN Kediri. Students of Islamic Education (PAI) need to be used to read and explore the skill in reading English text to

support the major they are in. Thus, the need of constructing good English material is a must.

This book is concerned with reading text about Islamic Education. The materials are selected from websites and journals of education. All the selected materials are related to the students' field of study. Thus, they can attract the students' interests.

The book covers 12 units. Four units deal with the term of Islamic education. Four others discuss about teacher. The rest are about the students issue and educational issue in Indonesia and Islamic country. Reading is the main content of the book, followed by some other skill which are integrated in the content. The need in understanding English correctly is covered in grammar focus.

Each chapter begins with the brain storming noted in the use of some pictures, second part consists of the list of questions used as the calling of students critical thinking. The third part is the main part of the book which is reading text. The fourth deals with the comprehension exercise to comprehend the text as well as the vocabulary mastery. The fifth part is the time for the students to be active in oral practice. Before the last one, there is a chance to review the structure of English, so that the students will not only understand English contextually but also grammatically. Finally, it ends with the very last material which bring the students to have a small project deals with English. This project will also lead students in structural assignment and it once again correlated with the curriculum used, KKNI. In the end of each chapter, reflection is provided for the students. In this part, students and instructors will know whether they need to have more practices or not.

In preparing this book, the team of writer has been influenced by the interactive theory that postulates that the success of eading should be based on the interplay between the bottom-up and the top-down approaches (Celce Murcia and Olshtain, 2000).

This book is considered appropriate for the students of PAI department since it comes from the need analysis of students. It was planned through carefull study and based on the experiences faced by the writers. Students of PAI Department need English more than just what they need for communication but more about how they can understand the passage written in English related to their major. Hopefully, the material can really answer what students want.

### **The Writers**



# Words from the Writer

Dear Lecturer,

With experience in language teaching, we created English for Islamic Education Students to be relevant for academically and professionally oriented courses and students. Every lesson in the series deals with academic content of education to help students become familiar with the language of college and the department of the University and to feel more comfortable in all of their courses, in English.

While academic content of Islamic education provides the context for this series, this book also provides spoken English and practical writing for everyday communication, the feature key words and expressions which will help students in wide range of work situation. Besides, students are encouraged to know some expressions usually used in education affair. Taking a multi-skills approach, English for Islamic Education Students

includes essential grammar that students need to know at their level. Concise lessons allow instructor to use the material easily in any classroom situation.

The writer hope that you and your students find our approach to the teaching and learning of reading and speaking for academic and professional purposes in English for Islamic Education Students effective and innovative.

**The writer**



# How to Use the Book

## To the Lecturers

There are some chapters provided in this book. This book has been approved by some Experts in ESP and Islamic Education. In each chapter, the English materials are sequenced adapted from CTL approach.

At the first page of each lesson, Content Vocabulary is presented as the brain storming for the students. The teacher can ask the students the definition or the explanation of the vocabularies. This point is interesting since it is helped by some pictures. In Think About It phase, the students' background knowledge is evoked. The teacher can ask the students to have discussion in answerig the questions.

The following step, after the students recall their knowledge, they can easily passing the Reading Comprehension phase. The

activities can be discussion, reading aloud or groupwork. The reading is also followed by some questions to check students' comprehension.

In Communicate part, the lecturer can use the CD provided for listening session. In speaking, it can be combined by the conversation between the lecturer and students or students by students or listening to native speaker. The topic of communicate part still has relation with the reading one.

The last part is Grammar Supplement. The lecturer can use both inductive or deductive approach, depend on the competence of the students. But most of the chapters use inductive approach in reviewing the structure. The lecturers do not have to explain the form specifically, because the students can draw conclusion from the passage provided. Besides, the communicative grammar used in this phase, thus the grammar will not be separated from previous part, reading and communicate.

The additional point is the Project, the lecturers can ask the students to do the project at home. Finally, after all activities have already been passed, the lecturers ask the students in Reflection what they have studied in the lesson. This is useful to see how well the competence is reached by students and to decide whether the enrichment is needed or not.

## **To the Students**

The students are provided by some lessons in this book. The each lesson has several activities. From Content Vocabulary, Think About it, Reading Comprehension, Communicate and Grammar Supplement.

This book is also developed for self studied. In Content vocabulary part, the students are asked to define or explain what picture tell about the word. The pictures can help the students to memorize the vocabulary. The students should provide a notebook as the vocabulary journal or writing journal.

In the Think about it step, students are helped to recall their background knowledge in order to be easily follow the reading comprehension session.

The next activities is Reading comprehension. In this part, the students can enlarge their academic knowledge in Islamic Education. The students can discuss the reading with partner and more comprehension by doing the exercises.

Communicate is the most interesting part, since the students can practice the conversation directly they will use in real life work. It is also combined with listening session that is played by the lecturer.

To help students' structure in constructing written text, Grammar supplement provided by using communicative Grammar approach. The students can do the interactive exercises provided in this phase.

The last part, to enrich students competence, Project is also interesting activities after the lesson. The students can also have Reflection with what they have studied in each lesson.

Finally all the chapters hopefully can be finished in one semester to reach the competence in English for specific purposes or English for Academic purposes based on Contextual Teaching and Learning approach.



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# LESSON 1

## ISLAMIC EDUCATION

Reading : Islamic Education  
Communicate : Greeting and Introduction  
Structure in Content : Part of speech

By the end of this lesson, the students are expected to be able to:

- Greet people at the correct time and other situation
- Introduce themselves and their friend to other
- Understand the term of Islamic education
- Determine parts of speech and use them in the sentence correctly

### • VOCABULARY IN CONTENT

Find out difficult words in the text “Islamic Education” then write the meaning in Bahasa Indonesia. Write these new words in your vocabulary journal.

NO	WORD	PART OF SPEECH	MEANING
1	Education	Noun (N)	Pendidikan
2	Educate	Verb (V)	Mendidik
3	Relate		
4	Refer		
5	Religious		
6	Worship		
7	Knowledge		
8	Purification		
9	Etiquette		
10	Inheritance		
11			
12			

- **THINK ABOUT IT**

Discuss with your friend and write down in your writing journal!

What is a complete definition of an "Islamic education" when we are talking of educating children in an Islamic school?

What are its key elements? And how does it relate to academic excellence?

## **PART ONE: READING**

### **A. Understand the passage**

#### **ISLAMIC EDUCATION**

There have been many experts try to give an exact definition of Islamic education. Sheikh `Abd Allah al-Zâydî, professor at al-



Imâm University, mentioned the term ‘Islamic Education’ could mean of a number of things:

It can refer to the religious education in which the person studies religious knowledge, starting with the Qur’ân and matters of worship like purification, prayer, Zakâh, fasting and Hajj. He may also learn other matters like the etiquettes of eating and drinking, Islamic dress, family relations, business transactions, criminal law, and inheritance.

All of this knowledge is drawn from the Qur’ân and Sunnah and from the writings of Islamic scholars. This is called the Islamic studies.

The term ‘Islamic Education’ can have a broader meaning, embracing knowledge in general in a framework where the teacher, the student, the school, and the syllabus all comply with Islamic values and teachings. These are merely some initial thoughts.

<http://en.islamtoday.net/quesshow-25-1524.htm>

## **B. Comprehension exercise**

Circle T if the statement is TRUE according to the text. Circle F if the statement is FALSE according to the text.

1.     T     F     The term ‘Islamic Education’ means only about religious education in which the person studies religious knowledge.
2.     T     F     Other matters like the etiquettes of eating and drinking, Islamic dress, family relations, business transactions, criminal law, and inheritance are also included in Islamic Education.

- |    |   |   |   |
|----|---|---|---|
| 3. | T | F | Islamic studies is all of knowledge which is drawn from the Qur'ân and Sunnah and from the writings of Islamic scholars |
| 4. | T | F | The term 'Islamic Education' cannot have the broader meaning  |
| 5. | T | F | The term 'Islamic Education' above is `Abd Allah al-Zâyiđi's thoughts, a professor at al-Imâm University.               |

## PART TWO : COMMUNICATE


### A. Let's sing

Listen to the song and fill the missing lyric then sing along

### WE NEED TO EDUCATE

#### (BRUNO MARS: GRENADE}

- |            |           |
|------------|-----------|
| a. dreams  | f. fun    |
| b. Hope    | g. Future |
| c. amazing | h. take   |
| d. Talk    | i. Good   |
| e. Book    | j. Can    |

Let me to (1) \_\_\_\_\_(V) you  
 About the way I live  
 Got priorities put in place  
 I'm a real (2) \_\_\_\_\_(adj) kid  
 You can be cool with me  
 But just understand  
 I am a loyal to my (3) \_\_\_\_\_(N)

and I have a master plan  
 I'm giving all I have to my  
 schoolwork and exams  
 Cause my future's in my hands  
 cant you see  
 I have a master plan. Graduate?  
 Oh yes I (4)\_\_\_\_\_  
 (V)



I'll go to college and then  
 1.  
 I will get a good grade for ya  
 Study and stay up late for ya  
 I will even get A's for ya  
 You know I'd do anything for ya



In the same breath let me say  
 That I'm trying to expand my brain  
 You can't distract me baby  
 I need to educate  
 Hit the (5)\_\_\_\_\_(N) every night  
 Cause I think it's (6)\_\_\_\_\_(Adj)

I like Plato, Newton, Einstein  
 I can learn from anyone  
 Baby please you must see,  
 someday I will lead  
 I'll just like Ghandi, not a bully,  
 I believe in peace  
 I'm giving all I have to my  
 schoolwork and exams



Cause my future's in my hands cant you see  
 I have a master plan. You've got to understand  
 I'll go to college and then  
 I will get a good grade for ya  
 Study and stay up late for ya  
 I will even get A's for ya  
 You know I'd do anything for ya  
 And you must hear my refrain  
 I am loyal to this learning brain  
 I need to educate  
 Let your learning you (7 ) \_\_\_\_\_ r  
 In school you can do anything  
 And I (8) \_\_\_\_\_ (V) you feel insp  
 So you never ever quit baby  
 Cause darling I will get a good grade for ya  
 Study and stay up late for ya  
 I will even get A's for ya  
 You know I'd do anything for ya  
 And I hope you feel the same  
 We are scholars with (9) \_\_\_\_\_ (Adj) brains  
 Follow your (10) \_\_\_\_\_ (N) with me baby  
 I need to educate



We need to educate

We need to educate

We need to educate

## B. Let's Speak

**Instruction ;** Watch the video, it will show you an encounter of three people who introduce themselves to one another. Watch it and try to repeat the sentences in the second part.



### Dialogue 1

Terry : Chris, is that you?

Chris : Terry, fancy meeting you here, long time  
no see.

Terry : It has a long time. Who's your friend?

Chris : This is my wife, Katrina

Terry : I'm pleased to meet you Katrina

Chris : Darling, this is Terry. We played on the same  
basketball team in high school

Katrina : Nice to meet you, Terry

Chris : It was nice to see you

Terry : Good to see you too

### Dialogue 2

Mike : Hi Don

Don : Hi Mike, Who's your friend?

Mike : Have you met Tina before?

Don : No, I don't think so

Mike : Don, this is my friend Tina. Tina this is my  
colleague, Don

Don : Hello Tina, it's nice to meet you

Tina : It's nice to meet you too, Don

## Dialogue 3

Elroy : May I introduce myself?  
My name is Elroy Jeffson  
Woman : Hello, nice to meet you  
Elroy : Thanks and nice to meet you too. I sell  
computers.  
If you need a computer, please call me

- **These are some expressions in introduction**

Here are some phrases for introducing yourself in English.

1. I'm Rahman.  
I'm Rudi.  
(Use first name in informal situations)
2. I'm John Kennedy.  
I'm Ahmad Habib.  
(Use full name in business and formal situations)
3. (It's) nice to meet you.  
(It's) nice meeting you.  
(It's) good to meet you.
4. I'm glad to meet yo

Here are some sample phrases and expressions for introducing others in English.

1. Have you met Lisa?  
No, I haven't.  
Lisa, this is Ana.  
Ana, this is Lisa.
2. Have you two met each other?  
No, we haven't.

Anna, this is Maria.

3. Have you two met each other?

Yes, we have. Maria, Anna.

**Greetings**

Hello!

Hi!

Good morning!

Good afternoon!

Good day!

Good evening!

How are you?

How are you getting along?

How's everything?

How's life?

How have you been?

How ya doing?

**Responses**

Hello!

Hi!

Good morning!

Good afternoon!

Good day!

Good evening!

I'm fine, thank you.

Just fine, thanks.

Just fine, thanks.

It's going quite well, thanks.

I've been verywell, thanks.

Pretty good, thanks.

- **Leave taking/ parting/farewell**

Good bye

Bye bye

Good night

See you tomorrow

See you again next week

See you later

So long

- **Read the dialogue about introducing other and practice with your partner!**

Bahrul : Assalamu'alaikum Habib, how are you?  
 Habib : Wa'alaikumsalam Alhamdulillah, I am great.  
 Who is he?  
 Bahrul : I'd like you to meet my co-worker, Anton.  
 Anton : How do you do Habib?  
 Habib : How do you do? Nice to meet you Anton  
 Anton : Nice to meet you too  
 Bahrul : By the way, let's talk about our project to find  
 the good example of Islamic education  
 Habib : Ok, let's go Bahrul

- **PAIR WORK. Communicative Activity.**

Practice greeting your teacher and classmates in English.  
 Remember to smile!

- Greet your teacher
- Greet your classmates
- Greet your close friend
- Greet your parents





### C. Let's listen



Listen to the audio and choose the possible answer that corresponds to the questions:

1. What's your name?
  - a. Your name is Nadia
  - b. I'm Nancy
  - c. Her name is Nina
  - d. His name is Norman
2. Where do you live?
  - a. I'm from Canada
  - b. Yes, I live in Canada
  - c. I live in Canada
  - d. You live in Canada
3. How's it going?
  - a. Okay
  - b. I'm going to school
  - c. She's going to the market
  - d. No problem
  - e. You're welcome
4. Where does she work?
  - a. I work at the library
  - b. She is a teacher
  - c. She likes to work
  - d. She works at City Bank
5. Where are they from?
  - a. I'm from Kediri
  - b. You are from Mexico

- c. They are made from wood
  - d. They're from Jakarta
6. How many people are in your family?
- a. I have two brothers
  - b. I'm getting married soon
  - c. I love my family
  - d. My mother is a teacher
7. Hey, what's new?
- a. Nothing much
  - b. I'm fine
  - c. My father is reading newspaper
  - d. My motorbike is new
8. What does he do?
- a. He is from Italy
  - b. He's doing his homework
  - c. He's Indonesian
  - d. He's engineer
9. What do you do in your spare time?
- a. It's 09.00 o'clock
  - b. I like to exercise
  - c. I'm busy
  - d. It's time to go
10. What does your father do for a living?
- a. He is a doctor
  - b. He is driving a car
  - c. My father is living in a small house
  - d. He lives in Hong Kong

## PART THREE : GRAMMAR SUPPLEMENT

### A. Read the text carefully

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods *include* storytelling, discussion, teaching, training, and directed research. Education frequently *takes place under the* guidance of educators, but learners may also *educate themselves*. *Education can take place in* formal or informal settings and any experience that *has a formative effect on the way one thinks, feels, or acts may be considered educational*. *The methodology of teaching is called* pedagogy. Education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

Are you familiar with the words in bold and italic?

What parts of speech are they?

Write down the words that are noun and verbs?

---

---

---

---

---

## B. Let's learn it

### Part of Speech

It's quite important to recognize parts of speech. This helps you to analyze sentences and understand them. It also helps you to construct good sentences.

PART OF SPEECH	FUNCTION OR "JOB"	EXAMPLE WORDS	EXAMPLE SENTENCES
PRONOUN	<b>Replaces a noun</b>	<b>I, you, she, it, some</b>	<b>Aveeka is Indian. She</b> is beautiful. <b>She</b> has a doll. <b>It</b> colour is brown.
ADJECTIVE	Describes Noun	good, big, cute, red, well, interesting	My cat is cute. I love this white cat.
NOUN	<b>Things or person</b>	<b>pen, cat, work, music, town, Surabaya, London, teacher, Muhammad,</b>	<b>This is my cat.</b> He lives in my <b>house.</b> We live in <b>Kediri.</b>
CONJUNCTION	<b>Joins clauses or sentences or words</b>	<b>and, but, when</b>	<b>I like rabbits and</b> I like cats. I like cats <b>and</b> rabbits. I like cats <b>but</b> I don't like dogs.
Adverb	<b>describes a verb, adjective or adverb</b>	<b>quickly, silently, well, badly, very, really</b>	<b>My cat eats quickly.</b> When he is <b>very</b> hungry, he eats <b>really</b> quickly.

VERB	Action or state	(to) be, have, do, like, study, work, sing, can, must	STAIN KEDIRI is the only state college in Kediri. I like studying here.
INTERJECTION	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	<b>Ouch!</b> That hurts! <b>Hi!</b> How are you? <b>Well,</b> I don't know.
PREPOSITION	links a noun to another word	to, at, after, on, in	<b>We went to</b> school <b>on</b> Monday.

### C. Identify what part of speech the words underlined are!

1. Steve can play the trumpet.

.....

2. Do you like dogs?

.....

3. They listen to music every day.

.....

4. She is an old lady.

.....

5. The group went climbing in the mountains.

.....

6. This is a fast car.

.....

7. He did well in the test.

.....

8. My father drives carefully.

.....  
9. Has your father and mother ever been to Australia?  
.....

10. The play was fantastic.  
.....

**D. Identify any parts of speech used in the reading on Part One. Write down the number of nouns, verbs, pronoun, adjectives, adverbs, conjunction, preposition or interjection.**

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## PROJECT

Now with a partner, practice introduction conversation for each situation:

- a. At a bus stop waiting for the next bus
- b. In a city park
- c. On the first day of class right before school begins
- d. In a classroom
- e. At a friend's house

With your partner, find the information about the different of Indonesian Islamic education and Malaysian Islamic education or another islamic country. Then, present it in the class in the next meeting.

## REFLECTION

1. In this chapter I have learnt about

.....

2. The parts that I have enjoyed the most are

.....

3. The difficulties that I have faced are

.....

4. What do I have to do to be better?

.....





# LESSON 2

## RESPECT YOUR TEACHER

Reading : Respect Your Teacher  
Communicate : Thanking and Apologizing  
Structure in content : Simple Sentence

By the end of this lesson, the students are expected to be able to:

- Understand how to respect the teacher
- Use thanking and apologizing expression well
- Compose Simple sentence correctly

### • VOCABULARY IN CONTENT

Find the words in the puzzle

B	R	B	O	C	N	G	R	A	N	D	D	A	D	F
J	E	V	B	W	S	I	S	T	E	R	C	D	D	A
N	S	H	E	N	B	C	U	S	T	A	D	M	G	T
Y	P	D	Y	V	R	R	D	P	J	Q	Y	D	R	H
Z	E	R	F	M	O	L	I	S	T	E	N	M	A	E
E	C	F	P	W	T	J	D	F	T	C	B	O	N	R
L	T	E	A	C	H	E	R	H	Q	L	P	S	D	T
D	F	G	Z	N	E	T	G	Y	H	A	K	Q	M	F
E	Q	V	M	G	R	W	B	K	Z	S	D	U	A	Z
R	T	D	M	O	T	H	E	R	N	S	M	E	T	P
S	P	R	O	P	H	E	T	S	Q	U	R	A	N	K

respect	ustad	listen	sister
teacher	mosque	obey	class
mother	elders	Qur'an	granddad
father	brother	Prophets	grandma

### • THINK ABOUT IT

Read the following poem and get the feeling. What do you remember about your teacher? Do you have favorite teacher?

Many blessing you will collect  
if you show your teacher respect

Good education you must gain,  
A Successful life you will attain.

If you want to be really cool—  
Showing respect is the golden rule

If you really want to pass  
respect the teacher of your class

## **PART ONE : READING**

### **A. Read the text carefully**

#### **Respect Your Teacher**

Teachers play an important role in the life of students. Apart from your parents they also shape your life by imparting knowledge to you and help inculcate good morals in you.

In Islam we must respect our elders in all situations. We can never behave badly towards them and must always speak to them in a kind and gentle manner. Our parents deserve our utmost respect so we must always obey them and look after them. We must never hurt their feelings or make them feel sad.

Like our parents, teachers have a special place. They give us a very special gift called knowledge ('Ilm). This gift brings us closer to Allah and makes us better people. The best of teachers were the prophets and Muhammad (peace be upon him) was the last of

these great teachers. He taught us about Allah and living our lives. Even today, we love and respect our Prophet (pbuh) and follow his advice.

**B. Answer these questions based on the text!**

1. Who must we respect?

.....

2. How must we respect elders?

.....

3. Why must we respect our parents?

.....

4. Who was the great teacher?

.....

5. What did Muhammad (pbuh) teach us?

.....

**C. Discuss with your partner and write down the characteristics teacher must have from your discussion.**

---

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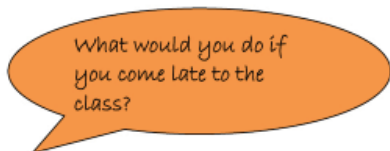
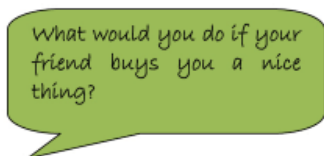
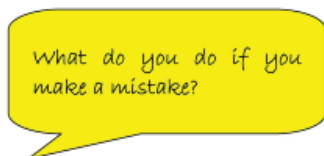
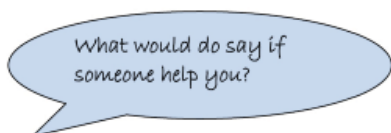
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## PART TWO: COMMUNICATE

### A. Let's speak

#### THANKING AND APOLOGIZING



THANKING		APOLOGIZING	
Expression	Responses	Expression	Responses
Thank you Thanks Thank you very much Thank you so much Thanks a lot I'm very grateful	You're welcome No problem Not at all Don't mention it It's my pleasure That's O.K	I apologize I really must apologize I do apologize I'm sorry Sorry I'm extremely sorry Please forgive me	Okay It doesn't matter Don't worry about that That's alright Forget it

#### Apologizing

To apologize is to tell someone that you are sorry for having done something that has caused him inconvenience or unhappiness:

## Examples:

- I must apologize to Isabel for my late arrival.
- I'd like to apologize for my trouble making.
- Trains may be subject to delay on the northern line.  
We apologize for any inconvenience caused.

## Making apologies:

- I do apologize for...
- I must apologize for...
- I apologize for...
- I'd like to apologize for...
- I am so sorry for...
- I shouldn't have...
- It's all my fault.
- I'm ashamed of...
- Please, forgive me for...
- Excuse me for ...
- I'm terribly sorry for...
- Pardon me for this...
- Please, forgive me for my....
- Please, accept my apologies for...



## Accepting apologies:

- That's all right.
- Never mind.
- Don't apologize.
- It doesn't matter.
- Don't worry about it.

- Don't mention it.
  - That's OK.
  - I quite understand.
  - You couldn't help it.
  - Forget about it.
  - Don't worry about it.
  - No harm done.
- **Here are the example of conversation, practice with your partner**

1. Mother : Putra, did you break that glass?  
Putra : Yes, I did. I am extremely sad.  
Mother : That's entirely okay. (Tidak apa-apa)
2. Septi : I am astoundingly pitiful for my blunders.  
Jerri : That is OK.  
Septi : I apologize I hurted your sentiments.  
Jerri : Forget about it.

- **PAIR WORK. With your partner have short conversation in asking some information. Say thank you if you get the information and your friend will say sorry if she/he can not give you the information.**



## B. Let's Listen

Listen to the conversation and fill the gap between the sentences.

### Dialogue 1

A : Pardon me!

B : Do you happen to have the pen I gave you?

A : \_\_\_\_\_. I seem to have lost the pen

B : \_\_\_\_\_, It's Just a pen

A : I really am sorry

B : Please don't bother yourself about the pen. It's not important

A : Here you are\_\_\_\_\_

B : \_\_\_\_\_.

### Dialogue 2

A : Hey there, watch it!

B : \_\_\_\_\_

A : You were not looking where you were walking and you step on my foot

B\_\_\_\_\_

A : You should watch where you were going

B : \_\_\_\_\_, and I promise to pay more attention in the future

### Dialogue 3

A : I am afraid I'm going to be late

B : Will you be a little late or very late?



A : Well I am stuck in traffic; I think I'll just be a little late

B : Oh, That's alright

A : \_\_\_\_\_

B : Don't worry about that

#### **Dialogue 4**

A : How old are you

B : I am 30 years old, how old are you?

A : You can't ask me that

B : \_\_\_\_\_; I did not mean to ask you an impolite question

A : I hope not.

B : \_\_\_\_\_, I will not ask again

A : Oh, don't worry about it, that's alright

B : Are you over thirty?

#### **C. Let's sing**

Listen to the song then sing along

#### **THANK YOU, TEACHER**

Teacher, see the good inside me

Take my hand and guide me your way

Teacher

When you see me giving up

Teach me how to stand up again

Reff:

Thank you for all that you have done

And thank you for all you do

I've been moulded by your hands  
So thank you, thank you  
Teacher, we are still the young ones  
But we won't be the young ones for long  
Teacher, take me and define me  
When you are beside me, I'm strong  
When I'm old and wiser, I'll remember you  
Promise I'll grow stronger, at the thought of you

#Back to Reff

I've been moulded by your hands  
So thank you, thank you

### **PART THREE : GRAMMAR SUPPLEMENT**

#### **A. Read this passage**

There are many concepts of teachers in Islam. Islam does not have an explicit hierarchy, thus the concepts and names for spiritual teachers and secular functions are often mixed and easily confused. A list of terms used in various Islamic traditions follows:

- The most respected of the Marjas are entitled Allamah. This Persian name for Teacher is also used by some Sunnis to denote a teacher of extraordinary respect.
- Ulema/Ulama is the title that indicates that the teacher has come to awareness of the consensus, the ijma, of the Umma. Umma is the universal community of all the followers of God as understood by the Muslim community .

- Mufti is a someone who interprets or expounds Islamic law (Sharia and fiqh).
- Mullah is often the title of the teachers at the Madrasahs, Islamic schools. Mullah is a teacher in regard of being respected as a vicar and guardian of Qur'an and the Islamic traditions.

Identify the form of each sentence in that paragraph. Are the sentences simple or are they too complicated for you? Write down the sentences written in the form of subject+ Verb / to be + complement!

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## **B. Let's learn it**

### **Simple Sentence / Sentence Pattern in English**

A simple sentence contains a single subject and predicate. It describes only one thing, one idea or question and only has one verb-it contains only one independent clause.

# Simple Sentence

- Contains a subject and a predicate
- Expresses a complete thought.

**Example:** The boys went to the park.

**Tip:** a simple sentence is also called an independent clause.



1. Farah reads.



2. Zayan and Zaleea are playing under the tree.



3. The dog with the red collar is barking.



## Normal Sentence pattern in English

Subject	Verb	Complement	Modifier
She and I	ate	a pizza	Last night
We	studied	English	Last week

- a. Subject: subject is the agent of the sentence in the active sentence, it is a person or thing that does the action. NOTE : Every sentence in English must have a subject.
  - 1) The subject may be a single noun  
Coffee is delicious
  - 2) The subject may be a noun phrase  
The new, red car is Ana's
  - 3) Pseudo-subjects or there is not true subject like it and there  
It is a nice day  
There were many students in the room.
- b. Verb: the verb follows the subject; it generally shows the action of the sentence. Note: Every sentence must have a verb.
- c. Complement: a complement completes the verb. It generally follows the verb when the sentence is in the active voice. Note: Every sentence does not require a complement. The complement answers the question what? or whom?  
John bought a cake yesterday  
Jill was driving a new car  
They called me yesterday
- d. Modifier: A modifier tells the time, place, or manner of the action. Note : every sentence does not require a modifier.  
John bought a book at the bookstore.      (where)  
He was driving very fast                      (how)  
I saw him yesterday                              (when)

**Exercise1 : Identify the subject, verb, complement and modifier in each sentence. Remember that not every sentence has complement or modifier.**

Example : Ahmad / is buying / a new hat / in the store

Subject	Verb	Complement	Modifier

1. Rian is cooking dinner tonight
2. Henry has visited the president
3. We can eat lunch in the canteen today
4. Dinda should have bought gasoline yesterday
5. Trees grow
6. It was raining at seven o'clock this morning
7. She opened a checking account at the bank last week
8. He opened a book hurriedly
9. Leli was watching television a few minutes ago.
10. Betty is driving her car very fast.

**Exercise 2 : Arrange each group of words in the correct sentences**

1. The film - I - enjoyed - yesterday  
-----
2. The news - listened - I carefully  
-----
3. Well - the man - the piano - played  
-----
4. Games - played - yesterday - in their room - the children  
- quietly  
-----

5. Before lunch - the letter - in his office - quickly - he -  
read  
-----
6. This morning - the book - I - from the library -  
borrowed  
-----
7. We - at home - stay - on Sundays.  
-----
8. Quietly - the door - he - opened  
-----
9. A new school - built - they - in our village - last year  
-----
10. The match - at four o'clock - ended  
-----

**Exercise 3 : find the elements in the following sentences that form the basic sentence pattern Noun ( subject) + verb.**

Example : after a long wait, the gleaming glass doors of the new department store finally opened to the public.

Answer : The doors opened

1. The 6.40 express train from Jakarta at long last arrived at the crowded station.
2. A small but vicious dog at our neighbour's house noisily and persistently barked all night.
3. The securely wrapped package of spare part for the tractor came yesterday by registered mail.

4. In spite of our best effort all essential works in the rubber tire factory stopped completely
5. A very famous musician from conservatory played for one hour yesterday.
6. That very popular tourist hotel will soon open for the summer season
7. The engineering students in prof. Muhadjir class busily studied for their examination all night
8. Dr. Shelly, the well-known lecturer at the reaserach laboratory , is lecturing tonight at the auditorium
9. The jumbo jet airliner, after a long delay, finally landed safely at teh airport
10. A very strange thing happened on the way to work.

## PROJECT

- a. Make 10 simple sentences about what students do to the teacher or what teachers do to the students

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



- b. On a piece of paper, write a poem to express your gratitude to your teacher.

### REFLECTION



1. In this chapter I have learnt about  
.....
2. The parts that I have enjoyed the most are  
.....
3. The difficulties that I have faced are  
.....
4. What do I have to do to be better?  
.....



# LESSON 3

## HOW TO BE A GOOD STUDENT

Reading : Manners and Traits of a Good Muslim Student

Communicate : Requesting

Structure in Content : Simple Present Tense

By the end of this lesson, the students are expected to be able to:

- Understand how to be a good student
- Use requesting expression appropriately
- Apply simple present in spoken or written English well

- **Content Vocabulary**

Find the opposites of the following words from the passage below. Choose from the ones in the table. Do you know the words?

## Word

## Opposites \_

1. Show .....
2. Understand .....
3. Punctual .....
4. Give .....
5. Return .....
6. Take .....
7. Helpful .....
8. Get .....
9. Remain .....
10. Find .....

Disprove	Late	Pass Over	Unlearn
Miss	Leave	Ask	Useless
Retain	Refuse		

- **Think about it.**

Discuss with your friends. In your opinion, are you a good muslim student? What makes a student called a good muslim? Do you have any suggestions to be a good muslim student?

## PART ONE : READING

### A. Read the passage carefully

#### Manners and Traits of a Good Muslim Student

Prophet Muhammad, peace be upon him, not only told us, but showed us how we should act. School is a great place to show these things so that people your age or those younger than you,

will be able to understand how Muslims are taught to act. These are a few pointers of how you should act as a student at school:

- **Work and study hard.** You're at school to learn, so make sure you give your teachers your full attention. Use the break-times given to you to talk with your friends.
- **Respect all the teachers and staff members.** Some teachers may come across as moody or strict, but you should remember that they have to prepare work for many different lessons, as well as mark work handed in. They dedicate their life to helping you learn and on many occasions, they don't get a good night's sleep – so the last thing they want is that their students act respectfully.
- **Be helpful.** Whether you help teachers, students or even the caretakers. If you see that someone is having some trouble carrying something, or anything similar, don't hesitate in staying and helping them.
- **Be punctual.** Arrive to your lessons on time. If you get into this habit at young age, you will Insha'Allah remain punctual for the rest of your life. If you feel you are going to be late for a lesson because you're helping someone, get a note written by the person so you can permit to your teacher in lesson or explain to your teacher as soon as you enter the classroom.
- **Treat others how you would want to be treated.** Don't make fun of other students or staff members in any way. It shouldn't matter to you how they look or talk. If you didn't have any friends, you would want at least one person to be nice to you. So if you ever see someone looking lonely – be that nice person.

- **Say “AssalamuAlaikum” to other Muslims in your school.** It is a good deed and you will be rewarded by Allah!
- **Always tell the truth.** If you say one lie, you will have to tell many other lies to try and get people to believe your first lie. If a group of students do something wrong, and then try and force you to lie so that they don’t get punished, you exactly shouldn’t lie. Don’t worry if they say they won’t be your friends anymore; you shouldn’t be friends with people who lie anyway! Allah will give you better friends.
- **Speak kindly and respectfully to everyone.** Swearing is a bad deed; Allah and the Prophet Muhammad (peace be upon him) don’t like those who swear. If you ever feel angry, have a drink of water and walk away. Don’t shout, fight, or swear.
- **If you ever find anything lying around (such as money, a phone or even a pen), DON’T put it in your pocket or bag.** Hand it into the office as lost property, or if you know who it belongs to, return it to them. It isn’t yours, and even though you didn’t take it out of someone’s bag yourself, it is still counted as stealing.
- **Smile – it’s sunnah!** It doesn’t matter if you know someone or not, whether you’re friends or not, give them a smile as you walk past. It is seen as an act of kindness, and Allah will reward you.
- **Teach others about Islam.** Don’t feel shy – Islam is a beautiful religion and it deserves to be shared!

This may seem like a long list, but once you start including these things into your life, they will become a big part of your life. It is good to start acting on these points as soon as you can so that

you can start making everything into a habit, and these habits will remain for the rest of your life Insha'Allah!

By Zainab Shahid Retrived from <https://www.soundvision.com/book/manners-and-traits-of-a-good-muslim-student>

## **B. Comprehension Exercise**

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

1. We can talk with friends in the classroom any time (T/F)
2. Teachers dedicate their life to helping students learn and on many occasions, they don't get a good night's sleep (T/F)
3. It shouldn't matter how other students look at or talk to us (T/F)
4. If a group of students do something wrong, we should be in line with them (T/F)
5. If you ever find anything lying around (such as money, a phone or even a pen), DON'T put it in yourpocket or bag (T/F)

## **PART TWO : COMMUNICATE**

### **A. Let's Speak**

#### **Expressing Request**

##### **a. Asking someone to do something:**

- Can you give me the book?

- Could you phone me at 7 o'clock?
- Would you mind repairing my watch?
- Do you think you could take me to the shop
- I wonder if you could write me an application letter?

**b. Asking someone for something:**

- Can I borrow your pen?
- Could I have a seat?
- Can't I sit beside you?
- May I use your computer?

**The expression to accept it:**

**The expression to refuse it:**

OK

I'm afraid, I ..... (give your reason).

Sure

I'm sorry, I can't.

All right

I'd like to, but...(give your reason).

Certainly

It's a pleasure

**c. Read the dialogue and practise with your friend!**

**Maya** : Hello.

**Cindy** : Hi, Mandy. It's Jill. I'm still at work.

**Maya** : Work? I thought you got off work at 4:00.

**Cindy** : I was supposed to but I had to meet the boss.  
Listen. I'm running late. Could you do me a  
favour?

**Maya** : Sure. Anything. What do you need?

**Cindy** : I will hold my daughter's birthday party tonight.  
Could you pick up my daughter at school?

**Maya** : I'll do that right now. Anything else?



- Cindy** : Nope. That's it. Oh. By the way, I'll be stopping by the store on the way home. Do you need anything?
- Maya** : Yeah. Actually, I do. We're out of bread. Would you mind picking some up from the bakery?
- Cindy** : No problem. I should be home in an hour. See you soon.
- Maya** : Actually, I'll probably be gone by the time you get here. I'm meeting some friends for coffee.
- Cindy** : Ok then. See you later tonight. Have fun.

- **PAIR WORK. Make a role play about a class situation in your university**
  - The students are divided into some groups. Each group consists of two members – one student as the speaker requesting something and the other as the listener responding to the request. Each student must take it in turn for being the speaker requesting something and as the listener responding to the request.
  - Use the situations listed below to make a request in the role play.
  - There should be an active class
- **Read the situations and make the requests.**
  1. You want to pay by credit card.
  2. You want to borrow your friend's camera.
  3. You didn't hear what your classmate's said. You want her to say it again.

4. You've written a letter in English. You want your teacher to check it.
5. You can't hear what your flat mate is saying because of the radio. You want him to turn it down.
6. You need Rp. 50.000. You want your colleague to lend it to you.
7. You haven't finished your essay. You want to give it to your teacher a day late.
8. You need to use your colleague's computer.

## B. Let's Listen

Read and listen to some expressions for requesting

### Informal

Please?

Would you?, Will you?

Could you?

Can You?

Could you do me a favor?

### Formal

Could I ask you to ... ?

Would you mind if I ask you to ... ?

Would you be so kind as to ...

Could you possibly?

Would you mind V+ing

[www.eslgold.com](http://www.eslgold.com)

In most cases, when you ask someone to do something for you, it is important to use an introductory phrase to soften the request.

For example,

Lend me your umbrella!

(too abrupt; sounds rude)

Excuse me, could you lend me your umbrella?

(more polite)

Help me fix my car.

(sounds too demanding)

Sorry to bother you. I'm (better)  
having trouble with my car.  
Would you mind helping me  
for a minute?

Listen to to short conversation and complete the blank space  
in the conversation that you hear. Repeat the conversation  
after you finish it!

- |                                    |   |
|------------------------------------|---|
| 1. .... a paper towel.             | Here you are.   |
| 2. .... all this letter<br>for me. | Okay. I'll stop by the post<br>office on my way home. |
| 3. .... that<br>music?             | Sorry. Is it bothering you?                           |
| 4. .... my term paper<br>for me?   | Sure. When do you need it?                            |
| 5. .... me a ride<br>home?         | Sorry. I'm not going in that<br>direction.            |

**C. Watch the video about requesting and learn from it**

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## PART THREE : GRAMMAR SUPPLEMENT

### A. Read the dialogue

#### The first day of the class

Professor : OK. Class meets every Monday and Wednesday from 10.30 to 11.00, and we don't meet on Fridays.

Student 1 : Do we ever have a break during class?

Professor : No, we do not. We have too much work, so we rarely have a break. Remember, we always begin class punctually at 10.00 and end at 11.30. every other week, you write an in-class essay, and every Tuesday, class begins with a short quiz.

Student 2 : How often do you assign homework?

Professor : I usually assign homework at the end of class. And I never accept late homework.

Student 3 : Does class ever end early?

Professor : Hardly ever. But sometimes students leave early after finishing a test.

### B. Look again at the reading passage. The expressions of frequency are in bold. They answer the question "how often?" find the words with the same meaning as those below and write them.

**On Tuesdays** : .....

**Almost never** : .....

**Every Friday** : .....

Most of the time : .....

At any time : .....

**C. Look at the verbs in the reading on Part One.**

The present tense verbs are in **bold**. Circle the subject of each present tense verb.

Underline the verbs with an **-s** ending. How are the subjects of these verbs different? Write a rule for the use of the **-s** ending.

.....

.....

.....

**D. Let's learn it**

SIMPLE PRESENT TENSE REGULAR VERBS			
Affirmative		Negative	
Subject	Verb	Subject verb	do/does + not
I/You/We/They read. He/She/It	<b>reads.</b>	I/You/We/They He/She/It	Do not write. Does not write.
Be			
Subject	Verb	Subject	be + not
I You/We/They late He/She/It	<b>am</b> <b>are</b> <b>is</b>	I You/We/They early He/She/It	<b>am not (I'm not)</b> <b>are not ( You're not)</b> <b>isnot (isn't)</b>

Yes/ No Questions			Short answers		
Do	Subject	Verb	Yes /No	Subject	Do
Do	I/You/We/They	read?	Yes, No,	I/You/We/They	do don't
Does	He/She/It	Read?	Yes, No,	He/She/It	does. doesn't
	Be	Subject	Yes/No	Subject	Be
Am	I		Yes, No,	You	are aren't
Are	you (singular) we/you/they	late?	Yes, No,	I  We/you/they	am am not are aren't
Is	he/she/it		Yes, No,	He/she/it	is isn't

- After he/she/it, changes have to has.
- The folloing contractions are used for be; I'm/ He's/She's/ It's/You're/We're/They're. Do not use contractions with affirmative short answers: incorrect : Yes, I'm or Yes, She's
- Spelling
  - Add –s after verbs that end in consonants or vowel +y : runs, says
  - Add -es after s,ss,sh,ch,x : pushes, misses
  - If the verb ends in consonant +y, change the y into i and add –es: tries, cries
  - Add –es after go and do when he/she/it is the subject : goes,does.
- **Example Affirmative Sentences**
  - \* I go to school at six everyday.

- \* She **visits** her sister every week
- \* They **play** football every Sunday.
- \* You **have** hamburger for lunch.
- \* We **play** the guitar at the parties
- \* My mother **washes** the dishes.
- \* Tom **watches** tv everynight.

- **Examples of negative sentences**

- \* He **doesn't** do his homeworks .
- \* We **don't** wear school uniforms.
- \* She **doesn't** live in London.
- \* You **don't** buy expensive clothes.
- \* They **don't** work in an Office.
- \* My grandmother **doesn't** wear glasses.
- \* Tom **doesn't** go to Spain .

- **Examples of Question sentences**

- \* **Do you** look after babies?
- \* **Does she** like singing pop songs?
- \* **Do they** arrive at home at two?
- \* **Does John** write novels?
- \* **Do you** wash your hair everyday?
- \* **Do they** visit museums?
- \* **Does the cat** drink juice?

**E. Fill the blanks with the correct form of verb. Use a contraction if possible.**

- Burhan : Hello, Can I ask you some questions for an interview?
- Fatimah : Yes, I can answer some questions.
- Burhan : Thank you for taking the time. Now, first question: What do you do?
- Fatimah : I work in a library. I (be) \_\_\_\_ a librarian.
- Burhan : (be)\_\_\_\_ you married?
- Fatimah : Yes, I am.
- Burhan : What does your husband do?
- Fatimah : He (work)\_\_\_\_\_ as a policeman.
- Burhan : Do you usually have dinner together?
- Fatimah : Yes, we do.
- Burhan : How often (do)\_\_\_\_\_ your husband exercise?
- Fatimah : He sometimes (exercise)\_\_\_\_\_ four times a week.  
But, he usually exercises only twice a week.
- Burhan : Where do you like going on holiday?
- Fatimah : We rarely go on holiday. But, we like going to the mountains.
- Burhan : Thank you very much for answering my questions.
- Fatimah : You're welcome!

**F. Decide Whether the structure of sentence is True Or False**

1. My father always work hard . \_\_\_\_\_
2. Jane's sister drives too fast. \_\_\_\_\_



3. Bob never tell lies to his friends. \_\_\_\_\_
4. My grandmother are a good woman. \_\_\_\_\_
5. I doesn't like drinking coke. \_\_\_\_\_
6. Her brother walks to work everyday. \_\_\_\_\_
7. I take photos of my friends. \_\_\_\_\_
8. Maria always tidy her room. \_\_\_\_\_

### Adverbs of Frequency

Frequency	words	Examples /Notes
100%	Always Almost always Usually, generally Often Sometimes Hardly ever, rarely,seldom	Use frequency words to answer the quention <i>Do you ever...?</i> Q : Do you ever study in the library? A : Sometimes. I always study there before a big test.
0%	Never	

### Frequency expressions

On Mondays/Tuesdays/ Wednesdays, etc. Every day/ Teusday/week/ semester/ summer Every other day/week/ Thursday During the day/week/semester In the spring/summer/fall In the morning/afternoon/evening Once/twice/three times a day/ week//month; Once in a while	Use these frequency expressions to answer the questions <i>How often.....? or when....?</i> Q:How often do you see a tutor? A: Every Friday in the Writing center Q: When do you write your essay? A: I write them on Fridays.
---	--

**A. Look at the chart below. Write one question and answer about each student. Use Does (name) ever...?**

**in each question. Use a frequency word in your answer.  
Number 1 is done for you.**

Habits	Frequency of Habit (% of time)			
	Siti	Aisya	Maryam	Ahmad
Reviews the syllabus	100%	80%	50%	5%
Uses a planner	100%	85%	20%	0%
Reads the textbook	100%	90%	50%	10%
Works with a study buddy	90%	80%	50%	0%
Studies for exams	90%	85%	60%	0%
Participates in class	100%	80%	70%	5%
Takes notes during class	100%	80%	5%	5%

### 1. Siti

Q: Does Siti ever use a planner?

A: Yes, she does. She always uses a planner.

### 2. Aisya

Q: \_\_\_\_\_

A: \_\_\_\_\_

### 3. Maryam

Q: \_\_\_\_\_

A: \_\_\_\_\_

### 4. Ahmad

Q: \_\_\_\_\_

A: \_\_\_\_\_

**B. Circle the correct verb and frequency adverb used in the passage.**

The students in Professor Santo's class (have/ has) different study habits. For example, Eri is a C student. She (never/usually) doesn't (review/reviews) important ideas in her textbook. Rohmat is a B student. She seldom often (miss/ misses) class and (hardly ever/usually) (work/works) with a study buddy. Anita is a D student. She only (use/uses) her daily planner for test dates. She (never/rarely) (look/looks) at her planner, and she doesn't (take/takes) notes in class. Anita (isn't/doesn't) a successful student. She (often/ hardly ever) (receives/receive) low grades.

**C. Are you a successful student? Discuss your study habits with a partner. Ask the questions below. Use frequency adverbs. Your partner will take notes and report to the class. Take turns asking questions and taking notes.**

1. How often do you review your syllabus notes?
2. Do you ever use a planner? If not, how do you remember important dates?
3. Do you ever work with a study buddy ? how often do you meet?
4. Do you have regular study hours? What are your study hours?
5. Do you read your text book? Why/why not?
6. How often do you take notes in class?

## **PROJECT**

1. What makes a successful student? Interview a teacher or a student from another class. Take notes during the interview. Meet with your group to list all of the information you got from the interview.
2. Make a short summary for the reading on Part One. Make sure you use some of the words to show frequency

## **A REFLECTION**

1. Do you find the topic interesting?
2. What do you like best or do not like from this lesson?
3. Does your English improve after learning this lesson?

# **LESSON 4**

## **TYPES OF TEACHER**

**Reading : Types of teacher**

**Communicate : Complimenting**

**Structure in Content: Present Continuous**

**By the end of this lesson, the students are expected to be able to:**

- **Give complimenting correctly**
- **Understand kinds of teacher**
- **Identify present continuous and use it in the sentence correctly**

### **• VOCABULARY IN CONTENT**

Find the synonym of the following words from the passage in the next page. Choose from the ones in the table.

Word	Synonym
1. Experience	.....
2. Lenient	.....
3. Important	.....
4. Benefit	.....
5. Unappealing	.....
6. Awkward	.....
7. Memorable	.....
8. Classify	.....
9. Clueless	.....
10. Resolve	.....

Ignorant	clumsy	tolerant	unlovely
Skill	decide	advantage	break down
Meaningful	unforgettable		

- **Think about it**

Who was your favorite teacher at in senior high school? What were special things of your favorite teacher? Did you have any unbeloved teachers in senior high school? Why?

## PART ONE: READING

### A. Read this text carefully

#### Types of Teachers

Teachers are an important part of the academic experience for most teenagers and can be divided into two groups: those liked by

students and those are not. Likeable teachers can be subdivided into “crazy experimenters,” “clueless lecturer”, and “kind ones”. The unlikeable teachers can be subdivided into “merciless authoritarians,” “monotone record players,” and “creeps”.

The “crazy experimenters” are the teachers whose class students do not want to miss out on. These individuals will involve standing on top of desks or sliding around campus on skates to prove the point. They always figure out a way to catch students’ attention and make classes interesting.. They make school years memorable.

Another group of teachers are “clueless lecturers” who get this name not because they are unaware what they are teaching, but because they are clueless about what is going on around them. During their classes, it is unusual to see kids slacking off and throwing things across the room without their noticing. It is teacher that students like to mess with and then claim they were not doing anything wrong. It is this teacher’s class that is usually used as a break.

Teachers classified as “kind” are likeable not only because they teach students in a patient manner, but because they almost serve as a third parent. They are always worried about their students’ well-being and are understanding of their situations. These people will reach out to kids in attempts to help them resolve both academic and personal issues. Kind teachers will often let students make up their work and do corrections on tests in order to get higher grades.

Among teachers disliked are the “merciless authoritarians,” who make their pupils go through a living hell. These teachers set rules, expecting everyone to follow them , and do not tolerate

any type of joke or misbehavior. They often accuse students of disruptive behavior over the simplest thing like asking a neighbor of pencil. Strict teachers are very stern on deadlines, do not allow make up work, and often deduct points from assignments because of small mistakes. These teachers are the ones that students say hate *them*.

The “monotone record players” bring “the boredom of death” to everyone in the classroom. Oftentimes, they discuss their lessons without any enthusiasm whatsoever. These teachers’s lessons revolve around a topic which they keep bringing back in many forms throughout the semester. Thus, they repeat their information until it confuses students. Some of them may walk drowsily (like zombies) within the classroom. Students take advantage of these teachers’ classes to catch up on sleep.

Another sub category is that of “creeps.” They look at people with a stare that nobody is able to figure out. Although they may teach effectively, they have awkward behavior around students. They are oftentimes seen eating alone and smiling gracelessly at people, making them uncomfortable. If a student asks for help, the teacher may get too physically close.

Although there are two main categories to classify teachers in, those liked and disliked by students, there are many more specific subcategories. The broad divisions are: “crazy experiments,” “clueless lecturers,” “kind ones,” “merciless authoritarians,” “monotone record players,” and “creeps.”

From <https://www.wattpad.com/90273437-types-of-teachers-classification-essay-types-of>



## B. Comprehension Questions

Answer the following questions based on the passage above.

1. How many types of teachers are mentioned in the text?  
.....
2. What does “crazy experimenters” teachers mean?  
.....
3. What makes “clueless lecturers” favourable?  
.....
4. How many subcategories are unappealing teachers classified?  
.....
5. Why do “monotone record players” teachers bring “the boredom of death” to everyone in the classroom?  
.....

## PART TWO: LET’S COMMUNICATE

### A. Let’s Speak

#### Complimenting Expressions

Compliment	Response
Fantastic!	Thank you. It’s nice of you to say so.
Marvelous!	Thank you but really isn’t anything special.
That’s nice!	Thank you. Yours is even nicer.
That’s not bad!	I’m glad you like it.
Perfect!	Thank you.
Pretty good!	Thank you so much.
Good grades!	Yeah, thanks
Excellent!	Really?
Nice work!	

*Good job!  
You look great!  
You look very nice!  
You look beautiful!  
You look handsome!  
I really must express my  
admiration for your dance*

*I will  
Thanks a lot  
It is nothing*

Read the conversation of complimenting and practice with your partner.

- Virly** : **Rosy, This is cake for you. I made it by myself.**
- Sosy** : **Wow! What a delicious cake!** Thank you Virly.
- Virly** : *I'm glad you like it.*
- Randy** : **"Hello, Lani. How are you doing?"**
- Jimmy** : **"I'm very well, thanks. What about you?"**
- Randy** : **"Pretty good, Pals. By the way I heard from Jim that you won the English competition last week."**
- Jimmy** : **"Yes, I did."**
- Randy** : **"That was awesomeman. Excellent!"**
- Jimmy** : **"Thank you. Would you want some ice cream? I'll treat you."**
- Randy** : **"It sounds good. Let's go."**
- Jimmy** : **"Yeah, come on. Let's go."**

(<http://www.nurdiono.com/expression-of-compliment-and-its-response.html>)

**1. Study the following situations and decide which expression is suitable for compliment. Choose from the ones in the table.**

- 1) You friend is wearing a new suit.
  - 2) Your friend has had a new hairdo.
  - 3) You are visiting your friend's house / flat for the first time.
  - 4) Your friend has played the piano for you.
  - 5) Your friend has made an interesting public talk.
  - 6) Your friend has helped you to solve a complicated problem (has repaired your car/bike)
- Well done - you did really well.
  - That was fantastic. You must have studied music for a long time
  - What a beautiful house!
  - I love your suit - is it new?\_\_
  - That was a big help. Thank you.
  - You've had your hair done. It looks great

<https://englishahkam.blogspot.co.id/2012/11/expressions-of-compliment-in-english.html>

**2. PAIR WORK**

- a. Divide the students into some groups. Each group consists of four members
- b. Each student must prepare a piece of paper and a pen or pencil
- c. Write two kinds of situations. Don't tell them to anyone

- d. Move around your paper so that each of your friend in your member can write the expression for compliment you have written
- e. Do you find some of them are the same and others are different?
- f. Discuss them in a group

## A. Study this text

### Work Study

- Imam : Hi Taufiq, how are you?
- Taufik : Great thanks. Lets talk about something. By the way do you know problems mostly faced by college students?
- Imam : Hmm..College students often need financial assistance and support. The cost of education is high and students have many expenses. It is difficult to balance work and school, but college students sometimes have no choice.
- Taufik : Yes you are right, but many colleges and universities offer work-study programs for their students. In these programs, students work in the college library, cafeteria, or in department offices. These jobs help students pay for their tuition and expenses.
- Imam : Oh I know someone who is working now. This year, Ali is studying at a two –year college. He is taking twelve units, and he is working five hours

per week in the school library. However, he does not earn enough money from this job. Right now he is also making some extra income at a second job. On Tuesday and Thursday evenings, he works at a restaurant near the college. Ali's schedule is very busy and he usually gets only five to six hours of sleep every night. Somehow Ali is finding a way to balance school and work

Taufik : Wow, that's sound that Ali is a very good example of work study students, thank you Imam.

Imam : You are welcome

- B. **Underline the present progressive verbs in the conversation and circle the simple present verbs. Work with a partner to explain the difference.**

---

---

---

---

---

### C. Let's learn it

**Subject + am/is/are + Verb Ing.....**

## PRESENT CONTINUOUS

The present continuous is composed by the following rule:

Affirmative	Negative	Interrogative
I am ( I'm) singing. You are (You're) dancing. She is (She's) playing. He is (He's) coming. It is (It's) running. We are (We're) sleeping. You are(You're) sitting. They are (They're) lying.	I am not ( I'm not) singing. You are not(You aren't) dancing. She is not(She isn't) playing. He is not (He isn't) coming. It is not(It isn't) running. We are not (We aren't) sleeping. You are not (You aren't) sitting. They are not (They aren't) lying	Am I singing ? Are you dancing? Is she playing? Is he coming? Is it running? Are we sleeping? Are you sitting? Are they lying?

The Present continuous is used to indicate present time/now (example a) and future time (example b).

a. I am still having breakfast

What are you doing?

He is sleeping right now

b. Helmi is walking to school tomorrow

I am leaving for Jakarta next week

### Exercise 1 . Add + ing to the given verbs

- leave

- stand

-live

- swim

- cook

- fly

-study

- read

- write

-try

- put

- lie


## Exercise 2. Fill in the blanks with the correct form of verb “to be”

1. My sister ..... writing a letter.
2. His brothers ..... playing golf.
3. The mice ..... eating cheese.
4. Tim and Tom ..... sleeping.
5. Our friends ..... singing.
6. Those women ..... dancing.
7. My hamster ..... running.
8. Her dogs ..... barking.
9. The woman ..... looking at me.

Simple Present vs Present Progressive	
Simple present	Present progressive
- General truth/ statement of fact: The school offers financial aid	- Action in progress at this general time: The library is offering work-study jobs
- Habitual or repeated activity: Maria works on Tuesday	- Activity in progress at this time: Maria is working in the library today
- Longer/ permanent activity: Raji lives in an apartment	- Shorter/ temporary activity: Susan is living in an apartment right now. (this may change soon)

Time expressions	
Usually, always, sometimes, seldom	Now
On Mondays/ Tuesdays	Right now
In spring/ summer	At present
Every day/ week/ semester/ summer	Today
Every other day/ week/ Thursday	This week/ month/ semester
During the day/ week/ semester	
<b>Note:</b> - Be careful not to confuse simple present with present progressive: Incorrect : I do my homework right now Corrrect : I'm doing my homework right now Incorrect : I'm knowing the answer Correct : I know the answer	

**Exercise 3. Look at the pictures and write what the people are doing now.**

		
<b>Bob</b> .....	<b>Matt</b> .....	<b>They</b> .....
		
<b>She</b> .....	<b>Kim</b> .....	<b>Laura</b> .....









**Exercise 4. Put the words in the correct order to make sentences in Present Continuous.**

1. Sara / playing/ Tom/ ball / are/ ?/ the / ball/ with/  
.....
2. not / my / living / nice / friends / are/ flat / a / nice/ in/  
.....
3. having / party / Sunday / I / on / am / a /  
.....
4. ? / Sandy's / studying / brothers / French / at / are / university /  
.....

**Exercise 5. Look at the pictures and give the correct answers.**

**Example:** *Is Sara sitting? Yes, she is. Or Is Tim sitting? No, he isn't. He is running.*

		
<p>Is Oscar eating?</p> <p>.....</p>	<p>Is the rabbit running?</p> <p>.....</p>	<p>Are the bees sleeping?</p> <p>.....</p>

		
Is the monkey playing the piano? .....	Is the woman cooking diners? .....	Am I playing rugby? .....
		
Is Nathan doing his homework? .....	Are they cooking? .....	Is the baby smiling? .....

### Exercise 6. Write the verbs in Present Continuous

1. Look! The bus ..... (come)
2. Julia ..... (teach) Spanish this term.
3. Carol .....(study) French right now.
4. The kids ..... (sing) a song.
5. We .....(not surf) in the web.
6. Tina ..... (wear) a black dress.
7. My brothers ..... (sit) on a bench.
8. Barbara ..... (go) to school.
9. Christine ..... (travel) by plane.
10. Those cats ..... (play) with a ball.

**Exercise 7. Fill in the blanks with the simple present or present progressive form of the verb. Use the affirmative or negative as needed**

1. The learning center hires new student workers every semester. They ..... five new cashiers this semester.(Hire)
2. The financial aid counselor ..... with students on Monday, wenesday, and Friday. She ..... with three students on Monday, Wednesday, and Friday. She .....with three students today.(Meet)
3. The writing center tutors .....seminars this week. They ..... workshops and seminars every other week. (Conduct)
4. The student worker in the language office .....at the desk during the day. She ..... at the desk today because she is sick.(Sit)
5. Lisa ..... students in the bookstore. This week, she .....a lot of students find their textbooks.(Help)

**Exercise 8. Editing Practice: find the verb tense errors in the e-mail message below, and correct them. There are eleven errors**

*Hi Maryam!*

It's very late on Thursday night, and I study (Am) for a test. My roommate is sleep and I'm taking a little break. Everything is going well at school, but I am very tired every day. I am often awake late in the evenings. I don't usually go to bed until 2 a.m. sometimes I'm finishing my work early, and I go to bed at midnight.

During the day, I am working at the library for a few hours after my classes. I sitting at the circulation desk and helping students

to check out their books. I'm always enjoy this job because I meet people and learning about the books.

I like my job, but I'm find it very difficult to balance school and work. I rarely have time to rest. How about you? do you enjoy school? do you also have a job?Take care,

*Aisya*

## **PROJETCT**

1. Work with your partner.
2. Find some lecturers in the University
3. Observe them or make an interview with them.
4. Ask them to know what types of teacher they are
5. Report the result of your interview to the class and then make a reflection based on your presentation

## **REFLECTION**

1. In this chapter I have learnt about.....
2. The parts that I have enjoyed the most are.....
3. The difficulties that I have faced are.....
4. What do I have to do to be better?.....

# **LESSON 5**

## **HOW MUHAMMAD SAW TEACHES**

**Reading : How Muhammad SAW Teaches**

**Communicate : Planning**

**Structure in Content: Talk about future**

**After studying this lesson, students are able to:**

- Understand the teaching model from Prophet Muhammad SAW
- Use the expression of asking and giving planning appropriately
- Apply the correct form of future expression in sentence correctly

### **• VOCABULARY IN CONTENT**

Do Yo know the word? write in your vocabulary journal if these words are new for you!



**Role model**



**Prophet**



**Companion**



**Curiosity**



**Instruction**



**Illustration**

## • THINK ABOUT IT

What do you know about teaching? How do you know about how Muhammad PBUH teaches his ummah? Can you mention the examples on how Muhammad PBUH teach his teaching to his followers?

## PART ONE : READING

### A. Read and understand the reading

### The Teaching Methods of the Prophet Muhammad (pbuh)

Allah SWT sent Muhammad pbuh to instruct us, to teach us the principles of religion so that we might attain wisdom. We are meant to follow the example of the Prophet and whatever we

comprehend and get benefit from when learning the principles of Islam. It benefits us to investigate the ways the Prophet taught his companions. In fact, there were many different teaching techniques that Prophet Muhammad pbuh utilized. Following are a few examples.

The Prophet would sometimes repeat something three times. One example is the hadith narrated by Abu Shuraih: “The Prophet said, ‘By Allah, he does not believe! By Allah, he does not believe! By Allah, he does not believe!’ It was said, “Who is that, O Allah’s Apostle?” He (pbuh) said, “That person whose neighbor does not feel safe from his evil.”

Another technique that he utilize effectively was asking a question to pique the interest and curiosity of the listeners. An example is when the Prophet asked his companions, “What would be the situation of someone who has a river at his door and every day, five times a day, he comes out and he takes a bath in that river? At the end of the day would he have any dirt on himself?” They responded, “There would be no dirt on him, O RasulAllah.” Then the Prophet said, “Similarly there are the five prayers cleansing the person in this way. In the above hadith, the Prophet not only used a question to bring the listener’s mind to attentiveness, he also used an analogy — making a similarity between the five daily prayers as a cleansing of heart and soul to the river that cleanses the body.

Just as the Prophet used analogy to illustrate a point verbally, he also used illustration to make a point graphically. Once the Prophet drew a straight line through the sand and then drew lines to the right and lines to the left of the first line. While the people were looking at the drawing, he recited the verse, “And verily, this

is My Straight Path, so follow it, and follow not (other) paths, for they will separate you away from His Path” (Qur’an 6:153).

In other instances he illustrated his point using his hands. When he said, “I and the one who takes care of the orphans are in paradise, like this” (Bukhari). As he was speaking, he interlaced his fingers.

Using daily living experiences as opportunity to instruct, the Prophet pbuh, once was traveling with some companions and when it was time to prepare food, he asked them to slaughter a sheep. One man said he would do that, another said he would skin it, and a third said he would cook it. Then the Messenger of Allah said, “I will collect wood for the fire.” They said, “No, we will do that work for you.” The Prophet answered, “I know that you can do it for me, but I hate to be privileged. Allah hates to see a servant of his privileged above others.” And the Prophet went and collected firewood (Khulasat-As-Siyar).

Author: Kamal Shaarawy

<http://messageinternational.org/the-teaching-methods-of-the-prophet-muhammad-pbuh/>

## **B. Comprehension exercise**

- a. Answer the questions based on the reading.
  1. What is the reason Allah sent Muhammad PBUH to us?  
.....
  2. How many time does Muhammad pbuh repeat his intruction?  
.....



3. What does Muhammad pbuh use to pique the interest and curiosity of the listeners?

.....

4. What is a similarity for the five daily prayers that Muhammad illustrate?

.....

5. How did Muhammad pbuh give illustration to describe his relation with orphan?

.....

b. What word in the passage best describe for the following sentences.

Instruction	Opportunity	Companions
Attentiveness	Example	Orphan
Five prayers	Paradise	

1. What teachers or parents do are the role model for their students and kids.

.....

2. We should give respect and love to the children who have been left by his father or mother forever.

.....

3. Humankinds are social person, they cannot live alone. They need friends to interact and to fulfill the life.

.....

4. Muslim *mukallaf* has some obligation they must do everyday and they are not allowed to leave it even once.

.....

5. All people who believe in faith of this place would miss it in all their lifetime to be in the place.  
.....
6. We are always having this chance if we can manage our time well.  
.....
7. The teachers teach the students in the classroom everyday. They give some commands to the students.  
.....
8. We must give a lot attention to children and elders. They need both love and care in their life.  
.....

## **PART TWO : COMMUNICATE**

### **A. Let's Speak**

#### **Asking about each other's plan**

**Conversation:** Santi and Rina are chatting together. Santi and rina ask Lisa about her plans.

**Santi** : **How long** are you going to Arab, Lisa?

*Lisa* : *Oh, I don't know. About two months, I guess.*

*Rina* : *Are you going to be in Madinah all the time?*

*Lisa* : *I am not sure. But, we are planning to study the history of prophet Muhammad in Mecca as well.*

*Santi* : *What place are you going to visit?*

*Lisa* : *My professor mentioned Mosque of Haram and cave Hira.*

*Rina* : *Oh, you will enjoy those places.*

*Lisa : I hope so. Santi, have you been there before?*  
*Santi : Oh no, but my brother is still studying tafseer there.*  
*Rina : Maybe Lisa can visit Santi's brother while you are there to help you study.*

1. Asking one's plan

How long are you going to be in.....?

Where are you going this week-end?

What are your plans for the vacation?

Are you going to the movie alone?

2. Telling the plan

I am going to visit my grandparents.

I will buy some food there.

We are going to go hiking in the mountain.

Etc.

**PAIR WORK. Ask a friend his/her plans. Invite him/her to join you for an activity.**

Situatuion: Edi wants you to visit him but you are very busy.  
 Look at your diary for the next few days and explain to him why you can't come.

Edi : Can you come on Monday evening?

You : Sorry but \_\_\_\_\_

Edi : What about Tuesday evening then?

You : No, not Tuesday I \_\_\_\_\_

Edi : and Wednesday evening?

You : \_\_\_\_\_

Edi : Well are you free on Thursday?

You : I'm afraid not. \_\_\_\_\_

Edi : I'm sure you are free on Friday morning?  
 You : I am still not sure. \_\_\_\_\_  
 Edi : All right then, I believe you can come on Saturday  
 afternoon.  
 You : Okay, I \_\_\_\_\_

## **B. Let's Listen**

Watch the video about conversation in making a plan for near future from your instructor.

## **PART THREE : GRAMMAR SUPPLEMENT**

### **A. Read the dialogue**

Nurul : Hi Paul! What are you doing today?  
 Paul : I'm seeing my dentist at three o'clock in the  
 afternoon. Have you got any plans for today?  
 Nurul : I'm meeting Jihan and Jeni at the cafe. We're  
 going to discuss a project. Maybe, you might  
 join us after your appointment at the dentist.  
 Paul : Sounds good. I think my appointment will finish  
 at four o'clock. I'll call you when it finishes, then  
 I can join you.  
 Nurul : Great! We're going to talk about the teaching  
 method from Prophet Muhammad. We'll need  
 your advice.  
 Paul : Alright! I'll give you very valuable information  
 about that. Look! Andy is coming.

Nurul : Oh no! He's going to see me! He lent me his History book, and I've lost it. Now, he'll probably ask me about it.

Paul : OK. I got it.

Nurul : Bye, Paul.

Look at the dialog. Number each future tense verb in the conversation (1) plan, (2) prediction, (3) offer, or (4) promise.

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

### Study the different usage of simple future.

The Simple Future and Be Going to

The simple future and be going to are used to express future time. They are formed by the following.

**Subject+ will/shall +verb .....**

**Subject+ to be + going to + verb (1) .....**

Study the following examples:

1. The simple future *will* and *be going to* is used to express a prediction:

*According to the weather report, it will be cloudy tomorrow*

*According to the weather report, it is going to be cloudy tomorrow*

2. To express a *prior plan*, only *be going to* is used :  
*I am going to paint my bedroom tomorrow.*  
*I am going to buy a car this week.*
3. To express *willingness, promises and offers*, only the *simple future will* is used  
*I will help you solving the problem*  
*The phone is ringing, I will get it.*
4. This tense is often used together with ; soon, in a few minutes, tomorrow, next week
5. We use Present Continuous to talk about future events we have arranged.
6. In general, put probably after will and before won't;  
 I will probably pack tomorrow.  
 I probably won't pack today.

**a. Complete the following sentences using will or be going to !**

1. I .....(finish) all of my works before you leave.
2. I ..... (get) home around six. When I get home I ..... (call) Annisa.
3. I ..... (watch) a TV program at nine. Before I watch that program, I .....(write) a letter to my parent.
4. I am sure it will stop raining soon. As soon as teh rain stops, I ..... (walk) to the drugstore to get a film.
5. A: What ..... (do, you) after you leave this college.  
 B: I ..... (return) home and ..... (get) a job.  
 How about you?

- A : I ..... ( be ) here for two years before I return home and get a job.
6. A: It's cold here.  
B: I agree. I ..... (turn) the heater on.
7. The damage we do to our environment today .....  
(affect) the quality of life of future generation.
8. Farid..... (be) at the meeting tomorrow. I think Fuad (come) too.
9. Sari .....(graduate) in August. After that she .....(begin) to teach in the school in her city.
10. Farid .....(leave) in half an hour. He .....(call) you before he leaves.

**b. Fill in the blank with will or be going to and teh verb in parentheses if one is provided. Tehn discuss if it is a plan, prediction, offer, or promise.**

Yusuf : OK, this is our last meeting before the trip. So today we (plan) \_\_\_\_\_ the shopping.

Sasha : Afi and I (do) \_\_\_\_\_ teh food shopping on Thursday.

Yusuf : Oh, that's very helpful. Thanks. Now, it (be) \_\_\_\_\_ cold in Kelud at night, so we (need) \_\_\_\_\_ a lot of hot food.

Sasha : OK, we (buy) \_\_\_\_\_ soups and hot cereal.

Yusus : \_\_\_\_\_ we have enough money for all the food we need ?

Afi : Well, it (be) \_\_\_\_\_ difficult, but don't worry, Sasha and I have a lot of experience with this. We (make) \_\_\_\_\_ it work.

## **PART FOUR : READING ENRICHMENT**

### **A. Read and understand the text below**

#### **Teacher's professional certification**

In some cases, teachers of kindergarten through high school may attain professional certification in order to demonstrate competency beyond that required for a license. The National Board for Professional Teaching Standards offers a voluntary national certification. To become nationally accredited, experienced teachers must prove their aptitude by compiling a portfolio showing their work in the classroom and by passing a written assessment and evaluation of their teaching knowledge. currently, teachers may become certified in a variety of areas, on the basis of the age of students and, in some cases, the subject taught.

For example, teachers may obtain a certificate for teaching English language arts to early adolescents ( aged 11 to 15), or they may become certified as early childhood generalists. All states recognize national certification, and many States and school districts provide special benefits to teachers holding such certification. Benefits typically include higher salaries and reimbursement for continuing education and certification fees.



## B. Comprehension exercise

a. Answer these questions based on the information from the text!

1. Who should take the certification?

.....

2. What organization runs on this certification?

.....

3. What is certification used for?

.....

4. How do teachers prove their competence?

.....

5. Does a teacher have certification only in his/her subject?

.....

6. What impact does a teacher get after passing the certification?

.....

7. Find the synonym of the word advantage from the text!

.....

b. Complete the following table by filling in the blank space based on the form of the word.

No.	Noun	Verb	Adjective
1		Accredit	
2	Graduation		
3		Require	
4		Apply	
5			Traditional

6		Prepare	
7		Perform	
8	Education		
9		Prescribe	
10		Maintain	

c. **Now fill in the blank below by using the words from the list above.**

1. ....teachers get higher salary than common teacher.
2. This company will recruit university..... only.
3. One of the..... to be an ideal teacher is having good understanding for his students.
4. Your ..... letter must be submitted next Friday.
5. All audiences gave big applause for his excellent .....on the stage last night.
6. We can't buy certain medicines without the .....from the doctor.
7. To..... a maximum success you should work hard.
8. If you want to pass this test, you should be well.....
9. It is not easy to..... primitive tribe to use modern way of live.
10. Being        polite        and        friendly        is Indonesian.....heritage that should be practiced in our daily life.

## PROJECT

1. With your group, list the characteristics of good teacher?
2. Go to Islamic based school to find if there is a favorite teacher!  
Ask him or her whether they have taught as like Prophet Muhammad SAW or not?
3. Present the result of interview in front of the class the next meeting!
4. Find any words from the puzzle, how many words can you find, tell to your friends!

c	B	f	i	g	A	c	c	r	e	d	i	t	e	d	n	f
m	e	n	p	c	t	x	j	g	f	g	j	f	f	O	v	d
K	y	g	k	i	t	d	a	a	s	h	h	k	l	b	C	d
I	o	s	j	i	A	s	s	e	s	s	m	e	n	t	d	j
A	n	e	m	o	i	k	i	o	l	a	e	f	s	a	d	l
D	d	s	G	e	n	e	r	a	l	i	s	t	F	i	U	o
h	g	d	f	p	f	A	p	t	i	t	u	d	e	n	o	d
C	e	r	t	i	f	i	c	a	t	i	o	n	e	s	i	f
F	R	e	c	o	g	n	i	z	e	u	c	z	s	q	j	g
J	s	d	d	d	a	w	e	e	c	v	b	g	n	m	k	g
A	d	o	l	e	s	c	e	n	t	s	a	w	d	f	l	m

## REFLECTION

1. In this chapter I have learnt about.....
2. The parts that I have enjoyed the most are.....
3. The difficulties that I have faced are.....
4. What do I have to do to be better?.....



# LESSON 6

## EFFECTIVE ISLAMIC TEACHING

Reading : Effective Islamic Teaching

Communicate : Offering

Structure in Content : Talk about past activity

After studying this lesson, students are able to:

- Understand how teaching be an effective activity
- Use the expression of offering appropriately
- Apply the correct form of past expression correctly

### • Vocabulary in content

Do you know the pictures? Write new vocabulary in your vocabulary journal

	Meaning
Vi found	: .....

Re	sitate	: .....
Sub	llenging	: .....
Pro	Sion	: .....
He	grative	: .....
Eff	ningful	: .....
Inte	age	: .....
Cha	tle	: .....
Mea	quires	: .....
Eng	ective	: .....

- **Think About it**

Have you ever imagine become a teacher? If you have, imagine the best ways that your teaching become effective, how to make it effective? Discuss with your friend?

## **PART ONE : READING**

### **A. Reading passage**

#### **The Effective Islamic Teaching**

The vision of Islamic education makes a fundamental distinction between teaching about Islam and teaching about being Muslim. As mentioned earlier, muslim educators, for the most part, have been content to teach facts about Islam, since this is an easier and less demanding approach. We have not met the challenge of developing a systematic program to teach our children about “being muslim” which requires a more subtle and profound understanding of both the nature of children and Islam itself. The goal of Islamic education is not to fill our children’s

minds with information about Islam, but rather to teach them about being Muslim.

In developing our approach, we should not hesitate to benefit from recent educational research. This research suggests that several factors are essential for effective teaching and learning to occur. These factors are summarized in the statement that teaching and learning are effective when they are meaningful, integrative, value-based, challenging and active.

First, in meaningful factor, students should feel that the content of their curriculum is worth learning, because it is meaningful and relevant to their lives. Second, it must also be integrated. It encompass and engage the whole child, spiritually, emotionally, socially, intellectually and physically. Third, value-based, by focusing on values and by considering the ethical dimensions of topics, Islamic education becomes a powerful vehicle for character and moral development.

Furthermore, challenging, students be challenged the topics they are studying, to participate assertively in group discussions, and to work productively in cooperative learning. Finally, effective Islamic teaching must be active. Islamic studies should demand a great deal from both the teacher and students. These are the factors of effective Islamic teaching and learning. The mission of Islam is to positively affect and transform the world, and that the purpose of Islamic education is to prepare young men and women who are capable of carrying out the mission emotionally, morally and intellectually.

(source : English for Academic purposes; STAIN Tulungagung)

## B. Comprehension Exercise

Before each of the following statements, write T for true, F for false and NC for not clear information according to the passage above.

1. .... Teaching about Islam is more important than teaching being muslim
2. .... So far the teaching of Islamic education is not effective.
3. .... Parents should be involved to gain effective Islamic teaching and learning
4. .... The teacher should not be active in teaching and learning
5. .... Effective islamic teaching and learning must be based on educational research
6. .... The students will be motivated if they learn something useful in their life.
7. .... controversial issue can sharpen the students' thought to the topic being studied.
8. .... Only emotional and intellectual aspects should be integrated in Islamic teaching and learning .

## C. Find part of speech, and the meaning of the following words and make sentences using those words.

1. Content .....  
.....
2. Approach .....  
.....



3. Challenge .....  
.....
4. Subtle .....  
.....
5. Profound .....  
.....
6. Meaningful .....  
.....
7. Engage .....  
.....
8. Vehicle .....  
.....
9. Fundamental .....  
.....
10. Cooperate .....  
.....

## **PART TWO: COMMUNICATE**

### **A. Let's Speak**

#### **Offering:**

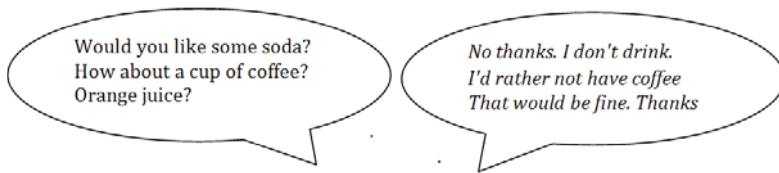
Here are some phrases and expressions used for offering in English.

1. Here. Have a cookie.
2. Would you like some pie?
3. How about a glass of wine?
4. What will you have (to drink)?
5. Would you like some more cake?
6. Can I get you some milk or something?

Thanks.  
 No thank you. It looks delicious though.  
 Thanks, but I don't drink (alcohol).  
 Orange juice will be fine.  
 Sure. It's really good. Did you bake it yourself?  
 Well, a glass of water would be okay.

- **PAIR WORK. Practice offering your partner various food items.**

**Example**



## Accepting and Refusing an Offer

Accepting and refusing politely may depend on what you are asked. Listen and repeat how to express offering:

### Would you like some cake?

Yes, please.	No, thank you
Sure. Thanks	I'd better not. Thanks anyway.
Okay. Thank you	No, but thanks for offering

## **Would you like to go see a movie?**

Okay. Sounds good.

No, I'd rather not.

Sure, I'd love to.

I'm sorry, but I can't.

Yeah. Good idea

No, but thanks for inviting me.

## **How about some more pie?**

All right. Thanks

No, thanks

Looks good. Thanks

I'm really full, Thanks anyway.

Don't mind if I do.

Looks delicious, but I'll have to pass.

## **• Practice the conversation below with your friends.**

### **Example of conversation at restaurant:**

1. **A:** May I get you anything to drink?

**B:** Yes, please. May I get a glass of lemonade?

**A:** Would you like an appetizer?

**B:** May I get an order of barbeque wings?

**A:** Sure, would you like anything else?

**B:** That'll be fine for now, thank you.

**A:** Tell me when you want to order the rest of your food

**B:** Excuse me. I'm ready to order.

**A:** What would you like?

**B:** Let me have the baby-back ribs.

**A:** Sure, will there be anything else that I can get you?

**B:** That will be it for now.

2. **A:** Good evening, can I get you a drink?

**B:** Sure, I would like a Coke.

**A:** Would you like to order anything off the appetizer menu?

**B:** Let's see, can I get some fried zucchini, please?

**A:** Would you like to order anything else?

**B:** No, that's it, thank you.

**A:** No problem, call me when you're ready to place the rest of your order.

**B:** I would like to order my food now.

**A:** What did you want to order?

**B:** Can I get a cheeseburger and some fries?

**A:** Can I get you anything else?

**B:** That's all, thank you.

## **B. Let's Listen**

Listen to some conversations in a restaurant. Write what you heard!

---

---

---

---

---



## PART THREE : GRAMMAR SUPPLEMENT

### A. Study this text

#### Sick on Saturday

I have just had a terrible weekend! On Saturday I **was** so tired that I **slept** all morning. When I **woke** up I **had** a head ache and my throat **was** sore. My body **ached** all over. My nose **ran** and I **coughed** a lot. My mother **took** my temperature but I **did** not have a fever.

My mother **made** me some soup for lunch and I **ate** it in bed. I **drank** some juice. I **tried** to read a book but I **couldn't** keep my eyes open. I **lay** in bed all afternoon. I **drifted** in and out of sleep. I **drank** more juice. I **felt** miserable all afternoon. I **didn't** want to do anything.

I **got** out of bed at dinner time. My parents **ordered** pizza for dinner and I **was** able to eat some of it. I **drank** more juice! I **felt** a bit better after dinner so I **stayed** up. I **snuggled** under a blanket on the couch and **watched** some TV with my parents. I **fell** asleep in front of the TV.

The next morning I **felt** better but now my mother **had** a cold! She **looked** miserable. It **was** her turn to be sick.

### B. In the reading on the prior, the past time expression are in bold.

1. Underline the regular past verb. How many did you find ?

\_\_\_\_\_

2. Circle the irregular past verb. How many did you find ?

\_\_\_\_\_

**C. Based on the passage, identify the function of simple past. What are the mains characters of Simple past.**

Simple Past Tense						
Affirmative Statement				Negative Statement		
Subject		Verb		Subject	<i>Did</i> + Not    Verb	
I/You/We/ They He/ She/It		played		I/You/We/ They He/ She/It	did not  (didn't)    work	
Questions						
<i>Did</i>	Subject		Verb		Show Answers	
Did	I/you/we				Yes,	I/you/we    did.
	they/he/    play?				No,	they/he/    didn't.
	she/it					she/it
<i>Wh-</i>	<i>Did</i>	Subject	Verb			
		I/you/we				
When	did	they/we/	play?			
		she/it				

**Notes :****Spelling:** Add *-ed* to most regular Verb. If the Verbs ends in

- |                      |  |                |                   |
|----------------------|--|----------------|-------------------|
| 1. Consonant+ y      | change the y → I                                       | add <b>-ed</b> | (carry → carried) |
| 2. Consonant + e     |  | add <b>-d</b>  | (live → lived)    |
| 3. Vowel + consonant | double the consonant                                   | add <b>-ed</b> | (stop → stopped)  |
|                      | (except w or x)  |                | (fix → fixed)     |
|                      | (except 2 or more syllables, last syllable unstressed) |                | (travel→          |
|                      | <b>traveled)</b>                                       |                |                   |

**Pronunciation of *-ed*:**Pronounce as / t / after voiceless consonant (except t) (*stopped*)Pronounce as / d / after vowels and voiced consonant except d (*played, composed*).Pronounce as / id / after /t / and / (*needed, waited*).**Simple Past Time Expressions : Words/Phrases/Clauses****Words/Phrases**

<b>before/after/until + date</b>	He <b>knew</b> he had a problem <b>before 1818</b>
<b>yesterday</b>	<b>I went</b> to concert <b>yesterday</b>
<b>last</b> (night/week/month/year/summer)	They <b>heard</b> a symphony <b>last night</b>
<b>in</b> ( + date )	He <b>died</b> suddenly <b>in 1827</b>
<b>form</b> (+ date) <b>to</b> (+ date)	He <b>wrote</b> music <b>form 1762 to 1791</b>

**Clauses**

<b>Example</b>	<b>Meaning</b>
<b>Before he died</b> , he was not famous.	First he died. Then he become famous
People bought his music <b>after he died</b>	First he died. Then people bought his music
He wrote music <b>until he got sick</b>	First he wrote. He got sick. Then he didn't write music
<b>When he died</b> , his music became famous	First he died. Then become famous

**Note :**

If the time clause comes first in the sentence, use a comma after the clause.

**D. Make up sentences using the following expressions.  
Use the simple past tense.**

Example : want / call / friend

I wanted to call my friend

1. Look up / telephone number / in phone book.
2. Name / be / no / in book.
3. Call / Directory Assistance / and / get / phone number.
4. Hear / busy / signal.
5. Line / be / busy.
6. Dial / again, and / this time / phone / ring.
7. Somebody / answer.
8. Say / call / wrong / number.
9. Say / "sorry / dial / wrong / number".
10. Hang up / and / try again.

**E. Use the past tense of the regular or irregular verb to  
fill the blanks.****Story of Three Inspiring Muslim Entrepreneurs**

Toronto entrepreneur Haroon Mirza is a self-made millionaire at the age of just 29. Mirza and his two partners, who \_\_\_\_\_ (sell) their software company to Intel last year, credit hard work and timely advice for their success. But Mirza also gives part of the credit to the fact he is an immigrant. He \_\_\_\_\_ (come)



here at 13 with his family, who are originally from Pakistan but also \_\_\_\_\_ (live) in Saudi Arabia and England. "When your family \_\_\_\_\_ (make) sacrifices to be here, you're going to be extremely motivated to be successful," he explains. "When I \_\_\_\_\_ (be) young, I didn't know what I \_\_\_\_\_ (want) or how I would achieve it, but I \_\_\_\_\_ (know) that I would pursue whatever vision with an extreme intensity."

Mirza \_\_\_\_\_ (share) his entrepreneurial drive with Faizal Javer and Shahzad Malik. The three friends \_\_\_\_\_ (hold) regular brainstorming sessions while studying corporate finance at Carleton University in Ottawa. In many ways, they \_\_\_\_\_ (be) the perfect trio: the computer guy, the business guy and the entrepreneur.

His company, TiE, \_\_\_\_\_ (begin) in the Silicon Valley in 1992, with a handful of primarily South Asian entrepreneurs who had prospered selling their startups and \_\_\_\_\_ (want) to help others do the same. TiE now has 57 chapters around the world, including Toronto since 2001. In 2007, the company \_\_\_\_\_ (enter) its technology in the annual TiEQuest Business Venture Competition. It \_\_\_\_\_ (no, win), but the company \_\_\_\_\_ (attract) the attention of industry heavyweights. In 2009, it was named the most innovative company in Canada by the Canadian Innovation Exchange.

**F. Did you understand the story on this Grammar Supplement part? Are these sentences true?**

1. The boy was sick on Saturday. Yes or no?
2. On Sunday his father was sick. Yes or no?

3. He had a fever on Saturday. Yes or no?
4. He ate dinner in bed on Saturday. Yes or no?
5. The family had \_\_\_\_\_ for dinner on Saturday.
6. On Saturday night the boy fell asleep while he \_\_\_\_\_.
7. He had a head \_\_\_\_\_ and his throat was \_\_\_\_\_.
8. The boy drank lots of \_\_\_\_\_.
9. What is the present tense of these verbs? tried \_\_\_\_\_, took \_\_\_\_\_, felt \_\_\_\_\_, did \_\_\_\_\_

<http://www.themuslimtimes.org/2011/11/countries/canada/story-of-three-inspiring-muslim-entrepreneurs#ixzz3a0cqAf7U>

## PROJECT

Learn about Effective teaching.

- In a group of four, choose a great preacher. You may also choose another entrepreneur that you know.
- Assign a different time from the preacher's life for each student: birth – 10 years old : 10 – 20 yaers old : 20 – 30 years old : 30 – death
- Find at least two pieces of important information about him or her, on how he/she is teaching his/ her lesson so that he could make an effective teaching to the audiences.
- Each member of the group should report the information to the other members.

## **REFLECTION**

1. Do you find the lesson interesting?
2. What do you like best from this lesson?
3. Has your English been improved after learning process?



# LESSON 7

## LANGUAGE STUDIES: TEACHERS VS STUDENTS

Reading : Do Teachers vs Students at Primary  
Islamic Studies Learn Second Language  
Differently?

Communicate : Suggestion

Structure in Content : Present perfect tense

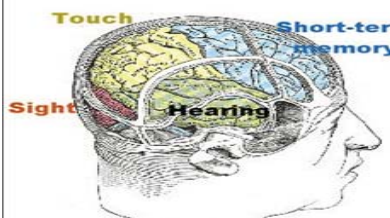
By the end of this lesson, the students are expected to be able to:

- Correctly give suggestion for solving common problems
- Appropriately produce various modal auxiliaries in giving suggestions
- Properly identify the use of modal auxiliaries
- Correctly construct expression by using present perfect
- Appropriately choose tense with present perfect and past perfect

- VOCABULARY IN CONTENT**

Look at the pictures and match it with the vocabulary available.

1



2



3



4



5



6



<b>A.</b> Hands-on experience	<b>B.</b> Myth	<b>C.</b> Adult learners	<b>D.</b> Young learner
<b>E.</b> Elementary learners	<b>F.</b> Cognition	<b>G.</b> Grammar	<b>H.</b> Memory

- **THINK ABOUT IT**

1. Do children and adults learn English differently?
2. What are the differences between children and adults in English language learning (ELL) anyway?
3. Who is better at learning a second language: kids or adults?
4. Can you share the reasons?

## **PART ONE: READING**

### **A. Understand the Passage**

#### **Do Teachers vs Students at Primary Islamic Studies Learn Second Language Differently?**

Some teachers of Islamic studies are doubtful on their ability in mastering second language, particularly English as the support for their academic professionalism and career in globalization. They mostly speculate that age is the biggest obstacle to become fluent in English communication. Moreover, they are less confident to produce English words in the classroom due to their perception that young learners can learn second language faster than them as experienced by the adult learners. They think that their students

are better than them in foreign language production. However, this is just a social myth that needs tracing its truth or reality.

Although every child seems to be sponges that can learn quickly, adults can be better learner too in second language learning. There is an argument that every person has the different phase of Critical Period Hypothesis (CPH), a fixed period of time in which everybody can really learn a language and learn it well. Nonetheless, David Singleton, a professor of linguistics at Trinity College Dublin on his paper entitled *The Critical Period Hypothesis: Some Problems* published by Interlinguistica journal in 2007 criticizes those who side the CHP and reviews the relevant literature on the biology of the brain only to conclude that there is nothing solid with the science of a critical period. This argument is also based on perception that children learn new things about language by using the same part of their brain for motor control. On the other hand, adults make use of the part of their brain in charge of higher cognitive function that develops later.

Additionally, adults can learn second language faster than children. Though children may overtake the older age group in which they are exposed to the foreign language enough, adults and adolescents can outperform very young children in the short term. However, they can read and comprehend anything dealing with complex thought. The critical period in no way is experienced by adults. Compared to adults, children need more practices to explain and analyze something more comprehensive. It must need a strategic way to teach second language learners to be critical. Candace Harper and Ester de Jong in their article *Misconceptions about Teaching English-Language Learners* published at International Reading Association in 2004 state that



a lecture or assigned reading with activities that highlight key language can be helpful in supporting learners. Such activities may include discussions aimed at eliciting and linking students' related background, knowledge, hands-on experiences that invite key questions, and the highlighting of key vocabulary.

For further reason that children are not always second language superstar is that they tend to speak in simple sentences and mostly select very basic vocabulary only. It, of course, sounds perfect for a child that does not yet have a need for complex language. Different from this condition, adults can selectively choose which dictions are appropriate with a certain situation and condition to which they are communicating and to what purpose they say their interests to others. Candace Harper and Ester de Jong in their article *Misconceptions about Teaching English-Language Learners* published at International Reading Association in 2004 declare that teachers need to understand that older learners have more advanced cognitive skills (e.g., memory and analytic reasoning) and can therefore draw upon a more sophisticated linguistic and conceptual base than young children. Thus, teachers of Islamic studies can build their belief in English learning success.

These are just a sight of the most obvious reasons to not pay attention to age. With so many great possibilities available through learning a foreign language, why should teachers of Islamic studies let a social myth about age and language learning hold them back?

## B. Comprehension Exercise

Complete the sentences below. Choose NO MORE THAN TWO WORDS from the passage for each answer!

1. Teachers of Islamic studies get unsure in their English skill that can encourage their ..... and profession in rapidly changing era.
2. Adults consider that ..... is the main issue to be prompt and talkative in English.
3. Children are better than adults in foreign language production is a .....
4. The hypothesis of ..... argues that everybody can really learn a language and learn it well in a fixed period of time
5. Adults employ the part of their brain in charge of higher ..... that then evolves.
6. Explaining and analyzing ..... content makes children need more practices
7. Most of kids do not produce complex ..... and mostly select very basic vocabulary only.
8. Discussions are aimed at eliciting and connecting students' related background, knowledge, hands-on experiences that ..... key questions, and the highlighting of key vocabulary.
9. Contrary to children, adults can use which appropriate ..... For a certain context.
10. Teachers need to realize that older learners have more advanced cognitive skills in ..... and analytic reasoning.

PART TWO : GRAMMAR SUPPLEMENT

## A. Let's Listen

Listen to the conversation between parent and teacher about the student's improvement in learning. Then, choose correct answer from the dialogue you heard. After that, please analyze the sentence structure of the answer to find the pattern of perfect tense.

Maggie : Hi, I'm Maggie

Mr. Jarvis : I'm sorry?

Maggie : Maggie Brown. I'm the mother of Billy. I was told you would be here. You're his English teacher, aren't you?

Mr. Jarvis : Oh, of course. Billy's mother. Hi, nice to meet you. Yes, I wanted to speak to you about Billy's work.

Maggie : I hope there isn't a problem.

Mr. Jarvis : Well, not exactly. I think Billy (1) ..... some good improvements this year compared to last year.

Maggie : Well, of course. Last year, we were new to the area. You know, we moved here from Los Angeles and it wasn't a very settled time for Billy, well all the family really. So Billy probably didn't do his best work last year. But I thought he (2) ..... enormously this year. That's the case, isn't it?

Mr. Jarvis : As I was saying, I think Billy most certainly HAS improved a lot since last year. I just think there are one or two other things he needs to

- work on so I wanted to have a chat with you this evening.
- Maggie : Well, I'm sure (3) ..... his very best. You know, he's only 12 and it's not easy when...
- Mr. Jarvis : ...yes, yes, certainly Mrs. Brown. Part of what I wanted to say to you tonight is that Billy's work (4) ..... We put a story that he wrote back in March in the school newspaper. Did you see it?
- Maggie : I can't believe it! I never had any idea. He's such a modest boy. He would never show me anything like that.
- Mr. Jarvis : Oh, really? I'm surprised you never got to see it. It really was a well crafted piece of writing. Very mature article considering the age of Billy.
- Maggie : Well, I don't know what to say....but, you said he (5) ..... problems?
- Mr. Jarvis : He is still having enormous difficulties with his spelling and it concerns me.
- Maggie : Yes, Billy (6)..... weak with his spelling. We (7) ..... at home to help him. His sister, Kathy, often spends time with him, testing him on words that he often gets wrong. I'm sure that's helpful, isn't it?
- Mr. Jarvis : Oh yes, without a doubt. And he's enjoying doing this extra spelling work at home, isn't he?
- Maggie : Yes, he knows it's important to be able to spell better. But he's always (8) ..... getting his words right...you know, when he's writing.

- You don't think there's anything more serious wrong with him, do you?
- Mr. Jarvis : I think it's possible he may have a mild form of dyslexia. You (9) ..... of dyslexia, haven't you?
- Maggie : Yes, of course I have. But you're not seriously suggesting Billy has dyslexia, are you?
- Mr. Jarvis : Dyslexia comes in many shapes and sizes...of different severity. I would like to send him to see a specialist and I wanted to speak to you about it first. This wouldn't be a problem for you, would it?
- Maggie : No, of course not. I'll do anything I can to help. You (10)..... me really worried now though...
- Mr. Jarvis : Oh Mrs. Brown, it's nothing to worry about. My own son had a mild form of dyslexia when he was Billy's age and he's now a published author! Telephone the school office tomorrow morning and we can arrange an appointment for early next week.
- Maggie : Ok, thank you Mr. Jarvis. I'll telephone the office at 9 o'clock sharp.
- Mr. Jarvis : That'll be fine. Now, have a good evening.

- B. Look at the short story below. Underline the verbs after “be”, “have” or “has”. Then, fill in the base form, past tense form, past participle form and present participle form in the table available.**

Anisa applied for her passport last month because she will soon be leaving on a trip that she has been dreaming about for many years, that is travelling to Australia for student exchange program. She has been writing an essay as the requirement for three days. All this time, she has been looking for information and robust argumentation on the journal and planning trips for others. For this reason she has decided to take an overseas trip by the tour group of student exchange.

Base Form	Past Tense	Past Participle	Present Participle
leave	left	left	leaving

## Affirmative/ Negative Statements

### Present Perfect Tense

Use present perfect tense to show (1) completed action sometimes in the past, for example. I have taken the class. OR (2) action that started sometime in the past, continues to present, and projects into the future, for example, I've enjoyed the clinical practice so far. OR (3) repeated action sometime in the past, for example, There have been three accidents.

Subject	Have	Past Participle	Object
I/ You/ We/ They	Have/ have not	Taken	The patient's blood pressure
He/She/It	Has/has not		
There	Has/has not	Been	accident
	Have/ have not		

Yes/ No Questions				Short Answers		
Have/ Has	Subject	Past Participle	Object	Yes/ No	Subject	Have/Has (Not)
Have	I/ You/ We/ They	Enjoyed	The class?	Yes,/ No,	I/ you/ we/ they	Have/ haven't
Has	He/ She/It	Been	In class?			
Has	There	been	an appointment?	Yes,/ No,	There	Has/ hasn't
Have			any problems?	Yes,/ No,		Have/ haven't

Wh-Questions			
Wh-	Has/ have	Subject	Past Participle
Where	Has	She	Gone?
What	Have	They	Taken?
How many	Have	There	Been?

Common Irregular Verbs		
Base Form	Past Tense	Past Participle
Be	Was	Been
Go	Went	Gone
Do	Did	Done
Have	Had	Had
Take	Took	Taken
Bring	Brought	Brought
Give	Gave	Given
(mis) understand	(mis) understood	(mis) understood

## PART THREE : COMMUNICATE

### A. Let's sing

While listening to the song, teachers and students are supposed to sing together to find the important message of the song

#### My Mother

Who should I give my love to?  
 My respect and my honor to  
 Who should I pay good mind to?  
 After Allah  
 And Rasulullah  
 Comes your mother  
 Who next? Your mother



Who next? Your mother  
And then your father  
Cause who used to hold you  
And clean you and clothes you

Who used to feed you?  
And always be with you  
When you were sick  
Stay up all night  
Holding you tight  
That's right no other  
My mother  
Who should I take good care of?  
Giving all my love  
Who should I think most of?  
After Allah  
And Rasulullah  
Comes your mother  
Who next? Your mother  
Who next? Your mother  
And then your father

Cause who used to hear you  
Before you could talk  
Who used to hold you?  
Before you could walk  
And when you fell who picked you up  
Clean your cut  
No one but your mother  
My mother  
Who should I say why close to?  
Listen most to  
Never say no to  
After Allah  
And Rasulullah  
Comes your mother  
Who next? Your mother  
Who next? Your mother  
And then your father

Cause who used to hug you  
And buy you new clothes  
Calm your head  
And blow your nose  
And when you cry  
Who wiped your tears?  
Knows your fears  
Who really cares?  
My mother  
Say Alhamdulillah  
Thank you Allah  
Thank you Allah  
For my mother.

<http://www.azlyricdb.com/lyrics/Yusuf-Islam-Your-Mother-410293#.WaKiDPgjF0s>


After singing a song, the students are required to understand important points of the song by Yusuf Islam, entitled “My Mother” by answering some questions below.

1. What is the song about?
2. Do you know why people should love their mother?
3. Do you know why Moslems are asked to give respects to father after mother?
4. Can you explain the hadith that refers to the song?
5. Can you explain what you learn a lot from your mother?
6. Can you tell what you learn a lot from your father?
7. What should you do to make your parents proud of you?
8. Analyze the sentence structure that contains modal auxiliary “should”. Then, try to find the pattern.

<b>SUGGESTION</b>	<p><b>Should</b></p> <ul style="list-style-type: none"> <li>• "You should try to practice English for thirty minutes every day with your partner."</li> <li>• "You shouldn't translate the material too much."</li> </ul>	<p><b>Why don't you</b></p> <ul style="list-style-type: none"> <li>• "Why don't you join an English club?"</li> <li>• Why don't you go jogging every weekend?</li> <li>• Why don't you prepare questions for your interview?</li> <li>• Why not prepare questions for your interview?</li> </ul>	<p><b>Ought to</b></p> <ul style="list-style-type: none"> <li>• "You ought to read more."</li> <li>• You ought to pronounce more."</li> </ul>
	<p>*All these expressions are followed by a <b>verb</b>, without <b>to</b>. For example: "He <b>should</b> visit the Eiffel Tower." (Not "he <b>should to</b> visit the Eiffel Tower.")</p>		
	<p><b>Suggest and Recommend</b></p>	<ul style="list-style-type: none"> <li>• Either use a <b>verb + ing</b> "I suggest visiting the Eiffel Tower." (We should all go.)</li> <li>• <b>OR</b> use <b>that + a verb</b> without to "I suggest that you visit the Eiffel Tower." (I'm not going.)</li> <li>• <b>OR</b> use a <b>noun</b> "I recommend the lasagne." (It's a very good dish to choose in this restaurant.)</li> </ul>	
<b>Rules:</b>		<b>Examples:</b>	
<b>Let's + infinitive</b>		Let's go to the park.	
<b>Why don't you/we + infinitive</b>		Why don't we go to the park?	
<b>How about + ing</b>		How about going to the park?	
<b>What about + ing</b>		What about going to the park?	

**B. Read each statement. Then look at the picture and complete the suggestion.**

<p>I'm a bit overweight. How about .....?</p> 	<p>This room is a mess. Why don't you .....?</p> 	<p>I'm hungry. Let's .....</p> 
<p>We have a 10-min-ute break. What about .....?</p> 	<p>It's a beautiful day! Let's .....</p> 	<p>I'm sick. How about .....?</p> 
<p>I love this music. Me too. Let's .....</p> 	<p>What are we going to do this weekend? Why don't we .....?</p> 	<p>Today is my birth- day! Let's .....</p> 

<p>It's raining and I'm cold. What about .....?</p> 	<p>This place is scary. Let's .....</p> 	<p>I'm bored. Why don't you .....?</p> 
<p>I'm tired. Why don't you .....?</p> 	<p>I have a new computer game. Great! Let's .....</p> 	<p>I don't have any food. How about .....?</p> 
<p>Teach-This.com ©2015 Permission granted to reproduce for classroom use.</p>		

### C. PAIR WORK.

Discuss the situations in A with a partner. What do you think each person should do? Compare your answers. A I think Arthur ought to talk to his family about his decision. B I think he should just take the job. It's his dream job.

### D. More Asking for and Giving Advice

- Write two to four questions asking for advice about jobs / work or school.

- Pair Work Exchange your questions from A with a partner. Write responses to your partner's requests for advice. Then read and compare the advice. Do you agree with the advice? Why or why not?

A : I need to find a part-time job. Where should I look?

B : I think you should ask at the school cafeteria. They often need help there.

**E. Make a role play in which one/ two student(s) become(s) a consultant and the other acts as a person who looks for suggestion and solution as presented in table below.**

Problems	Suggestions	Solutions
1. Your mother has problems getting to sleep at night.		
2. Your best friend wants to learn to dance.		
3. Your grandmother has a ghost in her house.		
4. Your friend wants to save money to buy a new car.		
5. Your uncle was looking after a friend's cat and now he can't find it.		
6. Your sister would like to get a new mobile phone.		
7. Your teacher's computer isn't working well. It's very slow.		
8. Your father wants to start working out, but he has a bad back.		
9. Your neighbour's dog barks all the time. It's driving your flatmate crazy.		
10. Your brother wants to give up smoking.		

*Adapted from teach-this.com 2016*

## PROJECT

With your partner, find the information about how children or students in your neighbourhood learn their second language. Report some specific ways the parent do to teach their children.

## REFLECTION

1. In this chapter I have learnt about.....
2. The parts that I have enjoyed the most are.....
3. The difficulties that I have faced are.....
4. What do I have to do to be better? .....





# LESSON 8

## HISTORY OF ISLAMIC EDUCATION

Reading : Pesantren for Indonesia's Education  
Evolverment

Communicate : Agreement and Disagreement

Structure in Content : Question words

By the end of this lesson, the students are expected to be able to:

- Correctly understand the history of Islamic education
- Properly mention the contribution of *pesantren* in Indonesia
- Appropriately express their agreement and disagreement
- Correctly construct question sentence to ask something

- **VOCABULARY IN CONTENT**

Find the vocabulary synonym of Table A in Table B

<b>A</b>	<b>B</b>
1. Independence	A. Brilliant
2. Evolvment	B. Intellectual
3. Zenith	C. Reign; Sovereignty
4. Education	D. Output
5. Scholar	E. Launch
6. Production	F. Increase
7. Imperium	G. Expand
8. Establish	H. Supporter
9. Rise	I. Cheap
10. Remarkable	J. Learning
11. Reduce	K. Remote
12. Affordable	L. Freedom
13. Proponent	M. Development
14. Rural	N. Decrease
15. Spread	O. Glory

- **THINK ABOUT IT**

1. **When did Indonesia attain its independence?**
2. **Do you think that Islamic scholars also struggled for Indonesia independence?**
3. **What were the proofs that Islamic scholars also struggled for Indonesia independence?**

4. Education is the most important thing before, during and after independence against colonialism, where could the Islamic scholars in the past teach and transform their knowledge?
5. How could the Islamic scholars in the past educate the Islamic Indonesia generation?

## PART ONE : READING

### A. Understand the Passage

#### **Pesantren for Indonesia's Education Evolvment**

*Pesantren*, known as the mental fortress of defense from century to century as cited from Muhammad Nasir (2008) in his book entitled *Capita Selekta* has given tremendous contribution to the independence and education development in Indonesia. So as to graduate excellent alumni that have high academic tenacity in globalization, government should give *pesantren* more facilities and chances in affordable non-religious studies for people in rural areas. Such program would improve the competitiveness, reduce urbanization and decrease deradicalization in Indonesia.



However, few realize that the oldest and earliest education in the Indonesian archipelago was Islamic education, particularly in *pesantren*. Islamic education started in the ninth century in Barus, on the western coast of Sumatra, when many Islamic scholars arrived there. Foreigners were particularly attracted to the camphor trees for the production of camphor (kapur barus).

It is important to note that the zenith of Islam in the archipelago historically occurred from 1400 to 1680. Modern Malay civilization developed the use of Arabic script for writing instead of the Latin alphabet, famous for the Jawi script. Well-known scholars during this time included Hamzah Fansuri, Syamsuddin Sumatrani, Nuruddin al-Raniri and Abdurrauf al-Singkili.

Anthony Johns considered the Malay people's conversion into Muslims as a remarkable historical development. Firstly, it happened during the setback of the Islamic imperium in the Middle East. Secondly, the process was relatively rapid, in the absence of political support from any military power. Thirdly, the number of people converting from Hinduism to Islam was more than 89 percent of the population. Indisputably, the key to this phenomenon was the existence of *pesantren*.

The Walisongo (nine Javanese Islamic saints) were the early figures who spread Islam in the future Indonesia. One of the Walisongo, Maulana Malik Ibrahim, who died in 1419, is known as the grand master of the *pesantren* tradition. Meanwhile, Java's oldest *pesantren* is Tegalsari in Ponorogo, East Java, established 300 years ago by Hasan Besari. Ronggowarsito, a great Javanese poet, was one of his students.



Several old pesantren that are still in operation today include the Sidogiri in Pasuruan, East Java, firstly established in 1745; the Jamsaren in Surakarta, Central Java, established 1750; Miftahul Huda in Malang, East Java, established 1768; the Buntet in Cirebon, established 1785; Darul Ulum in Pamekasan, Madura, East Java, established 1787; and Langitan in Tuban, East Java, established 1830.

Several pesantren which are now well-known were actually established at later times, such as the Tebuireng in Jombang, East Java (established in 1899), Lirboyo in Kediri (established in 1910) and Gontor in Ponorogo, East Java (established in 1926). In the Minangkabau highlands in West Sumatra, a similar institution to the pesantren exists, called the surau, as does the dayah in Aceh.

Secular educational institutions were established by the Dutch East Indies in the early 1840s at the suggestion of Snouck Hurgronje to attain more educated employees for the Dutch administration and private companies. However, the development of the secular educational institutions was also believed to challenge the influence of pesantren which had begun to irritate the colonial government.

In 1919, the Bandung School of Technology was set up, followed by the School of Law in 1924 and the School of Medicine in 1926, the latter two both in Jakarta. Interestingly, even though many students received a western education, they did not lose their identities.

A number of them gathered in Jakarta in October 1928 to hold the second youth congress, which then resulted in Sumpah Pemuda (The Youth Pledge). That moment surely formed the embryo of Indonesian independence. To achieve this vision, the future years saw cooperation and understanding between our founding fathers, who graduated from pesantren and western style education.

In 1950, the religious affairs minister of the time, Wahid Hasyim, and the education minister, Bahder Johan, signed a memorandum of understanding (MoU) to combine Islamic and secular education. Furthermore, the pesantren also contributed to the establishment of the Islamic Indonesian University (UII) as the first private university in Indonesia. The proponents of Islamic higher education further enabled many pesantren alumni to continue their studies in any discipline they chose.

Nowadays, there are some 28,000 pesantren across Indonesia, mostly in East Java. In 1971 there were 4,200 such schools while, in 1998, the figure rose to 8,000, and rose again to 22,000 by 2008. The increasing number of schools shows the public's appreciation as many citizens choose to send their children to pesantren which have continued their tradition, over hundreds of years, of educating our society.

*Adapted from <http://www.thejakartapost.com/news/2014/01/24/how-can-pesantren-contribute-national-education.html>*

## **B. Comprehension Exercise**

Complete the sentences below. Choose NO MORE THAN THREE WORDS from the passage for each answer.

1. Pesantren has presented ..... contribution for Indonesia independence and education.
2. It is expected that *pesantren* can obtain ..... and chances in inexpensive non-religious studies for people in remote areas.
3. Not many realize that the education pioneer in the Indonesian archipelago was..... , particularly in *pesantren*.
4. .... appealed foreigners for the production of camphor.
5. Importantly, ..... of Islam in the archipelago historically occurred from 1400 to 1680.
6. The Malay people's conversion into Muslims happened during the setback of ..... in the Middle East.
7. Antony John said that the ..... also encouraged the process of remarkable glory for the conversion of Malay people to Islam.
8. The Walisongo (nine Javanese Islamic saints) were the early figures who ..... Islam in the future Indonesia.

9. A similar institution to the pesantren exists in ..... in West Sumatra is called the surau.
10. the Dutch East Indies in the early 1840s at the suggestion of Snouck Hurgronje initiated .....
11. The students did not abstract their ..... although there were firstly established prestigious higher institutions, in 1919, the Bandung School of Technology, followed by the School of Law in 1924 and the School of Medicine in 1926.
12. The second youth congress was hold in Jakarta in October 1928 which then resulted in Sumpah Pemuda (The Youth Pledge) as the moment to form ..... of Indonesian independence.
13. In 1950, the religious affairs minister of the time, Wahid Hasyim, and the education minister, Bahder Johan, signed a memorandum of understanding (MoU) to combine ..... education.
14. The pesantren also contributed to the establishment of the ..... as the first private university in Indonesia that further enabled many pesantren alumni to pursue their studies in any discipline they chose.
15. There are recently some 28,000 pesantren across Indonesia, mostly in East Java. In 1971 there were 4,200 such schools while, in 1998, the figure rose to 8,000, and rose again to 22,000 by 2008. The increasing number of schools shows ..... as many citizens choose to send their children to pesantren which



have continued their tradition, over hundreds of years, of educating our society.

## PART TWO: GRAMMAR SUPPLEMENT

### A. Look at the structure on how to make interrogative sentence

Questions are divided into two main kinds, “yes / no” and “wh”



1. The 'yes / no' kind need the answer **“yes” or “no”**  
For example:
  - Do you feel comfortable?
  - Is he from Swedia?
  - Have you been to Swedia
2. A 'wh' one needs **more information** in the answer. It uses a question word like “what, who, when, where, why, which, whose, whom, how etc.”  
For example
  - What is your name?
  - What is your hobby?
  - Where do you live?
  - What did she do yesterday?
  - Where is the station?

### 3. Question form can be made in three different ways in English grammar depending on the verb tense:

- We change the position (or 'invert') the verb and the subject.
  - o This is used for the present simple and the past simple of 'be' and for modal verbs.
- We add an extra word, like 'do / does' or 'did'.
  - o This is used for the past simple and the present simple of all other English verbs (not 'be').
- We change the position of the first auxiliary verb and the subject.
  - o This is for all other tenses, for example the present perfect, the present continuous or the future perfect continuous.

To make the '**wh**' kind, just put the question word in front of any '**yes / no**' question: ***Is he coming?*** ('yes / no') becomes ***When is he coming?*** ('wh')



**Yes / No:**

**Present simple 'be'**

**Present simple other verbs**

**Present continuous**

**Past simple 'be'**

**Past simple other verbs**

**Past continuous**

**Present perfect**

**Present perfect continuous**

**Past perfect**

**Past perfect continuous**

**Future simple**

**Future continuous**

**Future perfect**

**Future perfect continuous**

**Modals**

**Modals**

Are you happy?

Do you love fried rice?

Are you coming to the meeting?

Were you at Islamic festival  
yesterday?

Did you go out last night?

Were you watching TV at 8 last  
night?

Have you read that reference?

Have you been studying smart?

Had you visited them?

Had you been eating?

Will you attend?



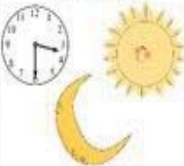



Will you be attending?

Will you have slept at 9 pm?

Will you have been studying?

Can you write?

Must you pay?

<b>Who</b> is a person 	<b>What</b> is a thing or an action 	<b>When</b> is a time 
<b>Where</b> is a place 	<b>Why</b> is the reason something happened 	<b>How</b> is a number or a the way something is done 

## Wh Questions

### Present simple 'be'

Who is the writer?

### Present simple other verbs

Where do you cook curry?

### Present continuous

When are you coming to the concert?

### Past simple 'be'

Where were you last week?

### Past simple other verbs

How did you do it?

### Past continuous

What were you talking when I called you?

### Present perfect

What have you brought?

### Present perfect continuous

Where have you been working smart?

<b>Past perfect</b>	What had you watched?
<b>Past perfect continuous</b>	Why had you been studying diligently?
<b>Future simple</b>	Who will you visit?
<b>Future continuous</b>	Why will you be sleeping?
<b>Future perfect</b>	When will you have arrived?
<b>Future perfect continuous</b>	What will you have been doing?
<b>Modals</b>	Where can we see the musical instruments?
<b>Modals</b>	Why must you start?

## **B. Read some structures of Yes/No and WH questions.**

**Then, do the task**

***Gap fill – question words***

**Complete the gaps with a word from the box.**

What	When	How	How often
Where	Why	Who	Whose

- A : \_\_\_\_\_ are you going on Yogyakarta?  
B : Next Friday
- A : \_\_\_\_\_ are you going?  
B : Europe
- A : \_\_\_\_\_ bought the flowers?  
B : My mum did.
- A : \_\_\_\_\_ do you go on culinary?  
B : Once every a week.
- A : \_\_\_\_\_ don't you go more often?  
B : Because we don't want to.
- A : \_\_\_\_\_ do you do the other years?

- B : We relax in the garden and visit friends.
7. A : \_\_\_\_\_ do you choose your holiday destination?
- B : We use the internet.
8. A : And \_\_\_\_\_ idea was it to go to Swedia?
- B : Our advisors recommended it.

### C. Rewrite sentences – question words

Write the questions adding the word in brackets. Don't forget to change capital letters if necessary.

1. What you have for lunch? (did)  
.....
2. Where is that letter? (from)  
.....
3. She always sing in the shower? (does)  
.....
4. When we go and visit Gran? (can)  
.....
5. Who bought those boots? (you)  
.....
6. How do you go to the cinema? (often)  
.....
7. What did he in Germany? (do)  
.....
8. You like another piece of cake? (would)  
.....
9. Who are you going to the party? (with)  
.....

## D. Transform and Rewrite these sentences into a yes or no question

Statement	Yes/No Question
1. He loves this town.	1. Does he love town?
2. They like soccer.	2. ....
3. She can drive a lorry.	3. ....
4. They are nice.	4. ....
5. They went to the swimming pool.	5. ....
6. She wastes her money on jewelery.	6. ....
7. He decided to leave his wife.	7. ....
8. She wakes up early.	8. ....
9. They should revise their lessons.	9. ....
10. He was born in this town.	10. ....

## PART THREE : COMMUNICATE

### A. The following expressions are commonly used to express opinion.

In certain situations, both at university and in our careers, we have to give our opinions and discuss subjects that we may disagree about. It is useful to know some of the correct language so that we can agree and disagree politely without causing offence. Read some of these different ways of saying what you think about something.

<b>Stating an opinion</b>	<ul style="list-style-type: none"><li>• In my opinion...</li><li>• The way I see it...</li><li>• If you want my honest opinion....</li><li>• According to Lisa...</li><li>• As far as I'm concerned...</li><li>• If you ask me...</li></ul>
---------------------------	---

<b>Asking for an opinion</b>	<ul style="list-style-type: none"> <li>• What's your idea?</li> <li>• What are your thoughts on all of this?</li> <li>• How do you feel about that?</li> <li>• Do you have anything to say about this?</li> <li>• What do you think?</li> <li>• Do you agree?</li> <li>• Wouldn't you say?</li> </ul>
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**B. The following expressions are commonly used to say agreement and disagreement.**

<i>I agree</i>	<i>I agree with some, but not all, of what you are saying:</i>	<i>I disagree</i>
<ul style="list-style-type: none"> <li>• I agree with you.</li> <li>• You are right.</li> <li>• Oh, that's interesting.</li> <li>• You have a good point.</li> <li>• I think you might be right about that.</li> <li>• I totally agree with you.</li> <li>• Exactly!</li> <li>• I couldn't agree more.</li> <li>• That's true. You're absolutely right.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Perhaps,</i></li> <li>• <i>but ...</i></li> <li>• <i>That may be the case</i></li> <li>• <i>however...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I'm sorry, I can't agree with ...</i></li> <li>• <i>I'm sorry, but I disagree.</i></li> <li>• <i>I'm afraid that isn't right ...</i></li> <li>• <i>Nonsense</i></li> <li>• <i>That makes no sense</i></li> </ul>



**C. Work with a partner to determine an agreement and a disagreement based on the contexts that are available. It can be an activity of debate in group.**

1. Women are capable of performing jobs in fields such as politics, economics and the military as well as men.  
-----
2. Women are capable of performing jobs in fields such as politics, economics and the military as well as men.  
-----
3. Women are not capable of performing jobs in fields such as politics, economics and the military as well as men.  
-----
4. It is never acceptable to take another person's life, whatever crime they have committed.  
-----
5. It is acceptable to take another person's life, whatever crime they have committed.  
-----

**D. PAIR WORK**

**Complete the following dialogue with your own opinion by using the expressions above.**

- 1) Mary : What do you think of Indonesian movie?  
ViVi : .....
- 2) Ali : Everyone has the right to express their opinion.  
Bet : .....
- 3) Noe : Smoking should be permitted in public places  
Jim : .....

4) Alex : What is your opinion to the idol singing competition nowadays?

David : .....

5) Mickey: Teachers should not give homework to the students.

Mouse : .....

6) Tom : What do you think of our new batik uniform on Fridays?

Jerry : .....

7) Darby : Breakfast is the most important meal of the day.

Pooh : .....

**E. Choose the correct answer for the following questions.**

1. Vina : Do you think browsing on internet is difficult?

Dea : Mm... I don't think so. We just need more practice.

The underlined sentence expresses ...

(A) asking opinion

(B) agreement

(C) disagreement

(D) satisfaction

(E) dissatisfaction

2. Chen : I'm thinking about going camping next holiday.  
What do you think?

Chan : It's great I think.

The underlined expression shows ...

- (A) possibility
- (B) satisfaction
- (C) sympathy
- (D) ability
- (E) agreement

3. Bill : Do you agree that the school's new regulation is disappointing?

Bob : No, ..... because it is better than the previous one.

The suitable expression for the sentence above is ...

- (A) I'm 100 percent agree with you
- (B) I entirely disagree with you.
- (C) I get along with you
- (D) I suppose so.
- (E) I dare you are right

4. Jack : What do you think of our new jackets?

Jill : It's a lovely jacket ever. I'm satisfied with the model.

Jane : Yes, ..... I like the model. We'd better order again next year.

- (A) I get along with your opinion
- (B) I can't accept it
- (C) Not really
- (D) I'm not sure about that
- (E) Well, it depends

5. Tanaka : Have you heard that Mr.Chan has been promoted to be the area manager?

Omura : I think he is a right person for that position.

Keiko : ... because his experience and educational background are great and fantastic.

- (A) I wouldn't accept that
- (B) I'm afraid you are wrong
- (C) I don't have any objection to it
- (D) I don't agree with you at all
- (E) Not necessarily

6. Odi : I think English is a very difficult language to learn.

Steven : Do you think so? You just need practicing everyday and it will be very easy.

What does Steven mean?

- (A) He is not satisfied with Odi's opinion
  - (B) He agrees on Odi's opinion
  - (C) He feels regret on Odi's opinion
  - (D) He disagrees on Odi's opinion
  - (E) He is satisfied with Odi's opinion
7. Mother : Television has a bad influence to children.  
Father : That's exactly my opinion. We should limit their time for watching TV.

What does the father mean?

- (A) He agrees with mother
  - (B) He has no opinion
  - (C) He disagrees with mother
  - (D) He feels regret to have no opinion
  - (E) He is satisfied with the opinion
8. Lea : I think 'dangdut' music is only appropriate for villagers.

Sam : I'm afraid you're wrong. It's become popular  
even high class people enjoy  
dangdut much.

What is Sam's opinion towards Lea's?

- (A) He agrees
- (B) He disagrees
- (C) He has no opinion
- (D) He is satisfied
- (E) He is happy

• **LISTENING**

**A: Listen to the conversation talking about social media.  
Then answer the questions correctly based on what  
you heard.**

1. What is the man's name?
  - A. His name is Robert.
  - B. The man's name is Ronald.
  - C. The man goes by Russel.
2. The man was born in \_\_\_\_\_.
  - A. in Texas
  - B. in California
  - C. in Canada
3. What does the man do for a living?
  - A. He works as a teacher.
  - B. He is a store cashier.
  - C. He sells animals.

4. The man \_\_\_\_\_.
  - A. has two brothers and three dogs
  - B. lives with his sisters and mother
  - C. has an older brother and younger sister
5. What is the man's telephone number?
  - A. His number is 789-3050.
  - B. You can reach him at 789-1350.
  - C. You can call him at 789-1315.

**B. Listen to the expressions showing (dis)agreement.  
Then, write some important points.**

- Sean : The office move, as you know, the plans have been up by the main exit for a week now. (1) ..... what kind of feedback you've got.
- Tim : Yeah, Sean, I'm sorry, but (2) ..... with the new floor plan. I think it's divisive to separate the secretaries and the assistants out from the editors and managers. (3) ..... if we could be located in teams.
- Carrie : (4) ..... I've been chatting to some of the secretaries and they're quite keen to all be sitting in the same area, and, speaking as an editor, I think I'd like to be with other editors so that we can bounce ideas off each other and things. (5) .....

**C: Listen to the conversation talking about plan. Then answer the questions correctly based on what you heard.**

1. What was Rocky doing at the beginning of the conversation?
  - A. eating and drinking
  - B. dancing to the music
  - C. standing around at the party
  - D. talking with his girlfriend, Babe
2. Rocky likes women who:
  - A. serve him hand and foot.
  - B. stimulate his intellect.
  - C. pursue their own careers.
  - D. enjoy reading novels.
3. In addition to eating, Rocky feels his household chores include:
  - A. fixing the appliances like the TV and throwing out the trash.
  - B. washing the car and collecting the trash.
  - C. watching television and taking out the garbage.
  - D. fixing things around the house.
4. Rocky acknowledges that his views on women:
  - A. were shaped by his own family life.
  - B. are quite progressive for the times.
  - C. reflect the views of earlier generations.
  - D. are in line with the prevailing views.

5. From the conversation, what is the most likely scenario of events for the rest of the evening for Rocky?
  - A. He returns home alone and spends the night with his dog.
  - B. He remains at the party to try to make new friends.
  - C. He decides to visit his friend, Rusty, and they have TV dinners.
  - D. He meets a woman who shares his mutual interest in archeology.

## PROJECT

Learn about *Pesantren* in Indonesia, the sources can be from your own observation or from internet.

- In a group of five, find a very good *pesantren* that still exists now.
- Search for many information about that *Pesantren*. How it is built, who built it, what are the special about it.
- Present your work next meeting.

## REFLECTION

1. Do you find the lesson interesting?
2. What do you like best from this lesson?
3. Has your English been improved after learning process?



# LESSON 9

## ISLAMIC EDUCATION, CURRICULUM REVISED

Reading : Islamic Education, Curriculum Revised  
Communicate : Direction  
Structure in Content : Preposition

**By the end of the lesson students are able to:**

- Understand the curriculum of Islamic Education
- Ask direction and also giving direction to others
- Determine prepositions and use them in the sentence correctly

### • VOCABULARY IN CONTENT

Find out difficult words in the text “Islamic Education” then write the meaning in bahasa Indonesia. Write these new words in your vocabulary journal.

NO	WORD	PART OF SPEECH	MEANING
1	Curriculum	Noun (N)	
2	Moderate	Adjective (A)	
3	Implement		
4	Extremism		
5	Practice		
6	Currently		
7	Undergoing		
8	Training		
9	Behaviour		
10	Values		
11	Monitor		
12			

- **THINK ABOUT IT**

**Discuss with your friend and write down in your writing journal!**

**Have you ever heard curriculum? Do you know curriculum is? Who has the responsibility to construct the curriculum of Islamic education in Indonesia?**

## PART ONE; READING

### A. Read the text carefully

#### ISLAMIC EDUCATION, CURRICULUM REVISED

Islamic education in public schools and distinctively Islamic schools, such as *madrassa* or Islamic boarding schools, starting 2016 uses a new Islamic education curriculum. Called *rahmatan lil'alam* Islamic education, the new curriculum emphasizes a peaceful, tolerant, and moderate understanding of Islam. Director General of Islamic Education Ministry of Religious Affairs (*Kemenag*) Kamaruddin Amin stated it, Monday (21/3), in Jakarta.

According to Kamaruddin, maintaining the diversity of Indonesia's Islam is the main task of educational institutions and *Kemenag*. In the scope of *Kemenag* there would be 76,000 *madrassa* with 9 million students, 30,000 Islamic boarding schools, and over 700 higher education institutions to implement the curriculum. According to Kamaruddin, currently the curriculum is being tested to a small number of schools. Teachers are also undergoing training in preparation of implementation of the new curriculum. As soon as possible, the curriculum would be used in all schools. *Kemenag* wishes the understanding of religion to become a transformative instrument.

With the new curriculum it is expected there is a change in better learning process and understanding of Islam; not leading to extremism and radicalism. In addition to learning within the classroom, extracurricular or group activities, which are religion based in school, would also receive guidance.

Director of Diniyah and Islamic boarding schools Education *Kemenag* Mohsen added, actually the material in the new curriculum has been practiced in everyday life in Islamic boarding schools. Good daily behavior is taught in *Islamic boarding schools*, not just the understanding, but to the practice of such values. According to Mohsen, the curriculum seems to be more effective if applied in boarding schools because each student's progress could be monitored.

<https://acdpindonesia.wordpress.com/2016/03/22/islamic-education-curriculum-revised/>

## Glossary

Islamic Boarding School (n)	: Pondok Pesantren
Distinctively (Adv)	: dengan jelas
Emphasize (v)	: menekankan, menegaskan
Diversity (n)	: perbedaan
Training (v)	: pelatihan
Guidance (n)	: bimbingan
Progress (n)	: perkembangan

## B. Comprehension Questions

1. What does the new Islamic Curriculum called?  
\_\_\_\_\_
2. What does the new curriculum emphasizes?  
\_\_\_\_\_
3. Who is Kamaruddin Amin?  
\_\_\_\_\_

4. According to Kamaruddin, what is the main task of educational institutions and Kemenag?  

---
5. In the scope of Kemenag, how many madrassa to implement the curriculum?  

---
6. With how many students?  

---
7. How many Islamic boarding schools?  

---
8. And how many higher education institutions?  

---
9. What is expected by this new curriculum?  

---
10. What is taught in Islamic boarding school?  

---

### **C. VOCABULARY**

Find the term that represents these sentences in the passage above

1. To show that a thing or an opinion is important :  

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2. Helpful advice given to someone about their work, education, personal life, etc :

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3. The subjects that are taught at school or college :

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4. The things that a person or an animal does :

---

5. Used to talk about whether something is worth or not :

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6. The process of teaching or being taught skills for particular job or activity :

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7. Producing the result that was wanted or intended :

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8. The process of getting something ready:

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9. The act of implementing a plan, a process etc :

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10. A place where Islamic students study Islam deeply :

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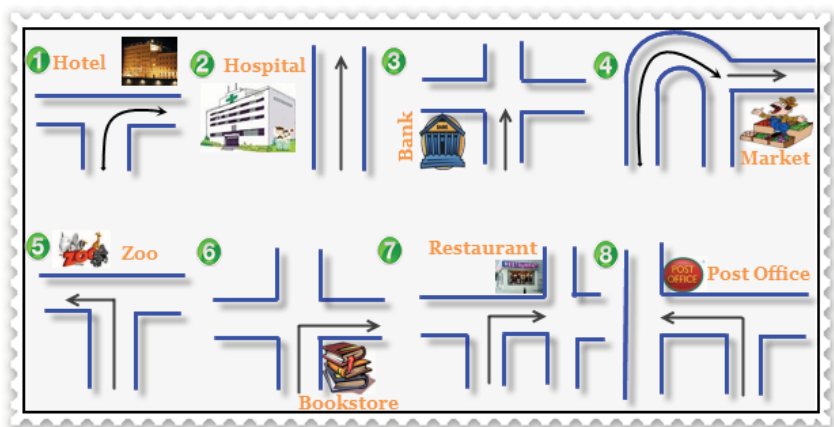
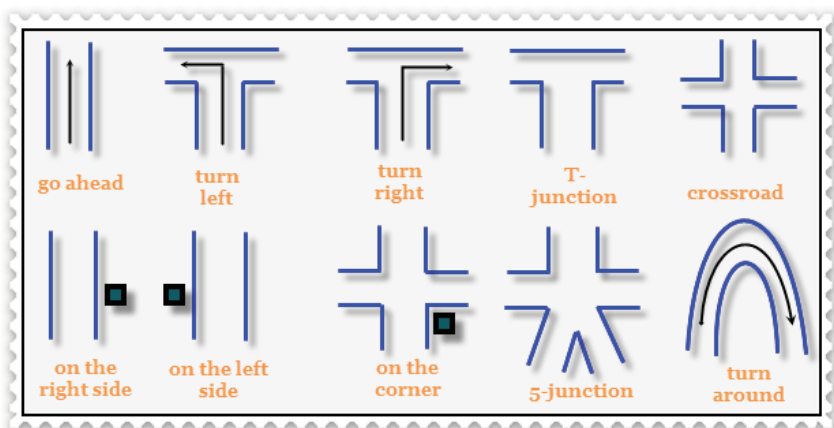
Values, Curriculum, Behavior, Emphasize,  
Guidance, Madrassa, Implementation, Preparation,  
Training, Effective.

## PART TWO: LET'S COMMUNICATE

### A. Speaking

Understand the direction sign in our daily life. See the second picture and practice with your friends how to use them in daily communication!

### DIRECTION



## Look at the pictures and practice the dialogues !

- A : Where is the hotel?  
B : Go ahead and turn right  
The hotel is on the left side
- A : Where is the hospital?  
B : Go ahead The hospital is on the left side
- A : Where is the bank?  
B : Go ahead, The bank is on the left side
- A : Where is the market?  
B : Turn right and go ahead , The market is on the right side
- A : Where is the zoo?  
B : Go ahead and turn left , The zoo is on the right side
- A : Where is the bookstore?  
B : Go ahead and turn right , The bookstore is on the right side
- A : Where is the restaurant?  
B : Go ahead and turn right , The restaurant is on the right side
- A : Where is the post office  
B : Go ahead and turn left , The post office is on the right side

## B. Listening

**Listen to the monologue and fill the blank. Here is the transcript for giving directions.**



- a. Go ..... on. Then take the first left on to Green Street. Walk ..... the library and it's the building next to the library on the .....
- b. Go straight on. Go past the ..... lights. You will see a shop on the ..... Go past that and it's on the right ..... to the shop.
- c. Go straight on. Go past the traffic lights and go ..... on until you get to the roundabout. At the roundabout ..... left. Go past the theatre. It's the building next to the theatre, ..... the hospital.
- d. Go straight on. Go past the traffic lights and ..... the second right on to King's Road. .... past the bookshop. It's the building next to the ..... opposite the café.

### C. Speak Up. Practice with your friend!

#### Conversation 1

- Joko : Excuse me; is there an *Madrassa* near here?
- Amin : Yes, there is
- Joko : Can you tell me where it is?
- Amin : It is in Kartini Street
- Joko : Can you tell how to get there?
- Amin : Sure, just go straight on then turn right. Walk along the street for about two hundred meters
- The *madrassa* is on your right beside Padang Restaurant.
- Joko : Thank you for your help
- `Amin : Don't mention it

## Conversation 2

- Woman : Excuse me, Sir.
- Man : Yes, Can I help you?
- Woman : Yes, Sir. Could you tell me how to get the Grosir Market?
- Man : Well, the Grosir Market is located about 200 meters from here. So, you can keep going straight and it will be on your left
- Woman : Thank you, Sir
- Man : You're welcome

## Conversation 3

- Girl : Excuse me, Ma'am. Is this the right way for STAIN Kediri?
- Woman : I'm sorry I think you are going in the wrong way.
- Girl : Oh, do you know where STAIN is?
- Woman : Well, you can go back on your way and take right way from the crossroads.

**Practice with your peer to give direction to the places around the university!**

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## PART THREE : GRAMMAR SUPPLEMENT

### A. Read the text

I live **1.** .....a small town and go **2.** ..... a small school **3.** ..... my house. School starts **4.** ..... 8.00 in the morning, so I usually get up **5.** ..... 7.15. **6.** ..... Monday morning last week, I got a nasty surprise when I woke up! I looked **7.** ..... my clock and saw that it was 9.15. I got dressed quickly and ran all the way **8.** ..... school. When I went into my classroom, I couldn't see anyone. Then I saw the clock **9.** ..... the wall. It was only 7.05! Then I saw the calendar. It was Monday 1 April! When I got home my sister was **10.** ..... the door. She smiled and said 'April Fool!'.

**Can you fill the blanks in the text? What possibly be the word to fill the gap?**

**Discuss with your friend?**

.....

.....

.....

.....

.....

## PREPOSITION

Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

Even advanced learners of English find prepositions difficult, as a 1:1 translation is usually not possible. One preposition in

your native language might have several translations depending on the situation.

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary, reading a lot in English (literature) and learning useful phrases off by heart (study tips).

The following table contains rules for some of the most frequently used prepositions in English:

### Prepositions – Time

English	Usage	Example
on	days of the week	on Monday
in	months / seasons time of day year after a certain period of time ( <i>when?</i> )	in August / in winter in the morning in 2006 in an hour
at	for <i>night</i> for <i>weekend</i> a certain point of time ( <i>when?</i> )	at night at the weekend at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for 2 years
ago	a certain time in the past	2 years ago
before	earlier than a certain point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6:10)

English	Usage	Example
to / till / until	marking the beginning and end of a period of time	from Monday to/till Friday
till / until	in the sense of <i>how long something is going to last</i>	He is on holiday until Friday.
by	in the sense of <i>at the latest</i> up to a certain time	I will be back by 6 o'clock. By 11 o'clock, I had read five pages.

## Prepositions – Place (Position and Direction)

English	Usage	Example
in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
at	meaning <i>next to, by an object</i> for <i>table</i> for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work

English	Usage	Example
on	attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for <i>television, radio</i>	the picture on the wall London lies on the Thames. on the table on the left on the first floor on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Jane is standing by / next to / beside the car.
under	on the ground, lower than (or covered by) something else	the bag is under the table
below	lower than something else but above ground	the fish are below the surface
over	covered by something else meaning <i>more than</i> getting to the other side (also <i>across</i> ) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also <i>over</i> ) getting to the other side	walk across the bridge swim across the lake
through	something with limits on top, bottom and the sides	drive through the tunnel

English	Usage	Example
to	movement to person or building movement to a place or country for <i>bed</i>	go to the cinema go to London / Ireland go to bed
into	enter a room / a building	go into the kitchen / the house
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of <i>where from</i>	a flower from the garden

## B. Fill the gaps with the correct prepositions.

1. We live ..... London.
2. Would you like to go ..... the cinema tonight?
3. No, thanks. I was ..... the cinema yesterday.
4. We are going ..... holiday next week.
5. There is a bridge ..... the river.
6. The flight from Leipzig to London was..... Frankfurt.
7. .... my wall, there are many picture postcards.
8. Who is the person ..... this picture?
9. Come ..... the sitting room, we want to watch TV.
10. Munich lies 530 meters ..... sea level.

## C. Fill in the correct prepositions.

1. What are you doing ..... the weekend?

2. I don't know yet. Maybe I'll go to the cinema ..... Saturday.
3. That's interesting. I haven't been to the cinema ..... so many years.
4. We could go there together..... the afternoon.
5. That would be great. But I would prefer to go there ..... the evening. I am visiting my grandma ..... Saturday.
6. That's okay. The film starts ..... eight o'clock.
7. I can pick you up ..... half..... seven. How long does the film last?
8. It lasts ..... two hours and forty-five minutes.
9. .... eight ..... a quarter ..... eleven.
10. That's right. But I must hurry home ..... the film. I have to be home ..... eleven o'clock.

## PROJECT

1. **Now with a partner, practice introduction conversation for each situation:**

Write down the direction from your house to STAIN Kediri, make it as simple as possible.

2. **With your partner, find the information about the difference of Indonesian Islamic education and Malaysian Islamic education or another Islamic country. Then, present it in the class in the next meeting.**

## REFLECTION

1. In this chapter I have learnt about.....



2. The parts that I have enjoyed the most are.....
3. The difficulties that I have faced are.....
4. What do I have to do to be better? .....



# LESSON 10

## GENDER EQUITY

Reading : Gender Equity in Schools in Muslim Countries: It can Be Done  
Communicate : Discribe Something  
Structure in Content : Comparison

**By the end of this lesson, the students are expected to be able to:**

- Understand gender equity in schools in muslim countries
- Describe something in daily conversation
- Determine comparisonand use them in the sentence correctly

- **VOCABULARY IN CONTENT**

**Study the following adjectives to describe gender**

## ***Traditional Gender Stereotypes.***

<u><b><i>Feminine.</i></b></u>	<u><b><i>Masculine.</i></b></u>
<i>Not aggressive.</i>	<i>Aggressive.</i>
<i>Dependent.</i>	<i>Independent.</i>
<i>Easily influenced.</i>	<i>Not easily influenced.</i>
<i>Submissive.</i>	<i>Dominant.</i>
<i>Passive.</i>	<i>Active.</i>
<i>Home-oriented.</i>	<i>Worldly.</i>
<i>Easily hurt emotionally.</i>	<i>Not easily hurt emotionally.</i>
<i>Indecisive.</i>	<i>Decisive.</i>
<i>Talkative.</i>	<i>Not at all talkative.</i>
<i>Gentle.</i>	<i>Tough.</i>
<i>Sensitive to other's feelings.</i>	<i>Less sensitive to other's feelings.</i>
<i>Very desirous of security.</i>	<i>Not very desirous of security.</i>
<i>Cries a lot.</i>	<i>Rarely cries.</i>
<i>Emotional.</i>	<i>Logical.</i>
<i>Verbal.</i>	<i>Analytical.</i>
<i>Kind.</i>	<i>Cruel.</i>
<i>Tactful.</i>	<i>Blunt.</i>
<i>Nurturing.</i>	<i>Not nurturing.</i>

Do you know the meaning of the words. If the words are new for you, list it in your vocabulary journal.

### • **THINK ABOUT IT**

Discuss with your friend what do you know about gender equity?

Do you know the definition of gender equity? Have you ever heard gender issue? Is there any thing you heard in the issue of gender in Indonesia ?

PART ONE: READING

## A. Read and understand the passage

### Gender Equity in Schools in Muslim Countries: It can be Done



Muslim countries worldwide have problems with gender equality. They dominate the bottom ten countries in the Global Gender Gap Report and none of the ten most successful countries offering equal opportunities for men and women is Muslim.

Why this inequity in Muslim nations?

In many Muslim countries women are subjected to patriarchal norms and varying degrees of restriction on economic participation. This reduces the value of girls' education in society.

Some scholars blame culture and religion for this problem. Others say the economic structure of some Muslim countries is not conducive to women's development. They argue patriarchal norms persist because oil-rich economies limit the role of women in the paid workforce and restrict women's participation in politics.

## **Not all Muslim nations suffer gender inequity in education**

Within the Middle East, a region widely considered to lack progress in girls' education, Turkey is very close to eliminating the gender gap in schooling. In Kuwait, UAE, Bahrain and Libya, more girls are in secondary school than boys and there is gender parity in primary enrolment.

Much clearer success stories are emerging outside the Arab world. In Indonesia, the world's most populous Muslim country, equal numbers of girls and boys are in school. In neighbouring Malaysia, boys even lag behind girls at almost all levels of education.

Malaysia's approach to girls' education was more conventional. Inspired by the success of high-performing East Asian economies such as South Korea, Malaysia prioritised education for all. Long before experiencing double-digit growth rates, Malaysian education spending was much higher than that of other developing countries. According to the World Bank's World Development Indicators, by 1970 gross female primary school enrolment in Malaysia was nearly three times higher than that of Nigeria.

In Malaysia, democracy, development and equitable growth in early years reduced the demand for extreme views. This may explain why female schooling has never been undermined in Malaysia by religious extremism or violence caused by "Islamic" radical groups like Boko Haram.

The success stories of Indonesia and Malaysia highlight the importance of sustained public investment. And Bangladesh proves that if gender equity is prioritised, rapid progress is

possible despite limited economic capacity. These three countries show that neither poverty nor patriarchy can stand in the way of women's development in Muslim societies.

The lesson for the rest of the Muslim world is that schooling gender gaps can be narrowed, as long as there is a political consensus on achieving education for all. A lack of consensus can encourage religious extremism and opposition to inclusive development. This will further limit the prospect of women's empowerment through education.

<https://theconversation.com/gender-equity-in-schools-in-muslim-countries-it-can-be-done->

## **B. Comprehension exercise**

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

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- Write a new paragraph describing the position of education in Indonesia based on the passages above.

## PART TWO : COMMUNICATE

### A. Active Speaking



Study the following dialogue

Mrs. Maryam : This is nice material, tell me about this !

Shopkeeper : It's cotton and it is very soft.

Mrs. Maryam : How much is it?

Shopkeeper : It's Rp. 70.000 a meter

Mrs. Maryam : Rp. 70.000 that is too expensive. Can you lower the price?

Shopkeeper : How much can you pay madam?

Mrs. Maryam : I'll pay Rp. 50.000 a meter

Shopkeeper : I'll make special price for you madam, Rp. 55.000 a meter

Mrs. Maryam : How about Rp. 50.000?

Shopkeeper : Just for you madam Rp. 50.000

Mrs. Maryam : Thank you so much

Mrs. Maryam : This is nice material, tell me about this !

Shopkeeper : It's cotton and it is very soft.

Mrs. Maryam : How much is it?

Shopkeeper : It's Rp. 70.000 a meter

Mrs. Maryam : Rp. 70.000 that is too expensive. Can you lower the price?

Shopkeeper : How much can you pay madam?

Mrs. Maryam : I'll pay Rp. 50.000 a meter



Shopkeeper : I'll make special price for you madam, Rp. 55.000 a meter

Mrs. Maryam : How about Rp. 50.000?

Shopkeeper : Just for you madam Rp. 50.000

Mrs. Maryam : Thank you so much

## Expressions for asking for the price

When we want to know about the price of something, we can use the following

Expressions	Response
How much is it?	It's.....
How much does it cost?	It costs.....
How much are these....?	They are.....
how much is that all together?	They cost.....
How much are they?	That will be.....
What is the price of....?	
How much will that be?	

## Describing products



## Listening 6

### Listen to some expressions to describe products



- Tell me about (this product)  
What can you tell me about (this product)?  
Can you give me some information/details about this?  
What is special/unique about this?  
What are the specifications?  
Let me tell you about ...  
This is our (newest) product.  
This is one of our latest designs.  
It is made of ...                      It can be used for ...  
You can use it to ...                You can ... with it  
This has/contains ...                This one features ...  
This comes with ...                This is equipped with ...  
This particular model ...            This is priced at ...  
This costs ...

Source: [www.eslgold.com](http://www.eslgold.com)

#### A. Pair Work

1. Work in pairs and practice to describe the product, asking and giving the price of these things.  
Television set                      Two pairs of trousers  
An economic book                A handphone

2. Practice asking the price of the things. And some time you think that the price is too high and try to have cheaper deal.
3. Act out dialogue like these in front of the class using real objects.

## DESCRIBE SOMETHING

Here are some expressions used to describe something

Expression	Response
What does it look like?	It's big, with eight hairy arms.
How big is it?	It's 3 feet, by 4 feet, by 5 feet.
How much does it weigh?	It weighs 75 pounds.
What color is it?	It's bright yellow, brighter than a banana.
What's it made out of?	It's made of plastic and aluminum.
What is it?	It's a garlic press.
What does it do?	It puts a sharp point on wooden pencils.
What the purpose of a refrigerator?	The purpose of a refrigerator is to keep food cold so it does not spoil.
What do you use a (... cheese grater) for?	A cheese grater is used to make small strips of cheese from a larger block.
How does a (... water heater) work?	Water is collected in a large tank and heated by either gas or electricity.

## English Dialogue

Practice the dialogue in pairs. Notice the expression of describing.

Randall : Do you know what a grandfather clock is?

Horace : Yes, of course.

Randall : I assume it is a kind of clock, but what does it look like?

Horace : Well, they're usually big, about an average person's height, and maybe 20 to 24 inches wide.

Randall : And.

Horace : The clock face is at the top, usually a round face, and many have Roman Numerals.

Randall : Go on.

Horace : Below the face is a pendulum which hangs from a chain, or something similar, which swings back and forth as the clock ticks.

Randall : I'm sorry, what's a pendulum?

Horace : A weight hanging from a chain, cable, or string.

Randall : I see.

Horace : In all the grandfather clocks I have ever seen, the cabinets were made out of wood, usually stained brown.

Randall : Why are they called grandfather clocks?

Horace : I don't know. Maybe because they are an old style of clock that was common in our grandfathers' days.

- Randall : The clock in your father's office is a grandfather clock, isn't it?
- Horace : Yes, but he calls it his grandmother's clock.
- Randall : Why?
- Horace : Because his grandmother gave it to him.

## PART THREE : GRAMMAR SUPPLEMENT

### A. Read the Passage below

Dear sister in Islam,



**We know its hard.**

- We know you look at all those **pretty** girls and wonder why you can't look like them?
- We know it hurts to sometimes refrain yourself from plucking those brows or to put on that hijab & abaya.
- We know it gets **hard** to walk outside with no make up on, with your **natural** face, thinking it's not **good** enough and all of your flaws are showing. You know what else we know?
- We know you're **beautiful**, regardless of what you think of yourself.
- We know that even the **slightest** inclination of pleasing Allah in yourself increases that beauty ten-fold and we know that when Allah finds you beautiful, it's all that matters.

- You're not doing this for the world, remember? You're not even doing it for yourself.
- Imagine your beauty on the Day of Qiyamah when your face would be **glowing** and **radiant** with noor, when you would enter Jannah & be **more beautiful** than the hoor and you would realize that this world really wasn't worth the drool.

**Lovely sister, we are proud of you."**



<https://storiesformuslimkids.wordpress.com/2013/12/31/dear-sister/>

**B. Look again at the reading passage. The comparison are in bold.**

- Are you familiar with the words in bold? \_\_\_\_\_
- What part of speech are they? \_\_\_\_\_
- How to make them comparative and superlative? \_\_\_\_\_

**C. Let's learn it**

*Comparative Vs. Superlative*

## One-syllable adjectives.

Form the comparative and superlative forms of a one-syllable adjective by adding –er for the comparative form and –est for the superlative.

One-Syllable Adjective	Comparative Form	Superlative Form
Tall	taller	tallest
Old	older	oldest
Long	longer	longest

- Mary is **taller**than Max.
- Mary is **the tallest**of all the students.
- Max is **older**than John.
- *Of the three students, Max is **the oldest**.*
- My hair is **longer**than your hair.
- Max's story is **the longest**story I've ever heard.

If the one-syllable adjective ends with an e, just add –r for the comparative form and –st for the superlative form.

## Two-syllable adjectives.

With most two-syllable adjectives, you form the comparative with more and the superlative with most.

Two-Syllable Adjective	Comparative Form	Superlative Form
Peaceful	more peaceful	most peaceful
Pleasant	more pleasant	most pleasant

Two-Syllable Adjective	Comparative Form	Superlative Form
Careful	more careful	most careful
Thoughtful	more thoughtful	most thoughtful

- This morning is **more peaceful** *than* yesterday morning.
- Max's house in the mountains is **the most peaceful** *in* the world.
- Max is **more careful** *than* Mike.
- *Of* all the taxi drivers, Jack is **the most careful**.
- Jill is **more thoughtful** *than* your sister.
- Mary is **the most thoughtful** *person I've ever met*.

If the two-syllable adjectives ends with *-y*, change the *y* to *i* and add *-er* for the comparative form. For the superlative form change the *y* to *i* and add *-est*.

Two-Syllable Adjective Ending with -y	Comparative Form	Superlative Form
happy	happier	happiest
angry	angrier	angriest
busy	busier	busiest

- John is **happier** *today than* he was yesterday.
- John is **the happiest** boy *in* the world.
- Max is **angrier** *than* Mary.
- *Of* all of John's victims, Max is **the angriest**.
- Mary is **busier** *than* Max.



- Mary is **the busiest** *person I've ever met.*

## Adjectives with three or more syllables.

For adjectives with three syllables or more, you form the comparative with more and the superlative with most.

Adjective with Three or More Syllables	Comparative Form	Superlative Form
generous	more generous	most generous
important	more important	most important
intelligent	more intelligent	most intelligent

- John is **more generous** *than* Jack.
- John is **the most generous** *of* all the people I know.
- Health is **more important** *than* money.
- *Of* all the people I know, Max is **the most important**.
- Women are **more intelligent** *than* men.
- Mary is **the most intelligent** *person I've ever met.*

## Exceptions.

Irregular adjectives.

Irregular Adjective	Comparative Form	Superlative Form
good	better	best
bad	worse	worst
far	farther	farthest
little	less	least

Irregular Adjective	Comparative Form	Superlative Form
many	more	most

- Italian food is **better***than* American food.
- My dog is **the best** dog *in* the world.
- My mother's cooking is **worse***than* your mother's cooking.
- *Of* all the students in the class, Max is **the worst**.

Two-syllable adjectives that follow two rules. These adjectives can be used with -er and -est and with more and most.

Two-Syllable Adjective	Comparative Form	Superlative Form
clever	Cleverer	cleverest
clever	more clever	most clever
gentle	Gentler	gentlest
gentle	more gentle	most gentle
friendly	Friendlier	friendliest
friendly	more friendly	most friendly
quiet	Quieter	quietest
quiet	more quiet	most quiet
simple	Simpler	Simplest
simple	more simple	most simple

- Big dogs are **gentler***than* small dogs.

- *Of* all the dogs in the world, English Mastiffs are **the gentlest**.
- Big dogs are **more gentle** *than* small dogs.
- *Of* all the dogs in the world, English Mastiffs are **the most gentle**.

#### D. Check your understanding.

##### a. Are these sentences True or False?

1. To compare two things, we add -er to many adjectives.  
True                  False
2. We add -est to make the superlative form of many adjectives.  
True                  False
3. We never change the spelling of the adjective before adding -er / -est.  
True                  False
4. We often use "than" after a comparative.  
True                  False
5. We often use "the" before a superlative.  
True                  False
6. With longer adjectives, we use "more" + adjective or "most" + adjective.  
True                  False
7. There are a lot of irregular comparatives and superlatives.  
True                  False

**b. Write the words to fill the gaps. Use comparatives and superlatives.**

1. The clothes here are \_\_\_\_\_ (good) than in my town.
2. That's my \_\_\_\_\_ (bad) mark ever!
3. It's \_\_\_\_\_ (far) than I thought – I think we're lost.
4. That's the \_\_\_\_\_ (disgusting) meal I've ever had!
5. I hope your team's \_\_\_\_\_ (lucky) today than last week.
6. They're \_\_\_\_\_ (happy) in their new school than in their old one.
7. It's the \_\_\_\_\_ (good) song on the album.
8. Your spaghetti sauce is \_\_\_\_\_ (tasty) than my mum's.

**c. Circle the correct sentence.**

1.
  - a. The more amazing thing just happened to me!
  - b. The most amazing thing just happened to me!
  - c. Theamazingest thing just happened to me!
2.
  - a. He's a lot taller than you.
  - b. He's a lot taller you.
  - c. He's a lot taller from you.
3.
  - a. She's worst than me at maths.
  - b. She's worse than me at maths.
  - c. She's more bad than me at maths.
4.
  - a. He's the most good in the team at goal scoring.

- b. He's the best in the team at goal scoring.
  - c. He's best in the team at goal scoring.
5.
  - a. This pizza isn't as good as Alfie's.
  - b. This pizza isn't as good Alfie's.
  - c. This pizza isn't as best Alfie's.
6.
  - a. It's frighteninger if you look down.
  - b. It's more frightening if you look down.
  - c. It's the frightening if you look down.
7.
  - a. Where's the most cheap place to eat?
  - b. Where's the more cheap place to eat?
  - c. Where's the cheapest place to eat?
8.
  - a. I've been running a lot. I think I'm faster now.
  - b. I've been running a lot. I think I'm more fast now.
  - c. I've been running a lot. I think I'm more faster now.

## PROJECT

- **Compose 10 sentences to describe your best thing you have.**

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

- **Practice a conversation similar to the example above. Remember to mention your opinions and feelings. Here are some topics:**
  1. You stayed up watching movies then you had an argument with your parents in the morning.
  2. You find something you really want to buy but your parents won't give you the money and you're angry.
  3. There's a great job in Jakarta but you have to leave your hometown to get it.
  4. There are two movies at the cinema but you can't decide which one to see so you ask your friend.

## **REFLECTION**

1. Which part of this lesson do you like best?
2. Which part is the most difficult from this lesson?
3. Does the material of this lesson meet your expectation?

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