

Whole Language Reading

Dian Erlina

Penerbit



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Whole Language Reading

Penulis : Dian Erlina

Layout : Nyimas Amrina Rosyada

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Dicetak oleh:

CV. AMANAH

Jl. KH. Mayor Mahidin No. 142

Telp/Fax : 366 625

Palembang – Indonesia 30126

E-mail : noerfikri@gmail.com

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Preface

Alhamdulillah, with the blessings of Allah SWT and contributions of many people, this book has been completed. This book is designed for developing students' ability in comprehending a variety of texts at the college level. Although it focuses on reading, it also promotes the use of other language skills (listening, speaking, and writing) and gives consideration to the study of linguistic features (vocabulary and grammar) through several kinds of learning activities.

Besides, this book provides integration across the subject areas as it provides a number of texts related to Science, Social Studies, Mathematics, Islamic Studies, and Literature on a central theme or a concept to be developed. This provides a rich input for language learning because language exists in all subjects. Integrating reading across curriculum makes reading more holistic and meaningful.

This book consists of seven units. Each unit has a central theme, five reading texts, and numbers of activities, tasks, and evaluations. Activities are divided into three parts; lead-in activities, reading activities, and follow up-activities. Lead-in activities start with some pictures, followed by pre-reading questions to introduce the topic, generate interest, and activate students' schema. Reading activities begin with the explanation of reading strategies, followed by explanation of vocabulary and grammatical items, and some practices to develop students' reading skills. Follow-up activities consist of some reinforcement activities about the concept developed in each unit. This book is accompanied by a teacher's manual to guide the teacher in using it. Evaluations consist of reading test and home support project.

Palembang, 2015

Dian Erlina

About the Book

- *What is the purpose of this book?*

This book is designed to help students improve their reading comprehension skills and higher order thinking skills needed to achieve a college-level reading proficiency. This book is also appropriate for helping students develop their knowledge of other disciplines because it integrates content across the subject areas.

- *How is this book developed?*

This book is developed based on the principles of whole language in language teaching and tailored to the Indonesian Qualification Framework. Language is kept whole, not fragmented into skill, so this book integrates reading, writing, listening, speaking, vocabulary, and grammar learning in its learning activities. English is taught by using content from other disciplines. Each unit of this book provides a number of authentic texts related to Science, Social Studies, Mathematics, Islamic Studies, and Literature with a central theme and concept.

- *How is this book organized?*

This book has seven units. The following is the general outline of each unit.

1. Concept and Competences
2. Lead-in Activities
 - a. Think Individually
 - b. Work in Pairs
 - c. Tell the Class
3. Reading Activities
 - a. Reading Strategies
 - b. Reading Practices
 - c. Vocabulary in Focus
 - d. Grammar in Focus
4. Follow-up Activities
 - a. Watching Video
 - b. Extension Activities
5. Evaluations
 - a. Reading Tests
 - b. Home Support Project

• *How to use this book?*

1. It is a very good idea to start with lead-in activities to introduce the topic, generate interest, and activate students' background knowledge and experience. Give students one to two minutes for observing the pictures before they do the tasks that follow.
2. Go on to reading strategies, the first part of reading activities that gives students information about reading strategies and guidelines for using them.
3. Encourage students to use the strategies in reading practice part. To achieve a deep understanding, students need to apply higher order thinking skills such as inference, analysis, synthesis and evaluation to invite creative thinking and problem solving.
4. Continue to grammar and vocabulary in focus on the next parts of reading activities. Discuss the explanation given and give more attention on the use of vocabulary and grammar items in the text because students need to use them in the tasks that follow.
5. Have some time to do follow-up activities. First, watch the video, listen attentively to the speakers in the video, and write some important points about the video. Then, continue to further activities that vary from unit to unit. They can be in the forms of discussion, presentation, paragraph writing, role play, etc.
6. Before going to evaluation section in each unit, make sure that students have completed the unit. Since there are at least three reading strategies, five different texts, ten tasks, and two kinds of follow-up activities to do in each unit, it may take two meetings to finish each unit.
7. For evaluation, start with reading tests. Students do the tests in class and should get at least 70% of the questions correct. Go on to home support project and make sure the students understand the directions. Remember the main objective of this project is giving students opportunities to read more and learn how to write reading reports.

- *How are the key features of whole language applied in teaching reading in this book?*

1. Teacher gives emphasis on the comprehension of the whole passage, at the same time, gives consideration to the study of grammar, vocabulary, and content.
2. Students are encouraged to integrate oral and written English in learning activities by discussing and writing frequently about the texts they read. Through these activities, they can improve their language skills.
3. Students are encouraged to read different texts in Religion, Literature, Mathematics, Science, Social Studies, etc. as language (English) does not exist in a vacuum, but exists in all aspects of human life.
4. Teacher makes full use of contexts to cultivate students' language ability by providing more chances for the students to do some contextual comprehension practice by questioning, predicting, discussing, analyzing the text, etc.
5. Students cannot be assessed by using tests as the only criteria to measure their reading achievement. Teacher should also evaluate students' homework and reading reports.
6. Students are encouraged to work collaboratively on their tasks and projects. Teacher creates a good learning atmosphere in which students have the opportunity to state their own views, to hear from others, to discuss their ideas, and to hone their argumentative skills. This can form a lively environment of language learning.

- *What should teachers do to support students' learning in classrooms?*

1. Utilize Teachable Moments

Teacher should recognize teachable moments; spontaneous and valuable learning opportunities to teach some information, values, and skills that can help students understand a language point. For example, while the students are working on task 3 'calculating their daily water intake' in unit 1, one of them asks about the word 'ounces (oz)' for liquid measurement in text 2, the teacher can use this moment to allow him/her and other students to practice English to Metric Measurements Conversions by using **Fluid Conversion Table** and **Weight or Mass**

Conversion Table on page 11-12, and apply them in doing the task. Teaching vocabulary in context in this way leads to more successful retention than teaching it in isolation.

2. Provide Minilessons

Teacher should provide minilessons that involve direct instruction through demonstration as well as provide opportunities for student participation and practice. Minilessons are often done whole class and based on the need of the students. However, they also occur one-to-one when the teacher conferences with a student. They take place regularly as needs arise. For example, in conferencing one-to-one with a class, the teacher noticed many students were having difficulty in using adjective ending in **-ing** and **-ed**. The teacher wrote some pairs of words ending in **-ing** and **-ed** on the boards that can be used as adjectives, but they describe things in different ways. Then, asked the students to practice using the words in their own sentences. Here, the teacher's role is to clarify and promote the correct usage of adjectives ending in **-ing** and **-ed**.

3. Use Conferencing Activities

Teachers should recognize the expression of confusion; an obvious clue that students are not familiar with a certain language point. Teachers have to clarify the unfamiliar point in small conferences with students. There is a variety of conferencing activities in which teacher and students interact on focused lessons. They are (a) one on one conferences with teacher; conferences occur with every student individually to overcome his/her difficulties, (b) teacher-small group conferences; conferences occur with students in small groups for focusing on a specific need that is common among a group of students, and (c) student-student(s) conferences; conferences occur among students in pairs or groups. For these conferences, students need to be prepared, be ready to share, and be helpful to their friends. In conclusion, conferencing with students offers teachers real moment to guide students through their difficulties in learning. Valuable teachable moments live within these conferences.

- *What are the symbols used in this book to organize students in learning?*



Students think/work individually.



Students discuss/work on tasks and projects in pairs.



Students discuss/work on tasks and projects in small groups.



Students tell/present their ideas and works to the class.

Contents

Concepts	Objectives	Skills & Materials	Linguistic Features	Pages
Unit 1 - WATER				
Save Water Can Save Life	The students are able to: <ul style="list-style-type: none"> • Preview a text • Identify keywords • Make predictions about a text • Generate questions about a text 	<p>READING: Reading the following texts:</p> <ul style="list-style-type: none"> • Science The Science of Water: Nature's Most Important Nutrient • Mathematics How to Calculate How Much Water to Drink Daily? • Social Studies Water Scarcity in Africa • Islamic Studies How Islam Could Help Fight Water Scarcity • Literature How to Read a Poem? Poems "Save Water Save Life" <p>LISTENING: Listening to the speakers in the video "A Pleasant and Water Efficient Day", partner's response, other students' comments</p> <p>SPEAKING: Telling, discussing, presenting ideas, asking/answering questions, asking/giving comments, reciting <i>surah</i>, and presenting poems</p> <p>WRITING: Writing answers, main points, conclusions, paragraphs, and reading reports</p>	VOCABULARY Measurement Unit Words GRAMMAR Modal Verbs	1-42

Unit 2 - TREES

<p>Save Trees Because They Give Us Many Benefits</p>	<p>The students are able to:</p> <ul style="list-style-type: none"> • Skim a text using introductory and concluding paragraphs • Skim a text using section headings • Skim a text using the first line of each paragraph 	<p>READING: Reading the following texts:</p> <ul style="list-style-type: none"> • Science Trees & Their Benefits • Social Studies Social Function of Trees • Mathematics How Many Trees Are Really Saved through Paperless Statement? • Islamic Studies Going Green: Not New in Islam • Literature Folklore: Tree of Life: The Coconut Palm <p>LISTENING: Listening to the speakers in the video “Save as WWF, Save a Tree” & “Wedding Couples Plant Trees in West Java, Indonesia” partner’s response, other students’ comments</p> <p>SPEAKING: Telling, discussing, presenting ideas, asking and answering questions, asking/giving comments</p> <p>WRITING: Writing answers, main points, conclusions, short essays, and reading reports</p>	<p>VOCABULARY Multiple Meaning Words</p> <p>GRAMMAR Phrasal Verbs</p>	<p>43-78</p>
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Unit 3 - ELECTRICITY

<p>Save Electricity Can Save Energy</p>	<p>The students are able to:</p> <ul style="list-style-type: none"> • Scan a text for specific information 	<p>READING: Reading the following texts:</p> <ul style="list-style-type: none"> • Science What Is Electricity? • Islamic Studies 	<p>VOCABULARY Synonyms & Antonyms</p> <p>GRAMMAR</p>	<p>79 - 110</p>
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	<ul style="list-style-type: none"> • Scan a table for specific information • Make connections in reading a text 	<p>Islamic Prophecies: Electric Light Bulbs</p> <ul style="list-style-type: none"> • Social Studies Benjamin Franklin, the Father of Electricity • Mathematics How Much Electricity Am I Using? • Literature Short Stories “A Day without Electricity” <p>LISTENING: Listening to the speakers in the video “Top 10 Ways to Save Electricity at Home”, partner’s response, other students’ comments</p> <p>SPEAKING: Telling, discussing, presenting ideas, asking/answering questions, and asking/giving comments</p> <p>WRITING: Writing answers, main points, conclusions, and reading reports</p>	Relative Clauses	
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Unit 4 – SOLID WASTE

Reduce, Reuse, & Recycle: Alternatives for Waste Management	<p>The students are able to:</p> <ul style="list-style-type: none"> • Identify text structures • Identify signal words • Use graphic organizer to represent the relationship among key ideas • Make inference from a play script 	<p>READING: Reading the following texts:</p> <ul style="list-style-type: none"> • Mathematics Garbage: Indonesia Produces 500 Million Liters Per Day • Social Studies What Are the Effect of Poor Waste Management? • Science Three Rs – Reduce, Reuse, Recycle • Islamic Studies Why Don’t Muslim Families Recycle? • Literature Play script “A Day in The Life of a Waste Picker” 	<p>VOCABULARY Verb Prefixes with Specific Meanings</p> <p>GRAMMAR Adjective Ending in -ing and -ed</p>	<p>111</p> <p>-</p> <p>148</p>
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		<p>LISTENING: Listening to the speakers in the video "What Can I Recycle? Green Living", partner's response, other students' comments</p> <p>SPEAKING: Telling, discussing, presenting ideas, asking and answering questions, asking/giving comments , and performing play script "A Day in The Life of a Waste Picker"</p> <p>WRITING: Writing answers, main points, conclusions, and reading reports</p>		
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Unit 5 – HEALTHY BODY

<p>Healthy Body Requires Healthy Habits</p>	<p>The students are able to:</p> <ul style="list-style-type: none"> • Guess the meaning of unfamiliar words from context • Find the topic, main idea, and supporting details of a paragraph • Paraphrase information in a text • Map a story using graphic organizer 	<p>READING: Reading the following texts:</p> <ul style="list-style-type: none"> • Science Top 10 Most Important Body Organs • Mathematics How Many Calories Do You Need?: Calculate Your Metabolic Rate • Social Studies The Importance of Social Interaction to Human Health • Islamic Studies Health Guidelines from Quran and Sunnah • Literature Story "Health Vs Wealth" <p>LISTENING: Listening to the speakers in the video "How to Live With a Healthy Body and Mind", partner's response, other students' comments</p> <p>SPEAKING: Telling, discussing, presenting ideas, asking and answering questions, asking/giving comments</p>	<p>VOCABULARY Mathematical Operation Words</p> <p>GRAMMAR Transition Signals</p>	<p>181 - 194</p>
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		WRITING: Writing answers, main points, conclusions, tips for healthy living, and reading reports		
Unit 6 – ENVIRONMENTAL POLLUTION				
Stop Pollution to Save Our Environment	The students are able to: <ul style="list-style-type: none"> • Make inference from a text, picture, and review • Identify the author’s viewpoint • Identify the author’s purpose 	<p>READING: Reading the following texts:</p> <ul style="list-style-type: none"> • Science 7 Kinds of Environmental Pollution • Social Studies Most Polluted Cities in the World • Literature Book Review “A River Ran Wild” • Mathematics How Much Air Pollution Comes from Car? • Islamic Studies How Islam Protects Environment <p>LISTENING: Listening to the speakers in the video “Pollution (Land, Air and Water Pollution”, partner’s response, other students’ comments</p> <p>SPEAKING: Telling, discussing, presenting ideas, asking and answering questions, asking/giving comments</p> <p>WRITING: Writing answers, main points, conclusions, and reading reports</p>	VOCABULARY Noun Suffixes GRAMMAR Passive Sentences	195 - 232
Unit 7 – NATURAL DISASTERS				
Gain More Knowledge of Natural Disasters, They	The students are able to: <ul style="list-style-type: none"> • Summarize information from a text • Synthesize 	<p>READING: Reading the following texts:</p> <ul style="list-style-type: none"> • Science What Is a Natural Disaster? • Social Studies Helping Children after 	VOCABULARY Adjective Suffixes GRAMMAR	233 - 283

<p>Could Happen Anywhere Around the World</p>	<p>information from a text</p> <ul style="list-style-type: none"> • Criticize author's opinion in a text 	<p>Natural Disasters: Information for Parents and Teachers</p> <ul style="list-style-type: none"> • Literature Post-Tsunami Storytelling in Indonesia • Mathematics House Damaged in a Natural Disaster? Claim Your Loss! • Islamic Studies Understand Islam: Natural Disasters or Divine Punishment in Islam? <p>LISTENING: Listening to the speakers in the video "Education for Disaster Preparedness" - "Pray for Indonesia Wasior Mentawai Merapi Disasters" partner's response, other students' comments</p> <p>SPEAKING: Telling, discussing, presenting ideas, asking and answering questions, asking/giving comments, and describing pictures of "Wasior Mentawai Merapi Disasters"</p> <p>WRITING: Writing answers, main points, conclusions, stories, and reading reports</p>	<p>Conditional Statements (If Statements)</p>	
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WATER



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Concept

SAVE WATER CAN SAVE LIFE



Learning Objectives

1. To preview a text
2. To identify keywords in a text
3. To make predictions about a text
4. To generate questions about a text



think individually

1. Did you notice a common thread among those pictures?
2. What are other activities that need water in and around your home?
3. What will happen if you do not have an adequate water supply?
4. Make notes on your main points.



work in pairs

5. Tell your notes to a partner and listen to your partner's response.
6. Discuss and write your conclusions.
7. **Create a slogan on the importance of water in our lives to inspire others to save water.** e.g., *Waste water today – Live in thirst tomorrow.*



tell the class

8. Tell the class your conclusions.
9. Tell the class your slogans and write them on the board.

READING ACTIVITIES



Reading Strategy 1: Previewing

Previewing a text is taking a quick look over the text to get an idea of what will you find in a text before you actually read it. This strategy helps you activate your background knowledge and experience about the topic, make connections to the new information in the text, and make some predictions about the text. By previewing a few seconds, you can decide which parts of the text interest you.

Guidelines for previewing a text:

1. Look at the title. Does it give you any clue(s) as to what the text will be about?
2. Examine the text features (bold, subtitles, headings, subheadings, etc.)
3. Notice if there are pictures, maps, names, dates, numbers in the text.
4. Go to the first and the last paragraphs of the text.
5. Go through the body of the text and read only the first and last sentence of each paragraph.
6. Preview the text quickly, not more than sixty seconds.

You can preview any kinds of texts such as newspaper articles, magazine articles, letters, textbook assignments, tests, etc., whenever you want to pick up an idea about a text only in a few seconds. Previewing before you read, can help you pick up some information about the text you are going to read.



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Previewing Practice



Task 1

Read the questions below. Then, take a quick look over text 1 “**The Science of Water: Nature’s Most Important Nutrient**” on the next page for the answers. Work as quickly as you can!

No	Questions	Answers
1	What is the title of this text?	<i>The Science of Water: Nature’s Most Important Nutrient</i>
2	Does the title tell you what the text is about?	
3	Who is the author?	
4	What is the topic of this text?	
5	What other clues did you find?	
6	Is this text a fiction or nonfiction?	
7	Is this text a report or an explanation?	
8	What field of study does this text fit into?	
9	What would you expect to find in this text?	
10	Would you be interested in reading the text? Why?	



Task 2

1. Compare your answers with a partner.
2. Read the whole text to see if your answers were correct.
3. Make some corrections on your answers when necessary.



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The Science of Water: Nature's Most Important Nutrient

by Len Kravitz, Ph.D

Water is colorless, tasteless and odorless. Because of its numerous and diverse functions in the body, it is often regarded as the most important nutrient. Most people can survive no more than 7 days without water (Williams 2005). Although there is rigorous proof of its benefits, scientists still have trouble objectively advising people how much they need to drink daily to maintain favorable health. This article will plunge in for a look at this mysterious nutrient called H₂O.

Water 101: The Basic Facts

Water is the most abundant constituent of the body, accounting for 50%–60% of its mass. It is an inorganic (carbonless) substance composed of two hydrogen atoms (H₂) bonded to one oxygen atom (O). Water is intricately involved in numerous functions of the body (see Figure 1), including the transport of oxygen, nutrients and waste products into and out of the cells. Drinking water contains several electrolytes (substances in solution that conduct an electric current), including calcium, chloride, fluoride, magnesium, potassium and sodium. Water is necessary for all digestion and absorption functions, and it lubricates mucous membranes in the gastrointestinal and respiratory tracts. Even though it contains no calories, water is the medium for most chemical reactions in the body, especially those metabolic reactions involved in energy production. The body uses water as a coolant, helping to regulate body temperature during exercise, when fever is present and in hot environments. Water also serves as a cushioning component between joints, in the spinal cord and in the brain.

How Water Is Stored

Water is stored in either intracellular (inside the cell) fluid (ICF) or extracellular (outside the cell) fluid (ECF) compartments. The ICF accounts for about 65% of the body's water, while the ECF (35%) is made up of blood plasma and lymph (a transparent, slightly yellow fluid that carries lymphocytes), which serve as the transport medium for wastes and nutrients throughout the body. Minerals such as chloride, potassium and

sodium participate in the maintenance of ICF and ECF levels; a process governed by hormonal messages from the brain and the kidneys. If any molecule becomes too concentrated in one fluid compartment, it will pull water from the other compartment to dilute itself. For instance, eating pizza often makes a person thirsty because the sodium from the sauce, cheese and meats accumulates in the ECF, pulling water from the ICF. Cell sensors detect this change and signal the brain that cells are dehydrating. The brain (specifically the hypothalamus) sends a signal to drink more water. So, whenever any minerals or molecules become too concentrated in either the ICF or ECF, the brain will signal the body to drink more water until that compartment is appropriately diluted for homeostasis (maintenance of the body's internal environment). If more fluid is present at the cells than is desired, the kidneys proceed to make urine by filtering the excess fluid from the blood.

The Current Daily Water Intake Reality

The Institute of Medicine (IOM) published its Dietary Reference Intake for water in February 2004. This scientific committee established an adequate intake (AI) for total water to prevent the harmful (chiefly acute) effects of dehydration. Every day, close to a liter of water is lost from breathing, perspiring and bowel movements. Also, the average urine output for adults is up to 1.5 liters a day. Consequently, the IOM AI (for total water) for sedentary men and women (19–50 years) is 3.7 liters and 2.7 liters per day, respectively. The committee explains that drinking fluids represents about 81% of total water intake with 19% of water being provided by foods. So, the AI recommendation for actual fluid intake is 3.0 liters for men and 2.2 liters for women. Since 1 liter = 33.8 fluid ounces, men are advised to drink 101.4 fluid ounces, or 13 cups (a cup is 8 fluid ounces) of beverages and drinking water per day, and women are advised to drink 74.4 fluid ounces, or 9 cups, per day. For girls 14–18 years, the AI is 2.3 liters per day (77.7 ounces, or 9.5 cups); and for boys 14–18 years, it is 2.4 liters per day (81.1 ounces, or 10 cups).

Hydration and Health & Disease

Kidney Stones. Portis and Sundaram (2001) summarize several factors that may contribute to kidney stone formation, including age, gender, race, climate and medications. They also state that the most important factor influencing kidney stone formation is decreased fluid intake. To help prevent kidney stones, Hughes and Norman (1992) recommend moderation in the intake of calcium, oxalate (beverages such as beer, chocolate milk, teas and fruit juices), protein, sodium and alcohol, while increasing the intake of water and fiber.

Cancer of the Bladder and Lower Urinary Tract. The causes of bladder cancer include cigarette smoking and occupational exposure to aromatic amines (air contaminated by wild fires or coal tar). However, it has also been clearly established that decreased water consumption is associated with bladder and lower-urinary-tract cancer (Altieri, La Vecchia & Negri 2003). Altieri and colleagues theorize that a decreased fluid intake results in a greater concentration of carcinogens in the urine and/or prolonged contact with bladder mucous membranes.

Colorectal Cancer. Colorectal cancer is cancer that develops in either the colon or the rectum. From the small intestine, partly digested food enters the colon (the first 5 feet of the large intestine), which removes water and nutrients from the food and turns the rest into waste. The waste then passes from the colon into the rectum (the last 6 inches of the large intestine) and then out of the body. Researchers have theorized that low fluid intake (in conjunction with the fact that we excrete about 80–200 ml of water a day in waste) may raise the risk of colorectal cancer by lengthening bowel transit time, thus increasing the contact of carcinogens within mucous membranes in the colon and rectum (Altieri, La Vecchia & Negri 2003).

Clinical Health. From a clinical point of view, any health-related body water deficit (e.g., from diarrhea, vomiting or climatic stress) that challenges the ability of the body to maintain homeostasis can negatively impact physiological function and health, particularly if these conditions persist for ≥ 24 hours.

Hydration and Mental Performance

The research on hydration and mental performance is in its formative years, although the science is clear that decrements in visuomotor (visual perception by the brain), psychomotor and cognitive performance can occur when 2% or more of body weight is lost because of water restriction, heat or physical exertion (Grandjean & Grandjean 2007).

Hydration and Physical Performance

According to Murray (2007) the literature discussing physical performance and hydration began in the late 1800s. Murray summarizes that a drop in body water levels to below normal can reduce motivation and effort, cardiovascular function (see Figure 2), metabolic reactions and thermoregulatory control mechanisms. Water depletion exceeding 2% of body weight (as little as 3 pounds of water in a 150-pound athlete) can provoke these negative consequences. Such deleterious physiological events are more severe in warm environments.

Dehydration and Heat Disorders

The initial signs of dehydration may include lightheadedness, headache, loss of appetite, flushed skin, dry and sticky mouth, fatigue, dry eyes, muscle weakness, burning sensation in the stomach, and dark urine with a strong odor (Kleiner 1999). As dehydration worsens, Kleiner states, symptoms may include difficulty swallowing, clumsiness, sunken eyes, dim vision, numbness of the skin, and muscle spasms. The one effective treatment for dehydration is to replace lost fluids with cool water. Sports drinks containing electrolytes and a carbohydrate solution may also help. The three heat syndromes related to dehydration are heat cramps, exhaustion and stroke. Heat cramps are painful, brief muscle cramps that occur during exercise or work in a hot environment. Heat cramps usually affect calves, thighs, abdomen and shoulders when they become fatigued by heavy exertion. Kleiner (1999) theorizes that the cramping is most likely due to high sweat rates and dehydration disrupting the sodium and potassium ICF and ECF balance. The treatment is to gradually cool down, rest and drink an electrolyte-containing beverage while gently massaging and stretching the affected muscle groups. Medical assistance should be sought if the cramps continue for an hour.

With heat exhaustion a person may go into hypovolemic shock (a state of decreased blood plasma and volume characterized by pale, cool, clammy skin with a rapid heart rate and shallow breathing) and have some of the following symptoms—low or undetectable blood pressure, nausea, heavy sweating, low-grade fever, headache and diminished consciousness. A person suffering from heat exhaustion should be put into a supine position, with legs and feet slightly elevated, in a shady or air-conditioned location. He or she should drink cool water and be cooled by spray, sponge or fanning. Heat exhaustion can quickly lead to heat stroke. Medical assistance should be sought if the symptoms worsen. Heat stroke is an escalation of heat cramps and heat exhaustion. It is a life-threatening condition occurring when body temperature is 104 degrees Fahrenheit (40 degrees Celsius) or higher. Sweating often stops, and the pulse rate may increase to about 130 beats per minute or higher. Seizures, lack of consciousness or hallucination may also occur, and weak muscles may become either more rigid or limp. Immediate medical intervention is needed to prevent brain damage, organ failure and/or loss of life.

Proper Fluid Replacement and Endurance Exercise

Inappropriate hydration during exercise is a chief contributing factor to poor performance during endurance events, particularly in hot and humid conditions. The American College of Sports Medicine (ACSM) recently released its newest Position Stand on exercise and fluid replacement in an

effort to guide exercisers toward safe and enjoyable participation in endurance exercise (Sawka et al. 2007). In its stand, the ACSM emphasizes three key points: prehydrating before exercise, hydrating during exercise and rehydrating after exercise.

Prehydrating. This is to make certain that any fluid and electrolyte insufficiency is corrected *prior* to starting the cardiovascular exercise bout. Hydrating can begin about 4 hours before the workout session and continue progressively. About 5–7 ml per kilogram (kg) of body weight (1 kg = 2.2 pounds) should be sufficient. So, if a person weighs 150 pounds, that weight is 68 kg; therefore 7 ml/kg x 68 = 476 milliliters of fluid. Since 8 ounces is equivalent to 237 ml, 476 ml is about 16 ounces, or two glasses of water. Consuming some sodium-containing foods or snacks with the two glasses of water may help retain the fluid. A beverage with very light sodium (20–50 mEq [milliequivalents] per liter or 460–1,150 milligrams [mg] per liter) would also suffice.

Hydrating. The hydration goal *during* exercise is to prevent excessive water loss and disparities in electrolyte balance in the working muscle cells. The recommendations can be quite variable, depending on sweat rate, mode of exercise, exercise duration, weather conditions, hydration opportunities, training status, heat acclimatization and exercise intensity. Because of this, ACSM recommends following a customized hydration strategy that includes periodic hydration segments during the workout.

Sawka and colleagues (2007) clarify that balancing electrolyte and water deficits during prolonged (≥ 3 hours) exercise is difficult, and exercisers are encouraged to monitor their pre- and post-workout body weights and try to match the weight loss (via sweat) with fluid replacement during the session. To sustain endurance exercise performance ≥ 1 hour, carbohydrate consumption (with a mixture of sugars, such as glucose, fructose, maltodextrin and sucrose) may be beneficial. Carbohydrate consumption at a rate of ~ 30 – 60 grams per hour has been found quite effective in maintaining glucose levels for continuous aerobic performance beyond 1 hour (Sawka et al. 2007). These researchers add that the carbohydrate concentration should be up to 8%, and not beyond, because a higher concentration may impede gastric (stomach) emptying. Electrolyte needs during prolonged exercise are best replenished with fluids containing ~ 20 – 30 mEq per liter (460–690 mg per liter) of sodium and ~ 2 – 5 mEq per liter (80–200 mg per liter) potassium.

Rehydrating. *After* exercise, the goal is to replenish any fluid or electrolyte shortfall. Sawka and colleagues (2007) suggest a resumption of normal

meals and snacks (that contain adequate sodium) with sufficient water to restore sodium levels in the body. The authors state that sodium losses are quite different from person to person and are difficult to assess, but a variety of food choices will supply the depleted electrolytes. Last, the body's cells absorb post-exercise fluids best when they are ingested gradually, as opposed to in single large amounts. As a general rule, for each kg (2.2 pounds) of weight difference pre- to post-exercise, the body will need about 1.5 liters of fluid (Sawka et al. 2007). Converting kilograms to pounds, for each pound of sweat lost in exercise, about 25 ounces of fluid must be drunk after exercise.

Water is the most omnipresent substance on our planet. We could not exist without it. The unique properties of water place limits on our physiology and anatomy while simultaneously providing the opportunities for physical activity, exercise and life. We know a great deal about this substance we depend on, yet there is still so much more to learn about the mysterious molecule we call H₂O.

source: IDEA Fitness Journal, Vol. 5, Issue 11

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Vocabulary in Focus: Measurement Unit Words

Read the following measurement unit words *before* you read text 2 “How to Calculate How Much Water to Drink Daily?” on the next page.

MEASUREMENT



petobesityprevention.com



atravellingwife.blogspot.com



en.wikipedia.org

Measurement Units

Measurements are ways to quantify items around us. They are used to give number values to distance (length, width, and height), weight, time, volume (liquid measurements), and temperature. They have a variety of uses in everyday life. For examples, they can tell us how tall we are, how heavy we are, how much we drink, and how far it is, etc. There are two systems of measuring things—English and Metric. English measurements are used only in the United States, while metric measurements are used in nearly every other country

Common English Measures

Distance: inches (in), feet (ft), yards (yd), miles (mi)

Weight: ounces (oz), pounds (lb), tons (t)

Volume: fluid ounces (fl oz), teaspoons (tsp), cups (c), pints (pt), quarts (qt), gallons (gal)

Temperature: degrees Fahrenheit (°F)

Speed: miles per hour (mph)

Common Metric Measures

Distance: millimeter (mm), centimeter (cm), meter (m), kilometer (km)

Weight: milligrams (mg), grams (g), kilograms (kg), ton (t)

Volume: milliliters (mL), liters (L)

Temperature: degrees Celsius (°C)

Speed: meter per second (m/s)

English to Metric Conversions

Distance: 1 in = 2.54 cm, 1 ft = 0.3 m, 1 yd = 0.9 m, and 1 mi = 1.6 km

Weight: 1 oz = 28.4 g, and 1 lb = 0.5 kg

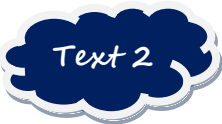
Volume: 1 fl oz = 29.6 mL or 0.296 L, 1 tsp = 4.9 mL, 1 cup = 237 mL, 1 pint = 473 mL, 1 quart = 0.9 L, 1 gallon = 3.79 L

Temperature: 32°F = 0°C.

Read text 2 below. Then, do the task that follows.



rawgirltoxicworld.com



How to Calculate How Much Water to Drink Daily?
by eHow Contributor



Ever wonder how much water you should drink every day. Here is an easy trick to figure it out. Drinking water every day will help you to be healthier and lose weight so make sure you know how much you need! Follow these following steps!



<http://www.google.com>



1. Weigh yourself and write down or note your weight.
2. Take the number of pounds you weigh and multiply that by $\frac{2}{3}$. That is the number of ounces you should drink every day. For example, if you weigh 150 pounds, two thirds of that is 100 and that is how many ounces you should drink daily.
3. Add 12 ounces of water for every 30 minutes you work out.
4. Make a plan for how you will drink that much water every day. The easiest way to ensure you drink the right amount daily is to buy a reusable container that you can refill throughout the day.
5. Figure out how much water the bottle/container holds and then divide that amount into your total amount of water per day that you figured out in steps 1-3. For instance, if the bottle you use holds 16 oz. of water and you need to drink 100 oz, you would divide $100 \text{ oz} / 16 \text{ oz}$. and learn that you need to drink about 6 and a quarter bottles per day. You can then plan out your day. You can drink one at breakfast, one between breakfast and lunch, one at lunch, one between lunch and dinner, one at dinner, and one before you go to bed. Think about your day and plan out when you will drink your water!



Task 3

Work in a group of four or five students. Follow the steps in text 2 “**How to Calculate How Much Water to Drink Daily?**” to calculate how much water you and your friends should drink every day for health and weight loss benefits.

e.g. If your weight: 59 kilograms (130 pounds) and you work out for 60 minutes a day.

- Multiply 130 by 2/3 : $130 \times 2/3 = 87$
- Then, add 87 by 12 (30 minutes) : $87 + 12 = 99$ ounces of water daily

Notes:

1 kilogram = 2.205 pounds

1 ounce = 0.296 liter

You can use the **Conversion Tables** on the following page.

1. Ask your friends how much their weight
2. Ask them how long they work out every day



w.

3. Complete the table of **Daily Water Intake** below.

No	Name	Weight		Work out (minutes)	Amount of Water Intake	
		kg	lb		oz	L
1	Dian	59	130	30	99	2.9
2						
3						
4						
5						

Weight or Mass Conversion Table Kilograms to Pounds (kg to lb)

kilogram (kg)	pound (lb)	kilogram (kg)	pound (lb)	kilogram (kg)	pound (lb)	kilogram (kg)	pound (lb)	kilogram (kg)	pound (lb)
1	2.205	34	74.957	67	147.710	100	220.462	133	293.215
2	4.409	35	77.162	68	149.914	101	222.667	134	295.419
3	6.614	36	79.366	69	152.119	102	224.872	135	297.624
4	8.818	37	81.571	70	154.324	103	227.076	136	299.829
5	11.023	38	83.776	71	156.528	104	229.281	137	302.033
6	13.228	39	85.980	72	158.733	105	231.485	138	304.238
7	15.432	40	88.185	73	160.937	106	233.690	139	306.443
8	17.637	41	90.390	74	163.142	107	235.895	140	308.647
9	19.842	42	92.594	75	165.347	108	238.099	141	310.852
10	22.046	43	94.799	76	167.551	109	240.304	142	313.056
11	24.251	44	97.003	77	169.756	110	242.508	143	315.261
12	26.455	45	99.208	78	171.961	111	244.713	144	317.466
13	28.660	46	101.413	79	174.165	112	246.918	145	319.670
14	30.865	47	103.617	80	176.370	113	249.122	146	321.875
15	33.069	48	105.822	81	178.574	114	251.327	147	324.080
16	35.274	49	108.027	82	180.779	115	253.532	148	326.284
17	37.479	50	110.231	83	182.984	116	255.736	149	328.489
18	39.683	51	112.436	84	185.188	117	257.941	150	330.693
19	41.888	52	114.640	85	187.393	118	260.145	151	332.898
20	44.092	53	116.845	86	189.598	119	262.350	152	335.103
21	46.297	54	119.050	87	191.802	120	264.555	153	337.307
22	48.502	55	121.254	88	194.007	121	266.759	154	339.512
23	50.706	56	123.459	89	196.211	122	268.964	155	341.717
24	52.911	57	125.663	90	198.416	123	271.169	156	343.921
25	55.116	58	127.868	91	200.621	124	273.373	157	346.126
26	57.320	59	130.073	92	202.825	125	275.578	158	348.330
27	59.525	60	132.277	93	205.030	126	277.782	159	350.535
28	61.729	61	134.482	94	207.235	127	279.987	160	352.740
29	63.934	62	136.687	95	209.439	128	282.192	161	354.944
30	66.139	63	138.891	96	211.644	129	284.396	162	357.149
31	68.343	64	141.096	97	213.848	130	286.601	163	359.353
32	70.548	65	143.300	98	216.053	131	288.806	164	361.558
33	72.753	66	145.505	99	218.258	132	291.010	165	363.763

Notes: 1 kilogram = 2.2046 pounds
1 pound = 0.45359 kilogram

source: <http://www.aqua-calc.com/convert/weight/kilogram-to-pound>
accessed: June 5, 2013

Fluid Conversion Table Ounces to Liters (oz to L)

ounce (oz)	liter (L)	ounce (oz)	liter (L)	ounce (oz)	liter (L)	ounce (oz)	liter (L)	ounce (oz)	liter (L)
1	0.029574	34	1.0055	67	1.9814	100	2.9574	133	3.9333
2	0.059147	35	1.0351	68	2.0110	101	2.9869	134	3.9629
3	0.088721	36	1.0646	69	2.0406	102	3.0165	135	3.9924
4	0.11829	37	1.0942	70	2.0701	103	3.0461	136	4.0220
5	0.14787	38	1.1238	71	2.0997	104	3.0756	137	4.0516
6	0.17744	39	1.1534	72	2.1293	105	3.1052	138	4.0811
7	0.20701	40	1.1829	73	2.1589	106	3.1348	139	4.1107
8	0.23659	41	1.2125	74	2.1884	107	3.1644	140	4.1403
9	0.26616	42	1.2421	75	2.2180	108	3.1939	141	4.1699
10	0.29574	43	1.2717	76	2.2476	109	3.2235	142	4.1994
11	0.32531	44	1.3012	77	2.2772	110	3.2531	143	4.2290
12	0.35488	45	1.3308	78	2.3067	111	3.2827	144	4.2586
13	0.38446	46	1.3604	79	2.3363	112	3.3122	145	4.2882
14	0.41403	47	1.3900	80	2.3659	113	3.3418	146	4.3177
15	0.44360	48	1.4195	81	2.3955	114	3.3714	147	4.3473
16	0.47318	49	1.4491	82	2.4250	115	3.4010	148	4.3769
17	0.50275	50	1.4787	83	2.4546	116	3.4305	149	4.4065
18	0.53232	51	1.5082	84	2.4842	117	3.4601	150	4.4360
19	0.56190	52	1.5378	85	2.5137	118	3.4897	151	4.4656
20	0.59147	53	1.5674	86	2.5433	119	3.5192	152	4.4952
21	0.62104	54	1.5970	87	2.5729	120	3.5488	153	4.5247
22	0.65062	55	1.6265	88	2.6025	121	3.5784	154	4.5543
23	0.68019	56	1.6561	89	2.6320	122	3.6080	155	4.5839
24	0.70976	57	1.6857	90	2.6616	123	3.6375	156	4.6135
25	0.73934	58	1.7153	91	2.6912	124	3.6671	157	4.6430
26	0.76891	59	1.7448	92	2.7208	125	3.6967	158	4.6726
27	0.79849	60	1.7744	93	2.7503	126	3.7263	159	4.7022
28	0.82806	61	1.8040	94	2.7799	127	3.7558	160	4.7318
29	0.85763	62	1.8336	95	2.8095	128	3.7854	161	4.7613
30	0.88721	63	1.8631	96	2.8391	129	3.8150	162	4.7909
31	0.91678	64	1.8927	97	2.8686	130	3.8446	163	4.8205
32	0.94635	65	1.9223	98	2.8982	131	3.8741	164	4.8501
33	0.97593	66	1.9519	99	2.9278	132	3.9037	165	4.8796

Notes: 1 ounce = 0.02957 liter

1 liter = 33.81402 ounces

source: <http://www.metric-conversions.org/volume/us-ounces-to-liters-table.htm>
accessed: February 25, 2014

Reading Strategy 2: Identifying Keywords

Keywords and phrases are the content words that carry the most meaning in a text. They are significant words that can help you read more [efficiently](#) and connect information together to answer questions, summarize information, or infer meaning. If you focus on keywords or phrases, you can read more quickly because you read part of the text that you need.

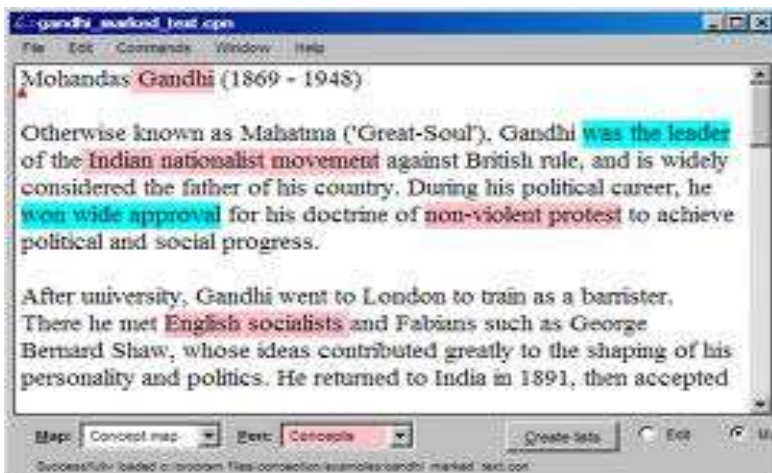
Learning keywords and their definitions is an important part of reading. The more words you know, the more you will be able to understand what you read. When you have some questions to answer from a text, identifying keywords/phrases is important to assist you in locating the answers in the text and it will save time.



These are guidelines for using this strategy in locating information in the text:

1. Identify the keywords or phrases in the directions or questions.
2. Identify the relevant words or phrases in the text.
3. Underline or highlight any relevant word that you have identified.
4. Avoid terms or concepts that cannot be easily described.
5. Read the whole questions before you fill in your answers.

KEY WORDS



Parlog.com

Moreover, in academic work, you are often expected to give definitions of keywords and phrases in order to demonstrate that you understand these terms clearly. You can read standard definitions in your dictionary and then come up with your own definitions. However, academic writers generally define terms in their writings, so that the readers understand exactly the meaning of certain key terms that are used.

 **Identifying Keywords Practice**



Task 4

A. Preview text 3 **“Water Scarcity in Africa”** on the next page. Identify the keywords/phrases from the text and write their definitions. Work as quickly as you can!

No	Keywords	Definitions
1	<i>water scarcity</i>	<i>insufficiency or shortness of water supply</i>
2	<i>hydrologist</i>	<i>a person skilled in hydrology, study of the properties, distribution, and effects of water</i>
3		
4		
5		
6		
7		
8		
9		
10		
...		

B. Read the questions below. Then, underline or highlight any relevant information that you have identified in text 3 **“Water Scarcity in Africa”**.

1. What does WHO stand for?
World Health Organization _____
2. What is absolute scarcity?

3. What does WSSCC stand for?

4. When the Conference on "Water Scarcity in Africa: Issues and Challenges" was held?



Water scarcity or lack of safe drinking water is one of the world's leading problems affecting more than 1.1 billion people globally, meaning that one in every six people lacks access to safe drinking water. The Joint Monitoring Program for Water Supply and Sanitation set up by the World Health Organization (WHO) and United Nations Children's Fund (UNICEF) defines safe drinking water as "water with microbial, chemical and physical characteristics that meets WHO guidelines or national standards on drinking water quality."

Hydrologists generally assess water scarcity by looking at a population-to-water equation that treats 1,700 cubic meters per person as the national threshold for meeting water requirements for agricultural and industrial production, energy, and the environment. Availability below the threshold of 1,000 cubic meters represents a state of "water scarcity", while anything below 500 cubic meters represents a state of "absolute scarcity".

As of 2006, one third of all nations suffered from clean water scarcity, but Sub-Saharan Africa had the largest number of water-stressed countries of any other place on the globe and of an estimated 800 million people who live in Africa, 300 million live in a water stressed environment. According to findings presented at the 2012 Conference on

"Water Scarcity in Africa: Issues and Challenges", it is estimated that by 2030, 75 million to 250 million people in Africa will be living in areas of high water stress, which will likely displace anywhere between 24 million and 700 million people as conditions become increasingly unlivable.

In Africa, the struggle for access to clean drinking water is indicative of how water scarcity leads to the stalling of human progress. It is an issue that touches all aspects of development including health, agricultural productivity, education and opportunities of women and children, stability and peace, as well as economic productivity. All issues are interconnected and experience much overlap, that any improvement to the availability to clean water in Africa has the potential to solve a number of developmental barriers.

The most immediately apparent impact of water scarcity in Africa is on the continent's health. With a complete lack of water, humans can only live up to 3 to 5 days on average. This often forces those living in water deprived regions to turn to unsafe water resources, which, according to the [World Health Organization](#), contributes to the spread of [waterborne diseases](#) including [malaria](#), [typhoid fever](#), [cholera](#), [dysentery](#) and [diarrhea](#), and can lead to diseases such as [trachoma](#), plague, and [typhus](#). Additionally, water scarcity causes many people to store water within the household, which increases the risk of household water contamination and incidents of malaria and dengue fever spread by mosquitoes.

These waterborne diseases are not usually found in developed countries because of sophisticated [water treatment](#) systems that filter and chlorinate water, but for those living with less developed or non-existent water infrastructure, natural, untreated water sources often contain tiny disease-carrying worms and bacteria. Although many of these waterborne sicknesses are treatable and preventable, they are nonetheless one of the leading causes of disease and death in the world. Globally, 2.2 million people die each year from diarrhea-related disease, and at any given time fifty percent of all hospital beds in the world are occupied by patients suffering from water-related diseases. Infants and children are especially susceptible to these diseases because of their young immune

systems, which leads to elevated [infant mortality](#) rates in many regions of Africa.

When infected with these waterborne diseases, those living in African communities suffering from water scarcity cannot contribute to the community's productivity and development because of a simple lack of strength. Additionally, individual, community, and governmental economic resources are sapped by the cost of medicine to treat waterborne diseases, which takes away from resources that might have potentially been allocated in support of food supply or school fees. Also, in term of governmental funding, the [Water Supply and Sanitation Collaborative Council](#) (WSSCC) estimates that in [Sub-Saharan Africa](#), treatment of diarrhea due to [water contamination](#) consumes 12% of the country's health budget. With better water conditions, the burden on healthcare would be less substantial, while a healthier workforce would stimulate economic growth and help alleviate the prevalence of poverty.

source: <http://en.wikipedia.org/wiki/waterconflict>

accessed: June 7, 2013



Reading Strategy 3: Making Predictions

Predicting a text is anticipating what you will read in a text by using information from the text, including title, headings, sub-headings, tables, graphs, and pictures. It involves thinking ahead while reading and anticipating information and events in the text. Making predictions help you activate your prior knowledge/experiences about the text and make connections between new information and what you already know.

Active readers make predictions as they read. They use clues and evidence from the text to help them make predictions as they read. Making predictions is a reading strategy you can use to increase your comprehension. After making predictions, you can read through the text, then check, refine, revise, and verify your predictions.

Here are some guidelines for predicting a text:

1. Preview the text quickly.
2. Predict what you are going to read about.
3. Analyze key details and refer to text to support your predictions.
4. Confirm and revise your predictions while reading.
5. When you have completed the text, reread all of your predictions and make adjustments.

You can apply this strategy in approaching different kinds of texts, fiction and nonfiction, such as textbooks, short stories, novels, etc. This strategy will lead you to a higher-level thinking of the text. So, be a smart text predictor!



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Making Predictions Practice



Task 5

1. Discuss your list of keywords in task 4 in a group of four students.
2. Predict what text 3 **“Water Scarcity in Africa”** will be about.
3. What clues did you use to support your prediction?



Task 6

1. Read the whole text to check your prediction.
Was your prediction accurate?
2. Make some corrections on your prediction when necessary.



Grammar in Focus: Modal Verbs

Read the explanation of modal verbs below before you read text 4 “How Islam Could Help Fight Water Scarcity” on the next page.

A modal verb is a type of [auxiliary verb](#) that is used to indicate [modality](#) – that is, likelihood, ability, permission, obligation, etc. A modal verb gives more information about the function of the main [verb](#) that it governs. They are used with other verbs to express ability, permission, possibility, obligation, strong belief, advice, request, offer, and so on. They don't use a suffix 's' for the third person singular. They make questions by inversion. They are followed directly by the infinitive (verb without 'to'). Modal verbs include *can, could, may, might, will, would, shall, should, must, and ought to*.

For examples:

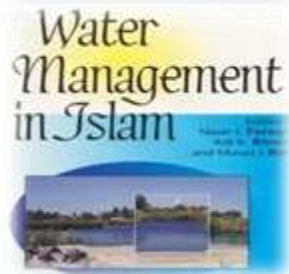
1. Muslim nations **may** (possibility) face a lot of diverse problems but one concern they share is water scarcity.
2. Water **must** (obligation) be shared with other creations, if there is water remaining, it can be used for agriculture.

Read text 4 “How Islam Could Help Fight Water Scarcity” and give more attention on the use of modal verbs in the text.



How Islam Could Help Fight Water Scarcity by [Arwa Aburawa](#)

Muslim nations may face a lot of diverse problems but one concern they share is water scarcity. At the latest [conference of Islamic environment ministers](#), water shortage was highlighted as one of the most pressing environmental issue facing the region and Muslim leaders stated it finding a solution was one of the ‘most important duties of our time’. Could reconnecting to Islamic water management principles help Muslim countries avoid the worst effects of water scarcity brought on by climate change?



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What Islam Says About Water

As the ultimate source of life, water is held in high regard by most societies. It is considered a blessing, a gift and something which must be protected for the benefit of all of mankind. According to an excellent report by Naser I. Faruqi entitled "[Islam and water management: Overview and principles](#)" water is of profound importance to Islam. In the Qur'an, water is a reoccurring motif of purity as it is used for ablutions (washing before prayers) five times a day and paradise is also described as "gardens beneath which rivers flow".

The main principles which emerge from Islamic teachings is that every human has a right to clean water to quench their thirst and also that water is precious resource which must not be wasted even during abundance. The right to water is established by the notion that water (as well as land and fuel) is a shared resource which everyone must have access to. In the fact the importance of sharing water equally was highlighted by a *hadith* in which the Prophet Muhammad (pbuh) said that one of the people Allah ignores on judgment day is the person who hoarded water excessively to the detriment of others. Whilst humans are judged to have first priority access to water, it must be shared with other creations and finally, if there is water remaining, it can be used for agriculture.

Saving Water and Changing Behaviours

Limiting waste and conserving water is also highlighted in Islamic teaching. The Qur'an tells mankind that they should care for precious resources and limit waste: "O Children of Adam... Eat and drink: But waste not by excess, for God love not the wasters." There is evidence which states that the Prophet used just 2/3 of a litre of water to perform ablution and that he spoke of not wasting water even when it was abundant: "Do not waste water even if performing ablution on the bank of a fast-flowing, large river."

Whilst these two principles may appear to be common sense notions, the strength of invoking these Islamic principles is their ability to reach out to a wide group of people and also to change behaviours in the Muslim world. Faruqi states in his report that considering the clear Islamic water ethic, "it is surprising that they are not used more widely to promote water conservation in predominantly Muslim countries." Whole scale behavioural change is one of the major stumbling blocks for dealing with climate change, but in the Muslim world at least, highlighting the Islamic notions of water care could be a useful solution to the region's water problems.

source: <http://www.greenprophet.com/2010/10/islam-water-scarcity/>
accessed: June 7, 2013



Task 7

Underline the modal verbs in the following sentences. What expressions do they expressed?

1. Muslim nations may face a lot of diverse problems; one of them is water scarcity.

May: possibility _____

2. As the ultimate source of life, water is held in high regard by most societies. It is considered a blessing, a gift and something which must be protected for the benefit of all of mankind.

3. Could reconnecting to Islamic water management principles help Muslim countries avoid the worst effects of water scarcity brought on by climate change?

4. The main principles which emerge from Islamic teachings is that every human has a right to clean water to quench their thirst and also that water is precious resource which must not be wasted even during abundance.

5. The right to water is established by the notion that water (as well as land and fuel) is a shared resource which everyone must have access to.

6. Whilst humans are judged to have first priority access to water, it must be shared with other creations.

7. Finally, if there is water remaining, it can be used for agriculture.

8. The Qur'an tells mankind that they should care for precious resources and limit waste: "O Children of Adam... Eat and drink: But waste not by excess, for God love not the wasters."

9. Whilst these two principles may appear to be common sense notions, the strength of invoking these Islamic principles is their ability to reach out to a wide group of people and also to change behaviours in the Muslim world.

10. Whole scale behavioural change is one of the major stumbling blocks for dealing with climate change, but in the Muslim world at least, highlighting the Islamic notions of water care could be a useful solution to the region's water problems.



Reading Strategy 4: Generating Questions

Questioning a text is asking yourself questions about the text before, during, and after you read it. Questions relate to the text's content, structure, and language. Questioning the text can help you improve your comprehension.

Pre-reading Questions

Questioning the text before reading can help you activate your topic specific knowledge, general world knowledge, text organization or structure knowledge, and author knowledge. For examples, What clues does the title/subtitle give? What clues do headings, illustrations, bold prints or italicized phrases give? What genre of writing does this text represent?, What is your goal in reading the text? What information do you hope the text will include? What questions do you hope the text will answer? What information do you know about the topic? Do you know the author's other works? Why do you think the author wrote the text?, etc.

Whilst Reading Questions

Questioning the text while reading can help you monitor your level of comprehension; apply appropriate strategies when comprehension breaks down. For examples, What are the key words that represent the main ideas? What clues can be used to understand unfamiliar words? Do I need to look the unfamiliar words up in the dictionary? Is it essential to know the definitions of words or phrases?, Do I need to slow down my reading in order to understand the ideas?, Do I need to reread the paragraph to understand the author's purpose. What images can I visualize using the text details in order to build my understanding, etc.

Post-reading Questions

Questioning the text after reading can help you respond, make connections, analyze and evaluate ideas, extend comprehension, and assess comprehension. For examples, Which pre-reading questions did the text answer?, Which predictions were confirmed and which were revised?, What are the main ideas of the text?, What cause and effect relationships were revealed?, What conclusions can be made from the information discussed in the text?, What connections did you make with the information in the text?, Would you recommend the text to other readers? Why or why not?, etc.



Generating Questions Practice



Task 8

Before you read text 5 “How to Read a Poem” on the next page, ask yourself questions about the text to aid your comprehension.

No	Pre-reading Questions
1	<i>What information will this text give me?</i>
2	
3	
...	

Read text 5 “**How to Read a Poem**” on the next page. While reading the text, ask yourself questions to monitor your comprehension.

No	Whilst-reading Questions
1	<i>Do I need to reread the text so that I understand the whole steps?</i>
2	
3	
...	

After you read text 5 “**How to Read a Poem**” on the next page, ask yourself questions to check your comprehension.

No	Post-reading Questions
1	<i>What are the main ideas of the text?</i>
2	
3	
...	



Read text 5 “How to Read a Poem?” below before you read the poems “Save Water Save Life” that follow.



How to Read a Poem?

These are some guidelines for reading and understanding a poem. Use the guidelines below to learn how to read a poem and understand it.

Read with a pencil

Read a poem with a pencil in your hand. Mark it up; write in the margins; react to it; get involved with it. Circle important, or striking, or repeated words. Draw lines to connect related ideas. Mark difficult or confusing words, lines, and passages. Read through the poem, several times if you can, both silently and aloud.

Examine the basic subject of the poem

1. Consider the title of the poem carefully. What does it tell you about the poem's subject, tone, and genre? What does it promise? (After having read the poem, you will want to come back to the title in order to consider further its relationship with the poem.)
2. What is your initial impression of the poem's subject? Try writing out an answer to the question, "What is this poem about?"--and then return to this question throughout your analysis. Push yourself to be precise; aim for more than just a vague impression of the poem. What is the author's attitude toward his or her subject?
3. What is the poem's basic situation? What is going on in it? Who is talking? To whom? Under what circumstances? Where? About what? Why? Is a story being told? Is something--tangible or intangible--being described? What specifically can you point to in the poem to support your answers?
4. Because a poem is highly compressed, it may help you to try to unfold it by paraphrasing the poem aloud, moving line by line through it. If the poem is written in sentences, can you figure out what the subject of each one is? The verb? The object of the verb? What a modifier refers to? Try to untie any syntactic knots.

5. Is the poem built on a comparison or analogy? If so, how is the comparison appropriate? How are the two things alike? How different?
6. What is the author's attitude toward his subject? Serious? Reverent? Ironic? Satiric? Ambivalent? Hostile? Humorous? Detached? Witty?
7. Does the poem appeal to a reader's intellect? Emotions? Reason?

Consider the context of the poem

1. Are there any allusions to other literary or historical figures or events? How do these add to the poem? How are they appropriate?
2. What do you know about this poet? About the age in which he or she wrote this poem? About other works by the same author?

Study the form of the poem

1. Consider the sound and rhythm of the poem. Is there a metrical pattern? If so, how regular is it? Does the poet use rhyme? What do the meter and rhyme emphasize? Is there any alliteration? Assonance? Onomatopoeia? How do these relate to the poem's meaning? What effect do they create in the poem?
2. Are there divisions within the poem? Marked by stanzas? By rhyme? By shifts in subject? By shifts in perspective? How do these parts relate to each other? How are they appropriate for this poem?
3. How are the ideas in the poem ordered? Is there a progression of some sort? From simple to complex? From outer to inner? From past to present? From one place to another? Is there a climax of any sort?
4. What are the form and genre of this poem? What should you expect from such a poem? How does the poet use the form?

Look at the word choice of the poem

1. One way to see the action in a poem is to list all its verbs. What do they tell you about the poem?
2. Are there difficult or confusing words? Even if you are only the slightest bit unsure about the meaning of a word, look it up in a good dictionary. If you are reading poetry written before the twentieth century, learn to use the *Oxford English Dictionary*, which can tell you how a word's definition and usage have changed over time. Be sure that you determine how a word is being used--as a noun, verb, adjective, and adverb--so that you can find its appropriate meaning. Be sure also to consider various possible meanings of a word and be alert to subtle differences between words. A good poet uses language very carefully; as a good reader you in turn must be equally sensitive to the implications of word choice.

3. What mood is evoked in the poem? How is this accomplished? Consider the ways in which not only the meanings of words but also their sound and the poem's rhythms help to create its mood.
4. Is the language in the poem abstract or concrete? How is this appropriate to the poem's subject?
5. Are there any consistent patterns of words? For example, are there several references to flowers, or water, or politics, or religion in the poem? Look for groups of similar words.
6. Does the poet use figurative language? Are there metaphors in the poem? Similes? Is there any personification? Consider the appropriateness of such comparisons. Try to see why the poet chose a particular metaphor as opposed to other possible ones. Is there a pattern of any sort to the metaphors? Is there any metonymy in the poem? Synecdoche? Hyperbole? Oxymoron? Paradox? A dictionary of literary terms may be helpful here.

Finishing Up

Ask, finally, about the poem, "So what?" What does it do? What does it say? What is its purpose?

source: **The Writer's Handbook, 2012.**

Water is a very important substance for living things. In fact, the scarcity of water on earth is increasing. Therefore, these two poems convey the message **"SAVE WATER – SAVE LIFE"**



<http://www.google.com>

Read the poems "Save Water Save Life" by Devika Chaturvedi and Robi'ah Adawiyah below.

SAVE WATER SAVE LIFE

by *Devika Chaturvedi*
India

by *Robi'ah Adawiyah*
Palembang, Indonesia

NATURE HAS GIVEN US WATER
THAT IS VERY USEFUL
WE CANNOT LIVE WITHOUT IT
IT MAKES OUR LIFE BEAUTIFUL

IT'S NATURALLY AVAILABLE TO US
IT'S PURELY FLOWS INTO US
IT'S SURELY GIVES US LIFE
IT'S TOTALLY HELP US

IF THERE WAS NO WATER
WE WOULD NOT HAVE RAIN
THE MOST PLEASANT TIME IN THE WORLD
THE HOT SUN WE SUFFER AGAIN AND AGAIN

NO WATER, NO LIFE
NO PLANTS GROW, NO ANIMALS SURVIVE
TERRIBLE LIFE WOULD BE
WE'RE SIMPLY NOTHING WITHOUT IT

IF YOU WASTE THE PRECIOUS WATER
THE LIFE WOULD BECOME A BOWING KNIFE
IT WOULD BE CRITISIZED BY THE OTHER PLANETS
"HA! YOU SAID THAT YOU BEAR LIFE"

IT'S PART OF LIVING THINGS LIFE
SAVE IT, SAVE LIFE
WASTE IT, LET LIFE ENDS
SAVE IT OR DIE WITHOUT IT

source:
<http://www.voicesnet.org/displayonepoem.aspx?poemid=70018>
accessed: June 7, 2013

source: **Adawiyah's Portfolio, 2014**



Task 9

Answer the following questions based on the poems **"Save Water Save Life"**.

1. What are those two poems about?

2. How are they alike?

3. Who are the writers? Where are they from?

4. Are they serious, ironic, hostile, or humorous toward their subject in the poems?

5. What are the writers' purposes in writing the poems?



Task 10

1. Write your own poem in a free form format based on the messages delivered in the poems **"Save Water Save Life"**.
2. Share your poem to a partner to get feedback.
3. Listen to the feedback. Rewrite your poem based on the feedback.
4. Then, present your poem in front of friends in an appropriate manner.



antarajambi.com



abektipatria.wordpress.com



unnes.ac.id

FOLLOW-UP ACTIVITIES

A. Access

<http://www.youtube.com/watch?v=9xPM6duS1Og>

"A Pleasant and Water Efficient Day"

Watch the video. Listen attentively to the speakers in the video.

Then, write the main points from the video.



zdnet.com

B. Recite *surah* Al-Maidah (77) and Az-Zumar (53) below. Discuss with friends in pairs or groups the messages from those *surah*.

قُلْ يٰٓأَهْلَ ٱلْكِتَآبِ لَا تَغْلُوْا فِى دِيْنِكُمْ غَيْرَ ٱلْحَقِّ وَلَا تَتَّبِعُوْا أَهْوَآءَ قَوْمٍ قَدْ

ضَلُّوْا مِنْ قَبْلُ وَأَضَلُّوْا كَثِيْرًا وَضَلُّوْا عَنْ سَوَآءِ ٱلسَّبِيْلِ ﴿٧٧﴾

{Al-Maidah: 77}

"Say: 'O' People of the Book! Do not exaggerate in your religion other than the truth, and do not follow the vain desires of the people who had gone astray a foretime, and led many astray, and went astray from the right path."

﴿ قُلْ يٰٓعِبَادِىَ ٱلَّذِيْنَ أَسْرَفُوْا عَلَىٰٓ أَنفُسِهِمْ لَا تَقْنَطُوْا مِنْ رَّحْمَةِ ٱللَّهِ ۚ إِنَّ ٱللَّهَ يَغْفِرُ

ٱلذُّنُوْبَ جَمِيْعًا ۚ إِنَّهُ هُوَ ٱلْغَفُوْرُ ٱلرَّحِيْمُ ﴿٥٣﴾

{Az-Zumar : 53}

Tell them, (O Prophet): 'My servants, who have committed excesses against themselves, do not despair of Allah's Mercy. Surely Allah forgives all sins. He is the Most Forgiving, Most Merciful.

C. Write a paragraph that gives advice to save water related to *surah* Al-Maidah 77 and Az-Zumar 53. Then, underline or highlight the modal verbs used in your paragraph.

EVALUATIONS

Reading Test

Test 1: Preview the text “**Youth Take Part in Water Sustainability**” below. Then, answer the questions that follow.

	<p style="text-align: center;">Youths Take Part in Water Sustainability by Corry Elyda</p> 
---	--

<http://www.google.com>

A 14-year-old student, Virda Yustika, showed off her team’s model of a water cycle process on Saturday while explaining it and the effect when the process was disturbed.



“If we do not plant trees or use water wisely, we will lose our ground water,” she said during an event, entitled Water Care Action, at Cattleya Park in West Jakarta.

She added that the plants guaranteed the water cycle process continued and using water wisely would help to keep water reserves. Virda, an eighth-grader, said that she and her friends from SMPN7 public junior high school in East Jakarta had been trying to save water by doing small things in their homes and at school.

“It’s an easy thing, actually. We can save water by turning off the tap when we aren’t using it and use water for showers or laundry wisely,” she said, adding that littering in rivers was a big no.

Virda said that understanding the water cycle and the effect when it was disturbed had motivated them to use water wisely. “Moreover, our school is near a small river that overflows and inundates the surrounding area in the rainy season,” she said.

However, Virda said, many of her schoolmates were not sufficiently aware to save water. “I think more students will realize the importance of saving water if the school creates more environmental activities like the event today,” she said.

The event, initiated by the Water Resource (SDA) Directorate General of the Public Works Ministry, aimed to encourage the public, especially the young generation, to have more awareness about clean water sustainability.

SDA general director Mohammad Hasan said that besides building supporting facilities for reserving water resources, the awareness of the public to change their lifestyle to be more environmentally friendly was also essential.

“We don’t only need to normalize the river but also to ‘normalize’ the people,” he said during a discussion at the event. The Jakarta administration is planning to normalize 13 rivers passing through the city and relocate thousands of squatters who live on their banks as part of flood mitigation programs.

Hasan said that normalizing rivers would be useless if people did not stop throwing their trash into them. “We usually net 40 tons of garbage from Manggarai sluice gate in South Jakarta in one day in the rainy season,” he said.

Hasan said, therefore, the mindset of people who used the river as a giant trash bin should be changed. “People who live along the river think that it is a trash bin for them to throw garbage and the Sanitary Agency workers will later clean it up at the sluice gate,” he said.

Hasan said he believed that the involvement of environmental communities would help to persuade the public, especially young people, to actively save their environment.

University of Indonesia (UI) sociologist Paulus Wirotomo said the central government and the Jakarta administration should cooperate to not only call on the young generation but instruct them to pay more attention to the environment. Paulus said both institutions could create, for example, a program that required students from all schools in Jakarta to have a river tour, so the students had a real environmental experience. “We can create an eco-tourism activity with a boat in the headwaters of Ciliwung River,” he said, adding that the students would experience the beauty of Ciliwung River in the headwaters and how poor its condition was in the city.

Paulus said the tour would also be beneficial for surrounding residents. “If many people visit the river and the residents could earn some money from it, they would take care of their river,” he said.

source: The Jakarta Post, June 4, 2013

Questions:

1. Is this text a fiction or nonfiction? Why?

2. Did you notice any names in the text? Write them.

3. Who is Virda Yustika? What did she do?

4. What are the main messages delivered in the text?

Test 2: Preview the text “**Why Is Water Vital to Life**” below. Make a list of keywords in the text. Then, predict what the text will be about.

Why Is Water Vital to Life?

by [Jonathan Atteberry](#)

When astronomers search for life outside of our [solar system](#), they look right past the gas giants like Saturn and Jupiter, past the torrid, rocky planets like Mercury and Venus, and past the dwarf planets like Pluto. They stop when they find an exoplanet like Gliese 581d. Gliese 581d is about 50 percent larger than [Earth](#), and like Earth, it orbits in what's known as a [star's](#) habitable zone, the stellar sweet spot where a planet is capable of having liquid [water](#). And where there's water, there might, possibly, be life.



What makes scientists think that water is better at sustaining life than every other substance? Part of the reason is that we've never discovered an organism that's proven otherwise. While some organisms need less than others -- the cyanobacteria *Chroococidiopsis*, for instance, needs so little water that biologists think it may be able to survive on the arid surface of Mars -- every organism we know of needs water to survive. In fact, without water, life on Earth would have never begun. Acting as a medium in which organic compounds could mix with one another, water facilitated the formation of the planet's first life forms, possibly even protecting them from the sun's radiation.



From those simple starter organisms to the most complex plants and animals, water has played a critical role in survival ever since. In humans, it acts as both a solvent and a delivery mechanism, dissolving essential vitamins and nutrients from food and delivering them to [cells](#). Our bodies also use water to flush out toxins, regulate body temperature and aid our metabolism. No wonder, then, that water makes up nearly 60 percent of our bodies or that we can't go for more than a few days without it.

Besides being essential for our bodies to function, water also promotes life in numerous other ways. Without it, we couldn't grow crops, keep livestock or wash our food (or our bodies, for that matter). Water has also advanced civilization, providing a means for travel for entire parts of the world and a source of power for factories. Because water can also exist as a vapor, it can be stored in the atmosphere and be delivered as rain across the planet. Earth's oceans also help regulate the planet's [climate](#), absorbing heat in the summer and releasing it during the winter. And of course, those same oceans serve as a home for countless plants and animals.

While no one argues against the importance of water to life on Earth, it's fair to wonder if life could exist elsewhere without it. The answer is a resounding "maybe." Scientists are almost certain that, at a minimum, life requires a liquid of some sort to survive, with ammonia and formamide being the most promising alternatives. Both liquids have their own set of problems, however. Liquid ammonia only exists at extremely cold temperatures, making it unlikely that organisms could find the energy to support metabolism. Formamide, on the other hand, actually stays liquid over a larger temperature range than water, and like water, it's a solvent capable of dissolving many organic materials, but so far scientists have found little evidence that the solvent could support life.

If life forms that don't require water do exist, they'd be very different than the life found on Earth. For instance, rather than being carbon-based, such life may arise from silicone compounds. A recent study even suggests that an alternative life form might be lurking in our solar system. Researchers studying Titan, a moon orbiting Saturn, noticed that hydrogen in the moon's atmosphere wasn't found on the surface. One explanation for the missing hydrogen is that life forms are consuming it, just as we consume oxygen. So far, however, we simply don't have enough information to say whether or not life could exist without water. We know with certainty, however, that life on Earth definitely couldn't.

source: <http://science.howstuffworks.com/environmental/earth/geophysics/water-vital-to-life.htm>

accessed: June 5, 2013

Keywords:

No	Keywords	Definitions
1		
2		
3		
4		
5		

Predictions:

Home Support Project

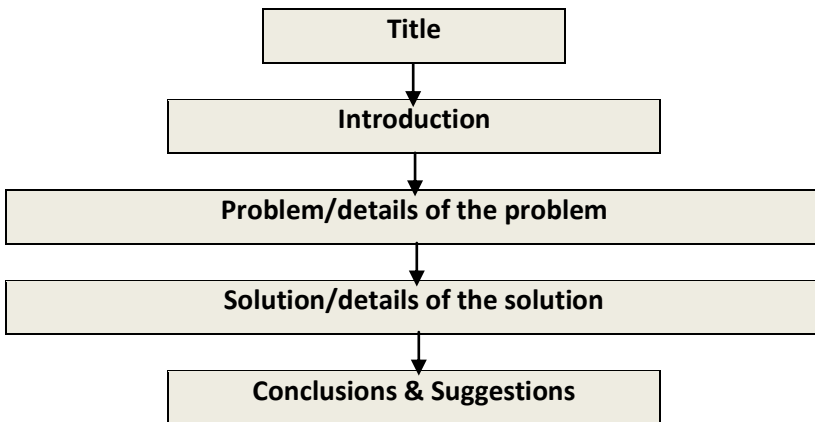


faktadunia.blogspot.com

Options for Home Support Project:

- A.** Research via library or internet, you can read encyclopedias, source books, journals, magazines, newspapers, or various other sources to learn about water scarcity in some areas. Write a reading report on the problems of the people and their environment because of water scarcity and the solutions for the problems. Report your work over a weekend.

Use the following outline in writing your report.



- B.** Interview people to get information about their problems because of water scarcity and their solutions for the problems. Record a short video of the interview using video equipment or video feature of your cell phone. Report your video over a weekend.

Follow these steps in practicing your interview skills.

1. Prepare several questions related to the topic of interviewing.
2. Introduce the topic of interviewing to the interviewee.

3. Ask your questions one by one. Develop additional questions when necessary.
4. Avoid inappropriate or unacceptable questions.
5. Take brief notes on the interviewee's answers.

TREES



wallpaperpassion.com



Learning Objectives

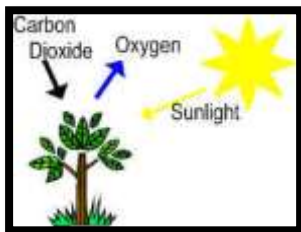
1. To skim a text using introductory and concluding paragraphs
2. To skim a text using section headings
3. To skim a text using the first line of each paragraph

Concept:

SAVE TREES BECAUSE THEY GIVE
US MANY BENEFITS

LEAD-IN ACTIVITIES

Look at the pictures below. Then, answer the questions that follow.





think individually

1. Did you notice a common thread among those pictures?
2. What are other benefits that trees give you?
3. What will happen if we do not have trees?
4. Make notes on your main points.



work in pairs

5. Tell your notes to a partner and listen to your partner's response.
6. Discuss and write your conclusions.
7. Create a slogan on the importance of trees in our lives to inspire others to save trees. e.g., *Trees on, carbon dioxide gone!*



tell the class

10. Tell the class your conclusions.
11. Tell the class your slogans and write them on the board.

READING ACTIVITIES



Reading Strategy: Skimming

Skimming a text is glossing over a *text* to get the general picture of what it is about. Skimming makes it possible for you to quickly get the message of the text by looking at the main ideas. In skimming, you ignore the details and look for the main aspects such as title, sub-title, introduction and conclusion, section headings, the first sentences of each paragraph, etc.

It is a good idea to skim a passage, article, review, or book whenever you want to get general ideas about it but you do not have much time to read it all. To make you concentrate, have a question for yourself and then skim for the answer.



www.wikihow.com

Guidelines for skimming a text:

1. Ask yourself what you want to get from a text.
2. Examine the text by moving your eyes quickly across the text.
3. Try to detect the main ideas of the text from the introductory and concluding paragraphs, the section headings, or the first sentence in each paragraph.

4. Skip the details such as examples and proofs.
5. Skim as fast as you can.

Skimming Practice

Skimming a text using the first lines of the paragraphs

In academic writing, paragraph is a coherent unit, about one topic, the first sentence of each paragraph is often a summary of, or an introduction to, the paragraph. Therefore, you can get an idea of the overall content of a text by reading the first sentence of each paragraph.



Task 1

Read only the first sentence of each paragraph in text 1 “**Trees & Their Benefits**”. Then, answer the questions that follow. Notice how reading these sentences gives you a general about the content of the text.

Text 1

Trees & Their Benefits

(1) Trees are an important part of our daily lives. They also absorb carbon dioxide (a greenhouse gas) and give us oxygen to breathe. Trees make our environment beautiful with their different colors, flowers and shapes and they provide us with shade and relief from the sun's heat and harmful rays. Trees help absorb the rain and help stabilize the weather. Trees are very important to us!



eofdreams.com

What are the Parts of a Tree?



Seed

(2) Like many plants, a tree begins from a seed. Inside each tree seed is a tree waiting to be born! A seed must have food, water and sunlight to grow. Once the seed sprouts, it grows into a seedling that grows into a sapling and eventually saplings grow into trees that produce their own seeds.

Roots

(3) All trees have roots, which extend into the soil and have two important jobs to do. They anchor the tree to the ground so that it can stand upright. They absorb water, minerals and nutrients from the soil.



galleryandroid.com

Trunk

(4) The trunk of a tree supports the branches and transports water and minerals from the soil to the rest of the tree. The trunk supports the tree as it grows taller in order to reach the sunlight it needs to continue growing. The trunk is covered with a tough outer covering of bark that protects the tree. The layer under the bark is called sapwood and the centre of the trunk is called heartwood. Heartwood is formed as the tree grows and the inner layers of sapwood die and harden. The hardness of heartwood helps support the tree. In order to find out the age of a tree, count the tree layers or rings on the trunk of a dead tree. The rings are thicker or thinner depending on the temperature and weather that year, as well as other environmental conditions.



www.dreamstime.com

Branches, Leaves and Twigs

(5) Branches grow out from the trunk and have twigs at the tips. These twigs are the growing ends of the trees.

They also transport water and minerals from the trunk to the leaves and needles.

Leaves and Needles

(6) Leaves and needles are arranged on the twigs to capture maximum sunlight. Using sunlight the leaves and needles produce food for the whole tree. Leaves use energy from the sun to take the carbon dioxide in the air and use the water from the soil to convert into sugars to feed the tree. This process is known as photosynthesis.



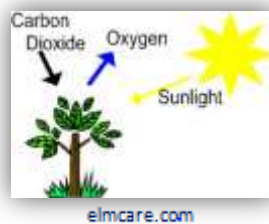
As a by-product, trees release oxygen into the air. This is very important, as all animals and humans need oxygen to survive.

Benefits of Trees

Produce oxygen and absorb carbon dioxide

(7) Trees are necessary for our survival.

Through photosynthesis trees produce the gas that we cannot live without: oxygen (O₂). As we breathe in, our bodies take in oxygen and when we breathe out, we release carbon dioxide (CO₂). Trees do the opposite. They take in CO₂ and release O₂. This cleans the air by removing harmful CO₂ so that people and animals can breathe.



Moderate temperature and rainfall



www.ecokids.ca

(8) Trees are like natural air conditioners and water pumps. They cool the earth by giving shade and recycling water. By cooling the air and ground around them, the shade from trees helps cool the earth's temperature overall. Trees also help moderate the earth's rainfall, which also helps keep the temperature cooler. If you are at the beach and you come out of the water in a wet bathing suit and lay in the sun, the sun's heat removes the water from your bathing suit and soon you are dry. This is called evaporation: when water is removed by heat.

(9) Forests help to make sure we get rain.

Trees absorb a lot of water from the soil for nourishment. Later, when the sun shines on the trees, water is released from the leaves and absorbed back into the atmosphere – just like the water is absorbed from our bathing suits. When the sun's energy removes water from the earth's surface, the water collects into clouds, and when the clouds are heavy with water they release rain back to the earth.

Provide food, medicine, shelter and warmth

(10) Every day we use or eat something that has come from a tree. Think about the paper we write on, the pencils we use and the furniture we sit on – they all came from trees. The uses of wood are virtually endless. In addition to being processed into products, trees are also cut down so their wood can be used as fuel to cook food and heat homes. But we don't always have to cut down a tree to be able to make something from it. The rubber

that you find on soles of your shoes is made from sap that comes from a type of tree found in Brazil, India, China and Southeast Asia. Cork is the bark of the evergreen cork oak found in the Mediterranean region. Cork has the ability to contract when squeezed and then expand back out again. The evergreen cork oak is one of the few trees that do not die when its bark is removed. What about the things we eat? How many different fruits or nuts can you think of that come from trees? What about the maple syrup we like to eat on our pancakes? Sap is tapped from the sugar maple to make maple syrup. And did you know that cinnamon comes from the bark of a tree that grows in India?

Support biodiversity

(11) Forests are communities full of organisms that depend on each other for survival. We call these communities ecosystems. All parts of a forest ecosystem and the interactions between them are needed for the health and well-being of all. Forests offer food, water, shelter and protection for an incredible array of wildlife.



The term "biodiversity" is used to describe the variety of life. This variety is what an ecosystem depends on. It is helpful to think of an ecosystem as a woven carpet; if you pull on a loose thread, it might only affect the thread and those closest to it or it might unravel the whole carpet.

source: http://www.ecokids.ca/pub/eco_info/topics/forests/
 accessed: June 9, 2013

Questions

1. What is the main subject discussed in the text?

Trees and their benefits

2. What information would you find in each of the following paragraphs?

paragraph 1 : _____

paragraph 2 : _____

paragraph 3 : _____

paragraph 4 : _____

paragraph 5 : _____

paragraph 6 : _____

paragraph 7 : _____

paragraph 8 : _____

paragraph 9 : _____

paragraph 10 : _____

paragraph 11 : _____

3. Would you like to read this text further? Why?



Task 2

1. Compare your answers with another student.
2. If you need more details, read text 1 **“Trees & Their Benefits”**.
3. Check your answers and make some corrections on your answers when necessary.

Skimming a text using introductory and concluding paragraphs

In most of academic writing, the text is organized clearly with an introduction and a conclusion. The introduction gives you an idea of what the text is going to be about and the conclusion shows that this is what it has been about. You can therefore get a good idea of the overall content of a text by reading the first and last paragraphs of a text.



Task 3

Read only the first and the last paragraphs of text 2 **“Social Function of Trees”**. Then, answer the questions that follow. Notice how reading these two paragraphs gives you a general picture of what it is about.

Trees have provided warm and friendly environments for generations of people across the globe. Trees more than any other form of vegetation are the most important natural element in our urban landscapes. Their imposing dimensions and longevity provide a physical and spatial sense of scale to the urban forest. They generate essential environmental and social benefits for everyone - not least of all in providing an aesthetic balance between the structured enquiry achievements of people and their innate need to co-exist with nature



edcnepal13.wordpress.com



zuhdidarma.wordpress.com

Studies have shown that hospital patients with a view of trees out of their window recover much faster and with fewer complications than similar patients without such views. Most urban dwellers appreciate wildlife in their day-to-day living. Trees provide habitat to a wide variety of living creatures, including birds and squirrels and make wildlife a common occurrence in the surrounding environment.



Trees also help record the history of your property. If your father or grandfather planted an apple tree on a red oak many years ago, what is the sentimental value of that? Can you really put a price to the maple tree that you climbed as a kid or the tree that you and your Dad planted together when you were in kindergarten? Everyone has memories linked to trees and nature sometime throughout their lifetime. A value that is sometimes overlooked when discussing the importance of trees.




www.dailymail.co.uk


Some trees provide key medicinal ingredients for illicit areas and treatments. One out of every four pharmaceutical products used in North America comes from tropical forest plants (Plant-It 2000). Trees can provide pleasure to all of the senses, the feel of the bark and leaves, the sight of a tree in bloom or changing colors in the fall, the sounds of the rustling leaves in the wind, the taste of the fruits and nuts that are produced by trees and the smell of a


pine tree or a cherry tree in bloom. One cherry tree can perfume the air with 200,000 flowers (Plant-It 2000).


A study done in Zimbabwe showed that the domains of human habitation, home bases and home fields were found to be the most emotionally laden spaces with trees in them being constantly planted, nurtured, conserved, eliminated, or destroyed on the basis of certain emotions and social norms.

Case Study: This study set out to examine the extent of emotional and ethical investment in the trees and spaces. They wanted to determine the nature of the emotions and norms and how they were weighted across different tree species and spaces. Also studied was the reasoning behind these emotions. In certain societies, trees may or may not be nurtured, protected destroyed or cultivated for a variety of reasons. It has been determined that most of the reasons have an emotional basis of some sort, it could be reverence, shunning, hate, or love. Political and ethical controls on trees are also an influence to how people interact with trees.


 Using the Zimbabwe experiment as an example, we have discovered that trees are used for many rituals in society. The Nyamaropa people believe that they can transfer the malevolent spirit from the homestead to some particular object, usually a certain tree species in the local environment. Most often it was *Gardenia globiflora*. Because of this use, the people shun the cutting and putting the tree to conventional use, but at homes and in fields it is deliberately destroyed.

 Vascular semi-parasites on trees are believed to provide a range of potent charms that can be put to good or bad use. For example, the parasite on the *Koma remusasa* is believed to provide an evil charm that is used by witches and sorcerers. Therefore, that particular species is actively eliminated at the home base, but elsewhere is usually left undisturbed.

 There is also a curative ritual done where the affliction of the family member is transferred from the 'root' of the clan to a particular tree species within the local area. The tree then becomes a species of ritual to the clan. As a result it becomes extinct from conventional use.

 In Nyamaropa, it is recognized that trees don't eat meat, but they are given totemic responsibilities so that people can start enjoying meat derived from animals of their totem. That particular tree and any other members of its species are then deemed special and demand respect from the members of the clan. The ritual etiquette demands that no

harm be done to the tree species by members of the clan.

 *Afzelia quanzensis* is the species used by the Nyamaropa for rain rituals and other rituals that involve propitiating for the bounty of the earth. This tree should therefore not be cut, even during clearance to establish homestead and fields.

We have seen through this example that certain trees in local landscapes can be the object of immense emotional and ethical significance. Protection and destruction of individual plant species is based on the perceptions of threats believed to be endangering the species with extinction. Among these threats are extraction for aesthetics and domestication, commercial exploitation, primary dependence, and habitat destruction. However, in Nyamaropa, active elimination or protection of some plant species from certain areas is done to secure and sustain certain material and spiritual benefits.

For whatever reason that you may value a tree, whether it be for the smell, the touch, the taste or just the sight of a tree on a beautiful fall day, a tree can provide important memories that can last a lifetime, or find the cure for a foreign disease. Whatever the importance may be to you, there is an importance, one that either consciously or unconsciously provides pleasure for generations.

source:

<http://www.adm.uwaterloo.ca/infowast/watgreen/projects/library/s98treeinventory/social.html>

accessed: June 9, 2013

Questions

1. What is the main subject discussed in the text?

Social function of trees

2. What is the main point of the first paragraph?

3. What is the main point of the last paragraph?

4. What do you expect the author will discuss in the rest of the text?

5. Would you like to read this text further? Why?



Task 4

1. Compare your answers with another student.
2. If you need more details, read the text 2 **“Social Function of Trees”**.
3. Check your answers and make some corrections on your answers when necessary.

Skimming a text using section headings

In some academic writing, the text is organized through the use of headings and sub-headings. Therefore, you can get a good idea of the overall content of a text by reading the headings and sub-headings first. This following task will give you practice of skimming using section headings in a text.



Task 5

Read only the section headings of text 3 **“How Many Trees Are Really Saved through Paperless Statement?”** Then, answer the questions that follow. Notice how reading these section headings gives you a general idea about the content of the text.

How Many Trees Are Really Saved through Paperless Statement?



www.bankeasy.com

Have you gone paperless yet? If not, then you are not only giving yourself a ton of documents to sort through and store, but you'll also be causing more damage to the environment than necessary. These days, online banking makes everything much simpler and gives us access to our accounts wherever we are in the world; and switching to entirely paperless banking is as simple as clicking on a link from there. So, why not make the change right now? As in, literally, head over to your browser while you read this and check the box? Perhaps it's because you're dubious as to how many trees you can really save from going paperless. Maybe you think it's actually just a way for the banks to save money? Well finding any data online regarding the precise number of trees that get saved when you go paperless is surprisingly difficult – which you might think is suspicious. Perhaps though it's just the banks don't know? Either way, this leaves it to us to do some complicated maths to work out the answer, so let's take a shot at it.

How much paper does one tree make?

First of all, it's important to note that most trees are made from pine wood, so it's pine trees we're looking at. Most of these trees are somewhere in the region of 1 foot in diameter and around 60 feet tall. If we then use something you might remember from your high school maths lessons, we can ascertain the volume of those trees: $\pi \times \text{radius}^2 \times \text{length} = \text{volume}$, so the volume of these trees is around 81,430 cubic inches with a weight of roughly 1,600 pounds. Of course it's not quite that simple though, as actually not the entire tree will get turned into



www.gettyimages.com

paper. The tree gets turned into pulp first and of this yield is around 50 percent – the reason being that we can't use the knots, the lighting or the other stuff that's required for paper. In short then you'll get about 805 pounds of paper from the process. Now if you consider that a packet of 500 sheets of A4 paper is often labeled as '20-pound stock'. You can estimate that you'd get around 80.500 sheets of paper from that tree. Whew!

How many statements do we get?

Now let's think about the average person. Most of us I'd say have either one or two 'main' bank accounts that we get statements from, so on average let's then stab at 1.5 (again banks don't seem to be overly willing to release that kind of information). Most of these accounts will get one statement a month, so that means that on average you have about 18 statements per person per year.



Assuming you lived to 85 years and had a bank account from the age of 16, you'd use 1,242 statements in your lifetime. In other words, you'd save 1/65th of a tree... consider though that most of those statements are more than one sheet of paper (let's say 2 on average) and you've saved 2/65th of that tree instead.

So you don't save one tree...



Don't let this fool you though, like all these things the benefits come when you multiply that by large numbers of people. It only takes 32.5 of you to save a tree, and if you think about how many years it takes for a pine tree to grow (17 years) then that's still a very impressive feat. Now if we look at the number of people living in the US (304 million according to the 2010 census), and the majority of those over 20 (221 million), and you estimate the 10 million adults in the US reportedly without bank accounts, then you have 201 million people with bank accounts using around

2,484 fewer sheets of paper per year. Now that's 499,284,000,000 sheets of paper being saved. Divide by 500 and multiply by 20 and that's 19,971,360,000 pounds of paper saved – or 12,482,100 trees a year. In a generation that would be 861,264,900 trees, and that's America alone with a conservative estimate – and it's before you even look into the possibility of paperless billing for your electricity and other bills. Each of these trees takes 17 years to grow, so we're talking whole rainforest here.

The cost of a tree

And the value of these trees mustn't be underestimated. Trees of course are responsible for transforming our carbon dioxide back into oxygen, and that's something we need now more than ever. They also provide a habitat and food source for countless species of animal – feeling even one will kill thousands of creatures and single trees can hold entirely unique species of insect due to their ability to ask like 'island'. So, go on, go to your online banking and click 'paperless'. It's really not that difficult.

source: <http://www.enjoygoinggreen.com/all/how-many-trees-are-really-saved-through-paperless-statements/> accessed: June 9, 2013

Questions

1. What is the main subject discussed in the text?

Save trees through paperless statement

2. What do you expect the author will explain after each section heading:

section heading 1 : _____

section heading 2 : _____

section heading 3 : _____

section heading 4 : _____

3. Formulate a question for each section heading.

section heading 1

section heading 2

section heading 3

section heading 4

4. Would you like to read this text further? Why?



Task 6

Read these following questions. Then, skim text 4 “**Going Green: Not New in Islam**” for the answers. Work as quickly as you can!

1. What is green movement?

The movement that calls for green buildings, green schools, water conservation, and using public transportation to reduce the number of cars on the road and thus reduce the harmful vehicle emissions that put up air pollution.

2. What does Islam teach about environmental preservation?

3. How does Islam value a tree?

4. Why planting trees is regarded as a charity (*sadaqah*) in Islam?

5. Does this text give you motivation to plant trees? If so, why?

Going Green: Not New in Islam



peregrineadventures.com



www.ivstreamteam.org

by: Amal Al-Sibai

The green movement is now sweeping nations that have finally opened their eyes to the detrimental effects of human behavior on the planet and the erratic climatic changes that have occurred as a result of human activities. This trendy movement calls for green buildings, green schools, water conservation, and using public transportation to reduce the number of cars on the road and thus reduce the harmful vehicle emissions that put up air pollution.

Environmental preservation, respecting the Earth and its resources, and going green is not new in Islam but Muslims have lost their connection with Islamic traditions and have forgotten their bond to the Earth. Before the name environmentalist was even coined, Islam taught us that mankind is connected to the Earth and must live in balance with what he/she takes from it.

This verse from the Holy Qur'an elevates the status of the Earth and shows its importance in human existence as it was part of human creation and will be the resting place after death: "Thereof (the earth) We created you, and into it We shall return you."- Surah 20:55

The tree, the prime symbol of environmental protection, is likewise highly valued in Islam. Planting a tree was encouraged by Prophet Muhammad, peace be upon him, and was considered an act that would reap the planter great rewards from Allah. The Prophet said, "If a Muslim plants a tree or sows seeds, and then a bird, or a person or an animal eats from it, it is regarded as a charity (*sadaqah*) for him." Planting a tree and spreading the benefits that the community would enjoy from the tree was considered so important that the Prophet said, "If the Day of Judgment erupts while you are planting a new tree, carry on and plant it."



xeniagreekmuslimah.wordpress.com

Modern day science confirms the wisdom behind the Islamic emphasis on planting and nurturing trees. Trees in the environment act as an air filter, keeping our air cleaner by absorbing harmful gases such as carbon monoxide, nitrogen dioxide and sulfur dioxide. Carbon dioxide is one of the major contributing elements to the greenhouse effect and global warming. Trees trap carbon dioxide from the atmosphere and make carbohydrates that are used for plant growth. They give us oxygen in return. A fully-grown tree can absorb roughly 22 kgs of carbon dioxide a year. The tree in turn releases enough oxygen to sustain two human beings. Trees also help to reduce ozone levels in large cities.



Did you know that trees could help save energy and cut down the cost of your electricity bill? Planting trees around your home can help cool your home in the summer. Researchers claim that the overall effect of the shade provided by a healthy tree is equivalent to an air-conditioner running for 20 hours a day! Trees shade buildings, streets, and homes. If enough trees are planted in cities, the overall microclimate improves and total energy use for cooling is reduced

The recent outbreak of water shortages in Jeddah is a sharp reminder that our vital natural resources are finite. Islam has instructed Muslims against wasting and exploiting the treasures of the Earth. It is part of our Islamic tradition to use water wisely and we should teach it to our children.

In Islam, it is recommended that water be used sparingly, even while performing the religious duty of ablution — wudu'. The Prophet criticized excessive use of water and he was known to use only half a liter of water during ablution. He said, "Do not waste water, even if you perform your ablution on the banks of an abundantly-flowing river."

Cleanliness of the body and surroundings is imperative in Islam. It is truly tragic and confusing to witness the extent of waste and garbage thrown by the seaside, in parks, on the streets, and in neighborhoods in almost every city of the Kingdom. Littering is clearly admonished in our religion yet most members of the society take it lightly to throw garbage out the car window for example.

If the following Hadith was taught and applied in our daily lives, the present scenes of our streets and natural attractions would be much different, "Removing harmful things from the road is an act of charity (sadaqah)."

Balance and harmony is to be sought after in Islam, and any disruption in the equilibrium of the planet will have profound negative effects on human health. Muslims have a responsibility to protect the environment, as stewards of the Earth.

Islam teaches that all things were created in perfect balance and measurement. There is a purpose behind all living and non-living things; and each has an important role to play in the balance. Allah gave human beings certain knowledge, which allows us to use the natural world to meet our needs, but we are not given free license to exploit it at whim. We are not masters who rule over (master) the earth, but servants of Allah with a responsibility to maintain the balance, which He has created.



Allah has said in the Holy Qur'an, "O children of Adam! Eat and drink but waste not by excess, for Allah loves not the wasters." – Surah 7:31

source: *Saudi Gazette Newspaper*, April 15, 2012.



Task 7

Write three more questions about text 4 **“Going Green: Not New in Islam”**.

1. _____
2. _____
- _____



Task 8

1. Share your questions to other students in a group of four.
2. Ask them to skim text 4 **“Going Green: Not New in Islam”** for the answers.
3. Read the whole text to check the answers.



Grammar in Focus: Phrasal Verbs

Read the explanation of phrasal verbs below before you do task 9.

A phrasal verb is a verb combined with an adverb or preposition, and occasionally with both an adverb and preposition. A phrasal verb has a meaning which is different from the original verb. You may need to try to guess the meaning from the context, or look it up in a dictionary. Learning phrasal verbs is important to improve your reading skills because they enhance your vocabulary development.

For examples:

get through (verb + preposition)

run out (verb + adverb)

get on with (verb + adverb + preposition)



Task 9

- A. Highlight the phrasal verbs that you find in text 4 “Going Green: Not New in Islam”.
- B. Write the meaning of the phrasal verbs in the following sentences.

1. This trendy movement **calls for** green buildings, green schools, water conservation, and using public transportation to reduce the number of cars on the road and thus reduce the harmful vehicle emissions that **put up** air pollution.

calls for means: requires

put up means: contribute

2. Planting a tree and spreading the benefits that the community would enjoy from the tree was considered so important that the Prophet said, “If the Day of Judgment erupts while you are planting a new tree, **carry on** and plant it.”

carry on means: _____

3. Littering is clearly admonished in our religion yet most members of the society take it lightly to **throw** garbage **out** the car window for example.

throw out means: _____

4. Did you know that trees could help save energy and **cut down** the cost of your electricity bill? Planting trees around your home can help cool your home in the summer.

cut down means: _____

5. We are not masters who **rule over** the earth, but servants of Allah with a responsibility to maintain the balance, which He has created.

rule over means: _____

- C.** Complete the phrasal verb in each sentence to make meaningful sentence. Use the following verbs (run, pick, look) and the prepositions (after, down, off, out, away).

1. A police ___ *picked down* ___ the kidnapper who seized that little boy.
2. You didn't bring your children to the movie last night. Who _____ of them at home?
3. Your room is so dirty. Why don't you _____ all the rubbish on the floor.
4. I am afraid this car has _____ of gas; we have to find the nearest gas station.
5. Mr. and Mrs. Ahmad could not predict how their son _____ from home their house.

- D.** Complete the phrasal verb in each sentence to make meaningful sentence. Use the following verbs (stay, put, fall, look, and move) and the adverbs (back, ahead, through, out, in).

1. Their relationship wasn't good from the beginning. They had *fallen out* again and again.
2. You should never _____ once you have made up your decision.

3. Mr. Ahmad was very happy because his students _____ rapidly in his class.
4. Finally, the fire fighters could _____ the large fire in that building.
5. My mother told me to _____ this evening because of my severe coughs.



babasiga.blogspot.com



www.joystiq.com



Task 10

Read these following questions. Then, skim text 5 **“Tree of Life: The Coconut Palm”** for the answers. Work quickly!

1. What is the prized plant discussed in this folklore?

Coconut palm tree

2. What does this plant symbolize?

3. What does this folklore attempt to explain?

4. Did anyone ever told you about coconut folklore when you were little? If so, who told you? What can you remember about the stories?

Tree of Life: The Coconut Palm

by Amy Gulick



Teal waves curl onto a cream-colored beach. Towering coconut palm trees line the shore, like giant feather dusters rooted in the sand. The green fronds of the trees rustle in the ocean breeze, offering a shady retreat from the equatorial heat. To the modern dive traveler, coconut palms signify warm seas and sunny beaches. To people living in the tropical areas of the world, the coconut palm is the “tree of life,” and has been an important source of food, clothing and shelter for thousands of years.

Since the coconut palm is vital to many cultures, it follows that there are numerous beliefs and legends regarding this prized plant. In India, the coconut symbolizes the goddess of fertility, and is bestowed upon women wishing to bear children. Similarly, in parts of Africa, Asia and the Pacific, the coconut palm represents birth, and a tree is planted for every newborn. In the Philippines, human origin is believed to come from two coconuts, one male and one female, washed ashore from the sea. Polynesian legend says that coconuts only grow where they can hear the sound of the sea and human voices.

Many legends tell the origin of the coconut palm, and that of Tonga is retold here. On a remote Tongan island there lived a beautiful young girl named Heina. She lived beside a freshwater lake with her parents. Every morning Heina bathed in the lake and was watched by an eel that fell in love with her. Heina agreed to marry the eel, but her parents forbade it. The father trapped the eel. Before killing the eel, he allowed the eel to see Heina. The eel begged her to ask her parents to keep his head and bury it outside her house. This was done, and each day Heina sat and shed tears where the head was buried.

After a time, a green shoot peeked through the tear-nurtured soil, and Heina realized she was pregnant. As the plant grew, so did the child inside her. Heina bore a son, and the plant grew taller to become the first coconut palm. As the boy grew, he climbed the tree and brought down the fruit from the top. Heina knew that the strange tree would be of use to her people. As a reminder of this love story, the eel’s face can be seen on every coconut in the form of three dark patches — two for the eyes and one for the mouth. It is from the mouth that the goodness comes, for this is the only place to make a hole to reach the sweet juice inside.

What’s in a Name?

To Portuguese and Spanish explorers, the three dark patches at the base of a coconut shell resembled the face of a goblin. “Coco” in Portuguese and Spanish is the word for goblin. The word coco has often been translated to mean monkey face. In the mid-1700s, Samuel Johnson’s Dictionary of the English Language lists “cocoanut” as the fruit of the coconut palm. It was surmised that Johnson confused coconuts with cacao beans, later called cocoa, when chocolate made its way to England. Over time, the “a” was omitted.

source: <http://www.dtmag.com/Stories/What%20About/04-05-whatabout.htm>

accessed: June 9, 2013



Task 11

Write three more questions about text 5 “**Tree of Life: The Coconut Palm**”.

1. _____
2. _____
3. _____



Task 12

1. Share your questions to other students in a group of four.
2. Ask them to skim text 5 “**Tree of Life: The Coconut Palm**” for the answers.
3. Read the whole text to check the answers.



Vocabulary in Focus: Multiple Meaning Words

Read the explanation of multiple meaning words before you do task 13.

Multiple meaning words are words that have more than one meaning. They have the same spelling and pronunciation, but have different meanings or can be used as different parts of speech. Their meanings depend upon how they are used in a sentence. Many words with multiple meanings exist in English. Therefore, when you read a text, you need to recognize them and know how to use them in appropriate context. Learning these words is important to enhance your vocabulary development and improve your reading skill.

For example:

- (a) To Portuguese and Spanish explorers, the three dark patches at the base of a coconut **shell** resembled the face of a goblin.
- (b) A reporter reports that a **shell** thrown into the huts has destroyed the hut to pieces and hurt many innocent villagers.



Task 13

- A.** Write the meaning of the underlined words and their parts of speech.
1. Towering coconut palm trees line the shore, like giant feather dusters rooted in the sand.
palm: *a large plant (noun)*
 2. A few minutes before being called for oral examination, I wrote some notes on the palm of my left hand.
palm: _____
 3. The green fronds of the trees rustle in the ocean breeze, offering a shady retreat from the equatorial heat.
shady: _____
 4. Manipulating voter data in general election is a shady action complained by a number of political parties.
shady: _____

5. Since the coconut palm is vital to many cultures, it follows that there are numerous beliefs and legends regarding this prized plant.
legends: _____
6. Iwan Fals is one of the living legends in the world of Indonesian pop music.
legends: _____
7. In India, the coconut symbolizes the goddess of fertility, and is bestowed upon women wishing to bear children.
bear: _____
8. Many children are lining up to take pictures with a bear in the city zoo.
bear: _____
9. Polynesian legend says that coconuts only grow where they can hear the sound of the sea and human voices.
sound: _____
10. A sound body is the main capital to have smart thinking and do variety of tasks well.
sound: _____

B. Write a sentence by using the underlined word in each sentence with different meaning.

1. On a remote Tongan island there lived a beautiful young girl named Heina.
*On a **remote** mattress, he is lying and groaning in pain*
2. The father trapped the eel, and before killing him allowed him to see Heina one last time.

3. This was done, and each day Heina sat and shed tears where the head was buried.

4. It is from the mouth that the goodness comes, for this is the only place to make a hole to reach the sweet juice inside.

5. After a time, a green shoot peeked through the tear-nurtured soil, and Heina realized she was pregnant.

6. After a time, a green shoot peeked through the tear-nurtured soil, and Heina realized she was pregnant. As the plant grew, so did the child inside her.

FOLLOW-UP ACTIVITIES

A. Access <http://www.youtube.com/watch?v=MzY4SGgEB7g>

“Save as WWF, Save a Tree (English version)”

Watch the video. Listen attentively to the speakers in the video.

Discuss in pairs or groups how to decrease the usage of paper in order to save trees. Tell the class your conclusions.



B. Access <http://www.youtube.com/watch?v=vnINkYqjW3>

“Wedding Couples Plant Trees in West Java, Indonesia”

Watch the video. Pay much attention on what the couple has been done in the video to save trees. Do you agree or disagree with them? Write your opinion in a short essay and use specific details and examples to support your opinion.



EVALUATIONS



Test 1: Read only the first sentence of each paragraph of the text **“No Trees...No Humans”** below. Try to predict what the text is about. Then, write your prediction just by reading those sentences.

Prediction:

No Trees... No Humans

by: **Naseem S.**

Have you ever wondered what a world without trees would look like? Close your eyes, and try to imagine a desolate Earth. There'd be no more paper, and everyone would have to resort to technological use---that is, if anyone was left. Trees are a crucial factor to our existence not only because they produce paper, lumber and chewing gum, but because they serve an important role in the carbon cycle. And because of our ever-increasing population of 6.7 billion, that seemingly distant future is nearing each and every day. People have proposed many solutions to this environmental issue called deforestation, including either shipping everyone to the Moon or...to just stop cutting trees!

Even if our species survived the devastation of deforestation, life as we know it would be very different from now, where only half of the world's forests are gone. Scientists speculate our great-grandchildren might not even have the chance to visit the great Amazon rainforest in 50 years! Yet on such a dry, lifeless world, no one would be left to experience the

disastrous consequences of deforestation. Little tribulations like the decrease of property value and potential increase of urban noise become irrelevant compared to other calamities like roadside spills, animal wastes, water runoff into streams, and sewage/farm chemicals left unfiltered. For now, let's find out the local and global effects of deforestation:

Filthy Air: Without trees, humans would not be able survive because the air would be unsuitable for breathing. If anything, people would have to develop gas masks that filter the little oxygen that would be left in the air. Trees are a crucial part of the carbon cycle, a global process in which carbon dioxide constantly circulates through the atmosphere into organism and back again. Carbon is the second most valuable element to life, you know, after water. Anyway, trees take carbon from the atmosphere through photosynthesis in order to make energy. This carbon is then either transferred into oxygen and released into the air by respiration or is stored inside the trees until they decompose into the soil. Therefore, the absence of trees would result in significantly HIGHER amounts of carbon dioxide in the air and LOWER amounts of oxygen! The filthy air would also be full of airborne particles and pollutants like carbon monoxide, sulfur dioxide and nitrogen dioxide and its temperature may increase by up to 12 F.

Lifeless Soil: If the air hadn't already wiped out everybody, the next disastrous consequence of deforestation is its damaging effect on soil. According to the Food and Agriculture Organization, 2.5 billion people depend on agriculture for their livelihood. If deforestation gets its way, those people won't be the only ones affected. The soil would become full of dangerous chemicals and pollutants that are usually filtered by trees. In addition, soil erosion is currently prevented by trees because they protect the land. However, soil would be unprotected, and vulnerable to reduction in soil quality and top soil nutrients. Soil erosion would become more prevalent, and eventually all the soil will lose its arability and agriculture will fall...leaving us people to starve.

Chronic Drought: Arid conditions will surface not only because of dangerous unfiltered substances, but also because at one point it will rarely rain. Sounds crazy, right? During the "dry season," trees regulate and anchor the dirt by releasing water. Deforested areas, however, are liable to chronic droughts that obstruct river navigation, disrupt industrial operations and kill crop production all together. Storm water runoff (if it rains) not reduced, but increased what'll contribute to small floods and topsoil erosion. Furthermore, trees add humidity into the air through transpiration---but the lack of trees results in the lack of moisture in the air.

No Tree-Based Products: Of course, if there aren't trees, there won't be any products you can get from them. We use and waste paper everyday without realizing we're helping to kill four billion trees cut down every year. Due to global deforestation, there'd be no paper, baseball bats, barrels, books, blocks, benches, crutches, coffee filters, guitars, grocery bags, pencils, pine oil, beds, billboards, buttons, fuel wood, charcoal, industrial round wood, candy wrappers, chewing gum, cork, crayons, spices, egg cartons, kites, linoleum, luggage, paper, ping pong balls, wooden chopsticks, rubber, tambourines, telephone books, tires, bark, fiber, dyes, incense, latexes, oils, resins, shellac, tanning compounds, waxes, toilet paper, turpentine, xylophones or wooden yo-yos. Food harvested from trees like fruits, nuts, berries (and maple syrup) would be nonexistent as well. Other causes of deforestation today include agricultural expansion, infrastructure expansion, conversion to cropland/pasture and the construction of roads. Moreover, countries are forced to increase the rate of forest loss by population pressures, profits, and internal social/political influences.

Water Wars: At one point in the future, the level of freshwater resources available will become as scarce. There are already many debates over whether we currently abuse non-renewable resources, but the most important of these resources is probably fresh water. Freshwater is the basis of human survival, and agricultural/industrial operations. Future politicians are going to have to make ground-breaking decisions on how to preserve enough freshwater resources for their country, and one option would be to wage war against others---to the death.

source: http://www.nature.com/scitable/blog/our-science/no_trees_no_humans
accessed: June 9, 2013

Test 2: Read only the section headings of the text “**Values of Trees**” below. Try to predict what the text is about. Then, write your prediction just by reading those section headings.

Prediction:

Values of Trees

Since the beginning, trees have furnished us with two of life's essentials, food and oxygen. As we evolved, they provided additional necessities such as shelter, medicine, and tools. Today, their value continues to increase and more benefits of trees are being discovered as their role expands to satisfy the needs created by our modern lifestyles.

Community and Social Value

Trees are an important part of every community. Our streets, parks, playgrounds and backyards are lined with trees that create a peaceful, aesthetically pleasing environment. Trees increase our quality of life by bringing natural elements and wildlife habitats into urban settings. We gather under the cool shade they provide during outdoor activities with family and friends. Many neighborhoods are also the home of very old trees that serve as historic landmarks and a great source of town pride.

In addition, architectural and engineering functions are served by your community's trees. They frame landscapes, create beautiful backgrounds and enhance building designs. Trees can provide privacy, emphasize beautiful views, and screen unsightly areas. Noise from roadways and other urban activities is muffled by well-placed trees that serve as sound barriers. As a matter of fact, the U.S. Environmental Protection Agency states that trees can reduce bothersome noise by up to 50% and mask unwanted noises with pleasant, natural sounds. Using trees in cities to deflect the sunlight reduces the heat island effect caused by pavement and commercial buildings.

Ecological and Environmental Value

Trees contribute to their environment by providing oxygen, improving air quality, climate amelioration, conserving water, preserving soil, and supporting wildlife. During the process of photosynthesis, trees take in carbon dioxide and produce the oxygen we breathe. According to the U.S. Department of Agriculture, "One acre of forest absorbs six tons of carbon dioxide and puts out four tons of oxygen. This is enough to meet the annual needs of 18 people." Trees, shrubs and turf also filter air by removing dust and absorbing other pollutants like carbon monoxide, sulfur dioxide and nitrogen dioxide. After trees intercept unhealthy particles, rain washes them to the ground.

Trees control climate by moderating the effects of the sun, rain and wind. Leaves absorb and filter the sun's radiant energy, keeping things cool in summer. Trees also preserve warmth by providing a screen from harsh wind. In addition to influencing wind speed and direction, they shield us from the downfall of rain, sleet and hail. Trees also lower the air temperature and reduce the heat intensity of the greenhouse effect by maintaining low levels of carbon dioxide.

Both above and below ground, trees are essential to the eco-systems in which they reside. Far reaching roots hold soil in place and fight erosion. Trees absorb and store rainwater which reduce runoff and sediment deposit after storms. This helps the ground water supply recharge, prevents the transport of chemicals into streams and prevents flooding. Fallen leaves make excellent compost that enriches soil.

Many animals, including elephants, koalas and giraffes eat leaves for nourishment. Flowers are eaten by monkeys, and nectar is a favorite of birds, bats and many insects. Animals also eat much of the same fruit that we enjoy this process helps disperse seeds over great distances. Of course, hundreds of living creatures call trees their home. Leaf-covered branches keep many animals, such as birds and squirrels, out of the reach of predators.

Personal and Spiritual Value

The main reason we like trees is because they are both beautiful and majestic. No two are alike. Different species display a seemingly endless variety of shapes, forms, textures and vibrant colors. Even individual trees vary their appearance throughout the course of the year as the seasons change. The strength, long lifespan and regal stature of trees give them a monument-like quality. Most of us react to the presence of trees with a pleasant, relaxed, comfortable feeling. In fact, many people plant trees as living memorials of life-changing events.

Trees help record the history of your family as they grow and develop alongside you and your kids. We often make an emotional connection with trees we plant or become personally attached to the ones that we see every day. These strong bonds are evidenced by the hundreds of groups and organizations across the country that go to great lengths to protect and save particularly large or historic trees from the dangers of modern development. How many of your childhood memories include the trees in your backyard or old neighborhood? The sentimental value of a special tree is simply immeasurable.

Practical and Commercial Value

Trees have supported and sustained life throughout our existence. They have a wide variety of practical and commercial uses. Wood was the very first fuel, and is still used for cooking and heating by about half of the world's population. Trees provide timber for building construction, furniture manufacture, tools, sporting equipment, and thousands of household items. Wood pulp is used to make paper.

We are all aware of apples, oranges and the countless other fruits and nuts provided by trees, as well as the tasty syrup of North American sugar maples. But did you know the bark of some trees can be made into cork and is a source of chemicals and medicines? Quinine and aspirin are both made from bark extracts. The inner bark of some trees contains latex, the main ingredient of rubber. How many more uses can you name?

Property Value and Economic Value

Individual trees and shrubs have value and contribute to savings, but it is the collective influence of a well-maintained landscape that makes a real economic impact and has the greatest effect on property value. Direct economic benefits come from a savings in energy costs. Cooling costs are reduced in a tree-shaded home, and heating costs lowered when a tree serves as a windbreak. According to the USDA Forest Service, "Trees properly placed around buildings can reduce air conditioning needs by 30% and save 20-50 percent in energy used for heating."

Property values of homes with well-maintained landscapes are up to 20% higher than others. Here are some eye-opening facts and statistics regarding the effect of healthy trees and shrubs:

1. Homes with "excellent" landscaping can expect a sale price 6-7% higher than equivalent houses with "good" landscaping. Improving "average" to "good" landscaping can result in a 4-5% increase.
(Clemson University)
2. Landscaping can bring a recovery value of 100-200% at selling time.
(Kitchen remodeling brings 75-125%, bathroom remodeling 20-120%)
(Money Magazine)
3. A mature tree can have an appraised value between \$1000 and \$10,000.
(Council of Tree and Landscape Appraisers)
4. 99% of real estate appraisers concurred that landscaping enhances the sales appeal of real estate.
(Trendnomics, National Gardening Association)
5. 98% of realtors believe that mature trees have a "strong or moderate impact" on the salability of homes listed for over \$250,000 (83% believe the same for homes listed under \$150,000).

(American Forests, Arbor National Mortgage)

source: <http://www.savatree.com/whytrees.html>

accessed: June 9, 2013

Test 3: Read only the first and the last paragraph of the text “**Trees Save Lives, Reduce Respiratory Problems**” on the next page. Try to predict what the text is about. Then, write your prediction just by reading those paragraphs.

Prediction:

Trees Save Lives, Reduce Respiratory Problems

USDA Forest Service - Northern Research Station

In the first broad-scale estimate of air pollution removal by trees nationwide, U.S. Forest Service scientists and collaborators calculated that trees are saving more than 850 human lives a year and preventing 670,000 incidents of acute respiratory symptoms.

While trees' pollution removal equated to an average air quality improvement of less than 1 percent, the impacts of that improvement are substantial. Researchers valued the human health effects of the reduced air pollution at nearly \$7 billion every year in a study published recently in the journal *Environmental Pollution*.

The study by Dave Nowak and Eric Greenfield of the U.S. Forest Service's Northern Research Station and Satoshi Hirabayashi and Allison Bodine of the Davey Institute is unique in that it directly links the removal of air pollution with improved human health effects and associated health values. The scientists found that pollution removal is substantially higher in rural areas than urban areas, however the effects on human health are substantially greater in urban areas than rural areas.

"With more than 80 percent of Americans living in urban area, this research underscores how truly essential urban forests are to people across the nation," said Michael T. Rains, Director of the Forest Service's Northern Research Station and the Forest Products Laboratory. "Information and tools developed by Forest Service research are contributing to communities valuing and managing the 138 million acres of trees and forests that grace the nation's cities, towns and communities."

The study considered four pollutants for which the U.S. EPA has established air quality standards: nitrogen dioxide, ozone, sulfur dioxide, and particulate matter less than 2.5 microns (PM_{2.5}) in aerodynamic diameter. Health effects related to air pollution include impacts on pulmonary, cardiac, vascular, and neurological systems. In the United States, approximately 130,000 PM_{2.5}-related deaths and 4,700 ozone-related deaths in 2005 were attributed to air pollution. Trees' benefits vary with tree cover across the nation. Tree cover in the United States is estimated at 34.2 percent but varies from 2.6 percent in North Dakota to 88.9 percent in New Hampshire.

"In terms of impacts on human health, trees in urban areas are substantially more important than rural trees due to their proximity to people," Nowak said. "We found that in general, the greater the tree cover, the greater the pollution removal, and the greater the removal and population density, the greater the value of human health benefits."

source: [Science Daily, July 25, 2014](#)



Home Support Project

Options for Home Support Project:

- A. Research via library or internet to gather information about hadits which emphasize the importance of planting and taking care of trees. Discuss with friends or family members the messages you learnt from the hadits. Then, write a report on how trees are valued in Islam.

- B. Research via library or internet to find texts about tree folklores from various parts of the world, including Indonesia. Discuss with friends or family members the values of trees held in some parts of the world. Then, write a report by stressing on people's beliefs and legends regarding trees.

Remember, your reports have to meet these following criterias:

1. Content (all of important and necessary information was presented)
2. Organization (Ideas well organized and easy to follow)
3. Mechanics (No errors in sentence construction, spelling and punctuation)
4. Creativity (Demonstrates critical thoughts and creativity in the report)

ELECTRICITY



plangreenhome.com

Concept

SAVE ELECTRICITY CAN SAVE ENERGY



Learning Objectives

1. To scan a text for specific information
2. To scan a table for specific information
3. To make connections in reading a text

LEAD-IN ACTIVITIES

Look at the pictures below. Then, answer the questions that follow.





think individually

1. Did you notice a common thread among those pictures?
2. What are other appliances that also use electricity?
3. What will happen if you do not have an adequate electricity supply?
4. Make notes on your main points.



work in pairs

5. Tell your notes to a partner and listen to your partner's response.
6. Discuss and write your conclusions.
7. Create a slogan on the importance of electricity in our lives to inspire others to save electricity.

e.g., *Waste electricity today – Live in darkness tomorrow*



tell the class

8. Tell the class your conclusions.
9. Tell the class your slogans and write them on the board.

READING ACTIVITIES



Reading Strategy 1: Scanning a Text

Scanning a text is reading a *text* quickly in order to find specific information in the text. Scanning can help you speed up your reading because you do not read every word, but only key words that will answer the questions in your mind.

Guidelines for scanning a text:

1. Ask yourself what specific information you want to get from the text.
2. Do not read every word in the text.
3. Examine the text by moving your eyes rapidly across the text.
4. Try to find what you are looking for in the text.
5. Use clues such as title, headings, subheadings, bold type, pictures, etc., to help you.

You can scan any kinds of texts, including everyday material such as phone book, television schedules, catalogue, table, dictionary, price list, webpages on



the internet, etc. to find specific piece of information in high speed. The following tasks will give you practice in scanning a text.

Scanning a Text Practice



Task 1

A. Scan text 1 **“What Is Electricity?”** Then, write the number of the paragraph where you find the following information. Work as fast as you can!

1. ___ 6 ___ ion
2. _____ carbon
3. _____ nucleus
4. _____ insulators
5. _____ electronic devices
6. _____ positive and negative charges
7. _____ good conductors
8. _____ fire fighter
9. _____ electrical current
10. _____ total attraction charge

B. Read the following questions. Scan text 1 **“What Is Electricity?”** to find the answers.

1. What is an important thing that figures everywhere in our lives?

Electricity

2. How many main particles making up an atom? What are they?

3. What are protons, electrons, and neutrons?

4. How many different known elements that make up everything?

5. When an atom is called balanced or very stable?

6. Where carbon is found in abundance?

7. An atom that has more protons than electrons is positively charged or negatively charged?

8. Who have learned many ways to move electrons off of atoms?

9. What are the examples of insulators?

**C. Write five more questions about specific information in text 1
"What Is Electricity?"**

1. _____

2. _____

3. _____

4. _____

5. _____



Task 2

1. Share your questions to other students in a group of four.
2. Ask them to scan text 1 **“What Is Electricity?”** to answer your questions.
3. Read the whole text to check the answers.

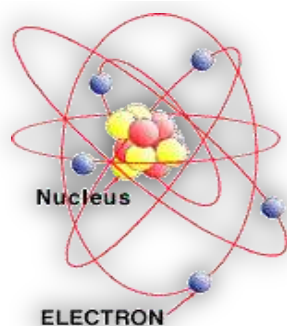


What Is Electricity?

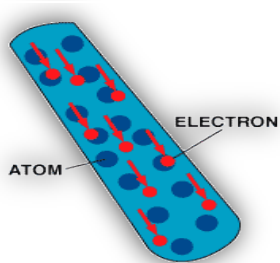


Electricity figures everywhere in our lives. Electricity lights up our homes, cooks our food, powers our computers, television sets, and other electronic devices. Electricity from batteries keeps our cars running and makes our flashlights shine in the dark. Here's something you can do to see the importance of electricity. Take a walk through your school, house or apartment and write down all the different appliances, devices and machines that use electricity. You'll be amazed at how many things we use each and every day that depend on electricity. But what is electricity? Where does it come from? How does it work? Before we understand all that, we need to know a little bit about atoms and their structure.

All matter is made up of atoms, and atoms are made up of smaller particles. The three main particles making up an atom are the proton, the neutron and the electron. Electrons spin around the center, or nucleus, of atoms, in the same way the moon spins around the earth. The nucleus is made up of neutrons and protons. Electrons contain a negative charge, protons a positive charge. Neutrons are neutral – they have neither a positive nor a negative charge.



There are many different kinds of atoms, one for each type of element. An atom is a single part that makes up an element. There are 118 different known elements that make up everything! Some elements like oxygen we breathe are essential to life.



Each atom has a specific number of electrons, protons and neutrons. But no matter how many particles an atom has, the number of electrons usually needs to be the same as the number of protons. If the numbers are the same, the atom is called balanced, and it is very stable.

So, if an atom had six protons, it should also have six electrons. The element with six protons and six electrons is called carbon. Carbon is found in abundance in the sun, stars, comets, atmospheres of most planets, and the food we eat. Coal is made of carbon; so are diamonds.

Some kinds of atoms have loosely attached electrons. An atom that loses electrons has more protons than electrons and is positively charged. An atom that gains electrons has more negative particles and is negatively charged. A charged atom is called an ion. Electrons can be made to move from one atom to another. When those electrons move between the atoms, a current of electricity is created. The electrons move from one atom to another in a flow. One electron is attached and another electron is lost.

This chain is similar to the fire fighter's bucket brigades in olden times. But instead of passing one bucket from the start of the line of people to the other end, each person would have a bucket of water to pour from one bucket to another. The result was a lot of spilled water and not enough water to douse the fire. It is a situation that's very similar to electricity passing along a wire and a circuit. The charge is passed from atom to atom when electricity is passed.

Scientists and engineers have learned many ways to move electrons off of atoms. That means that when you add up the electrons and protons, you would wind up with one more proton instead of being balanced. Since all atoms want to be balanced, the atom that has been unbalanced will look for a free electron to fill the place of the missing one. We say that this unbalanced atom has a positive charge (+) because it has too many protons. Since it got kicked off, the free electron moves around waiting for an unbalanced atom to give it a home. The free electron charge is negative, and has no proton to balance it out, so we say that it has a negative charge (-).

So what do positive and negative charges have to do with electricity? Scientists and engineers have found several ways to create large numbers of positive atoms and free negative electrons. Since positive atoms want negative electrons so they can be balanced, they have a strong attraction for the electrons. The electrons also want to be part of a balanced atom, so they have a strong attraction to the positive atoms. So, the positive attracts the negative to balance out. The more positive atoms or negative electrons you have, the stronger the attraction for the other. Since we have both positive and negative charged groups attracted to each other, we call the total attraction charge. When electrons move among the atoms of matter, a current of electricity is created. This is what happens in a piece of wire. The electrons are passed from atom to atom, creating an electrical current from one end to other, just like in the picture.

Electricity is conducted through some things better than others do. Its resistance measures how well something conducts electricity. Some things hold their electrons very tightly. Electrons do not move through them very well. These things are called insulators. Rubber, plastic, cloth, glass and dry air are good insulators and have very high resistance. Other materials have some loosely held electrons, which move through them very easily. These are called conductors. Most metals—like copper, aluminum or steel – are good conductors.



source: <http://www.energyquest.ca.gov/story/chapter02.html>
accessed: June 10, 2013



Task 3

Read these following questions. Then, scan text 2 “Islamic Prophecies: Electric Light Bulbs” for the answers. Work as fast as you can!

1. Is the word “electricity” explicitly stated in Al-Nur (35)?

No, it isn't.

2. How is light described in that verse?

3. What is the fuel consumed at that time?

4. What does the words east and west in that verse express?



Islamic Prophecies: Electric Light Bulbs

Wiki Islam, the online resource on Islam

﴿ اللَّهُ نُورُ السَّمَوَاتِ وَالْأَرْضِ ۚ مِثْلُ نُورِهِ ۚ كَمِشْكَاةٍ فِيهَا مِصْبَاحٌ ۚ الْمِصْبَاحُ فِي زُجَاجَةٍ ۚ الزُّجَاجَةُ كَأَنَّهَا كَوْكَبٌ دُرِّيٌّ يُوقَدُ مِنْ شَجَرَةٍ مُبْرَكَةٍ زَيْتُونَةٍ لَا شَرْقِيَّةٍ وَلَا غَرْبِيَّةٍ يَكَادُ زَيْتُهَا يُضِيءُ ۖ وَلَوْ لَمْ تَمْسَسْهُ نَارٌ ۖ نُورٌ عَلَى نُورٍ ۗ يَهْدِي اللَّهُ لِنُورِهِ مَن يَشَاءُ ۗ وَضَرِبَ اللَّهُ الْأَمْثَلَ لِلنَّاسِ ۚ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ ﴿٣٥﴾

{An-Nur: 35}

God is the light of the heavens and the earth. The parable of His light is that of a niche in which is a lamp. The lamp is enclosed in glass. The glass is like a pear-like planet. Lit with the oil of a blessed tree, the olive, neither of the east, nor the west, whose oil appears to light up even though fire touches it not. Light upon light. God guides to His light whomever He wills. God sets forth parables for the people. God knows all things.

We believe that there are implications in the Quran indicating certain important inventions that were to take place in the future for mankind. At the time of the Prophet, when these inventions were beyond human imagination, people could not have imagined them. How could it be possible to explain to these people what electricity and the electric light bulb were?

The verse above seems to hint at electricity and the light bulb. However, I am not claiming that this is its only significance. It is certain that the scope of it must be larger than that. While the verse points to a fundamental issue in referring to light, it also seems to have the connotation of an electric bulb and electricity. Light (“noor” in Arabic) is described enclosed in a glass. The

fuel of this light within the glass comes neither from the east nor from the west, as the fuel consumed at the time was olive oil, but the expression here seems to point to a source of energy other than olive oil. The expression east and west means the entire world. An energy whose origin is neither the east nor the west must be an unknown energy. When this fact is seen within the framework of the expression, "to light up even though fire touches it not," one generated by energy without fire suggests electricity.

This verse certainly has other connotations. But it is impossible not to think of electricity. At the end of the verse, mention is made of parables. Recourse to parables is a method used by the Quran to convey information to the public who may not be in a position to understand what is communicated. The imaginative scene that this verse generates in our mind is the following: the electric bulb that is lit in a dark room without having recourse to a flame illuminates the entire medium. Likewise when we look at the universe around us without our being aware of God's existence, deprived of all faith, everything will look dark, void and suggestive of despair. Once we take cognizance of God's existence and are enlightened by religion, our world will be illuminated just as the dark room is lit up. An aimless life will become meaningful, despair will yield itself to hope, and the feeling of being in a void will be replaced by a sense of existence. That is, the dark will be turned into light.

Rebuttal

The first thing to note, is that this is a parable; a story. A likeness to the nature of Allah, and the *true believers*. i.e. it should not be taken literally. Also notice the author's phrasing: this seems to HINT at electricity and the light bulb. Even *they* know it's a stretch. Different types of lamps were in use, and known about long before the time of Muhammad; so, again, it isn't referring to an unknown thing. Everyone knew what a lamp was. The Bible, which Muhammad and his companions had access to, also talks about lamps.

Another thing to notice when reading the verse in context, is the *very next verse*

Yusuf Ali: *(Lit is such a Light) in houses, which Allah hath permitted to be raised to honor; for the celebration, in them, of His name: In them is He glorified in the mornings and in the evenings.*

Pickthal: *(This lamp is found) in houses which Allah hath allowed to be exalted and that His name shall be remembered therein. Therein do offer praise to Him at morn and evening.*

Shakir: *In houses which Allah has permitted to be exalted and that His name may be remembered in them; there glorify Him therein in the mornings and the evenings.* {An-Nur: 36}

If we are to take this as a "true prophecy", then wouldn't it mean that non-Muslim houses would have no light bulbs? After all, Allah tells us in the next verse, that this lamp/light is *only* found in houses in which his name is 'remembered'. This disqualifies non-Muslims and renders these verses as exactly what they are; a parable, and nothing more.

Conclusion

This is a parable. The very next verse (Quran 24:36) rules out the possibility that this is any way prophetic of the invention of light bulbs, or electricity.

source: http://wikiislam.net/wiki/Islamic_Prophecies:_Electric_light_bulbs
accessed: June 10, 2013



Grammar in Focus: Relative Clauses

A relative clause is a clause which has a subject and verb and begins with a relative pronoun (*who, whom, whose, which, or that*) or a relative adverb (*where, when, or why*) to describe the [head noun](#) or [pronoun](#). It does not express a complete thought, so it cannot stand alone as a sentence. You use relative clauses to give additional information about something by combining sentences, so your text becomes more fluent and you can avoid repeating certain words.

For examples:

1. I have many blessings in my life.
I am very grateful for the blessings.
I have many blessing in my life which I am very grateful.
2. Palembang has many culinary attractions.
My family lives in Palembang.
Palembang where my family lives has many culinary attractions.
3. A lot of problems need to be addressed by our newly elected governor.
Unemployment is one of the problems.
Unemployment is one of the problems that need to be addressed by our new governor.



Task 4

A. Make one sentence from two sentences. Use who/which/when/that.

1. We believe that there are implications in the Quran indicating certain important inventions. The inventions would take place in the future for mankind.

We believe that there are implications in the Quran indicating certain important inventions that would take place in the future for mankind.

2. At the time of the Prophet, the inventions were beyond human imagination. People could not have imagined them.

3. An energy is origin neither the east nor the west. It must be an unknown energy.

4. After all, Allah tells us in the next verse that this lamp/light is only found in houses.

The houses in his name are 'remembered'.

5. The next verse (24:36) rules out the possibility of the invention of light bulbs, or electricity.

This is any way prophetic of the invention of light bulbs, or electricity.

- B. Decide whether the sentences below are correct or incorrect. Then, make corrections for the incorrect ones. Focus on the use of relative clauses.

1. Some of Senior High School graduates study in IAIN Raden Fatah might face problems in their Arabic class.

Incorrect

Correction: Most of Senior High School graduates who study in IAIN Raden Fatah might face problems in their Arabic class.

2. A gammar book which I found in my brother's room was an old and torn copy.
-
-

3. The victims of Aceh tsunami their houses were destroyed in the disaster were given temporary housing by the local government.
-
-

4. In family planning program, the families already possess two children should not attempt to have another.
-
-

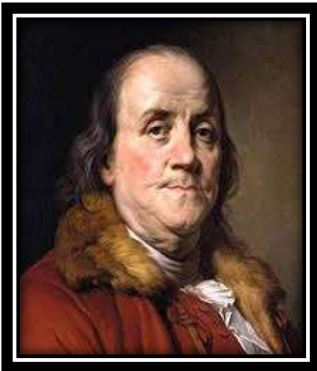
5. Many people were surprised to see Dafa, who was already bankrupt, but this year appeared to be very rich.
-
-



Vocabulary in Focus: Synonyms & Antonyms

Learning synonyms and antonyms is important to improve your reading skills because they enhance your vocabulary development. Synonyms are words or phrases that have similar meanings, while antonyms are words or phrases that have opposite meanings.

Read text 2 “**Benjamin Franklin, the Father of Electricity?**” Then, do the tasks that follow.



<http://www.google.com>



Text 3

Benjamin Franklin, the Father of Electricity

by Pankti

"Zzzz!" he felt as he fainted to the ground. "Are you all right?" he heard above him.

Slowly, he opened his eyes to see, but only to sight a mostly colorless blur. When he could see properly, he stood up with the help of the others who had made the commotion above him. Benjamin Franklin had proven electricity, his goal for many years.

Benjamin Franklin was born on January 17, 1706. He was the 15th child out of a total of 17 brothers and sisters. Josiah Franklin, Benjamin's father, was born on Dec. 23, 1657. Abiah, Ben's mother, was born on Aug. 15, 1667. At age 17, he ran away to Philadelphia to work on his own. He found a job as a printer and printed the Philadelphia Gazette, a newspaper. He invented the almanac in the print shop, selling about 10,000 copies a year. When he was

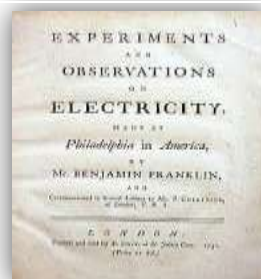
an apprentice, he had learned how to type and print. That was how he could invent the almanac and print a newspaper.

Benjamin was very smart because he read many books. He was not afraid to experiment. When a thought popped in his head, like lightning is a source of electricity, he had the determination to prove it. Ben and three of his friends were trying to analyze electricity and experiment with it. Two of his friends got electrocuted while they were working on this. While they did this experiment, they obviously proved that lightning was electricity. Yet, the world had not seen it, so Franklin decided to do the kite experiment, but alone.

Ben would always think about what he wanted to do in the experiment, find the materials, and think of how he could fix something if it did not work. Finally, he would gather the materials and do the experiment. Sometimes this process took a while. Ben was very keen to show the world that lightning was electricity. He wanted to prove this. He decided to use a metal key to do this experiment. Yet, he still needed a way to keep the key in the air. In 1752, on a stormy day, he raised his kite with a key tied near his hand. He could feel the electric shock go through his body. Ben had finally proven and understood lightning/electricity. Later that year, he invented the lightning rod.



<http://www.google.com>



In 1740, electricity was a novel and fashionable subject. Most people thought that electricity was as mysterious as heaven. When Franklin gave the idea of lightning being a source of electricity, people were excited, and he was supported all around the world. If Ben hadn't discovered lightning was electricity, we would not have anything that could run on it. Although many people have researched electricity and found how it worked, fewer research and experiments would have happened. Electricity has gone far from Benjamin Franklin's basic idea. We now have computers, lamps, speakers, T.V., and many more things that run on electricity.

Electricity's discovery was a great contribution. The almanac was also a great invention. It had information, interesting facts, and sayings, like, "a penny saved is a penny earned" and "Eat to live, not live to eat". These things have changed our world in great ways. He also invented the bifocal glasses so people could see well if they needed it. If Ben were alive today, I think he would try out more new ideas with electricity. I think one place you would find him is the science lab. He would probably be at least the hardest worker and the best researcher. Benjamin might invent something that helps one of our senses better like the bifocal glasses. He would also continue to print a newspaper and an almanac, but with more people and with computers.

Ben has made many important contributions to our country. Scientists like Michael Faraday continued research on sources of energy and electricity. Even today, Ben lived in the Colonial Time Period. There were not too many facilities at the time. This inspired Benjamin to come up with some new ideas. For instance: The city hospital he organized, correctly, was the first in America. Also, when he became deputy postmaster general, the post office was the only one of its kind in America. He also would not have invented the almanac if somebody else already had made one and was still printing it. Benjamin Franklin died on April 17, 1790. He was 84 years old. Ben died of pleurisy. Pleurisy is the inflammation of the tissue that covers the lungs and lines the chest cavity. On his epitaph, the death stones, he wrote, "The Body of B Franklin, Printer, Lays here, and Food for worms." But the Work shall not be lost; for it will appear once more, in a new and elegant edition, revised and corrected by the author.

Ben was very imaginative, and had many ideas to experiment with. If you are creative, imaginative, have many ideas and aren't afraid to try them out, maybe we will have a new inventor some day! If this is your plan, see you at the lab! Scientists still research, study electricity and are learning more about it.

source:

<http://www.kidsnewsroom.org/elmer/infocentral/frameset/inventors/franklin/index.html>
accessed: June 10, 2013



Task 5

A. Find the words in text 2 “**Benjamin Franklin, the Father of Electricity**” that have **similar meanings** to the following words.

1. amenities _____ *facilities* _____
2. turmoil _____
3. elated _____
4. rankling _____
5. discerning _____
6. haziness _____
7. rectify _____
8. vice _____
9. eventually _____
10. contrivance _____

B. Find each word on the left in text 2 “**Benjamin Franklin, the Father of Electricity**” and compare its meaning to the word on the right. Are they similar or different? Then, write **similar** or **different** on the line.

1. fainted _____ *similar* _____ a. unconscious
2. apprentice _____ b. employer
3. invent _____ c. discover
4. experiment _____ d. expedition
5. run on _____ e. use
6. obviously _____ f. vaguely
7. keen _____ g. enthusiastic
8. mysterious _____ h. intricate
9. come up _____ i. arrive
10. epitaph _____ j. script

C. Find the words in text 2 “Benjamin Franklin, the Father of Electricity” that have **opposite meanings** to the following words.

- | | | | |
|------------|---------------------------|---------------|-------|
| 1. inferno | _____ <i>heaven</i> _____ | 6. courageous | _____ |
| 2. vanish | _____ | 7. purchasing | _____ |
| 3. minor | _____ | 8. fast | _____ |
| 4. sooner | _____ | 9. lowered | _____ |
| 5. found | _____ | 10. quit | _____ |

D. Choose a word in the box that has **different** meaning from the underlined word in each sentence.

1. Ben was very keen to show the world that lightning was electricity.

vibrant	enthusiastic	passionate	<i>careful</i>
---------	--------------	------------	----------------

2. When a thought popped in his head, like lightning is a source of electricity, he had the determination to prove it.

involution	resolve	resoluteness	resolution
------------	---------	--------------	------------

3. When he could see properly, he stood up with the help of the others who had made the commotion above him.

correctly	precisely	clearly	nicely
-----------	-----------	---------	--------

4. Pleurisy is the inflammation of the tissue that covers the lungs and lines the chest cavity.

rankling	ruddy	phlogistic	infection
----------	-------	------------	-----------

5. If you are creative, imaginative, have many ideas and aren't afraid to try them out, maybe we will have a new inventor some day.

executor	deviser	molder	contriver
----------	---------	--------	-----------



Reading Strategy 2: Scanning a Table

Scanning a table is reading a *table* quickly in order to find specific information. Scanning a table can help you speed up your reading because you just locate to the section you need and focus to the relevant information that will answer the questions in your mind.

Guidelines for scanning a table:

1. Ask yourself what you want to find in the table.
2. Examine the table by moving your eyes rapidly across it.
3. Try to find what you are looking for in the table.
4. Use the clues such as title, header words, bold type, numerical or alphabetical order, etc., to help you scan.

www.nla.gov.au



Scanning a Table Practice



Task 6

A. Read the following questions. Underline the key words. Then, scan the table of **Appliances & Average Power Rating** in text 4 “**How Much Electricity Am I Using?**” to find the answers.

1. What are two kinds of information given in that table?

Electrical appliances and average power rating

2. What is the average power rating of Immersion heater?

3. What are the average power rating of dishwasher and toaster?

4. What appliance has the average power rating 950W?

5. What appliances have the average power rating 150W and 250W?

6. Which has a lower average power rating, laptop and desktop computer?

7. Which has a higher average power rating, hairdryer or deep fryer?

8. Do video and DVD/CD have the same average power rating?

9. Which appliance has the highest average power rating?

10. Which appliance has the lowest average power rating?



<http://www.google.com>

Text 4

How Much Electricity Am I Using?

If you want to save electricity (and why wouldn't you?) it helps to focus on the things that use most, and so cost you the most money. In other words: 'what uses watt'? Some electrical items use a lot of electricity. Others don't. As a rule, those with moving parts or which produce heat use much more than those producing light or sound. So if you want to save electricity and money, there's no point worrying about a digital clock or an electric

razor since these use so little power you would hardly notice the difference. The big savings lie elsewhere.

Every electrical appliance has a power rating which tells you how much electricity it needs to work. This is usually given in watts (W) or kilowatts (kW). Of course, the amount of electricity it uses depends on how long it's on for, and this is measured in kilowatt-hours (kWh). An item like a fridge has a low wattage, but because it's on all the time it'll use a lot of electricity. And although an iron is only used now and again, it uses a lot of electricity so the quicker you do your ironing the better. (See the table below for ratings for different appliances).

Electricity is sold by the kilowatt-hour (kWh) – usually referred to as 'units' on your electricity bill. If you're feeling mathematical you can work out how much a particular appliance costs to run by multiplying its wattage by the amount of time it's on and then by the cost of electricity per kWh. For example, let's say you have a 1200W oven (i.e. 1.2 kW) and you use this to cook a roast dinner in three hours. The electricity used is 1.2 (kW) x 3 (hours) = 3.6 kWh. If your electricity costs 14p per kWh (and of course it can vary enormously) then this will cost you 3.6 x 14 = 50.4p. This shows you why energy-efficient goods – those rated 'A' on energy labels – save you money.

The table below lists common appliances and an average power rating (the actual power rating can vary a lot depending on size and model).



<http://www.google.com>

Appliance	Rating	Appliance	Rating
Electric shower	7000-10500W	Grill/hob	1000-2000W
Immersion heater	3000W	Electric mower	500-1500W
Dishwasher	1050-1500W	Electric drill	950W

Washing machine	1200-3000W	Microwave	600-1500W
Tumble dryer	2000-4000W	Vacuum cleaner	500-1200W
Kettle	2200-3000W	Plasma TV	280-450W
Electric fire	2000-3000W	LCD TV	125-200W
Deep fryer	1200W	Freezer	150W
Hairdryer	1000W	Fridge	40-120W
Oil-filled radiator	2500W	Heating blanket	200W
Toaster	800-1500W	Video, DVD or CD	100W
Iron	1000-1800W	Desktop computer	80-150W
Electric oven	2000-2200W	Laptop	20-50W
Towel rail	250W	Broadband router	10W
Games console	45-190W	TV box	30-40W

Although a single light doesn't use much electricity (60-100W for a typical old-fashioned bulb), our homes can have dozens of them, so it adds up to quite a lot – around a fifth of an average home's electricity bill. As we move to low-energy light bulbs the amount we spend on lighting will go down, but it is still worth checking that you're not leaving lights on unnecessarily.

source: <http://www.cse.org.uk/advice/advice-and-support/how-much-electricity-am-i-using>
 accessed: June 10, 2013

B. Make a list of your household electric appliances. Then, complete the following table by referring to the table of **Appliances & Average Power Rating** in text 4 “**How Much Electricity Am I Using?**”

My Home Appliances & Average Power Rating

No	Appliances	Average Power Rating
1	Laptop	20-50 W
2		
3		
4		
5		
6		
7		
8		
9		
...		



Task 7

- C. Work in a group of four students. Share your tables and identify which appliances use much electricity. So, you can control the amount you spend on using them.



Reading Strategy 3: Making Connections

Making connections is making personal connections from the text with something in your own life (text to self), another text (text to text), or something occurring in the world (text to world). Making connections can help you activate your background knowledge on the topic and information in the text in order to have a better understanding of the text.

Guidelines for making connections:

1. Connect to the text in relation to your personal experience. Compare a specific experience in your life with information in the text.
2. Connect to the text in relation to another text you have read. Compare what you have read before with information in the text.

3. Connect to the text in relation to the real world, such as television, internet, newspapers, etc. Compare what you have read or seen from the media with information in the text.



Making Connections Practice



Task 8

Read text 5 “**A Day without Electricity**” on the next page. Then, answer the following questions and try to activate your background knowledge and experience.

1. What is the problem in the story? Have you experienced similar problem?

A day without electricity. Yes, I have.

2. Who is the main character of the story? Does he or she remind you to someone you know?

3. Have you read other texts about the same or a similar topic? If yes, how does this story relate to other texts you have read?

4. What song or poem does this text remind you of? If yes, how?

5. Does the text relate to movies or television shows that you have seen? If yes, how?

6. Does the text relate to current events or concerns in society. If yes, how?



finolexblog.com



I woke up and the bedroom was still freezing. I guess the power still hasn't been fixed yet. It drives me crazy with no heating on a bloody winter's day in the middle of December! I slowly slip out of bed still clutching my blanket for some warmth. I climb down the ladder and as soon as my feet touch the ground I quickly jump onto the carpet. The floor is like a sheet of frozen ice. No floor heating either. Great! Well, at least something can keep me awake in the morning at quarter to six. I'm just about to turn to switch on the light before I quickly realize no power equals any lighting. So I change in the dark. I know it's slightly weird, but sometimes I can slightly see through the dark and I can see my bed, cupboards and chair and that stuff!

I turn to pull up the curtains expecting to see the street lights glimmering the thinly snow-covered concrete that's called a street. I was completely wrong. It was pitch black and so dark that I expected to see Jason anytime bursting through the window with his machete and a hockey mask that apparently was his face.

As usual, I went to eat breakfast, the house is secondary, a kind of medium size house, so it's not difficult to find your way around. Although eating the actual breakfast was hard because I couldn't see where I was pouring the cereal so I had to feel all around for my bowl, the milk and a spoon. This is a kind of painful process in the dark. You hit your toe and leg on a lot of things.

I could hear my family talking around me like it was any other normal morning. I'm still in awe of how well my parents can cope like this. But they have lived in Vietnam longer than I was and they say that blackout experiences in Vietnam lasted for about weeks. Weeks! Can you believe that!? Wow.

After the 'most important meal of the day, I had to go and use the downstairs bathroom because that was one of the only ones that was fully functioning. Brushing my teeth was equally difficult because I wasn't sure if the actual toothpaste was being spread on the actual brush! Luckily I could taste the paste in my mouth.

My mum told me that it wasn't safe to go to school that day so my brother and I stayed home. Yet for no school! But it also kind of sucks because we won't be able to see our friends. And without our un-charged phones how on Earth will we contact them! *Dramatic Gasp* But we hoped that school would be cancelled because of the lack of electricity in the city; because without the electricity we can't email or contact the school to tell them we won't be attending. My brother, who's very athletic, suggested he could bike to school as he's done it before. Although my mum clearly did not like the idea at all because she gave him one of those looks that show he is not the sharpest tool in the shed. But when was he ever, right?! Because if my brother dares to go biking in the pitch darkness, on probably the iciest day in the Middle of December, on hilly paths, then he'll be absolutely screwed. Like seriously in the hospital screwed.



thenassaeguardian.com

Another day without electricity is one of the hardest situations to get through because I've experienced blackouts before but I still had gas so I could be able to cook! So most of the time I had to walk around the house with a bloody torch in my hand or mouth. And that's what I'm still doing today! I also had to keep my phone off so I can preserve as much battery as possible; but I can't do that now as my battery was lost really quickly. It was definitely not because I was texting this boy late at night! Definitely NOT the reason!

Something we usually do when a blackout comes in the early morning or night about is to light as many candles as possible placed around the house. Luckily, my mother absolutely ADORES them and has so many! She must possess at least over 200 or more candles. So when we lit all the candles the house brightened up like Santa Lucia. We also had to pile on loads of jumpers and



kidsks.org



clothing to keep us warm. My brother wrapped up in his blanket he looked like a life-sized, football-logo's burrito. Ha-ha!

By the time it was around lunchtime we were finally fed up and put on a fire. We used up quite a large amount of firewood but at least it kept as warm!

The rest of the day I guess was normal. The sun came up. We ate fruit and anything else edible uncooked. Although not my idea of a cup of tea! When I finally went to bed that night, I was wrapped up in my blanket still desperately trying to get some warmth. When I think it was about 10 pm, I heard my parents yell 'yes!' I guess the power went back on. Well, I didn't need to guess as my night light shone bright in my eyes. Perfect timing! What an interesting end to a bad day.

source: <http://blankmindlmk.blogspot.com/2012/01/short-story-day-without-energy.html>
 accessed: June 10, 2013

FOLLOW-UP ACTIVITIES

<p>A. Access http://www.youtube.com/watch?v=WSpJLpAkByo o "Top 10 Ways to Save Electricity at Home" Watch the video. Listen attentively to the speakers in the video. Write the main points from the video. Discuss in pairs or groups the ways of saving electricity at home. Then, tell the class your conclusions.</p>	 <p>zdnet.com</p>
<p>B. Write your own short story about "A Day without Electricity". Share your story to other students in a group of five. Listen to their comments. Then, rewrite your story based on their comments.</p>	 <p>finolexblog.com</p>

EVALUATIONS

Reading Test

Test 1: Read these questions. Then, scan the text “**Importance of Electricity–How It Change People’s Lives**” below to find the answers. Work quickly!

1. What are the benefits of electricity in the field of communication?

2. What are the benefits of electricity in the field of entertainment?

3. What are the benefits of electricity in the field of transportation?

4. What are the benefits of electricity for household?

5. Why do companies suffer lot problems when there is no electricity supply?

Importance of Electricity–How It Change People’s Lives

by Carolyn Anderson

Electricity is something that people cannot live without in the modern day. Without it, life will be so much difficult and slow. People need to learn how to value electricity and learn how to produce it from renewable sources.

Hundreds of years ago, people have never imagined that they can make lives very easy through technology. In the modern day, people cannot imagine life without electricity. Why is electrical power so important for people today? Let us discuss some aspects of life that electricity has improved a lot. Communication – This is probably the most improved aspect in people’s

lives. With electrically powered gadgets and computers, people now communicate with each other no matter how far the distance is. As long as you have a source of power to use your mobile phone or the internet, you will not have any problem with long distance communication. Can you still imagine the world without your smart phones and laptops?

Entertainment – Electricity has improved entertainment a lot too. People can use televisions and radios because of electricity. It is also used for printing books and for powering microphones during events. Imagine life without these entertainment appliances and equipment. Let's face it. Life will become very dull without it. No more game consoles to kill time with.

Work – Tell me a kind of work or profession that does not need electricity. There is none. From construction to corporate jobs, from white-collared to blue-collared work, people need electricity to operate some equipment needed to finish their daily tasks. This is the reason why when there is a shortage of energy, companies suffer a lot because they cannot operate and provide the service they promised to their clients.

Transportation – Electricity is starting to transform the transportation system in many countries. Aside from trains, cars and other vehicles are now being designed to be powered not by gas but by electricity. This is because it is eco-friendly and it does not create harmful by-products such as carbon emissions. If all modes of transportation do not use gas, air pollution and global warming will definitely be solved.

Food – The food industry also needs power to operate. It is a lot faster and easier to produce food items now because of machines. Imagine fast food chains or restaurants having no source of power. Surely, you will have to wait hours before you can eat the meal you ordered.

Home – Electricity is also very efficient for households. Homes can use air-conditioners when there the summer is on. They can also deviate from traditional heaters and choose electric heaters during the winter season. The family can bond together by watching movies on DVD or by playing games together.

These are just some of the advantages of electricity. There are also some disadvantages and issues concerning it as well. For instance, it is most commonly made by burning crude oil or fossil fuels. The bad thing is that these things are non-renewable. Once these resources disappear, the world will definitely suffer. The good thing is that there are now renewable sources of electricity that are being discovered and developed. One example

is the solar energy which uses the heat from the sun. Hydroelectric uses the power of running water that moves turbines. Geothermal energy produces electricity through the heat from the ground.

source: ArticlesFactory.com

<http://www.articlesfactory.com/articles/science/importance-of-electricity-how-it-changed-peoples-lives.html>

accessed: June 10, 2013

Test 2: Read the following questions. Scan the text “**£134m of Electricity Wasted Every Year by Overcharging Mobile Phones and Laptops**” on the next page below to find the answers. Try to activate your background knowledge and experience. Work quickly!

1. What is the problem in the text?

2. Which details from the text connected to your experiences?

3. Have you read other texts about the same or a similar topic? If yes, how does this text relate to other texts you have read?

4. Does the text relate to movies or television shows that you have seen? If yes, how?

5. Does the text relate to current events or concerns in society. If yes, how?

£134m of Electricity Wasted Every Year by Overcharging Mobile Phones and Laptops

by Daily Mail Reporter

Householders waste £134million a year overcharging gadgets such as mobile phones and laptop computers, according to a study. One in five Britons leave their devices plugged in once the battery is full because they are scared of running out of power when they leave the house. But one in ten admit they are simply 'too lazy' to pull the plug even though it costs them money.



A massive nine in ten owners keep gadgets on permanent charge, often unaware of the damage it could be doing, energy firm E.ON found. Overcharging batteries reduces their lifespan and increases household electricity bills by an average £60 per year. But a quarter of us wrongly assume constantly charging our gadgets keeps them working properly.

The most overcharged devices are laptop computers, mobile phones and iPods at 43 per cent, 41 per cent and 10 per cent, respectively, the study found. But we also overcharge electric toothbrushes, hand-held vacuum cleaners and cordless landline phones.

GADGET CHARGING TIMES

- **Mobile Phone - 2 hours**
- **Laptop, with Express Charge - 2 hours**
- **Hand-held vacuum cleaner - 3.5 hours**
- **Mp3 player - 4 hours**
- **Digital Camera - 2 hours**

People aged 18 to 24 are the biggest perpetrators, being four times more likely to stay plugged-in than those aged 55 and over. And a third of women

say they simply 'forget' their devices are plugged in. Children are also adding to energy bills, with 20 per cent of kids keeping toys on regular charge. Pollyanna Woodward, a presenter on Channel 5's The Gadget Show, said people do not realize the harm overcharging can do.

'There is clearly a lot of confusion about what's good for our electronics and it is astonishing that 90 per cent of people overcharge their gadgets,' she said. 'Overcharging a gadget can often do more harm than good. 'It can reduce the lifespan of batteries but, more importantly, it also prevents people from making easy savings on their energy bill. 'By spending a few minutes unplugging ten common household gadgets when they are fully charged could save around £60 a year.'

Just under half of Britons, 46 per cent, say they would remove their gadgets from constant charge if they knew money savings could be made. Emma Thompson, from E.ON, said: 'We're using more and more gadgets in our daily lives. 'It's crucial that we keep an eye on how much money and energy we're wasting keeping them charging when we don't need to. 'It only takes small steps to get Energy Fit and make significant savings. 'For example, when you plug in a charger, think about how long it needs to reach full charge, rather than just leaving it on overnight. 'Generally mobile phones only take two hours to charge but most people leave them plugged in overnight. 'By unplugging your gadgets once they're charged, you'll be helping to reduce your energy bills.'

source: Daily Mail, January 2, 2012

Home Support Project

Research via library or internet, you can read encyclopedias, source books, journals, magazines, newspapers, or other sources) to learn about what people do in some areas to overcome the problems of electricity shortage. Then, write a reading report on electricity shortage problems and their solutions.



article.wn.com



trdefence.com

Remember, your report has to meet these following criterias:

1. Content (all of important and necessary information was presented)
2. Organization (Ideas well organized and easy to follow)
3. Mechanics (No errors in sentence construction, spelling and punctuation)
4. Creativity (Demonstrates critical thoughts and creativity in the report)

SOLID WASTE



www.ahl-alquran.com

Concept:

**REDUCE, REUSE, & RECYCLE -
ALTERNATIVES FOR WASTE
MANAGEMENT**

Learning Objectives:

1. To identify text structures
2. To identify signal words in the text
3. To use graphic organizer to represent the relationship among key ideas
4. To make inference from a play script

LEAD-IN ACTIVITIES

Look at the pictures below. Then, answer the questions that follow.





think individually

1. Did you notice a common thread among those pictures?
2. What goes into garbage in your neighborhood?
3. According to you, how should we dispose our solid waste?
4. Make notes on your main points.



work in pairs

5. Tell your notes to a partner and listen to your partner's response.
6. Discuss and write your conclusions.
7. Create a slogan on the importance of waste management to inspire others to manage their wastes.
e.g., *Your waste is your responsibility to manage.*



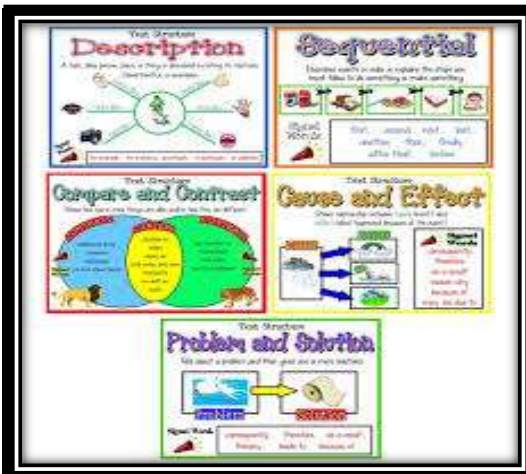
tell the class

8. Tell the class your conclusions.
9. Tell the class your slogans and write them on the board.

READING ACTIVITIES



Reading Strategy 1: Identifying Text Structure



teachalacarte.com



teacherspayteachers.com

Text structure is how the information within a text is organized. Identifying and analyzing a text structure can help you identify important events, concepts and ideas. The structure of a text can change multiple times in a work and even within a paragraph. When you understand a text structure, you can choose specific reading strategies and anticipate what information will be revealed in the text.

Common Text Structures:

1. Descriptive structure features a detailed description of something to give the reader a mental picture. The author usually describes a topic by listing features, characteristics, and examples.
2. Sequence structure gives a chronological of events or a list of steps in a procedure. The author usually lists items or events in numerical or chronological order.
3. Compare-contrast structure examines the similarities and differences between two or more people, events, concepts, ideas. The author usually explains how two or more things are alike and/or different.
4. Cause-effect structure presents the causal relationship between a specific event, idea, or concept and the events, ideas, or concept that follow. The author usually lists one or more causes and the resulting effects.

Problem-solution structure sets up a problem or problems, explains the solution, and then discusses the effects of the solution. The author usually states one or more problems and gives one or more solutions for the problem.



Reading Strategy 2: Identifying Signal Words

Signal words link ideas together, show relationships, and indicate transitions from one idea to another idea. You can learn to identify a text’s structure by paying attention to these signal words. Each text structure is associated with different signal words.

Common Signal Words:

1. Descriptive structure signal words: such as, for example, for instance, specifically, looks like, in addition, characteristics are, etc.
2. Sequence structure signal words: first, second, third, before that, next, then, after that, finally, eventually, etc.
3. Compare-contrast structure signal words: same as, alike, different, in contrast, both, either-or, however, by contrast, on the other hand, etc.

4. Cause-effect structure signal words: because, therefore, caused by, impact, outcome, reasons for, reasons why, as a result, if...then, leads to, effects of, influenced by, etc.

Problem-solution structure signal words: problem is..., dilemma is..., question, answer, because, since, solve, solution, etc.

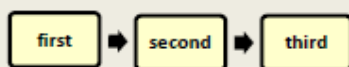
Reading Strategy 3: Using Graphic Organizer

Graphic organizer visually represents the relationship among key ideas in the text. This visual tool can be particularly helpful for you in understanding and organizing information.

1. Descriptive structure



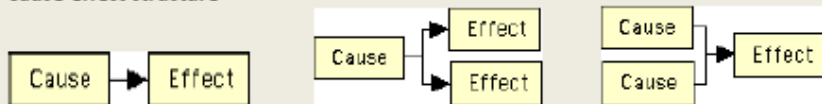
2. Sequence structure



3. Compare-contrast structure



4. Cause-effect structure



5. Problem-solution structure





Identifying Text Structure, Signal Words, & Using Graphic Organizer Practice



Task 1

Read text 1 “**Garbage: Indonesia Produces 500 Million Liters per Day**” and notice how it is structured. Then, answer the questions that follow.



GARBAGE: Indonesia Produces 500 Million Liters per Day

PALEMBANG, *KOMPAS* - The daily amount of solid waste continues to grow along with the rising number of population. Currently, Indonesia’s garbage production is estimated at 500 million liters, or 0.5 million metric tons per day. Solid waste management in the environment is considered important as a solution to reduce waste buildup.

Environment Minister, Balthazar Kambuaya, said that every person is estimated to generate as much as two liters of solid waste daily. "That is an incredible amount and it rises each year in line with the pace of population growth," he said after inaugurating a garbage bank in Griya Bahagia Housing Complex in Palembang, South Sumatera, Saturday (14 April).

With population growth rate of 1.49 percent per year, the amount of solid waste is expected to increase by 7.45 million liters per day. According to Balthazar, solid waste management is the responsibility of local leaders as a form of community service. This is regulated in Law No. 18/2008.

One effort to address solid waste issues is waste management by the residents, including by establishing garbage banks. Ministry of Environment has targeted the establishment of 250 garbage banks this year. Balthazar said that there are currently three cities that have actively encouraged garbage banks, namely Palembang, Surabaya and Malang. "Assistance with garbage banks has been planned to be some form of a tribute to cities/ regencies that have proved they committed to environmental hygiene, just like Adipura winners," he said.

Palembang Mayor, Eddy Santana, said that the City of Palembang faces a problem associated with the large amounts of garbage generated. Currently,

the 1.6 million-strong populations of Palembang City produce about 520 tons of garbage per day. One effort to reduce garbage in Palembang City is by encouraging the establishment of garbage banks by the public. Garbage banks manifest a form of waste management at the people's level within a small environment, such as neighborhood (RT), kelurahan [village-level admin unit in urban setting], and housing complexes.

According to Eddy, garbage banks have the potential to reduce household waste by up to 80 percent, thereby reducing the burden of municipal solid waste. This is because the majority of household waste can be recycled or sold.

The garbage bank in Griya Bahagia Housing Complex is capable of selling and recycling waste into compost and handicraft goods, said an official of Griya Bahagia garbage bank, Enni Meruyani (47). Presently, there are five garbage banks in Palembang.

source: http://www.indii.co.id/news_daily_detail.php?id=3550
accessed: June 12, 2013

Questions

1. What is the problem discussed in the text?

Garbage production

2. Why is it a problem?

3. What is the possible solution described in the text?

4. How did the author present the information at the beginning of the article?

5. How did the author present the information at the end of the article?

6. Can you find the signal words in the text to figure out the text structure? What are they?

7. Can you figure out the text structure that these signal words point to?

8. Which structure did the author use in the text; descriptive, sequence, compare-contrast, cause-effect, or problem-solution structure? Why do you think so?



Task 2

Work in a group of four students. Diagram the structure of text 1 **“Garbage: Indonesia Produces 500 millions Liters per Day”** using a graphic organizer. Fill in your graphic organizer.

Graphic Organizer



Task 3

1. Present your graphic organizer to the class.
2. Listen to other groups' comments.
3. When necessary, make some corrections based on the comments.



Task 4

Read text 2 “What Are the Effects of Poor Waste Management?” below and notice how it is structured. Then, answer the questions that follow.

Text 2

What Are The Effects of Poor Waste Management?



Due to the poor management of the Domestic Waste from households, the following are some of the effects on the population and the environment.

Solid wastes, when improperly disposed off can be an environmental hazard in that the surrounding environments as well

as the fish are affected. This improper dumping can lead to death of fish as well as diseases to man e.g. dysentery, cholera and so on.

Some of these wastes can also be very harmful to the atmosphere. These wastes when improperly dumped into the atmosphere can lead to the destruction of the ozone layer and may cause diseases such as cancer. As a result there is problem in global warming. Air pollution can also lead to formation of acidic rain which is dangerous to crop life since it fastens the removal of soil fertility from the surface of the ground. It also affects drainage. When solid wastes are dumped in drainage channels and gutters, the block the flow of the sewerage. This may cause flooding. At the same time, solid wastes also affect soil drainage which hinders the growing of crops.

Since some of the waste materials are water proof, they can be dangerous to the aeration system of the soil hence hindering agriculture. It also leads to the reduction of fertile cultivatable land in form of dumping sites. This in turn affects the countries since Uganda depends on agriculture for exports.

Waste materials like toxic if consumed by animals can be very dangerous to life and worse still if these wastes are dumped in water bodies. They are dangerous to aquatic life.

Poor solid waste has also led to the death of animals (especially domestic animals). Death of animals like cattle leads to poverty and the death of animals like dogs, leads to insecurity in homes. Poor Domestic Waste management also displays an ugly scenario of the environment. This can affect the tourism industry, as the tourist may not get attracted to visit the country.



It has also led to the spread of diseases in such a way that when wastes like broken bottles and these are dumped anywhere, they collect water in them (when it rains) and this may become a breeding ground

for mosquitoes. Wastes like human stool cause diseases when poorly dumped, as the flies will carry the germ from the stool.

It can also lead to human injury. For example, when a person is walking and steps on the broken bottles or nails or even pins (sharp objects), he can get injured which may lead to bleeding. (normally these waste sharp objects are infected with germs)

Uncontrolled dumping of solid waste can lead to wastage of land where we find lots of land being used as dumping sites for wastes. These same pieces of land are later on neglected by the inhabitants of the area. Poor waste management can be a source of under development around the societies surrounding that particular area. This can cause harm to tourist industries of the particular countries.

source: <http://www.angelfire.com/nc/namicol/effects1.html>

accessed: June 12, 2013

Questions

1. What is the problem discussed in the text?

Poor waste management

2. What is the cause(s) of the problem?

3. What are the effects of the problem on the population?

4. What are the effects of the problem on the environment?

5. What are the effects of the problem on the atmosphere?

6. How did the author present the information at the beginning of the article?

7. How did the author present the information at the end of the article?

8. Can you find the signal words in the text to figure out the text structure? What are they?

9. Can you figure out the text structure that these signal words point to?

10. Which structure did the author use in the text; descriptive, sequence, compare-contrast, cause-effect, or problem-solution structure? Why do you think so?



Task 5

Work in a group of four students. Diagram the structure of text 2 “**What Are the Effects of Poor Waste Management**” using a graphic organizer. Fill in your graphic organizer.

Graphic Organizer

A large empty rectangular box with a red border, intended for students to draw a graphic organizer.

Task 6

1. Present your graphic organizer to the class.
2. Listen to other groups’ comments.
3. When necessary, make some corrections based on the comments.



Task 7

Read text 3 “**Three Rs – Reduce, Reuse, Recycle**” below and notice how it is structured. Then, answer the questions that follow.



'Three Rs'- Reduce, Reuse, and Recycle



schoolsagainstwaste.co.uk



hutohudi.blogspot.com

There are three easy ways to cut down your waste that can make a big difference to the amount that ends up in landfill. These are known as the 'Three Rs'—reduce, reuse and recycle. By thinking about what you really need and refusing what you don't, giving items more than one life and disposing of rubbish thoughtfully, you can reduce waste and show others that you value our resources and the environment.

Reduce

Many of the problems created by waste can be addressed by reducing the amount of waste we produce in the first place. Reducing waste includes rethinking what you buy and refusing things you don't need.

There are many ways to reduce the amount of waste you produce:

- Reduce your use of single-use and disposable products where possible and choose alternatives which can be used again. For example, instead of buying bottled water on the run, take a bottle with you from home.
- Opt for products with minimal packaging where possible.
- Buy in bulk to reduce the amount of packaging you collect. This can also save you money.
- Choose concentrated products or refillable containers.
- Refuse plastic bags when you don't need them. Keep reusable bags handy so you remember to take them to the shops. You can also use boxes or your own shopping trolley bag on wheels.
- When you're buying fruit and vegetables, pop them straight into your trolley rather than plastic bags.
- Save on plastic wraps and freezer bags in kitchen by using reusable containers as much as possible.

- If you don't read advertising mail, put a sign on your letterbox.
- [Plan your meals](#) to use items before they go out of date. [Compost](#) your food scraps or use them in a [worm farm](#).
- When [building or renovating](#), build only what you need and think carefully about your design. Good design can make existing space more usable or comfortable. Choose durable materials and finishes as they should last longer.

Reuse

It's amazing how many things can have a second or even third life. If you can't reuse something, there may be someone else who can. Repairing household items instead of replacing them can be a great way to reduce waste and save money. You might also be helping keep local specialist services like repairers and refurbishes in business. You might find innovative ways to reuse old bags, containers, building materials, clothing and unwanted things. Choose well made durable items. These products may cost a little more but their lifespan will be longer. When you reuse items you've bought they become more cost-effective. Not only do you save money, you'll also prevent those materials being discarded as waste. You'll also help reduce the amount of energy used to manufacture new products.

Here are some simple ways to re-use items:

- Give unwanted clothes, household items, furniture or appliances to family or friends, or donate them to charities.
- Washed takeaway containers make good stackable containers for frozen food.
- Wash glass jars and use them again to store food or things like buttons and nails. You can also give glass jars to friends or groups who make jams.
- Use small plastic bags to wrap wet and smelly rubbish or to pick up after your pet.
- See whether your trash could be treasure for someone else. For example, if your food scraps are going in the bin, there might be a gardener or someone with chickens who wants your organic waste.
- If you're [building or renovating](#), consider using recycled materials such as windows or floorboards—you can save money and add character at the same time.

Recycle

When you [buy recycled products](#), you're saving resources and reducing the impacts of pollution. When disposing of products make sure only the items accepted for recycling go in your recycling bin. These usually include glass, hard plastics, aluminum and steel, paper, cardboard and milk or juice

cartons. There might be restrictions in your local area on what can be recycled so check with your local council. Your council will also be able to tell you if you should wash the recyclables before they go in the bin.

See if appliances and furniture can be repaired instead of replaced. Charities and specialist repair services might want your broken goods to turn into recycled products.

- Find out what drop-off and [recycling facilities are available in your local area](#). Contact your local council - they may collect other items for recycling, including mobile phones and printer cartridges.
- Contact your local council to find out what [e-waste](#) recycling services they offer for larger electronic and electrical products.
- If you have [hazardous household waste](#) or [building material waste](#) check with your local council for safe ways to dispose of these.
- Look for products that use [recycled materials](#) or are recyclable. This way you'll know that you're helping to keep useful materials and metals out of landfill.
- Recycle unwanted plastic bags at your supermarket, or give them to charity stores who may use them.

source: <http://www.livinggreener.gov.au/waste/reducing-and-recycling/reducing-waste/reduce-reuse-recycle#reduce>

accessed: June 12, 2013

Questions

1. What specific concept is being described in the text?

The concept of reduce, reuse, and recycle

2. What are the definitions of reducing, reusing, and recycling?

3. What are some simple ways of reducing concept?

4. What are some simple ways of reusing concept?

5. What are some simple ways of recycling concept?
-
6. How did the author present the information at the beginning of the article?
-
7. How did the author present the information at the end of the article?
-
8. Can you find the signal words in the text to figure out the text structure? What are they?
-
9. Can you figure out the text structure that these signal words point to?
-
10. Which structure did the author use in the text; descriptive, sequence, compare-contrast, cause-effect, or problem-solution structure? Why do you think so?
-



Task 8

Work in a group of four students. Diagram the structure of text 3 “**Three Rs – Reduce, Reuse, Recycle**” using a graphic organizer. Fill in your graphic organizer.

Graphic Organizer



Task 9

1. Present your graphic organizer to the class.
2. Listen to other groups' comments.

When necessary, make some corrections based on the comments.



Vocabulary in Focus: Verb Prefixes with Specific Meanings



Task 10

- A. Reread text 3 “**Three Rs – Reduce, Reuse, Recycle**”, highlight or underline the use of some prefixes with specific meaning such as **re-**, **over-**, **mis-**, **un-**, and **dis-**.

In English language, there are some prefixes with specific meanings such as **re-**, **over-**, **mis-**, **un-**, and **dis-**. Prefix **re-** means again, **over-** means too much, **mis-** means badly or incorrectly, **un-** means not or the opposite of an action and **dis-** is used to reverse an action.

For examples:

- You might find innovative ways to reuse your old bags, containers, building materials, clothing, and unwanted things.
- I think my father is overdoing his job at the moment. So, he needs a break from his job.
- Most of the students were not successful in doing the test because they misunderstood the direction completely.
- Give unwanted clothes, household items, furniture or appliances to family or friends, or donate them to charities.

Where is Rini? She was here five minutes ago, and then she disappeared behind the crowd.

B. Complete the verbs in these following sentences.

1. Reducing waste includes rethinking what you buy and refusing things you don't need.
2. Recycle **un**_____ plastic bags at your supermarket, or give them to charity stores who may use them.
3. I have to go back to the shop where I bought my shoes to take my money because the shop assistant **over**_____ me.
4. We usually have similar opinions in discussions but this time I **dis**_____ with her on the subject of waste management.
5. Give **un**_____ clothes, household items, furniture or appliances to family or friends, or donate them to charities.
6. Repairing household items instead of **re**_____ them can be a great way to reduce waste and save money.

7. My wife **dis**_____ the film not only because of the story but also the speaking style of the characters.
8. I am really sorry for being late to the class. I **over**_____ this morning because I did many assignments last night
9. You have to **dis**_____ first before you close the software from your computer.
10. We cannot get inside the shop because it shuts for lunch. Usually, it will **re**_____ at 1.00 p.m.



Grammar in Focus: Adjective Ending in –ing and -ed

Read the explanation of adjective ending in –ing and –ed below before you read text 4 “Why Don’t Muslim Families recycle”.

In English language, many adjectives that are derived from verbs. They are formed by adding a suffix to the roots of verbs. These suffixes are **-ed** and **-ing**. Adjectives ending in **-ing** are “active”, they perform the action of the verb and mean “having this effect”, whereas those ending in **-ed** are “passive”, they receive the action and mean “affected in this way”.

For example:

Last night, Rini studied very hard for her English test. But, this morning she was **disappointed** with her score. Her score is **disappointing**.

Both ‘disappointed’ and ‘disappointing’ can be used as adjectives, but they describe things in different ways. The **-ing** adjective tells about the score, and **-ed** adjective tells about how Rini feels (about her score). Somebody is disappointed if something/someone is disappointing.

Read text 4 “**Why Don’t Muslim Families Recycle?**” and pay attention to the use of adjective ending in **-ing** and **-ed**.

Why Don't Muslim Families Recycle?

by Karin Friedemann, TMO

One question that has puzzled me since I took shahada 20 years ago is why I don't see the Muslims recycling their garbage. Surely, there are exceptions, but I continue to be completely baffled by the general level of environmental disregard. I would have thought that in 20 years, we would have made more progress in terms of our consciousness about the burden we put upon our fellow citizens to cope with our daily waste.

Recently I was visiting an Iraqi family for dinner. When I inquired why they preferred to live in America even after the political situation had stabilized back home, it was surprising that they told me that Iraq is a terrible place to live because it's full of garbage. After dinner, I watched them stuffing a huge bag full of trash from just one meal! I asked them why they don't make use of the government trash recycling services, now that they live in a country that has curbside pickup. They said they had no recycling bin. I told them you just call the City and they will give you one. They said it didn't matter because they had a neighbor who hauls away their trash for them so that they don't have to pay the garbage removal fee. I was truly shocked. Their friend is hauling away their garbage for them as a favor, and they don't have the decency to reduce their amount of trash? Even though recycling is free and garbage dumping costs money? As I was leaving, I noticed that they actually did have a recycling bin in the garage. It was being used to store baseball bats and other sports equipment. I started feeling resentful, like they came to my country just to fill it with garbage! They've been here for ten years, their children were born here. At what point will they start caring about their adopted country enough to recycle their garbage? Don't get me wrong, they have many good qualities too.

The Muslims' hesitancy to recycle their garbage is all the more perplexing, since one of the most popular dawah pamphlets continues to be the "Environment and Islam." It points out Quranic verses such as, "Do no mischief on the earth, after it hath been set in order" (7:56), and applies them to the scientific concept of maintaining a balanced ecosystem. I was terrified by dire predictions that due to environmental pollution, there would not be enough oxygen to sustain human life on earth within 50 years. The threat of impending planetary doom put the fear of God in my heart and made me want to live more consciously. When I was a child, there was

no recycling. Recycling services are something that ordinary citizens and environmental organizations worked and fought hard for. It began with volunteers collecting recyclable trash at various church and school parking lots. People who recycled were often belittled as ridiculous idealists, but they kept struggling and striving to slow the steady stream of trash into our landfills and trash incinerators. Eventually, citizen pressure resulted in recycling programs in many cities.

When Ann Arbor, Michigan got its first recycling truck I was 18. I enthusiastically volunteered on the truck for one day, hauling bottles and newspapers from the curb. I gained a lot of respect for all trash collectors, as every muscle in my body hurt at the end of the day! Martin Luther King, Jr. gave his last speech in support of Memphis Tennessee's sanitation workers, where he compared their importance to that of doctors, because society relies upon them to protect us from disease. Recycling reduces the amount of rotting material by separating the clean garbage from the gross garbage. Composting food scraps in the garden reduces the amount of rotting waste even more. Yet, recycling is done by just half of Americans daily, and 13 percent don't recycle at all. Research points to apathy and lack of convenience being the main reasons people neglect their civic duty to reduce their human footprint upon the earth. In many cases, they were confused about what can and cannot be recycled. Education and peer pressure seem to be the keys to compliance.

Pride in home ownership might also go a long way in sculpting attitudes about garbage. In my neighborhood, the streets where most people are renters are usually strewn with garbage while the streets where most homes are owned by their inhabitants are usually clean. People who identify with and value their property are more likely to pay attention to the mess that their garbage creates. Yet, even if we rent an apartment, we can cultivate an attitude of pride in our town, our country, or our planet. People who don't recycle often feel like their efforts don't make a difference. It may be that people with a strong sense of self-worth might be more likely to believe that even a small contribution to the recycling bin could be meaningful. Immigrants who feel like it's fine to pollute America because it's not "their" country should be encouraged to participate in the communal health of our country as a matter of self esteem, and as a baby step towards civic engagement.

Every community usually has at least one concerned individual. This person should help make recycling convenient at the local mosque or Islamic center by obtaining recycling bins and encouraging people to use them. The City

will generally have a list of the types of items they accept that can be printed out from their website. Posting these instructions near the recycling bin might go a long way towards reducing confusion. Youth groups could play a large role in educating parents and creating peer pressure to recycle. We are fortunate enough to live in a country where we have curbside recycling. Those communities, who don't have it, should lobby for it. This could be a great way to join a cause and cooperate with your neighbors about something that helps everyone.

Feeling like we are part of a community makes us want to recycle our garbage because of the way our garbage makes us look. It's embarrassing when you have a huge pile of trash outside your house on garbage day and your recycling bin just has a few newspapers. At the same time, caring about the environment can help us feel connected with others and provide opportunities to work within our community on issues of mutual benefit. Either way you look at it, recycling is a win-win solution for society that goes beyond the immediate material concerns of trash removal.

source: The Muslim Observer, January 24, 2013



Task 11

A. Complete the sentences by using the correct adjective from the box.

embarrassing/embarrassed	balancing/balanced	terrifying/terrified
surprising/surprised	perplexing/perplexed	confusing/confused
shocking/shocked	surprising/surprised	exhausting/exhausted

1. Recently I was visiting an Iraqi family for dinner. I inquired why they preferred to live in America even after the political situation had stabilized back home. It was ___*surprising*___ that they told me that Iraq is a terrible place to live because it's full of garbage.
2. They said they had no recycling bin. I told them you just call the City and they will give you one. They said it didn't matter because they had

a neighbor who hauls away their trash for them so that they don't have to pay the garbage removal fee. I was truly _____.

3. They said they had no recycling bin. I told them you just call the City and they will give you one. They said it didn't matter because they had a neighbor who hauls away their trash for them so that they don't have to pay the garbage removal fee. It was truly _____.
4. The Muslims' hesitancy to recycle their garbage is all the more _____, since one of the most popular dakwah pamphlets continues to be the "Environment and Islam."
5. It points out Quranic verses such as, "Do no mischief on the earth, after it hath been set in order" (7:56), and applies them to the scientific concept of maintaining a _____ ecosystem.
6. The prediction was _____. Due to environmental pollution, there would not be enough oxygen to sustain human life on earth within 50 years. The threat of impending planetary doom put the fear of God in my heart and made me want to live more consciously.
7. I was _____ by the prediction. Due to environmental pollution, there would not be enough oxygen to sustain human life on earth within 50 years. The threat of impending planetary doom put the fear of God in my heart and made me want to live more consciously.
8. Recycling is done by just half of Americans daily, and 13 percent don't recycle at all. Research points to apathy and lack of convenience being the main reasons people neglect their civic duty to reduce their human footprint upon the earth. In many cases, they were _____ about what can and cannot be recycled. Education and peer pressure seem to be the keys to compliance.
9. Feeling like we are part of a community makes us want to recycle our garbage because of the way our garbage makes us look. It's _____ when you have a huge pile of trash outside your house on garbage day and your recycling bin just has a few newspapers.

- B.** Put ✓ on the lines for the correct statements, and X for the incorrect ones.

1. ___✓___ Jonathan was incredibly *bored* at Mary's wedding and left at 4 pm.
2. _____ He played video games every day and I was so *boring* I moved out.
3. _____ He played video games every day and I was so *bored* I moved out.
4. _____ Green is a very *boring* color on you.
5. _____ Green is a very *bored* color on you.
6. _____ if you are so *bored* by the course you chose, switch to a different one.
7. _____ If you are so *boring* by the course you chose, switch to a different one.
8. _____ As soon as he got home, he felt relaxed.
9. _____ As soon as he got home, he felt relaxing.
10. _____ it's quite relaxing to have a massage.

Reading Strategy 4: Making Inference from a Playscript

Making inference from a play script is looking for clues in the script to guess about the characters, situations, and the writer's ideas from the descriptions and dialogues. In making inference, sometimes you use your background knowledge/experience to construct meaning.

Guidelines for making inference from a playscript:

1. Look for clues in the descriptions and dialogues.
2. Skip the words you do not know and read on.
3. Use those clues to guess the writer's ideas.
4. Activate your personal knowledge to construct meaning.



The following task will give you practice making inference from a playscript. The writer of a playscript sometimes does not explain

everything about the situations and characters of the play, so you need to infer the writer’s ideas from the dialogues.

Read text 5 “**A Day in the Life of a Waste Picker**”. Then, do the task that follows.



groundwork.org.za



www.dramaplay.co.uk



A Day in the Life of a Waste Picker

by Yoshita Kulkarni and Anusha Menon

Gandhiji said, “No matter how insignificant the thing you have to do, do it as well as you can, give it as much of your care and attention as you would give to the thing you regard as most important. For it will be by those small things that you shall be judged.” His thoughts on the dignity of labor are entirely relevant in addressing solid waste management in our cities. If we take the care to segregate different types of waste materials, and also understand why we must, much of the problem would be solved. Yoshita and Anusha’s EVS project shows why.

We selected Solid Waste Management as the theme for our Environment Project. We investigated the methods of waste management in the neighborhood. We interviewed the people who collect garbage from our doorstep, and visited the places where they separate out and categorize the different waste materials. They had much to say about the problems and hazards they face while doing their job, such as getting injured by sharp items in the waste. Also about how frustrating it is to segregate the waste, the pay and the attitude of the people towards them. So we decided to present a short 2 minute play to our class depicting the problems the waste pickers face.

Play script



Sutradhar : This is a snapshot of our everyday lives. The city of Pune exports tons of garbage everyday to Urali Devachi. Waste Collectors take away the waste we generate everyday from our doorstep. The problem starts there and so does the solution.

— Enter Mrs. Tupe, Waste Collector —

Mrs. Tupe : Knock, Knock!

Mrs. Nair : Who's there?

Mrs. Tupe : Waste Collection Service.

— Mrs. Nair Opens the door and gives the Waste Collector a bag of garbage

—Mrs. Tupe : What? Only one packet?

Mrs. Nair : Why, what did you expect?

Mrs. Tupe : Well... two! Dry and wet.

Mrs. Nair : Ok, from tomorrow I'll give it to you in two packets. (Shuts the door)

— Mrs. Tupe and Mrs. Sushila sorting waste at the sorting shed —

Sutradhar : After collecting the waste of 200 houses, the Waste Collectors sort through the Dry Wasteto further categorize the materials into paper, plastic, glass and metal. But there are many Occupational hazards.

Mrs. Tupe : OW!

Mrs. Sushila: What happened?

Mrs. Tupe : Broken glass ... ouch. I've cut my hand. That Mrs. Nair!
Not only did she not keep dry and wet separate, she also put broken glass directly into the garbage bag!

Mrs. Sushila: You should report to the Supervisor. I don't know when citizens will learn! Hunh!

Sutradhar : The next day

Mrs. Tupe : Knock, knock, Waste Collection!

Mrs. Nair : (opens the door and brings only one bag) Here you are!

Mrs. Tupe : (In a loud angry voice) What again only one bag? I cannot accept unsegregated waste – it's A rule. Mixed waste is difficult to recycle.

Neighbor : What's this noise, what has happened?

Mrs. Tupe : Madam you give me dry and wet waste separate but this madam does not. See I cut my hand on broken glass from their house yesterday.

Daughter (coming to the door): Mama, I told you I can help to make the new system. We have learnt this in school. It's also my EVS project. See I got the compost kit also.

Daughter (to Mrs. Tupe): Don't worry, from tomorrow I will make sure you get dry waste separately and no wet waste

Sutradhar : Just then, a Sanitary Inspector from the municipal authority arrives at the scene.

Sanitary Inspector: Mrs. Nair, I have come to check your compost pit. I see it is not working. You will be fined Rs 1000.

Mrs. Nair : Oh no! Please excuse us for this time. My daughter and I are just going to restart the compost pit.

Sanitary Inspector: Madam, if you restart the compost pit you will get 5% rebate on property tax.

Daughter (in a panicky voice): But the problem is... I don't know how to operate the compost pit!

Neighbor : I'll help you with that! A box of size 3x2x2 feet is all right for 1 kg of wet waste. You first put a layer of brick pieces then a layer of sand, and then another layer of leaf litter. Over that just spread a layer of soil containing earthworms. Give them a few days to adjust to their new home. After that, they're ready to work their magic.

Sanitary Inspector: Right then, I'll check again in a month to see whether you have to pay a fine or get a rebate.

Sutradhar : Peace returned to the neighborhood. And the moral of the story is 'segregate your waste and compost your wet waste'.

source: <http://www.desd.org/efc/A%20day%20in%20the%20life.htm>
accessed: June 12, 2013

Tips on dialogue punctuation:

- An ellipsis (...) suggests that a character's thought trails off.
- An em dash (-) suggests that a character stops a thought, interrupts himself or is interrupted by someone else.

Period suggest a pause or complete thought. In a dialogue, you don't need a complete sentence to use a period.



Task 12

Answer the questions below. Underline the clues (words or phrases that helped you in making your inferences) in text 5 **"A Day in the Life of a Waste Picker"**.

1. What is the main problem discussed in the play script?
Unsegregated waste or mixed waste
2. What is the relationship between Mrs. Nair and Mrs. Tupe?

3. What is the relationship between Mrs. Tupe and Mrs. Sushila?

4. What can you guess about Mrs. Nair’s habit in managing her waste?

5. Where are they?

6. How does Mrs. Tupe seem to feel when she says “What? Only one packet?”

7. How does Mrs. Nair seem to feel when she says “Why, what did you expect?”

8. How does Mrs. Tupe seem to feel when she says “Broken glass ... ouch. I’ve cut my hand. That Mrs. Nair!”

9. What is the solution for the problem discussed in the play?

10. What did you learn from the play script?

FOLLOW-UP ACTIVITIES

D. Access

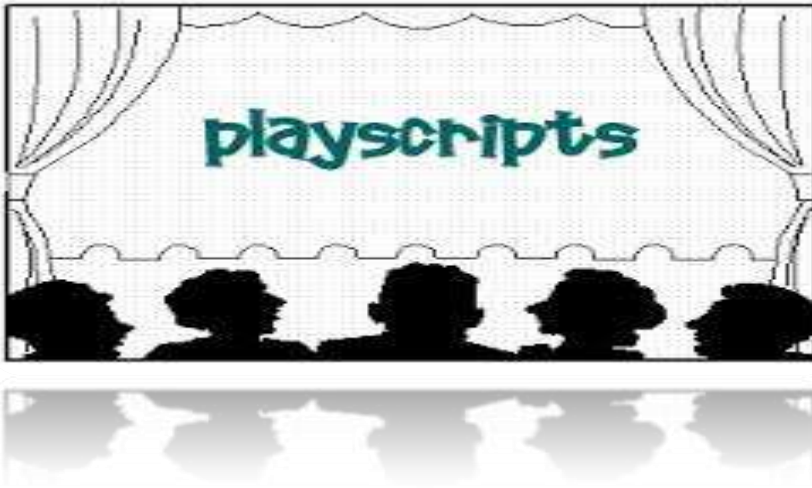
<http://www.youtube.com/watch?v=egagBlj9StM> “We Can I Recycle? Green Living”

Watch the video. Listen attentively to the speakers in the video. Write the main points from the video. Discuss in pairs or groups the ways to recycle things. Then, tell the class



zdnnet.com

your conclusions.



EVALUATIONS

Reading Test

Test 1: Read the text "**World Bank: Solid Waste to Double by 2025**" below, notice how it is structured, then answer the questions that follow.

World Bank: Solid Waste to Double by 2025

The World Bank has released the first global study of solid waste.

The report, titled [What a Waste - a Global Review of Solid Waste Management](#), quantifies the global waste generation by geography while broadly discussing global trends in waste management. The report said the manner in which a city deals with its solid waste is often indicative of how it deals with other urban issues. "A city that cannot effectively manage its waste is rarely able to manage more complex services such as health, education, or transportation," it said. "The findings are sobering."

Global MSW generation and value

According to the World Bank, the world currently generates approximately 1.3 billion tons of solid waste per year. Between 2002 and 2025, the global volume of generated solid is expected to increase from 0.68 billion tons to 2.2 billion tons, meaning the volume will more than triple in just over twenty years.

In financial terms, solid waste management costs will increase from today's annual US\$205.4 billion to about US\$375.5 billion in 2025. Examining geography, the report said much of this growth would occur in China. "In 2004, China surpassed the US as the world's largest waste generator. In 2030, China will likely produce twice as much municipal solid waste as the United States."

Massive growth in recycling

In the last twenty years, both the formal and the informal recycling industries have grown enormously in volume. However, the report also said the recycling industry had now also become global, with many more commodities shipped than ever before.

"The recycling industry, with more than two million informal waste pickers, is now a global business with international markets and extensive supply and transportation networks," the report said. "Many municipal recycling programs in Europe and North America were started with the recycling markets relatively close to source. More recently, marketing of secondary-materials has emerged as a global business." "The price paid per ton of waste paper in New York City is often based on what the purchase price is in China. The majority of waste recycled in Buenos Aires, for example, is shipped to China." "The volatility of secondary materials prices has increased, making planning more difficult."

Waste - rich versus poor

While the majority world is rapidly catching up, OECD countries remain the world's largest generators of MSW. The contrast between waste generation in the richest and poorest countries were striking, "the OECD region produces about 100 times the waste of Africa," the report said. "The OECD countries generate 572 million tons of solid waste per year. The per capita values range from 1.1 to 3.7 kg per person per day with an average of 2.2 kg/capita/day."

While income per capita remained the best predictor of waste generation, the report this relationship often broke down outside urban areas. "Only the

affluence of urban residents is important in projecting MSW rates. For example, India and especially China have disproportionately high urban waste generation rates per capita." Methane from landfills represents 12% of total global anthropogenic methane emissions.

source: [Inside Waste Industry Report 2011-2012.](#)

<http://www.ben-global.com/storyview.asp?storyID=9588390§ion=Advanced+Technologies§ionsource=s1450114> accessed: June 12, 2013

Questions

1. What is the problem discussed in this text?

2. Whose problem is it?

3. Why is it a problem?

4. How did the author present the information at the beginning of this text?

5. How did the author present the information at the end of this text?

6. Can you find the signal words in the text to figure out the text structure? What are they?

7. Which structure did the author use in the text; descriptive, sequence, compare-contrast, cause-effect, or problem-solution structure? Why do you think so?

8. What is the author's opinion of the report by The World Bank?

Test 2: Read the text “**What Are Some Ways to Reduce Waste?**” below, notice how it is structured, then answer the questions that follow.

What Are Some Ways to Reduce Waste?



Waste reduction is as important as recycling in saving natural resources, energy, and waste disposal space and costs, and in reducing pollution risks. Waste reduction also can reduce the toxic substances in waste. Individuals can help reduce waste by making environmentally aware decisions about everyday things like shopping and caring for the lawn.

Across the country, many communities, businesses, and individuals have found creative ways to reduce waste and better manage trash or garbage through a coordinated mix of environmentally friendly practices that includes source reduction, recycling waste (including [waste composting](#)), and waste disposal. According to the Environmental Protection Agency's latest solid waste facts and figures, Americans recycled and composted 85 million tons of solid waste in 2010. On average, we recycled and composted 1.51 pounds out of our individual waste generation of 4.43 pounds per person per day.

According to EPA, yard waste composting contributed to almost half of our waste reduction. Mulching lawnmowers are increasingly commonplace, and many homeowners simply leave their grass clippings on the lawn instead of bagging them for waste disposal or for composting in centralized compost piles. Some Americans have created backyard waste compost piles or bins for yard clippings and the types of food wastes.

Waste reduction also has stemmed from changes to product packaging, such as product manufacturers switching to plastic from heavier materials such as glass, metals and paper. The use of plastic is only one example of manufacturers' ongoing pursuit of lightweight products. Aluminum has

replaced steel in a number of applications because it is lighter. Newspaper and magazine publishers practice waste reduction by using smaller and thinner sheets of paper while continuing to make a quality product. Source reduction manufacturers finding ways to make, package and transport their products from fewer raw materials at a lower unit cost is just smart business and is capitalism at its best.

The waste reduction practices of individuals also can make a difference. Some jurisdictions have tried to incentivize waste reduction. Pay-as-you-throw programs, where residents pay for trash collection based on the amount of waste they produce, have had an impact. They have been particularly effective at encouraging less yard waste.

The best way to discover where you can reduce waste is to actually sort through your trash. What does your family throw away as waste? What materials take up the most space? Is anything reusable or repairable? Can you reduce the amount of disposable products you use? Can you substitute environmental friendly products and packaging made of reusable, recyclable, or nonhazardous materials? If you are throwing away unusable leftover products as waste, could you purchase these products in smaller sizes in the future?

Here are some specific ideas for successful waste reduction at home:

- **Buy durable products** instead of those that are disposable or cheaply made.
- **Repair/restore used items** before replacing them.
- **Buy items you can re-use.** For example, drink tap water, not bottled water. Use china or enamel crockery rather than plastic or paper plates and bowls. Use real cutlery rather than plastic. Pack school lunches in reusable containers with lids. Buy concentrated products to reduce packaging. Examples are concentrated fruit juice, laundry detergent, fabric softener and window cleaner. Use an electric shaver or a higher quality razor with replaceable blades. Use plug-in appliances instead of those that operate on batteries.
- **Buy items you can recycle locally** through curbside collection or recycling centers. Buy beverages in returnable or recyclable containers. Learn more about recycling options in your community. List all the things you can recycle through your city's curbside program or your local recycling center. Then list the things in your trash that are non-recyclable. Next time you go shopping, look for recyclable substitutes.

- **Avoid excess packaging** when choosing product brands. Buy products in bulk, but only buy an amount you will use: larger sizes reduce the amount of packaging, but smaller sizes reduce leftover waste.
- **Pass unwanted items on to friends and family.** Or sell unwanted items or offer them to someone else for free. Several good websites now exist that allow you to do this. You may also donate unwanted items to a local charity or place of worship.
- **Make really good use of your waste compost bin** or get one. Keep a small container by the sink to put waste items for the [compost bin](#) straight in.
- **Reduce toxic waste** by purchasing paints, pesticides and other hazardous materials only in the quantities needed, or by sharing leftovers.

source: [Waste Age](#), [Pennsylvania State DEP](#), [EPA](#), [Zero Waste Mann](#)
<http://www.environmentalisteveryday.org/solid-waste-management/environment-friendly-waste-disposal/waste-reduction.php>

Accessed: June 12, 2013

Questions

1. What specific concept is being described in this text?

2. How did the author present the information at the beginning of this text?

3. How did the author present the information at the end of this text?

4. Can you find the signal words in the text to figure out the text structure? What are they?

5. Which structure did the author use in the text; descriptive, sequence, compare-contrast, cause-effect, or problem-solution structure? Why do you think so?

6. Is the author in favor of or against the concept of reducing waste?

7. Diagram the structure of the text using a graphic organizer. Then, fill in your graphic organizer.
-

Graphic Organizer

 **Home Support Project**

Research via library or internet, you can read encyclopedias, source books, journals, magazines, newspapers, or various other sources to learn about waste management (good and poor) in some areas in Indonesia. Then, write a reading report by stressing on the comparison between good and poor waste management in different areas of Indonesia.



bm.wel.by



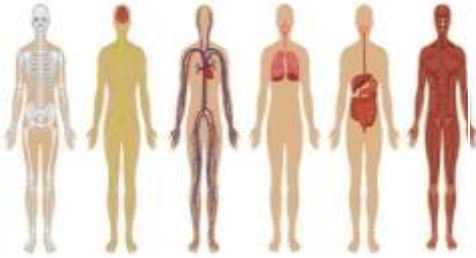
coopscanada.cop

Remember, your reports have to meet these following criterias:

1. Content (all of important and necessary information was presented)
2. Organization (Ideas well organized and easy to follow)

3. Mechanics (No errors in sentence construction, spelling and punctuation)
4. Creativity (Demonstrates critical thoughts and creativity in the report)

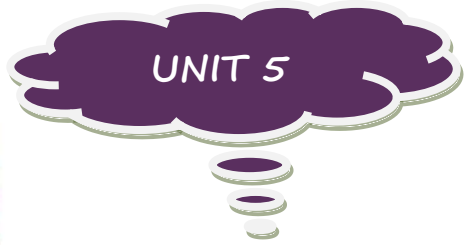
HEALTHY BODY



livescience.com/37009-human-body.html

Concept:

**HEALTHY BODY REQUIRES
HEALTHY HABITS**

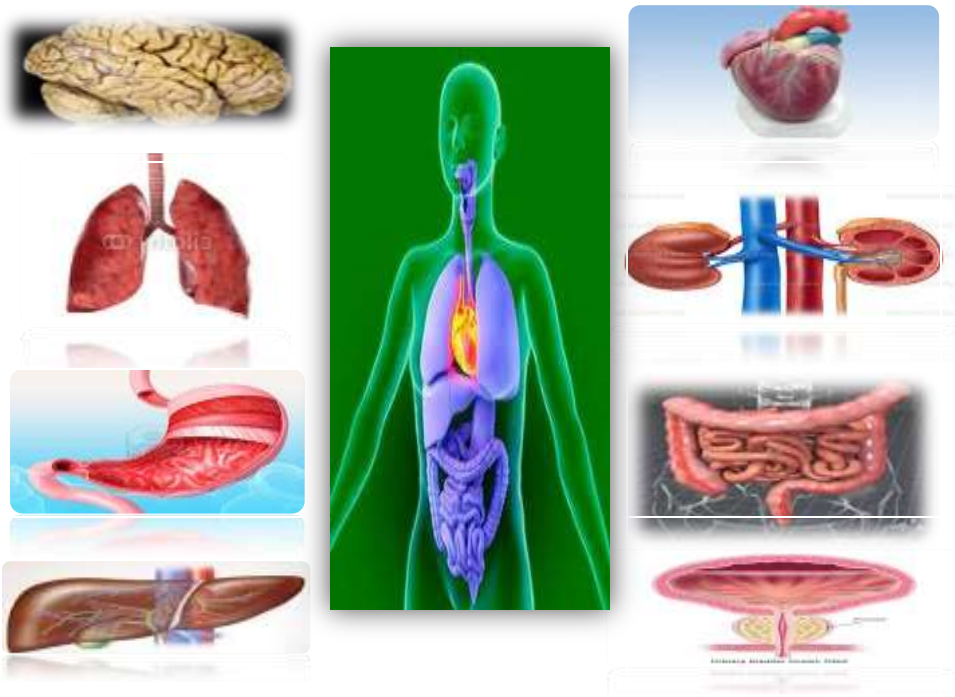


Learning Objectives

1. To guess the meaning of unfamiliar word from context
2. To find the topic, main idea, and supporting details of a paragraph
3. To paraphrase information in a text
4. To map a story using graphic organizer

LEAD-IN ACTIVITIES

Look at the pictures below. Then, answer the questions that follow.





think individually

1. What is the name of each organ?
2. What is the function of each organ?
3. What will happen when one of them fails to do its function?
4. Make notes on your main points.



work in pairs

5. Tell your notes to a partner and listen to your partner's response.
6. Discuss and write your conclusions.
7. Create a slogan on the importance of health to inspire others to take care of their health.

e.g., *A healthy mind is in a healthy body*



tell the class

8. Tell the class your conclusions.
9. Tell the class your slogans and write them on the board.



Reading Strategy 1: Guessing Meaning of Unfamiliar

Word

Guessing meaning is inferring meaning of unfamiliar word using contextual clues. Context refers to the words that come before and after the word. Context may include definitions, synonyms, antonyms, comparisons, examples, etc. This strategy can help you speed up your reading because you do not look the word up in your dictionary, but you make a good guess what it means from the words around it.

Guidelines for guessing the meaning of unfamiliar word from context:

1. Use definition or an explanation of the meaning of a word or phrase.
2. Use explanation or statement that makes something comprehensible.
3. Use a noun/noun phrase which explains or renames a noun/noun phrase.
4. Use similarity or similar word/phrase that the authors use.
5. Use contrast or opposition of things that are compared by the authors.
6. Use examples given by the authors for their explanations.
7. Make a guess about the meaning of the word/phrase.



Guessing Meaning of Unfamiliar Word Practice



Task 1

Read text 1 “**Top 10 Most Important Body Organs**” on page 121. Then, guess the meaning of the underlined words from their context in that text.

1. Whatever we eat food some get digested and some gets thrown out. So the organ which throws out all the waste is the urinary bladder. It helps us in getting rid of the waste. It is the organ responsible for removing urine from our body so that the body does not get clogged by human waste or toxins.

clogged means : *stopped or bunged up*

2. Kidney diseases are widespread diseases. When the kidneys stop working completely, the patient needs a kidney transplant or dialysis treatment to keep them alive. When the person becomes diseased the person becomes more and more ill as toxins gets accumulated in the body.

dialysis treatment means : _____

3. Pancreas is located in the abdomen and it helps in the conversion of food into fuel for body cells. The pancreas plays two important functions. One is endocrine function which helps in regulating blood sugar and other is exocrine function which helps in digestion.

exocrine function means : _____

4. Liver also releases and important substance ‘bile’ which is necessary to digest food and absorb nutrients. The liver is such an important organ that we can survive only one or two days but if it fails the whole system and thus body fails.

bile means : _____

5. Stomach secretes an acid that activates enzyme called pepsin which is needed for protein digestion and it evens help in the absorption of vitamin B 12 which plays an important role in the functioning of the brain and the nervous system.

pepsin means : _____

6. The small intestine is responsible for absorbing most of the nutrients found within your food. The small intestine is very vascular, meaning it has a lot of blood flow to it.

vascular means : _____

7. Lungs are an important organ. Without lungs, life is totally impossible. Your lungs are part of a group of organs and tissues that all work together to help you breathe. This system is called the respiratory system.

respiratory system means : _____

8. Healthy lungs are very important to have a normal life. Person suffering from lung damage generally have carcinoma which is repeated infection or lung diseases. So, protect your lungs.

carcinoma means : _____

9. Spleen filter out worn out cells and in the process of destroying these cells spleen breaks them down and return the needed iron back to the body. Even spleen is used to store platelets and it even manufactures red blood cells which is necessary at the last month of fetal life.

platelets means : _____

10. Even spleen is used to store platelets and it even manufactures red blood cells which is necessary at the last month of fetal life.

fetal life means : _____

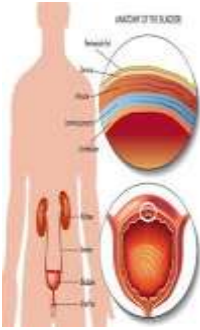


Top 10 Most Important Body Organs

by Vidhi Sharma

When we eat or drink we don't pay attention to the organs that play part in digesting, secreting, breathing, etc. When one body organ fails whole body fails. So, we will pay attention to the body organs which are essential to our life. Without them our life is not of any use and one organ cannot replace the other, each organ has their own importance. Don't underestimate your organs and keep them healthy.

10. Urinary Bladder



Whatever we eat food some get digested and some gets thrown out. So the organ which throws out all the waste is the urinary bladder. It helps us in getting rid of the waste. It is the organ responsible for removing urine from our body so that the body does not get clogged by human waste or toxins. The bladder is capable of holding around 300 ml to 500 ml of urine. Like all other organs, bladder is also capable of being diseased as it may happen when bacteria gets inside the bladder and multiplies and it may lead to cancer. The most common type of cancer in this organ is transitional cell carcinoma. Overactive bladder is also a common disorder where the bladder is constantly signaling to be emptied without a real reason. But on the same side the organ is an important organ in keeping the body clean and healthy

9. Kidney

Most people know that a major function of the kidneys is to remove waste products and excess fluid from the body. These waste products and excess fluid are removed through the urine. Kidneys are known as powerful factories which perform various functions and those functions say about its importance. Kidney removes the drugs from the body and balances the body fluids. It also releases the hormones which are necessary for controlling the blood pressure. One of the most important functions is controlling production of red blood cells along with vitamin D to keep bones strong and healthy. Kidney diseases are widespread diseases. When the kidneys stop working completely, the patient needs a kidney transplant or dialysis treatment to keep them alive. When the person becomes diseased the person becomes more and more ill as toxins gets accumulated in the body.

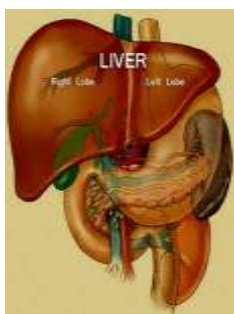


8. Pancreas



Ever wondered that pancreas is too an important organ for all human beings. It is located in the abdomen and it helps in the conversion of food into fuel for body cells. The pancreas plays two important functions. One is endocrine function which helps in regulating blood sugar and other is exocrine function which helps in digestion. It is a digestive organ which secretes pancreatic juice containing digestive enzymes that assist the absorption of nutrients and the digestion in the small intestine. These enzymes help to further break down the carbohydrates, proteins, and lipids in the chime. If pancreas fail then the juices gets released in the body and it may also lead to death.

7. Liver



Liver is one of the most important organs and the largest gland of the body weighing 1.5 kg. It is located in the central position of the abdomen. It receives 30 % of the blood every minute. It has importance which is crucial to one's life like storing of vitamins, sugar and iron to give body energy, controlling the production and removal of cholesterol, clearing the blood of waste products, drugs, and other poisonous substances. It also releases an important substance 'bile' which is necessary to digest food and absorb nutrients. The liver is such an important organ that we can survive only one or two days but if it fails the whole system and thus body fails. It also helps in the synthesis of plasma proteins such as albumin and clotting factors and purification of the body.

6. Stomach



Whatever we eat or drink it goes inside our stomach whether its water, vegetables, milk etc. When we eat it increases the surface area and it may also happen that by overeating we can even become fat which can affect our health. Our body needs stomach for various reasons. Stomach secretes an acid that activates enzyme called pepsin which is needed for protein digestion and it evens help in the absorption of vitamin B 12 which plays an important role in the functioning of the brain and the nervous system. Thus

it creates stomach acid that is critical to overall body's health and protects the body from infection. So don't take your stomach for granted.

5. Intestine



There are two types of intestine: small intestine and large intestine. Small intestine is 21 foot tube that coils inside the abdomen and it is the longest part of the digestive system. The small intestine is the option of the digestive system most responsible for absorption of nutrients from food into the bloodstream. There are many problems associated with the small intestine like bleeding, intestinal cancer, intestinal obstruction and ulcers, and many more. The treatment depends upon the cause. The small intestine is responsible for absorbing most of the nutrients found within your food. The small intestine is very vascular, meaning it has a lot of blood flow to it. Therefore, nutrients, vitamins, and medications can quickly and efficiently enter the body soon after leaving the stomach. And now coming to large intestine which maintains the function of reabsorption of water and mineral ions such as sodium and chloride, formation and temporary storage of feces. The large intestine is though shorter than small intestine but about 4.9 feet (1.5 m) long, which is about one-fifth of the whole length of the intestinal canal.

4. Lungs



Lungs are an important organ. Without lungs, life is totally impossible. Your lungs are part of a group of organs and tissues that all work together to help you breathe. This system is called the respiratory system. The right lung is slightly larger than left lung and the surface area of lungs is the same, like the surface area of tennis court. History emphasized their importance as cooling agents that maintained the balance of the human body by counteracting the hot temperament of the heart. One of the most famous lung diseases is asthma in which it is harder to move air in and out from lungs. It is chronic disease and can even be life threatening.

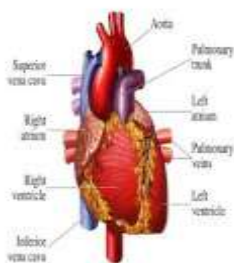
Healthy lungs are very important to have a normal life. Person suffering from lung damage generally have carcinoma which is repeated infection or lung diseases. So, protect your lung.

3. Spleen



Spleen is an organ which most of us don't pay attention to. Size of spleen and weight can vary greatly, but the average healthy adult's spleen is about five inches long, three inches wide, and one and a half inches thick. A typical spleen weighs about six ounces when we are healthy. Spleen is a vascular organ that contains many fluids and blood which is circulated inside the body. It recognizes and removes old, malformed, or damaged red blood cells. When a child experiences a sudden blood loss, the body gives the signals to the spleen to contract which forces replacement blood into the circulation. Spleen filter out worn out cells and in the process of destroying these cells spleen breaks them down and return the needed iron back to the body. Even spleen is used to store platelets and it even manufactures red blood cells which is necessary at the last month of fetal life.

2. Heart



I mentioned heart at the second, as it creates wonders in our body and without those wonders our body cannot function. It is a life maintain organ which pumps blood. Importance of heart is countless. A healthy heart can be result of few factors, which includes good genes, good physical activities, right meal and food choices, etc. The average human heart, beating at 72 beats per minute. The blood pumped by heart reaches all the body organs. If the heart stops pumping, then the whole body mechanism will fail and thus it will lead to death. But nowadays when heart fails there is heart transplant.

1. Brain



The brain is the god of the human body. The nervous system makes decision for our body and delivers order to the communication centre. The central nervous system (CNS) is a huge network of nerves which is made of brain and the spinal cord and the peripheral nervous system (PNS). It has various parts, like

cerebrum, cerebellum, limbic system, and brain stem. The cerebrum is the largest part of the brain which coordinates actions and thoughts. Cerebellum is the little brain which is responsible for the regulation, movement, and posture. Limbic system is the emotion brain which controls all the emotions of human body. The limbic system is also known as the brain stem. This structure is responsible for important functions of life like breathing, heartbeat, and blood pressure.

source: <http://listdose.com/8-top-10-most-important-body-organs/>
accessed: June 15, 2013



Task 2

1. Compare your answers with a partner.
2. Explain which clues that you use in guessing the meaning of those words.



Task 3

1. Work in a group of four. Identify and discuss how the author of text 1 “**Top 10 Most Important Body Organs**” helps you understand unfamiliar words.
2. **Write your conclusions.**



Vocabulary in Focus: Mathematical Operation Words

Read over all these words *before* you read text 2 “**How Many Calories Do You Need? Calculate Your Metabolic Rate**”.

In English language, certain words indicate certain mathematical operations. You need to be able to translate words into mathematical symbols, and vice versa, focusing on keywords that indicate the mathematical procedures required to solve the problem—both the operation and the order of the expression.

For examples:

1. Addition: plus, sum, added to, combined, together, increased by, etc.
2. Subtraction: minus, decreased by, take away, etc.
3. Multiplication: times, multiplied by, double, twice, triple, etc
4. Division: per, divide, divided by, quotient of, etc.

5. Equals: is/are, yields, equals, equal to, result is, the same as, etc.



Read text 2 “How Many Calories Do You Need? Calculate Your Metabolic Rate” below. Then, do the tasks that follow.



How Many Calories Do You Need?: Calculate Your Metabolic Rate

by Jill Provost



musclelandstrength.com

Everything you do — from sleeping to eating a bowl of rocky road ice cream — burns calories. Likewise, every bodily function, like digestion, blood circulation, and breathing, takes effort. The energy, or calories, your body burns just to keep you alive is called your basal metabolic rate (BMR). Also known as your *resting* metabolic rate, it reflects how many calories you would burn if you did nothing but lie on the floor all day.

Want to find out how many calories your body needs to survive? Use the formula below to calculate your BMR. You can then use your BMR to figure out how many calories you need each day to maintain, lose, or gain weight.

CALCULATING YOUR BMR					
	W (lbs)	H (in)	A (yr)	BMR (Cal)	Formula
Enter values in the Yellow boxes					
MALE	185	72	49	1827	$-66 + \{6.3 * W\} + \{12.9 * H\} - \{6.8 * A\}$
FEMALE	135	66	45	1334	$-655 + \{4.3 * W\} + \{4.7 * H\} - \{4.7 * A\}$
Courtesy SpeedEndurance.com					

speedendurance.com

Calculate Basal Metabolic Rate

Women: $655 + (4.35 \times \text{weight in pounds}) + (4.7 \times \text{height in inches}) - (4.7 \times \text{age in years})$

Men: $66 + (6.23 \times \text{weight in pounds}) + (12.7 \times \text{height in inches}) - (6.8 \times \text{age in years})$

Example: You are 38-year-old woman, who is 5'4" and 142 pounds.

First, convert your height into inches. 5'4" equals 64 inches.

Now paste your values into the equation above.

$$655 + (4.35 \times 142) + (4.7 \times 64) - (4.7 \times 38)$$

$$655 + 617.7 + 300.8 - 178.6 = 1394.9$$

Your BMR = 1394.9



Calculate Total Calorie Needs

Even the most sedentary person will burn more than that just by smiling, laughing, or fidgeting. To get a better sense of how many calories your body uses in any given day, you need to factor in your activity level. To determine your total daily calorie needs, multiply your BMR by the appropriate activity factor, as follows:

- If you are sedentary (little or no exercise): BMR x 1.2
- If you are lightly active (easy exercise/sports 1-3 days/week): BMR x 1.375
- If you are moderately active (moderate exercise/sports 3-5 days/week): BMR x 1.55
- If you are very active (hard exercise/sports 6-7 days a week): BMR x 1.725
- If you are extremely active (very hard exercise/sports and physical job): BMR x 1.9

Continuing with our example, let's assume you are lightly active. Multiply your BMR from above (1394.9) by 1.375 = 1917.9875. This is the total number of calories you would need to maintain your current weight.

Calculate Calories to Lose Weight

One pound of body fat is equivalent to 3,500 calories — which means a person must cut that many calories from her diet to lose a single pound. By eliminating 500 calories a day, she will lose one pound in a week. So, if your daily caloric need is 1917.9875 to maintain your weight, subtract 500 from that, and you'll have the number of calories you can consume each day and still lose a pound in one week. In this case: 1,417.9875 calories.

Calculate Calories to Gain Weight

Likewise, to gain one pound per week, you'll need to add 500 calories to your diet each day, consuming a total of 2417.9875 calories a day.

Improving Your Metabolism

Why do you care about your metabolic rate? Your metabolism, to a large degree, determines your dieting success. You want to keep it running high to burn the most calories. Unfortunately, many things can slow it down:

- Age: Your metabolism slows by 5 percent every decade
- Fat: Muscle burns three times more calories than fat
- Dieting: Slashing calories sends your body into starvation mode. It runs more slowly to preserve calories, because it thinks that food is scarce. This is the reason why your weight loss can plateau during a diet.
- Exercise and building muscle mass through weight training, on the other hand, help to keep your metabolic rate up, which is why it is so important when dieting.



source: <http://www.goodhousekeeping.com/health/diet-plans/calculate-calories-bmr>
accessed: June 15, 2013



Task 4

Apply the information in text 2 “**How Many Calories Do You Need? Calculate Your Metabolic Rate**” to count your Basal Metabolic Rate (BMR) and Total Calorie Need.

Basal Metabolic Rate (BMR)

e.g. If you are a woman, your weight is 59 kilograms (130 pounds), your height is 64 inches, and your age is 20 years old. Now paste your values into the operation below.

Your BMR: $655 + (4.35 \times \text{weight in pounds}) + (4.7 \times \text{height in inches}) - (4.7 \times \text{age in years})$

$$655 + (4.35 \times 130) + (4.7 \times 64) - (4.7 \times 20)$$

$$655 + 565.5 + 300.8 - 94 = 1427.3$$

Your BMR = **1427.3**

Notes: When expressions have more than one operation, we have to follow rules for the order of operations:

1. First do all operations that lie inside parentheses.
2. Next, do any work with exponents or radicals.
3. Working from left to right, do all multiplication and division.
4. Finally, working from left to right, do all addition and subtraction

Your weight : _____ pounds

Your height : _____ inches

Your age : _____ years

Your BMR : _____

Total Calorie Need.

e.g. If your BMR is **1427.3** and you are lightly active.
Multiply your BMR (**1427.3**) by 1.375 = **1962.5**
1962.5 is the total number of calories you would need to maintain your weight.

Your BMR : _____

Your activity level : _____

Your Total Calorie Need : _____



Task 5

Work in group of five students. Ask your friends about their weight, height, age, BMR, and Total Calorie Need to complete the table below.

No	Names	Weight	Height	Age	BMR	Total Calorie Need
1	<i>Dian</i>	<i>130 lb</i>	<i>64 in</i>	<i>20 years</i>	<i>1427.3</i>	<i>1962.5</i>
2						
3						
4						
5						



Reading Strategy 2: Finding Topic, Main Idea, &

Supporting Details

Main idea is the most important element of a paragraph. It is a statement of the author's idea about the topic. It is a complete sentence that includes the topic and the ideas to explain the topic of a paragraph. Supporting details are sentences which contain pieces of information to support the main idea of a paragraph.



Finding Topic, Main Idea, & Supporting Details

Practice

Read text 3 “The Importance of Social Interaction to Human Health”. Then, do the tasks that follow.



The Importance of Social Interaction to Human Health



adityabagusrukmana.wordpress.com

Although social interaction is complex, I believe that it is vital to human health, both mentally and physically. Many people find it hard to open their hearts and share their feelings and problems. However, social interaction where people can talk out their problems and feel accepted and understood is very beneficial to mental health. When I was nursing my wife through cancer and knowing she would not survive, I kept my feelings to myself to be strong for my wife and child. The mental strain was causing stress headaches, trapped muscles, sleeplessness as well as mental anguish. I found a colleague who I could express my feelings to and after regular talks and tears, my headaches and tension eased considerably. The stress was still

there and got worse with the bereavement, but the physical and mental strain was never as overwhelming once I began to share with others.

Another way social interaction can help health is that it can challenge distortions that we often build up through our belief systems and experiences. I have found that when I was unemployed and living on my own in a new place, I was on my own for a lot of the time and things that were not normally significant took on much more importance and ideas/beliefs were distorted. When I returned to interacting with others in work, the things that caused annoyance or mild distress faded into insignificance. This is expressed really well in Totmans book *Mind, Stress and Health* as "Social support modulates the appraisal of stress and on its own helps to protect health by keeping the system toned up and vigilant against natural, ever present pathological inclinations."

Doctor McClintock, Director of the Institute for Mind and Biology, found that rats living in groups lived 40% longer than those housed by themselves and also recovered more quickly from illness. This experiment has been extended to comparing lonely and social humans and although the trial is still running, early indications show the lonely people don't recover as quickly from illness, don't sleep as well and have higher systolic blood pressure. The early trial conclusions state that social interaction helps people be healthier and live longer. This has also been found in other studies including Cacioppo, who found lonely people show a number of adverse cardiovascular changes compared to people with friends. They have faster heartbeats, higher blood pressure and poorer sleep. So this closely mirrors McClintock's findings. There is also good evidence that social support has a favorable influence on a wide range of illnesses including heart disease, cancer, hypertension and respiratory disorders.

Social interaction is a complex process and I found it interesting that humans respond more quickly in groups but that more complex acts are hindered. People may damage their health if their main reference group exhibits dangerous behaviors (such as high risk behaviors like drug taking or stunt games). Also, there are occasions where a person has conflicting reference groups that strongly oppose each other. This can cause mental stress. Also, some people such as hermits and recluses can lead healthy lives and overcrowding can cause ill health. Social interaction is good but nearly everyone values time on their own. I know that if I don't get that time alone, my family's well-being suffers! However, good social interaction is a key part of living well. Study after study lists good friendships, family relationships and health as the most important things to have in order to be happy and fulfilled.

Good support can help protect against the harmful effects of stress by helping people cope better. Social interaction and support has been found to help cope with major life changes such as emigration, moving house, redundancy and bereavement. The complex nature of social situations makes it difficult to isolate social interaction as the only cause of improvements or protection of health. However, so many studies have found that social interaction has a major role in improving health and the fact that all folk cultures value this interaction is strong evidence of the power of social interaction.

source: http://www.traumaregister.co.uk/Articles/Human_Health_Contact.htm
accessed: June 15, 2013



Task 6

Find the topic, main idea, and supporting details of each paragraph in text 3 “**The Importance of Social Interaction to Human Health**”.

1. Paragraph 1

Although social interaction is complex, I believe that it is vital to human health, both mentally and physically. Many people find it hard to open their hearts and share their feelings and problems. However, social interaction where people can talk out their problems, feel accepted and understood is very beneficial to mental health. When I was nursing my wife through cancer and knowing she would not survive, I kept my feelings to myself to be strong for my wife and child. The mental strain was causing stress headaches, trapped muscles, sleeplessness as well as mental anguish. I found a colleague who I could express my feelings to and after regular talks and tears, my headaches and tension eased considerably. The stress was still there and got worse with the bereavement, but the physical and mental strain was never as overwhelming once I began to share with others.

Topic : _____

Main idea statement : _____

Supporting details : _____

2. Paragraph 2

Another way social interaction can help health is that it can challenge distortions that we often build up through our belief systems and experiences. I have found that when I was unemployed and living on my own in a new place, I was on my own for a lot of the time and things that were not normally significant took on much more importance and ideas/beliefs were distorted. When I returned to interacting with others in work, the things that caused annoyance or mild distress faded into insignificance. This is expressed really well in Totmans book Mind, Stress and Health as "Social support modulates the appraisal of stress and on its own helps to protect health by keeping the system toned up and vigilant against natural, ever present pathological inclinations."

Topic : _____

Main idea statement : _____

Supporting details : _____

3. Paragraph 3

Doctor McClintock, Director of the Institute for Mind and Biology, found that rats living in groups lived 40% longer than those housed by themselves and also recovered more quickly from illness. This experiment has been extended to comparing lonely and social humans and although the trial is still running, early indications show the lonely people don't recover as quickly from illness, don't sleep as well and have higher systolic blood pressure. The early trial conclusions state that social interaction helps people be healthier and live longer. This has also been found in other studies including Cacioppo, who found lonely people show a number of adverse cardiovascular changes compared to people with friends. They have faster heartbeats, higher blood pressure and poorer sleep. So this closely mirrors McClintock's findings. There is also good evidence that social support has a favorable influence on a wide range of illnesses including heart disease, cancer, hypertension and respiratory disorders.

Topic : _____

Main idea statement : _____

Supporting details : _____

4. Paragraph 4

Social interaction is a complex process and I found it interesting that humans respond more quickly in groups but that more complex acts are hindered. People may damage their health if their main reference group exhibits dangerous behaviors (such as high risk behaviors like drug taking or stunt games). Also, there are occasions where a person has conflicting reference groups that strongly oppose each other. This can cause mental stress. Also, some people such as hermits and recluses can lead healthy lives and overcrowding can cause ill health. Social interaction is good but nearly everyone values time on their own. I know that if I don't get that time alone, my family's well-being suffers! However, good social interaction is a key part of living well. Study after study lists good friendships, family relationships and health as the most important things to have in order to be happy and fulfilled.

Topic : _____

Main idea statement : _____

Supporting details : _____

5. Paragraph 5

Good support can help protect against the harmful effects of stress by helping people cope better. Social interaction and support has been found to help cope with major life changes such as emigration, moving house, redundancy and bereavement. The complex nature of social situations makes it difficult to isolate social interaction as the only cause of improvements or protection of health. However, so many studies have found that social interaction has a major role in improving health and the fact that all folk cultures value this interaction is strong evidence of the power of social interaction.

Topic : _____

Main idea statement : _____

Supporting details : _____



Task 7

1. Compare your answers with a partner.
2. Reread the text to check your answers.
3. Make some corrections on your answers when necessary.



Reading Strategy 3: Paraphrasing Information

Guidelines for paraphrasing information:

In paraphrasing, you can use a variety of techniques, such as: using synonymous words or phrases, reordering main ideas, combining sentences, or changing voices (active to passive or passive to active). The following tasks will give you practice paraphrasing information from a text.

Paraphrasing



writing.pppst.com

Read text 4 “**Health Guidelines from Qur’an and Sunnah**”. Then, practice paraphrasing in task 8 and task 9.



Text 4

Health Guidelines from Quran and Sunnah

by **Shahid Athar M.D.**



gameizhealth.com



rumahhumairoh.com

This article is not about the glory of Islamic Medicine of past 1000 years which produced great physicians like al Razi and Ibn Sina. It is also not about virtues of honey, the center point of discussion in most of the articles written these days on Islamic Medicine. This also is not an article saying that since science has now confirmed certain Quranic statements, therefore Quran must be a divine book. On the contrary, we begin with the belief that all Quranic statements are true, science has confirmed some of them in the past, and will confirm the rest in the future. If science has not confirmed it yet, it needs to examine its data more deeply, or maybe repeat the experiment, rather than question the authenticity of Quran.

The Quran is not a book of medicine or of health sciences, but in it there are hints which lead to guidelines in health and diseases. Prophet Mohammed (peace and blessings be upon him) has been sent as an example to mankind so his traditions in matters of health and personal hygiene are also a guide for his followers. We start our discussion with the following verse: "Everything good that happens to you (O Man) is from God, everything bad that happens to you is from your own actions". (Quran 4:79).

Therefore, pathology (disease) is defined by the famous pathologist William Boyd as physiology (natural state) gone wrong. It is our tampering with the natural process that leads to unnatural outcomes. The human body can be compared to some degree with a machine created by man. The fascinating tape recorder has many mechanical and electronic parts but life does not come to it till an electrical current is passed through.

Similarly, in the components of the human body there are the anatomic parts and fluids but also the spirit (the soul). As the care of a machine requires keeping it clean, giving it some rest, and passing electricity of proper voltage, and using it carefully and wisely, so are there requirements for the body and of the body as whole.



Before we come to the physical care of human body, let us talk about the spiritual care. The spiritual care involves the acts of worship. The problem is that Iman (faith) cannot be translated into belief, nor Salat into prayer, nor Wudu into washing hands, face and feet nor; Sawm into fasting nor Zakat into charity nor Hajj into pilgrimage to Mecca. They are entitles in themselves.

A. Iman

The belief in God is the first and foremost important need for spiritual stability. Belief in God includes belief in His attributes, His angels, His books, the Day of Judgment, the Heaven and Hell and belief that - all good and bad is within His reach. Imam Rumi has called faith being superior to prayers. In illness, according to Imam Ghazali, the awareness of God increases and man becomes closer to God by realizing his own weakness. Without true belief, neither our prayer, nor charity, nor fasting nor pilgrimage will be accepted. The essence of belief is to rid ourselves of all false gods around us, or within us, and to worship no one except God alone.

B. Salat: There are three health aspects of Salat

1. Wudu

Washing all the exposed areas of the body, hand, feet, face, mouth, nostrils etc. 5 times a day is a healthy preventive procedure. It is true that, hand washing is being emphasized more and more in hospitals now in order to prevent the spread of germs. Hand washing is so important - it has been ordered in Quran (5:7) 1400 years ago. And for complete cleanliness bathing is advised (4:43).

2. Recitation of Quran

This has a healing effect on the body, mind and heart. These healing effects are due to the effect of sound (echo) and the meaning. For example, the letter Alif resounds unto the echoes to heart and the letter Ya resound unto echoes to the pineal gland in the brain. "O Mankind: There has come to you a direction from your Lord and a healing for the (disease) in your hearts - and for those who believe a guidance and mercy!" (Quran 10:57). "And We sent down in the Quran that which is healing and a mercy to those who believe: to the unjust it causes nothing but loss after loss". (Quran 17:82).

3. Movement in salat

The movements in Salat are mild, uniform, and involve all muscles and joints. Thus, the caloric output is desired to keep the energy balance.

C. Zakat (Charity)

The word zakat itself means purification and growth. Here it is meant to imply the purification of legitimately earned wealth. Many of our crimes are committed with money or for the love of money, and in the love of money one becomes violent in behavior. "And he is violent in his love of wealth" (Quran 100:8). In Islam the ownership of wealth belongs to God. We are the disposers of that trust. Therefore, this concept establishes peace at heart and our behavior in the loss of money or unusual gain. In either way, we thank God.

D. Sawm

The Islamic fasting: Islamic fasting is prescribed as way training of our mind, and body in self-restraints. "O you who believe fasting is prescribed to you, as it was prescribed to those before you, so that you can learn self-restraint." (Quran 2:183). Therefore, during the period of fast one may not only get rid of nibbling food, coffee, and smoking but also of anger and excessive sexual passion. In fact, the fast not only gives rest to the stomach but also stabilizes the secretion of hormones which control our behavior.

E. Hajj (Pilgrimage to Makkah)

The moral is Prophet Ibrahim (peace be upon him)'s submission and absolute surrender to God's will, the opportunity for repentance, and the social and political gathering of the Ummah depicting brotherhood and equality. This can be used for programming and testing us for physical endurance, a requirement for all able men and women. The long walks, the heat, the sun, the thirst, the physical exercise, etc. is to remind us of the Day of Judgment. We should perform Hajj when we are young and physically well rather than wait for old age. Therefore, we should keep ourselves in good shape before and after the Hajj.

After describing the pillars of faith as a basis for the spiritual health, let us talk about the maintenance of the physical structure in which the spirit resides.

A. Nutrition

Allah loves His creations so much that He is concerned even with what we eat and put in our body. Our muscles, bones, lungs, liver, brain and secretions are made from the raw product we feed it. If we provide the factory with junk raw products, the factory will not produce tough bones, strong muscles, good pump (heart) and clean pipes (vessels). "O mankind: Eat of what is lawful and good on earth" (Quran 2: 168). Forbidden to us are dead meat, blood and flesh of swine (see Quran 5:3) and intoxicants (Quran 5:91, 92, and 2:219).

Science so far has not confirmed any beneficial effects to the prohibitions. The blood and meat of the dead could be full of germs and other harmful elements like antibodies. Pork meat is high in cholesterol, salt and may have worms, and alcohol and other intoxicants that cloud our mentation, our inhibition and interfere with our normal capacity of judging good and bad. A person under the influence of alcohol may want to take off his dress, engage in unlawful sexual acts, become violent and abusive without even knowing what he is doing. The second component in nutrition (after permission of the lawful and probation of the unlawful) is the moderation in the lawful.

Obesity is a major American tragedy, a form of malnutrition, affecting million of people, of all age. Admittedly, ninety-nine percent of obesity is due to overeating. Allah advises as to be moderate in quantity. "But waste not by excess for God loves not the wasters" (Quran 7:31). "Eat of the good things we have provided for your sustenance, but commit no excess therein, lest my wrath should justly descend on you, and those on whom descends my wrath do perish indeed" (Quran 20:81).

According to one Hadith of Prophet Mohammed, we are advised to leave one third of our stomach empty after finishing the meal. I understood this Hadith only when I broke my blender/mixer in the kitchen after stuffing it to the top and then turning the machine on. After all, what is a stomach, if not a blender, grinder, mixer and food processor, all in one! Certain types of food i.e. fruits are especially emphasized in Quran (36:57, 43:73, 16:67). "And from the fruits of date palm and grapes you get wholesome drink and nutrition: Behold in this is a sign for those who are wise" (Quran 16:67). Fruits are low in calorie, high in vitamins and minerals, and fiber and sugar is fructose and not sucrose. A study by Dr. Anderson fructose has been shown to cause no rise in blood sugar and even lowers the high blood sugar of diabetics. Honey is fructose.

B. Cleanliness:

Allah is pure and likes purity. He is clean and likes cleanliness. Therefore, cleanliness of body and mind is stressed in Quran (4:43). Miswak (brushing teeth) is not a new invention of last 200 years. This was stressed as part of our daily routine by Prophet Mohammed. Moreover, he advised us on flossing (Khilal) as is now being advised by all the dentists. In fact, he is known to have said that if it was not a hardship for Muslims, he would have advised using Miswak before each prayer i.e. five times a day. Cleanliness of our mind is prerequisite for total cleanliness (body and mind).

C. The Value of exercise in maintaining health

We do not find much in Quran about specific exercise, recommendation; the Prophet's life was full of recommendations. However, he advised all Muslims to teach their children swimming, archery, and horse riding. He, himself used to walk at a fast pace even race with his wife, Aisha. Most importantly, he used to work with his hands at home, in the kitchen, or with his companions, collecting wood for fire, fighting during wars etc. It is a pity that Muslim men and women have become sedentary, because of the excessive consumption of starches, obesity has crept into them.

The State of disease

Many of the common chronic illnesses (i.e. coronary heart disease, hypertension, diabetes, peptic ulcer disease, obesity and depression) also have a common man-made etiology, which is rich food, too much food, too much salt, too much sugar, smoking, stress and alcoholism. If we give up excessive salt, sugar and cholesterol from our diet, and do not drink and smoke, and stay active, it is possible that the pump (the heart) won't be rusted from inside.

What should a Muslim do when disease is confirmed?

1. Accept it as a will of God as Kaffara for his sin, and ask him to remove the affliction. "And if God touches thee with affliction, none can remove it but He: if He touches thee with happiness He has power over all things." (Quran 6:17).
2. Many Muslims won't seek early medical attention, contrary to the Prophet's practice and teaching. In Christianity there is a sect believing in faith healing that have let their members die rather than go to the physician. Usamah Bin Shareek (may Allah be pleased with him) reports "I was with the Prophet and some Arabs came to him asking "O Messenger of Allah, do we take medicine for any disease." He said, "Yes, O You servants of Allah take medicine as Allah has not created a disease without creating a cure except for one. They asked which one, he replied old age'.
3. Increase your knowledge of health and disease, of medications and side effects. This knowledge is not the monopoly of doctors. You can have it and use it in preventing the illness, recognizing it early when symptoms appear, seeking early medical attention, then monitoring the course of the disease, implementing the treatment (i.e. knowledge of diet for diabetics) and recognizing side effects of the medicine. Those of my patients who do the above make me very happy that I can trust their health to them as they do trust it to me.

In summary, our healthy body is a gift from God. We are the trustees. We should not misuse it, nor provide wrong raw products for the factory and we should keep superb maintenance of this delicate and sensitive machine, in order to enjoy it. It is the container of our soul.

source: <http://www.soundvision.com/info/halalhealthy/divinehelp.asp>
accessed: June 15, 2013



Task 8

Paraphrase each of the following paragraphs.

1. Original Paragraph:

The word zakat itself means purification and growth. Here it is meant to imply the purification of legitimately earned wealth. Many of our crimes are committed with money or for the love of money, and in the love of money one becomes violent in behavior. "And he is violent in his love of *wealth*" (Quran 100:8). In Islam the ownership of wealth belongs to

God. We are the disposers of that trust. Therefore, this concept establishes peace at heart and our behavior in the loss of money or unusual gain. In either way, we thank God.

Paraphrased Paragraph:

2. Original Paragraph:

The Islamic fasting: Islamic fasting is prescribed as way training of our mind, and body in self-restraints. "O you who believe fasting is prescribed to you, as it was prescribed to those before you, so that you can learn self-restraint." (Quran 2:183). Therefore, during the period of fast one may not only get rid of nibbling food, coffee, and smoking but also of anger and excessive sexual passion. In fact, the fast not only gives rest to the stomach but also stabilizes the secretion of hormones which control our behavior.

Paraphrased Paragraph:

3. Original Paragraph:

Allah loves His creations so much that He is concerned even with what we eat and put in our body. Our muscles, bones, lungs, liver, brain and secretions are made from the raw product we feed it. If we provide the factory with junk raw products, the factory will not produce tough bones,

strong muscles, good pump (heart) and clean pipes (vessels). "O mankind: Eat of what is lawful and good on earth" (Quran 2: 168). Forbidden to us are dead meat, blood and flesh of swine (see Quran 5:3) and intoxicants (Quran 5:91, 92, and 2:219).

Paraphrased Paragraph:

4. Original Paragraph:

Allah is pure and likes purity. He is clean and likes cleanliness. Therefore, cleanliness of body and mind is stressed in Quran (4:43). Miswak (brushing teeth) is not a new invention of last 200 years. This was stressed as part of our daily routine by Prophet Mohammed. He also advised us on flossing (Khilal) as is now being advised by all the dentists. In fact, he is known to have said that if it was not a hardship for Muslims, he would have advised using Miswak before each prayer i.e. five times a day. Cleanliness of our mind is prerequisite for total cleanliness (body and mind).

Paraphrased Paragraph:

5. Original Paragraph:

Though we do not find much in Quran about specific exercise, recommendation, the Prophet's life was full of recommendations. He

advised all Muslims to teach their children swimming, archery, and horse riding. He, himself used to walk at a fast pace even race with his wife, Aisha. Most importantly, he used to work with his hands at home, in the kitchen, or with his companions, collecting wood for fire, fighting during wars etc. It is a pity that Muslim men and women have become sedentary, because of the excessive consumption of starches, obesity has crept into them.

Paraphrased Paragraph:



Task 9

1. Discuss your paraphrased paragraphs with a partner.
2. Make some corrections on your paragraphs when necessary.



Grammar in Focus: Transition Signals

Read the explanation of transition signal words, and then reread text 4 “**Health Guidelines from Quran and Sunnah**” on page 132-135 and give more attention on the use of transition signals.

Transition signals are words and phrases that connect one independent clause or sentence with another sentence. They are used to express relationships between ideas and to combine sentences. They can be used to show addition, opposition, cause and effect, comparison, contrast, condition, sequence, illustration, and so on.

For examples:

1. Signals of addition: then, moreover, furthermore, in addition, beside that, etc.
2. Signals of opposition: however, nevertheless, nonetheless, in spite of, etc.
3. Signals of cause and effect: thus, hence, therefore, consequently, as a result, etc.

4. Signals of comparison : similarly, likewise, in the same way, in comparison, etc
5. Signals of contrast: meanwhile, conversely, in contrast, on the other hand, etc.
6. Signals of concession: of course, admittedly, to be sure, it is true that, etc.
7. Signals of sequence: first, second, third, fourth, finally, etc.
8. Signals of illustration: for example, for instance, etc.



Task 10

Fill in each blank with the correct transition signal from the box by referring to text 4 “**Health Guidelines from Quran and Sunnah**” on page 132-135. Give reason for using it.

However	Moreover	Therefore	Similarly	Admittedly
Therefore	For example	Thus	It is true that	On the contrary

1. This also is not an article saying that since science has now confirmed certain Quranic statements, therefore Quran must be a divine book. *On the contrary*, we begin with the belief that all Quranic statements are true, science has confirmed some of them in the past, and will confirm the rest in the future.
On the contrary is used to show contrast
2. The fascinating tape recorder has many mechanical and electronic parts but life does not come to it till an electrical current is passed through. _____, in the components of the human body there are the anatomic parts and fluids but also the spirit (the soul).
3. Allah is pure and likes purity. He is clean and likes cleanliness. _____, cleanliness of body and mind is stressed in Quran (4:43).
4. Washing all the exposed areas of the body, hand, feet, face, mouth, nostrils etc. 5 times a day is a healthy preventive procedure. _____, handwashing is being emphasized more and more in hospitals now in order to prevent the spread of germs.

5. This has a healing effect on the body, mind and heart. These healing effects are due to the effect of sound (echo) and the meaning. _____, the letter Alif resounds unto the echoes to heart and the letter Ya resounds unto echoes to the pineal gland in the brain.
6. Miswak (brushing teeth) is not a new invention of last 200 years. This was stressed as part of our daily routine by Prophet Mohammed. _____, he advised us on flossing (Khilal) as is now being advised by all the dentist.
7. Obesity is a major American tragedy, a form of malnutrition, affecting million of people, of all age. _____, ninety-nine percent of obesity is due to overeating.
8. The movements in Salat are mild, uniform, and involve all muscles and joints. _____, the caloric output is desired to keep the energy balance.
9. The long walks, the heat, the sun, the thirst, the physical exercise, etc. is to remind us of the Day of Judgment. We should perform Hajj when we are young and physically well rather than wait for old age. _____, we should keep ourselves in good shape before and after the Hajj.
10. We do not find much in Quran about specific exercise, recommendation; the Prophet's life was full of recommendations. _____, he advised all Muslims to teach their children swimming, archery, and horse riding.



Reading Strategy 4: Mapping a Story

Mapping a story is using a graphic organizer to help you learn the elements of a story. There are some types of story map graphic organizers. Some of them focus on the beginning, middle, and end of the story. More advanced organizers focus on various components and sequence of events of a story and the relationships to each other. This strategy can help you enhance your interpretative abilities by enabling you to visualize story characters, events and settings, increase your comprehension by organizing and sequencing main story events, develop your sense of story which will assist storytelling, retelling and writing.

1. Characters tell who are in the story, who plays major roles, and who plays minor role.
2. Setting tells where and when the story takes place.
3. Plot tells what is the problem or the goal, what are the events or things happen in the story, how the characters get from the problem and goal to the ending of the story, and how the problem is solved/the goal reached.
4. Moral tells what is the good lesson that you can learn from the story.



Mapping a Story Practice



Task 11

Read text 5 “**Health Vs Wealth**”. Work in a group of five students to discuss the main elements of the story.



Health Vs Wealth

by Lakshmi Menon

Rani was the eldest of the four children. Her mother's health was fainting with asthma. Following her mother's illness her father had gone in search of a job to another city, but had never returned.

The responsibility of the family fell on Rani's little shoulders. The twelve year old Rani had to go out and work in two houses before and after school hours, to support herself and her poor family. She would return tired, by 7.30 in the evening, often with an empty stomach. She would happily keep the food she was given in the houses where she worked for her little brothers and sister and she would satisfy herself with the leftovers. Even a portion of that she would keep for her mother and only then would Rani eat. In spite of all her problems, Rani's enthusiasm in studies did not diminish. As there was no electricity in her home, a hut in the slum, Rani studied her lessons under the streetlight. The only earthen lamp they had would often go dry. Her poor mother could do nothing to help her daughter, except weep helplessly and pray for a good day for them.

One evening Rani was at home as one of her Memsahibs had gone out of station. She was delighted to spend an evening with her three siblings – two brothers and a sister.

"Akka, are you not going to work today?" asked her little sister Pinky. It was unusual to see Rani at home. "No, Pinky," said Rani happily. "I'll stay at home today and play with you." Pinky sat for a while thoughtfully and then said in a soft voice. "That means today we don't have anything to eat, I think."



That made Rani very upset. She wondered why God had given her such a miserable life with so many responsibilities. When children of her age enjoyed childhood pleasures and parental love, some unfortunate children like her were destined to toil from dawn to dusk, just to fill their stomachs and those of their families with some leftover food.

With an aching heart she got up from her seat and went out without any destination in mind. When she reached the bus stand an idea struck her. She

sang a sad song about her own life describing how her little brothers and sister were waiting at home for her arrival, to fill their stomachs.

A lady who was sitting in her car after her shopping and was about to leave, heard Rani's song and called out to her. Rani walked up to her and stood there hopefully, and narrated her sad story with tearful eyes.

"Do you like to come with me, Rani? I have a daughter of your age. She likes songs. Could you please keep her company and sing for her? I will give you good food and salary" said the lady, who was almost her mother's age, and had some unspoken pain hidden in her smile.

"I would have come, Madam. But I don't want to leave my little brothers and sister alone with my ailing mother, and enjoy myself with your daughter. Secondly, I don't want to miss my school." "You don't worry about your school. I'll keep a good tutor for you and teach you. Also every evening you can go home to see your little brothers and sister, and come back next morning. Is that alright with you or do you want anything more?"

A ray of hope danced in Rani's eyes. "I will ask my mother and let you know," said Rani after a moment's thought. "Okay, Rani. Come, let's go to your home just now. I'll speak to your mother." Rani was very happy to travel in a car. For the first time in her life she was traveling in a car. She wished her brothers and sister were with her to share her joy. The car stopped a few yards away from her house as it could not go further on the narrow street. Mrs. Nair walked with Rani to her house. Rani's brothers and sister, who were playing in the mud, stopped their activities and stared at the stranger approaching with her sister. "Madam, these two are my brothers – Kitchu and Vitchu and my little sister Pinky" Rani introduced them patting them affectionately.

By then a sickly looking woman with a torn sari and shabby hair came out and stood by the door, looking surprised. "Ma, I met this Madam at the bus stand. She's a nice lady. She said she will give me a job in her house. Can I go?" asked Rani happily. Instead of replying to her questions, Rani's mother was observing the stranger from top to toe, and then she invited her inside. Mrs. Nair was made to sit on a torn mat. In the mean time Rani went in too and prepared a glass of black coffee. Rani's mother was surprised to see the lady taking the coffee from Rani and drinking it. "Even though she looks highly sophisticated she is a simple person," thought Rani's mother. Mrs. Nair explained her plans to Rani's mother and promised to send her home every day in the evening. She gave an advance of Rs.1000/- to her mother. She initially refused it, but later accepted with reluctance.

Mrs. Nair went back to her car and brought two packets of bread and some apples which she had brought for her home and distributed this among Rani's family members. She enjoyed watching them eat the apples. By then Rani's neighbors had assembled there and began to whisper. "There must be something fishy. Otherwise why should a big Madam come to your hut?" said an old lady softly. "This lady must be taking Rani to the Gulf countries for sale," said another woman in the crowd. Rani's mother was not perturbed by these comments. She had developed a strong faith in the Good Samaritan, whose dignified face showed no trace of any cheating habits. Instead, she could find only love and compassion there.

The next day Mrs. Nair's car came at 7.30 in the morning to pick up Rani. Collecting a small bag, Rani prayed before Lord Murugan's faded photo that hung on the wall. She took her mother's blessing and giving affectionate kisses to her siblings, she left her home and got into the car, and sat next to Mrs. Nair. When they reached Mrs. Nair's house Rani's eyes searched for her daughter playing somewhere. She was stunned to see such a beautiful house with huge Alsatian dogs guarding it, and servants ready to serve people everywhere around. For quite some time she found it difficult to take her eyes away from the enchanting beauty of the garden.

Rani had her own doubts as to whether the rich and pampered daughter of this lady would accept her as her companion. She felt as though she was in a wonderland which she had seen only in dreams. With all these mixed feelings Rani was hesitant to put her dirty feet on the shining floor, when Mrs. Nair beckoned her to follow her.

Mrs. Nair led her to a well-furnished room where her daughter Neena, was lying on a bed. She was a beautiful looking girl, well dressed, holding a Barbie doll against her chest. "This is my only daughter Neena. She has been paralyzed and in bed for the last three years, following an accident. Rani, I want you to keep her company and sing for her. Every day by 10' O' clock her teacher will come to coach her. I will ask her to teach you too," said Mrs. Nair with a pale smile.

Rani felt very sorry for Neena. "God has given her a lot of wealth for a luxurious life, but has forgotten to give her health. In my case God has given me normal health and some talent. Two extreme ends of life!" thought Rani. After a hot water bath, Rani was given a clean dress to wear, and some food. When she appeared in front of Neena, the latter could not believe her eyes. Was this the same shabby ragged girl whom she had seen a few minutes back? Neena gave her a welcoming warm smile and asked Rani to sit beside

her. Mrs. Nair requested her to sing a song, the same song which had attracted her. Rani obliged, but this time she had no tears in her eyes, instead the tears were in Neena’s eyes.

“How lucky you are Rani! At this young age you are capable of looking after a family. See my fate. Even to get up from the bed I need someone’s help.” Neena sighed heavily. Only then did Rani realize that she was fortunate to have a healthy body and was far better than the bedridden rich girl. She prayed to God silently for all His blessings.

source: <http://www.induswomanwriting.com/short-story-Health-vs-Wealth.html>
 accessed: June 15, 2013



Task 12

Reread text 5 “**Health Vs Wealth**”. Then, complete the blank story map graphic organizer below.

STORY MAP GRAPHIC ORGANIZER

SETTING		
WHEN this story happened	WHERE this story took place.	other places in this story
CHARACTERS		
NAMES of the characters	CHARACTERISTICS of the characters or something that the author has written about the characters	

PLOT		
PROBLEM faced by the characters when this story began	ACTIONS took by the characters to deal with their problems	SOLUTIONS, how the characters solved their problems
MORAL		
GOOD LESSON that you can learn from the story		

FOLLOW-UP ACTIVITIES

A. Access

<http://www.youtube.com/watch?v=64wAUSTRcCO>

“How to Live with a Healthy Body and Mind”

Watch the video. Listen attentively to the speakers in the video. Write the main points from the video.

Discuss in pairs or groups how to get healthy body and mind. Then, tell the class your conclusions.



zdnnet.com

B. Look at the pictures below.

Based on the pictures, write your tips for healthy living in a short essay and use specific details and examples to support your opinion.



icecubediet.com



healthyeatingsfgate.com



health32.com



youtube.com



thegrindstone.com



infopublik.kominfo.go.id

EVALUATIONS

Reading Test

Test 1: Read the text on the next page “9 Simple Steps to Improve Your Health”. Then, guess the meaning of the underlined words from the context in the text.

1. Ask a centenarian the secret ingredients to a long and healthy life and you aren’t likely to hear “doctors, drugs, and fad diets.”

centenarian : _____

2. Laugh to your heart's delight: “Laughter might be one of the only things in life that can be done outside of moderation and still reap the benefits,” muses Dr. Michael Miller, director of the Center for Preventive Cardiology at the University of Maryland Medical Center.

Cardiology : _____

3. Dr. Miller’s studies show that laughter expands blood vessels, and endorphins released in response to laughter activate the chemical nitric oxide in the inner lining of our blood vessels to promote vascular health.

endorphins : _____

4. Scottish researchers found that eating lots of carotenoid-rich fruits and veggies like kale, cabbage, broccoli, tomatoes, peppers, or peaches

gives our skin a slightly yellower tone, making us look—and feel—healthier and more attractive.

veggies : _____

5. Scottish researchers found that eating lots of carotenoid-rich fruits and veggies like kale, cabbage, broccoli, tomatoes, peppers, or peaches gives our skin a slightly yellower tone, making us look—and feel—healthier and more attractive. If it works for pallid Scots, you know it'll work for the rest of us.

pallid : _____

6. There are alternatives to toxic household products like bleach. A University of Florida study found that a mixture of vinegar, lemon juice, and baking soda significantly reduces bacteria.

bleach : _____

9 Simple Steps to Improve Your Health

by Sven Eberlein

Ask a centenarian the secret ingredients to a long and healthy life and you aren't likely to hear "doctors, drugs, and fad diets." We all know that there's more to our overall well-being than treating symptoms or the occasional replacement of a part. The good news is that scientists in various fields are discovering ever more ways we can keep ourselves healthy without expensive medication and complicated workout regimens. Here are nine simple, scientifically proven—and sometimes surprising—ways to empower yourself to make the right choices for your body and health.

1. Laugh to your heart's delight

"Laughter might be one of the only things in life that can be done outside of moderation and still reap the benefits," muses Dr. Michael Miller, director of the Center for Preventive Cardiology at the University of Maryland Medical Center. If you ever LOL you don't need proof of the healing powers of a

good belly laugh. Dr. Miller's studies show that laughter expands blood vessels, and endorphins released in response to laughter activate the chemical nitric oxide in the inner lining of our blood vessels to promote vascular health. Seriously. |

2. Age artfully

Digging the old paint brush or the dusty guitar out of the closet is always a good idea. However, for aging baby boomers, getting back into the creative swing of the rock in '60s is a matter of health insurance. Research shows that seniors engaged in activities like singing, creative writing, or painting is healthier and happier than those who aren't. Whether this boost in the immune system is from a heightened sense of personal growth or from feeling more socially engaged, it's clear that the body likes it when the imagination roams freely.

3. Work with friends

When you're shopping around for a job with great health benefits, pay attention to the office vibe. Israeli researchers found that people who get along with their co-workers in a friendly and supportive work environment live longer. Note: Similar support from the boss had no effect on mortality, so get acquainted with your peers before accepting the job.

4. Get a massage

You can never go wrong with a massage, but research shows significant benefits for overall health. Tiffany Field of the Touch Research Institute says massage therapy slows the heart rate and lowers blood pressure and stress hormones. The decrease in stress hormones increases your body's natural killer cells, which ward off viruses, bacteria, and cancer cells. "We're finding biological changes associated with a single massage session," says Mark Rapaport, Chief of Psychiatry at Emory University School of Medicine. Added bonus for massages from loved ones: good for body, mind, relationship, and wallet.

5. Eat your carotenoids

It's no secret that people feel good when they look good. New evidence suggests that fruits and vegetables, in addition to their many other benefits, give our skin a healthful glow. Scottish researchers found that eating lots of carotenoid-rich fruits and veggies like kale, cabbage, broccoli, tomatoes, peppers, or peaches gives our skin a slightly yellower tone, making us look—and feel—healthier and more attractive. If it works for pallid Scots, you know it'll work for the rest of us.

6. Chat with the neighbors

People are healthier when they have a strong, localized community. A 50-year study centered around Roseto, Penn., a close-knit community of Italian-Americans, showed the lowest rates of heart disease in the nation—until the town became more “suburbanized” in the 1960s. Many people living in housing cooperatives report improved emotional and physical health. As social animals, having playmates is part of our survival strategy.

7. Sleep more

Become a dream catcher and stop being a weight watcher. According to researcher William Killgore, when people get less sleep they tend to feel hungrier and to crave carbohydrates, particularly sweets. “If a person feels excessively sleepy,” says Killgore, “it’s likely that they haven’t been getting adequate sleep and may be prone toward eating more than they want to.” If you’re plagued by frequent snack attacks, cure them with a good night’s sleep.

8. Scrub without toxics

There are alternatives to toxic household products like bleach. A University of Florida study found that a mixture of vinegar, lemon juice, and baking soda significantly reduces bacteria. Good Housekeeping microbiologist Gina Marino put it to the test and was impressed with how well vinegar worked in fighting germs and mold. Adding a little elbow grease on the tough spots helps keep your gym dues low.

9. Hope like your life depends on it

We know enough about anxiety and depression to drag us down for several lifetimes, but a truly uplifting new study by Harvard’s School of Public Health gives reasons to rejoice. “Happy and optimistic people with a purpose in life tend to have a reduced risk of cardiovascular disease,” says researcher Julia K. Boehm. So keep hope alive, but remember that in the words of the late, great Vaclav Havel, “Hope is not the conviction that something will turn out well, but the certainty that something makes sense regardless of how it turns out.”

source: YES! Magazine Sep 20, 2012

Test 2: Read text **“Islam and Health”** below carefully. Then, paraphrase the following hadiths.

1. “The final messenger of God, Prophet Muhammad (pbuh) mounted the pulpit, then wept and said, "Ask Allah (swt) for forgiveness and health, for after being granted certainty, one is given nothing better than health."

2. "No one will be allowed to move from his position on the Day of Judgment until he has been asked how he spent his life, how he used his knowledge, how he earn and spent his money and in what pursuits he used his health"

3. “No human being has ever filled a container worse than his own stomach. The son of Adam needs no more than a few morsels of food to keep up his strength, doing so he should consider that a third of his stomach is for food, a third for drink and a third for breathing”

Islam and Health

From an Islamic perspective health is viewed as one of the greatest blessings that God has bestowed on mankind. It should be noted that the greatest blessing after belief is health, as narrated in the following Habit:

The final messenger of God, Prophet Muhammad (pbuh) mounted the pulpit, then wept and said, "Ask Allah (swt) for forgiveness and health, for after being granted certainty, one is given nothing better than health."

Related in Tirmidhi



Health is indeed a favor that we take for granted. We should express gratitude to God for bestowing us with health, and we should try are up most to look after it. God has entrusted us with our bodies for a predestined period of time. He will hold us to account on how we looked after and utilized our bodies and good health.



It has been narrated that Prophet Muhammad (pbuh) said:

"No one will be allowed to move from his position on the Day of Judgment until he has been asked how he spent his life, how he used his knowledge, how he earn and spent his money and in what pursuits he used his health"

Related in Tirmidhi



The preservation of this blessing can only be achieved through taking good care of one's health and taking every measure to maintain and enhance it. With this in mind every Muslim should make sure they undertake all necessary actions which are conducive to the preservation of good health. Healthy living is part and parcel of Islam, introduced with the inception of Islam more than 14 centuries ago. Furthermore, the Quran and the Sunnah outline the teachings that show every Muslim how to protect his health and live life in a state of purity. Numerous examples in Islam instruct its followers to live a healthy life, a selection are summarized below.

Daily Prayer

Any health benefits derived from prayer or any other worship (fasting) are secondary in importance. The Salat or Islamic prayer comprises both physical movement and mental concentration. Performed five times a day at specific times of the day, the obligatory prayers provide a good means for the circulation of blood, breathing and general suppleness of joints. Though it is not physically over demanding, we know that anything done moderately and consistently is far better than sudden over-exertion at infrequent periods.

Ablution before Prayer & Ghusl


Before a Muslim performs their prayers, they must perform the ablution which comprises thorough washing of the hands, mouth, nose, face, arms

(up to the elbow) and the feet (up to the ankle). This ritual of self-purification when carried out five-times a day leaves the worshiper clean, refreshed and ready to face his creator. Muslims are also required to clean themselves with water after urinating or defecating. Another act of worship which also helps to maintain good health is taking a shower, or ghusl. This is compulsory when one is in the state of ritual impurity, and is compulsory at least once a week before attending the weekly Friday prayer.

Diet & Nutrition


Various verses and texts within Islam promote the eating of healthy wholesome food and eating in moderation. God clearly states in the Quran:

Eat of the good things which We have provided for you. (2:173) Eat of what is lawful and wholesome on the earth. (2:168)



A healthy nutritious diet must also be balanced, in order to maintain the balance that God has established in all things, this is addressed in the Quran when God says:

And He enforced the balance. That you exceed not the bounds; but observe the balance strictly; and fall not short thereof. (55:7-9)



As we know, eating excessively causes harm to our systems. Many ailments are related to uncontrolled eating habits such as, diabetes, vascular diseases, stroke, heart attack etc. It has been said that the 'stomach is the home of ill health' and is usually responsible in some way to ill health. Islam teaches us to eat moderately:

Eat and drink, but avoid excess. (20:81)



Over indulgence and wasting of food are further dissuaded in the Hadith of the Messenger of God

'No human being has ever filled a container worse than his own stomach. The son of Adam needs no more than a few morsels of food to keep up his strength, doing so he should consider that a third of his stomach is for food, a third for drink and a third for breathing'

Ibn Maja



Fasting

Fasting during the month of Ramadan from dawn till dusk is undertaken to seek the pleasure of God and to practice self control and restraint in all aspects of living, with the idea being to continue this state of God

consciousness and piety after Ramadan is over. It is an ideal time to remove the impurities and shortcomings in one's life.

'O you who believe fasting is prescribed to you as it was prescribed to those before you so that you can learn Taqwa (God consciousness)'



Fasting in Islam is not like crash dieting, it is adequate in calorie intake and involves no malnutrition. All foods are permissible to eat in moderation, once the fast is over. Many processed foods we eat contain chemicals which over-time can be stored by our bodies as toxins within cells. Fasting can assist our body to purge these toxins while also allowing our body and digestive system to rest. Research has indicated that fasting can lower blood sugar levels and cholesterol, suggesting it may be advisable for moderate, stable, non-insulin diabetes, obesity and essential hypertension.

Prohibition of Intoxicants

Islam strictly forbids indulgence in intoxicants such as alcohol and drugs for good reason. The limited pleasure of such vices causes immense long-term damage to mind, body and the social fabric of society. Particular schools of thought include smoking within the list of prohibitions because of its harmful effects on the body. It seems that if Muslims adhere to the teachings of Islam, they would automatically lead a healthier lifestyle. God says in the Quran:

Satan's plan is (but) to excite enmity and hatred between you with intoxicants and gambling and hinder you from the remembrance of Allah and from prayer, will ye not then abstain? (5:90)



source: <http://www.muslimhealthnetwork.org/islamandhealth.shtml>

accessed: June 15, 2013

Home Support Project

- Research via library or internet, you can read encyclopedias, source books, journals, magazines, newspapers, or various other sources to learn about human body systems:
 1. Digestive System
 2. Circulatory System
 3. Respiratory System
 4. Nervous System
- Then, write a reading report by considering these following questions:
 1. Where is each system located?
 2. What organs make up each body system?
 3. What is each organ's function in the body system?
- Remember, your report has to meet these following criterias:
 5. Content (all of important and necessary information was presented)
 6. Organization (Ideas well organized and easy to follow)
 7. Mechanics (No errors in sentence construction, spelling and punctuation)
 8. Creativity (Demonstrates critical thoughts and creativity in the report)

ENVIRONMENTAL POLLUTION



dreamstime.com

Concept:

**STOP POLLUTION TO SAVE
OUR ENVIRONMENT**



Learning Objectives

1. To make inference from a text, picture, and book review
2. To identify the author's viewpoint
3. To identify the author's purpose

LEAD-IN ACTIVITIES

Look at the pictures below. Then, answer the questions that follow.



anggun-eva.blogspot.com



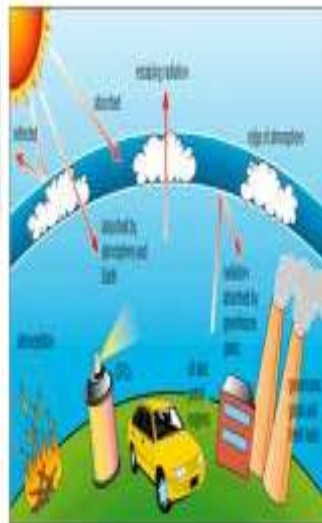
effect-of-pollution.blogspot.com



maswes.com



modernsage.com



fitrahfitri.wordpress.com



unearthme.com



outdorreconomy.com



dunn-foundation.org



think individually

1. How many kinds of environmental pollution that you can identify from the pictures? What are they?
2. Do they have negative impacts on humans, animals, and plants? Why?
3. Make notes on your main points.



work in pairs

4. Tell your notes to a partner and listen to your partner's response.
5. Discuss and write your conclusions.
6. Create a slogan on the importance of environment protection to inspire others to protect environment.

e.g., *Polluting the environment today – Live in harms tomorrow*



tell the class

7. Tell the class your conclusions.
8. Tell the class your slogans and write them on the board.

READING ACTIVITIES



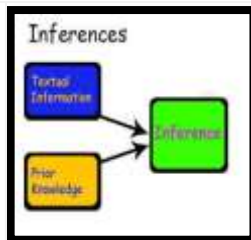
Reading Strategy 1: Making Inference from a Text, Picture, & Book Review

Making Inference from a Text

Making inference from a text is drawing a conclusion or trying to figure out some ideas by using clues in the text, especially when they are not directly stated. In making inference, you need to use your background knowledge or experience to construct meaning, find clues to get some answers, add those clues to what you already know or have read, and be able to support your inferences. In addition, you also need to think about pictures from the text to examine the writers' opinion because they often tell more than they actually state in words.

Guidelines for making inference from a text/picture:

1. Read the text/look at the picture carefully and critically.
2. Use the clues in the text/picture along with your prior knowledge and experience to help you figure out some ideas.
3. Draw conclusions, make critical judgments, and form interpretations from the text/picture.
4. You can change or modify your inferences as you read the text.



blogs.socsd.org



Making Inference from a Text Practice



Task 1

Read text 1 **“7 Kinds of Environmental Pollution”**. Then, answer the inference questions that follow. Underline the clues (words or phrases) that helped you in making your inferences.



7 Kinds of Environmental Pollution



can you name
all 7 kinds of pollution?

There are actually SEVEN different kinds of environmental pollution. Most people can name air, water and land...do you know the other four? Or examples of what constitute actual pollution in each category? Listed below

are each kind and examples to help you understand just how we can affect the environment and each other.

Air Pollution



According to the dictionary, air pollution is the contamination of air by smoke and harmful gases, mainly oxides of carbon, sulfur, and nitrogen.

Some examples of air pollution include:

- Exhaust fumes from vehicles
- The burning of fossil fuels, such as coal, oil or gas
- Harmful off-gassing from things such as paint, plastic production and so on
- Radiation spills or nuclear accidents

Air pollution is linked to asthma, allergies, and other respiratory illnesses.

Land Pollution



Land pollution is the degradation of the Earth's surface caused by a misuse of resources and improper disposal of waste.

Some examples of land pollution include:

- Litter found on the side of the road
- Illegal dumping in natural habitats
- Oil spills that happen in land
- The use of pesticides and other farming chemicals
- Damage and debris caused by unsustainable mining and logging practices
- Radiation spills or nuclear accidents

Land pollution is responsible for damage done to natural habitat of animals, deforestation and damage done to natural resources, and the general ugly-ing up of our communities.

Light Pollution



Light pollution is the brightening of the night sky inhibiting the visibility of stars and planets by the use of improper lighting of communities.

Some examples of what causes light pollution:

- Street lamps that shine light in all directions, instead of with a hood to point light downward toward the street.
- Unnecessary lights, especially around the home

Light pollution uses more energy (by shining more light up instead of down), may affect human health and our sleep cycles and most importantly, corrupts our kids telescopes and their curiosity.

Noise Pollution



Noise pollution is any loud sounds that are either harmful or annoying to humans and animals.

Some examples of noise pollution:

- Airplanes, helicopters and motor vehicles
- Construction or demolition noise
- Human activities such as sporting events or concerts

Noise pollution is disruptive to humans' stress levels, may be harmful to unborn babies, and drives animals away, causing nervousness and decreasing their ability to hear prey or predators.

Thermal Pollution



Thermal pollution is the increase of temperature caused by human activity.

- Warmer lake water from nearby manufacturing (using cool water to cool the plant and then pump it back into the lake)
- Included in thermal pollution should also be the increase in temperatures in areas with lots of concrete or vehicles, generally in cities

These kinds of environmental pollution can cause aquatic life to suffer or die due to the increased temperature, can cause discomfort to communities dealing with higher temperatures and can even affect plant-life in and around the area.

Visual Pollution



Visual pollution is what you would call anything unattractive or visually damaging to the nearby landscape. This tends to be a highly subjective topic, as we all find different things attractive and unattractive.

Some examples of visual pollution:

- Skyscrapers might block the view of a mountain
- Graffiti or carving on trees, rocks or other natural landscapes
- Billboards, litter, abandoned homes and

junkyards could also be considered among three kinds of environmental pollution. Mostly visual kinds of environmental pollution are annoying, although some may say they are also depressing (such as when they can't see a view through a billboard).

Water Pollution



Water pollution is the contamination of any body of water (lakes, groundwater, oceans, etc).

Some examples of water pollution:

- Raw sewage running into lake or streams
- Industrial waste spills contaminating groundwater
- Radiation spills or nuclear accidents
- Illegal dumping of substances, or items in bodies of water
- Biological contamination, such as bacteria growth

These kinds of environmental pollution are linked to health issues in humans, animals and plant-life.

source: <http://www.sustainablebabysteps.com/kinds-of-environmental-pollution.html>
accessed June 17, 2013

Questions

1. Do most of the people know about thermal and light pollution? What clues led your inference?

No, they don't.

The clues : "There are actually SEVEN different kinds of environmental pollution. Most people can name air, water and land...do you know the other four?"

2. According to the text, who is responsible for the environmental damages? What clues supported your inference?

3. Can smoking cigarettes damage our environment? What information did you use from the text to make your inference?

4. What can you reasonably infer from this statement “light pollution corrupts our kids telescopes and their curiosity.”

5. Based on the text, is it recommended for us to plant organic plants? What clues led your inference?

6. Is the author of this text in favor of or against street lamps that shine light in all directions? Why? What information did you use from the text to make your inference?

7. Based on information about visual pollution in the text, why billboard can be depressing for people? What clues supported your inference?

8. Based on information about noise pollution in the text, is it recommended for pregnant woman to see the rock music concert? What clues supported your inference?



Vocabulary in Focus: Noun Suffixes

Read the explanation of noun suffixes below.

Noun suffix is a letter or group of letters added at the end of a word (verb or adjective or root noun) to derive a noun. There are a lot of verbs and adjectives that you can convert into nouns by using noun suffixes. Learning noun suffixes enhances your vocabulary development.

For examples:

1. verb + suffix

(manage + **-ment**) → management, (discuss + **-ion**) → discussion,
(inform + **-ation**) → information, (appear + **-ance**) → appearance,
(exist + **-ence**) → existence, (donor + **-ship**) → donorship, (refuse + **-al**) → refusal,
(spell + **-ing**) → spelling, (sing + **-er**) → singer, (direct + **-or**) → director,
etc.

2. adjective + suffix

(weak + **-ness**) → weakness, punctuality (punctual + **-ity**) → punctuality,
etc.

3. root noun + suffix

(art + **-ist**) → artist, (football + **-er**) → footballer, (child + **-hood**) →
childhood

(partner + **-ship**) → partnership, (light + **-ing**) → lighting.



Task 3

A. Complete the following sentences with the correct missing nouns from text 1 “7 Kinds of Environmental Pollution”.

1. According to the dictionary, air pollution is the contamination of air by smoke and harmful gases, mainly oxides of carbon, sulfur, and nitrogen.
2. Harmful off-gasing from things such as paint, plastic _____ and so on.

3. Air pollution is linked to asthma, allergies, and other respiratory _____.
4. Some examples of land pollution include litter found on the side of the road and Illegal _____ in natural habitats.
5. Other examples of land pollution include damage and debris caused by unsustainable _____ and _____.
6. Light pollution is the brightening of the night sky inhibiting the visibility of stars and planets by the use of improper _____ of communities.
7. Light pollution uses more energy, may affect human health and our sleep cycles and most importantly, corrupts our kids telescopes and their _____.
8. Noise pollution is disruptive to humans' stress levels, may be harmful to unborn babies, and drives animals away, causing _____ and decreasing their ability to hear prey or predators.
9. Thermal pollution is the increase of temperature caused by human _____.
10. Some examples of visual pollution include Skyscrapers that block the view of a mountain and Graffiti or _____ on trees, rocks or other natural landscapes.

B. Match the verbs on the left with their correct suffixes on the right to form nouns. Be careful with the spelling. Then, use them in your own sentences.

-ment	-ion	-ation	-ance	-ence	-ship	-ity
-ing	-er	-or				

1. reinforce

*I think teachers should give positive **reinforcement** to elicit the behavior they want from their students.*

2. accelerate

3. authentic

4. nurtur

5. correspond

6. memorize

7. censor

8. investigate

9. report

10. water

Making Inference from a Picture

In making inference, you also need to use the evidence from the pictures in a text to get a complete meaning of something. Picture clues sometimes tell you more than words do because pictures can be decoded more quickly and are accessible to all readers. Therefore, in reading a text it is important for you to observe the pictures or photos, use any information you can get from them, and make a guess at what is going on, the situations, motives, actions, or thought of the people or objects involved.



Making Inference from a Picture Practice

Read text 2 “**Most Polluted Cities in the World**”. Then, do the tasks that follow.

Text 2

Most Polluted Cities in The World

by Editorial Staff

While vast advancements in technology and industry have made life much easier, these innovations have also created an ever-growing monster – pollution. With the possible exception of underdeveloped and far-flung areas, almost the entire world is faced with a “dirty” problem. Nevertheless, there are cities all over the planet that have really outdone themselves when it comes to being polluted. Want to know which metropolises got the highest ranks? Here are the ten most polluted cities in the world:

1. Lienfen, China

With approximately 3 million people of its residents affected by the pollution problem, the city of Linfen in China is perhaps the most polluted city in the world. Linfen can be found in the Shanxi province, which is considered to be at the center of the country’s coal belt. The hills surrounding the Chinese city are peppered with tons of coal mines, legal as well as illegal. One simply can’t sniff the air without smelling the odor of burning coal. Furthermore, the pollution is so great that if you hang your laundry, you’ll find that your clothes turn black even before they dry. Linfen has been declared by the country’s State Environmental Protection Agency as having the worst air in China.



(Photo credit: Wikipedia)

2. Tianying, China

Right below Linfen on the most polluted cities in the world list is another Chinese city-Tianying. The major culprit the pollution problem in this town is lead, along with a number of other heavy metals. Situated in the northeastern region of the country. Tianying is a highly industrialized city that, unfortunately, has poor policies and uses nomadic technology. Its previously fertile soils are now



Railroad tracks, Tianying,
China

(Photo credit: Wikipedia)

steeped in lead, and its inhabitants are now at great risk for developing lead-associated health problems. These illnesses can be anything from irritability to dullness, to hallucinations, and even to memory loss. Too bad the only people who seem to pay attention to the problem are the ones who are already suffering from it.

3. Sukinda, India

Sukinda's excessive mining and processing of chrome and a few other heavy metals have land it on this list of the most polluted cities in the world. As much as 97 percent of India's chromium supply comes from this city, leading to a 30-million-ton pile of mining waste that literally flows from mountains. Hexavalent chromium, which is a known and potent cancer-causing substance, can be found plentiful in nearby waters. It is believed that exposure to the air, soil, and water near the city's mines have caused different types of cancer to an estimated 2.6 million people. If that's not enough to get the world's attention and spark some alarm, nothing is.



Map showing Sukinda, India

4. Vapi, India

As home to a huge portion of the nation's industries. Vapi is a city whose waters and lands are highly contaminated with harmful chemicals and metals. Its groundwater reportedly contains mercury, the level of which is 96 times higher than what's considered safe by the World Health Organization. Repeated exposure to mercury over a long period of time can lead to scores of medical conditions such as muscle weakness, impaired peripheral vision, and other neurological deficits, to cite a few examples. The waters aren't the only unsafe things, either. The local procedure and air also contain heavy metals. Clearly, industrialization has cost the residents of Vapi too dearly.



A picturesque sunset in Vapi, India filtered through smog

La Oroya, Peru

Probably everyone knows that lead isn't good for a person, especially one who is so young. Well, this knowledge doesn't change the fact that 99 out of 100 children in La Oroya have lead levels that are above the accepted measurement. A mining city situation in the Peruvian Andes, La Oroya is host to numerous processing plants and heavy metal mines. On the whole, residents of the city have an average lead level that's 3 times higher than the WHO-established limit. Even if all mining and processing operations were to stop this minute, the soil's lead content will remain as is for centuries to come. What's even worse is that there's not even a plan at the moment to clean all the waste up.



Heavy metal mines in La Oroya, Peru (Photo credit: Wikipedia)

1. Dzerzhinsk, Russia

If you plan to live to a ripe old age, you probably shouldn't take up residence in Dzerzhinsk, as the average life expectancy in this Russian city is quite low. Men usually die at the age of 42, while women don't live much longer than 47. There might be plenty of reasons behind this, but the general agreement is that the highly toxic pollutants found in the city might have something to do with people dying too early. In the years between 1930 and 1998, over 300,000 tons of chemical wastes were dumped on Dzerzhinsk. When it comes to chemical contamination, this Russian city holds a Guinness Record for being the most polluted city in the world.



Dzerzhinsk, Russia (Photo credit: Wikipedia)

2. Chernobyl, Ukraine

You probably thought that the Hiroshima and Nagasaki nuclear bombings led to the worst radiation fallout known to mankind. If so, then you haven't heard how Chernobyl managed to top that fallout at least a hundred times more. The



meltdown of the nuclear plant has led to the city being considered as uninhabitable, particularly the 19-mile exclusion zone that surround the plant. Over 4.000 Ukrainian, Belarusian, and Russian kids in the fallout area have been diagnosed with thyroid cancer. Thankfully, measures are being taken to prevent additional radiation spills from the ruins of the plant.

The radioactive city of Chernobyl, Ukraine
(Photo credit: Wikipedia)

3. Norilsk, Russia

Can you guess how much zinc, arsenic, lead, cadmium, selenium, nickel, and copper is released yearly into the air of Norilsk? Well, there's no exact amount, but it's estimated to be over 4 million tons. This Russian city is where the biggest heavy metal smelting complex in the world is located, and you can probably guess that this is behind the ridiculously high number of city dwellers who die from respiratory illnesses. If you need further proof that Norilsk is a massive wasteland, you only need to look at the 30-mile area around the nickel smelter. You won't find even just one living tree.



The outskirts of Norilsk, Russia
(Photo credit: Wikipedia)

4. Sumgayit, Azerbaijan

The industrial wasteland that is Sumgayit is another victim of the Soviet Union's neglect and disregard for Mother Earth. Though a lot of the factories are not operating anymore, the pollutants they emitted before they were shut down are still present in the air up to this day. On top of it all, no one is willing to take responsibility for the 120.000 tons of toxic emissions that continue to plague the city.



Sumgayit, Azerbaijan
(Photo credit: Wikipedia)

5. Kabwe, Zambia

Rounding up the ten most polluted cities in the world is Kabwe in Zambia. Ever since the year 1902, when lead deposits were discovered near the city, little attention has been given to how the



Kabwe, Zambia

dangerous metal might affect the Zambians. Lead levels in kid are high enough to be fatal, or at the very least, result to serious health conditions. Thankfully, a \$40 million-project might start cleaning the place up soon.

(Photo credit: Wikipedia)

There you have ten of the most polluted cities in the world. Because of the complexity of the pollution problem and the number of factors to be considered, lists can have differences in rankings as well as in the entries themselves. Some sources even include Mexico City (Mexico), Karachi (Pakistan), and Lagos (Nigeria). Nevertheless, the bottom line here is that everything should be done to help these highly polluted cities wake up to the problem and do something to resolve it. The safety and health of present and future generations are at stake.

source: Curiosity Aroused, July 25, 2013



Task 4

Answer the following questions. Make sure to use the evidence in the pictures to guide you in making your inferences.

1. How is this man feeling? What evidence in the picture guided your inference?



2. What can you tell about air pollution in this picture? What evidence in the picture guided your inference?



3. Observe the picture, is it a good place area to live? What evidence in the picture guided your inference?



4. How is the weather in this area? What evidence in the picture guided your inference?



5. What are two things you can tell about the people who live in this area? What evidence in the picture guided your inference?





Task 5

1. Compare your answers with a partner.
2. Discuss the clues that you use in making your inferences.
3. Make some corrections on your answers when necessary.

Making Inference from A Book Review

A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book. Writers of book or article reviews sometimes do not tell their opinions directly. Therefore, you need to make inference from book or article review to clarify writer's ideas that are not directly stated.

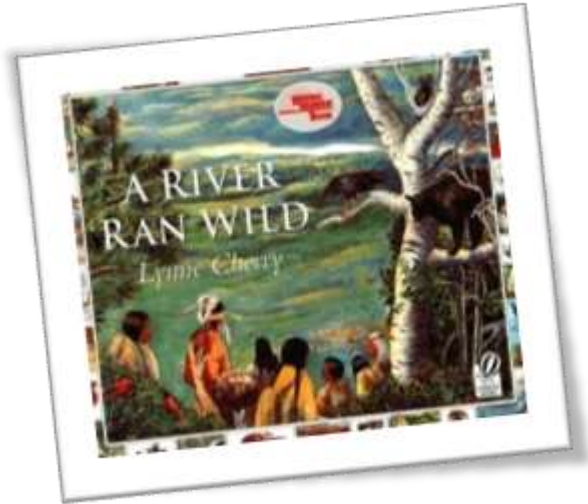


Making Inference from a Book Review Practice

Read text 3 “A River Ran Wild” below. Then, do the task that follows.

Text 3

A River Ran Wild



Abstract

This book centers upon these significant themes: human effects on the environment, pollution and being a responsible citizen. Human effects on the environment are a significant concept, *A River Runs Wild* provides both text and illustrations that show the changes of pollutions throughout history and how people in each period affected the Nashua river. Beginning with the Natives and through today, this text supports the theme of human pollution.

Native Americans (pages one through five)

Agricultural/Hunting (pages six through eleven)

Industrial Revolution (pages twelve through sixteen)

People Today (pages seventeen through to the end)

The illustrations also provide excellent visual representation of how the river changed throughout time based upon the types of pollution that were affecting it and the activities of the people that surrounded it. In addition, the boarder illustrations serve as text features that support key practices of people at that time with regards to the river. By the end of the book the reader will come away with a deeper understanding of what it means to be a responsible citizen and how their actions affect their surrounding world

and can build up over time. The story in *A River Runs Wild* shows that all humans impact their surrounding environment daily and at times they are not fully aware of the implications their actions have on the air that they breathe, the water that they drink, and the world in which they live.

This is an excellent book to have in a classroom and great for connecting to students' prior knowledge of what a citizen is and what it means to be a responsible citizen, especially in a social studies context. It is also a practical book for discussing within science as it pertains to pollutants, the water cycle and ecology in science lessons. Key classroom terminology introduced in this book includes "runoff", "watershed", and "environment"

Genre

A River Ran Wild: An Environmental History, written by Lynne Cherry, is considered nonfiction. While a non-fiction book it is unique in that it does not read like nonfiction, rather it includes definite elements of narrative story telling. As non-fiction books are less popular with student's on the whole, having a story-like quality enables the book to reach a wider audience.

The first sentence in the author's note states, "The story of the Nashua River is true." The author continues by briefly telling the Nashua's history including important and factual dates, names of locations, people and groups of people involved in the changes of the Nashua River. This book is also considered a picture book. It is fairly short and contains several illustrations that accompany the text.

Plot Summary

A River Runs Wild describes the changes the Nash-a-way River undergoes over time. Before the interaction of people with the river it was clear, healthy, and a water source for the animals that lived near the river. Native Americans found the river and settled near it. Their lifestyle consisted of hunted only what they needed to for food and clothes. The Native American's respected the land and the river where they settled. One day, Europeans came and began to trade with the Native Americans; these Europeans decided to settle here too. They did not value the river and the land the way the Natives did and abused it. They cut down the forest and hunted more than necessary. The Natives didn't agree with this lifestyle and began to fight the Europeans. The Natives' bows and arrows couldn't compete with the Europeans guns and thus, they were driven away from the land.

The beginning of a new century brought an industrial revolution. Although it seemed like progress, a side effect was the polluting of materials into the Nashua River. As time passed, the condition of the river got worse; it was no longer clear, it smelled, and animals could no longer drink the water. The cleaning of the Nashua River began with Oweana and Marion, two people that were extremely disturbed with the river's condition. Once word spread, the factories that lined the river's edge stopped dumping waste into the river. Eventually the river returned to its original, beautiful state.

Literary Elements

The setting takes place at Nashua Valley and spreads over a period of over 7000 years (as stated in the author's note). The text makes the changes of the Nashua River sound like it happened over a period of 200 years or so, which isn't the case. The audience in which the book is directed towards is younger, elementary aged students. The text is written in a basic form that makes it easy for younger students to follow. For instance, the story starts as, "Long ago, a river ran wild through a land of towering forests." The author chooses to use the term "Long ago," versus using a more specific timeline.

There are a few characters mentioned in the book but it's the Nashua River that plays the main role. The human characters include Oweana and Marion. Oweana was a descendant from the Native American tribe that originally settled near the river and Marion was a friend of his. The two together took actions that began the cleansing of the river. The antagonists of the book are the "pale-skinned" people who arrive in the area and take it over. They are the reason the river becomes so polluted. It's important that the reader sees how each different group affects the river, either positively or negatively.

Artistic Elements

The illustrations in this book make a huge contribution to the effect the book has on the readers. Half the illustrations are created on their own page and fill up the entire space. The other half of the illustrations accompany the text on the same page. The full-page illustrations are extremely realistic and detailed. Colors used throughout the whole book are very true to the objects' colors in real life, (e.g., trees are different shades of greens and browns, the clean river is drawn using greens and blues). This book uses illustrations interestingly. On the pages with text, the illustrations are

different elements that go along with what the text is expressing. For instance, when the text is describing the river in its clean state, it described all the different animals that used the river. The bordering illustrations were pictures of the different animals. Many of the pages follow this pattern. Illustrations were done in watercolor and colored pencil.

The illustrations did an excellent job of corresponding to the text. The reader can look at each of the illustrations and image the way the river looked during that period of time and how different it looked when it was affected by different groups of people or animals.

Analysis and Critique

Positive Aspects:

What is great about this book is that it shows the reader the effect that humans have on the world around them. The reader not only learns about human impact by reading about the changes that occurred to the river but also by using vivid imagery to create a picture of how the river looked at any particular point in time.

This book also has the advantage of being used to teach across different subjects in a single lesson. It is literature and students can survey the book, make predictions about what the book is about and read individually, in groups, or as a whole class. The story is nonfiction so students are getting a history lesson while they read. It also teaches science in the aspect ecology, of animals in their environment and the ripple affect that is caused when a change occurs in any part of a food chain. This is a great book to use in a lesson.

Because this *A River Ran Wild* inter-connects many different subject areas it makes a fantastic resource for teachers who are trying to cover multiple GLCEs (Grade Level Content Expectations: Michigan State Standards) in one lesson. For Example in a 4th Grade Class one could integrate aspects of Social Studies with English Language Arts; through literacy fuse history with environmental geography, while hitting these GLCEs:

Negative Aspects:

Author Lynne Cherry ties together history and science by discussing the environmental history of the Nashua River. Cherry explores different effects on the river chronologically, based upon "progressive" developments in the Massachusetts area. While Cherry bring to attention several harmful effects the European settlers had on the environment, she neglects to discuss any

harm the native peoples had on the river, leaving the reader romanticizing indigenous people's traditional ecological knowledge or lack thereof. This is not the most factual representation of Native American affects on the land. While Native American's did practice sustainable agriculture such as growing corn and beans together (so that the nitrogen used by the corn could be fixed back into the soil by the beans) they also reeked significant environmental harm through their slash and burn clearing techniques.

Another problem with the text comes in the stories conclusion. In and amongst discussing how beautiful the Nashua River is after all the efforts put forth to restore it to its pre-industrial condition is the line, "Slowly, slowly, the Nashua's current began to clean its water. Year by year the river carried away the dyes and fiber to the ocean."

Cherry has made this sound like it is a positive outcome, when the reality is that much of the pollutants have spread into the ocean. When discussing pollution one of the most important concepts students need to grasp is that the effects of your actions on the environment may not have negative repercussions on your life but can be detrimental "further downstream". For a book with a large proportion discussing how a factory upstream mucks up a river further downstream to glisten over the negative effects on the ocean purely because it is out of site seems hypocritical. It comes across as self-centered even because the people of Nashua have cleaned up their area and are not concerned about the pollution carried away. Environmental Stewardship is not simply about protecting ones area for one's benefit but is about responsible behavior for the benefit of all, including the ocean. "Out of site, out of mind." is not the attitude I believe is intended to be fostered by A River Ran Wild and so it is unfortunate that Cherry has neglected to expand her concern to the ocean.

source: Cherry, Lynne. The River Ran Wild. Singapore: Gulliver Green, 1992
<http://reviews-of-childrens-literature.pbworks.com/w/page/10581731/The%20River%20Ran%20Wild>
accessed: June 17, 2013

(Access [Cherry-A River Ran Wild.pdf](#) for the whole book for anyone interested in reading it.)



Task 6

Answer the following questions.

1. Is the reviewer of the book in favor or against integrated learning?
Why?

The reviewer of this book is in favor of integrated learning because according to him this book is fantastic instructional resource for interconnecting many different subject areas in one lesson. For example, Science, Social Studies with English Language Arts, etc.

2. Do you think that the reviewer like the way the book illustrated? Why or why not?

3. Does the reviewer of the book have a serious concern about ocean?
Why or why not?

4. What do think the most important aspect of the book according to the reviewer? Why?

5. What is the reviewer's opinion of the book "A River Ran Wild" entirely?

6. From what you have read in this review, would you like to read the book? Why?



Reading Strategy 2: Identifying Author's Viewpoint

Identifying an author's viewpoint is figuring out the way an author feels or looks at a topic being described. It is important for you to recognize that writers bring their own insight and experiences to their writings. Understanding the author's opinions, assumptions, feelings, hypothesis can help you comprehend and respond thoughtfully to what you read. Therefore, when you read you need to ask questions that can help you explore the author's stated or unstated viewpoint.



Identifying Author's Viewpoint Practice

Read text 4 "How Much Air Pollution Comes from Cars?". Then, do the tasks that follow.



How Islam Protects Environment

by Syed Sultan Mohiddin



Islam stands above all the contemporary religions in the world, to speak forcefully about the importance of preserving and maintaining the

ecological balance. The word "Earth" (ard) appears no less than 485 times in the holy book of the Quran. The men and women are described as Allah's vicegerents on Earth. "Lo! We offered the trust upon the heavens and the earth and the hills, but they shrank from bearing it and were afraid of it and man assumed it" (Quran: 33:72). By this act of acceptance, humans have accepted the responsibility for the custody of the environment. This trusteeship is seen by Islam to be so onerous and burdensome that no other creature would 'accept' it.

Mankind's responsibility is to maintain the fragile equilibrium in the Nature through wise governance and sound personal conduct. This responsibility is clubbed with the supremacy bestowed upon the human beings. "Do you not see that God has made subject to you (humans) all that is on the earth" (Quran, 22:65). However, the supremacy given to humanity over the other creatures is subject to scrutiny: "Then We made you heirs in the land after them, to see how you would behave!" (Quran, 10:14). In this verse, there is a stern warning that – though Man has the freedom to do what he wills with the power conferred to him by ALLAH, he would certainly face the consequences if he tries to take destructive advantage of the power given to him.

Allah clearly warned the humans not to tamper with His divine balance (here referred to as 'measure'). "And the sky He hath uplifted; and He hath set the measure, that ye exceed not the measure, but observe the measure strictly, nor fall short thereof." (Quran 55:7-9). For this reason, irresponsible deforestation and needless killing of even the smallest of God's creatures are strongly forbidden in Islam.

The Quran does, on the other hand, permit the transformation of wilderness into agriculture and cattle pastures. The Quran proclaims that it is ALLAH, who "sends down water from the sky, and therewith We bring forth buds of every kind. We bring forth the green blade from which we bring forth the thick-clustered grain; and from the date-palm, from the pollen thereof, spring pendant bunches, and gardens of grapes, and the olive and the pomegranate".

Islam teaches that all creatures are equal. Be it an invisible amoeba or a gigantic whale in the ocean, every creature serves a defined purpose in the larger scheme of Allah. "There is not an animal (that lives) on the earth, nor a creature flying on its two wings, but they are (forms part of) communities like you." (Quran: 6:38). This verse also reinforces the scientific concept of 'chain of life', with each species depending on another and mutually maintaining the balance of life on earth.

The holy Quran reminds us of the multitudes of the benefits from other living beings. Allah asks us to ponder as to how Honey from bees gives nourishment apart from its sweet taste. While leeches and maggots were scoffed at, as being the tools of medieval medicine, recently they have made resurgence in modern medicine. For example, leeches are being used in microsurgery to control swelling in order to promote the healing necessary to reattach severed fingers. It is discovered that the leeches produce an anticoagulant, an anaesthetic and some antibiotic properties through their saliva – all in one package.

Maggots have been used in MDT (Maggot Debridement Therapy) to treat certain types of wound healing. They release proteolytic enzymes to aid in debridement (removal of unwanted matter, enzymes with antimicrobial properties, and compounds like allantoin, urea, ammonium bicarbonate and calcium carbonate – that promote wound healing. Scientists have even managed to extract anticoagulant drugs from the venom of Pit viper and cobras. The plant kingdom too has paved the way for an extraordinary number of modern drugs. Aspirin – is the product from the salicylic acid, an extract from the willow tree. Quinine which is effective to treat Malaria is produced from the Cinchona trees. Even the miraculous antibiotic drug Penicillin which has cured millions of people around the world is prepared from the mold (fungus) *Penicillium*.

The significance of afforestation was taught by Prophet Muhammad (peace and blessings of Allah be to him) 1400 years ago. There are many sayings of the Prophet, which ordain the Muslims to proliferate the vegetation in the world. “If any Muslim plants a tree or sows a field, and a human, bird or animal eats from it; it shall be reckoned as charity from him.” (Saheeh Al-Bukhari, Saheeh Muslim)

The planting of vegetation is such a virtuous deed in the sight of Allah that it is encouraged even if it be a person’s final act on Earth. The prophet said: “Even when the Day of Judgement comes (upon you), if anyone has a palm sapling in his hand, he should plant it.” (Ahmad). Even during battle, Muslims were instructed to avoid cutting trees that are useful to the people.

We see today, ecologists crying from the rooftops on the need to protect fresh water. The Glorious Quran tells the significance of water in explicit terms. “Verily...in the rain that God sends down from heaven, thereby giving life to earth after its death...” (Quran 2:164). “Have you seen the water which you drink? Was it you who sent it down from the rain cloud, or did We sent it? Were it Our will, We could have made it bitter; why then do you not give thanks?” (Quran 56:68-7). Owing to the importance of water as

the basis of life, God has made its use the common right of all living beings. All are entitled to use it without monopoly, usurpation, despoilment, wastage or abuse. God commanded with regard to the people of Thamud and their camel. "And tell them that the water shall be shared between them..." (Quran 54:28)

One Hadith is enough for us to understand the importance given by the Prophet (peace and blessings of Allah be to him) for the judicious use of the nature's most precious resource. It is related that the Prophet passed by his companion Sa'd, who was doing ablution and said:

"What is this wastage, O Sa'd?" "Is there wastage even in washing for prayer?" asked Sa'd;

The Prophet replied: "Yes, even if you are by a flowing river."

It is a supreme miracle by God that he has created the living creatures and made them depend on each other for sustenance. Every single form of life is the product of a special and intricate development by God, and each warrants special respect. God says: "Then let man consider his nourishment; that We pour down the rain in showers, and We split the earth in fragments, and therein make the grain to grow, and vines and herbs, and olives and palms, and gardens of dense foliage, and fruits and fodder – provision for you and your cattle." (Quran 80:24-32). In addition to their importance as nourishment, plants enrich the soil and protect it from erosion by wind and water. They conserve the water by detaining its runoff; they moderate the climate and produce the oxygen which we breathe. They are also of immense value as medicines, oils, perfumes, waxes, fibres, timber and fuel.

About the question as to who has rights over herbage and the other resources that are vital to the survival and well-being of humankind, the Prophet explicitly said: "The people are partners in three things: water, herbage and fire (for fuel)." (ibn Maajah). In the Quran, in the verse 22 of Surat al Baqarah, Allah said the phrase lakum (for you) – which contains the message that the earth is not for one generation but for every generation – past, present and future – and that would include humans as well as other creatures on earth. So, the rivers, minerals and other natural resources are the property of all. They should be distributed fairly and justly, especially when the river passes through various countries.

Today, the rich and powerful countries, which barely constitute 10 percent of the world population are consuming over 90 percent of the world's resources – petroleum, iron, coal etc., And this unbridled greed has resulted in the occupation of dozens of countries by the imperialist forces.

The Prophet (peace and blessings of Allah be to him) warned the usurpers by giving the example of water. "(Among the)...three types of people with whom God, on the Day of Resurrection, will neither exchange words, nor look at...is the one who possesses an excess of water but withholds it from others. God will say to him: "Today I shall withhold from you My grace as you withheld from others the excess of what you had not yourself created" (Saheeh Al-Bukhari).

The compassion shown by Prophet Muhammad (peace and blessings of Allah be to him) to even worms and insects is exemplary and science has realized very late, the prominent role played by them in ecological balance. The Prophet (peace and blessings of Allah be to him) forbade that a fire be lit upon an anthill, and related that an ant once stung one of the prophets, who then ordered that the whole colony of ants be burnt. God admonished him by saying "Because an ant stung you, you have destroyed a whole nation that celebrates God's glory." (Saheeh Al-Bukhari, Saheeh Muslim). The Prophet forbade killing of bees and nay captured livestock, for killing them is a form of corruption included in what God has prohibited in His Book. "And when he turns away, he hastens through the land to cause corruption therein and to destroy the crops and cattle: And God loves not corruption." (Quran 2:205).

Hygiene and sanitation were given utmost priority by the Prophet. He prohibited urination and defecation anywhere near a water source, on a path, in a place of shade, or in the burrows of living creatures. The values underlying these prohibitions should be understood as applicable to the pollution of critical resources and habitats in general. Effluents and exhaust fumes, and similar pollutants should be treated at their sources with the best feasible means of treatment, and care should be taken in their disposal to avoid adverse side effects that lead to similar or greater damage or injury. The underlining principle in Islamic perspective is, "Damage shall not be eliminated by creating a similar damage or a greater damage".

The Prophet (peace and blessings of Allah be to him) once said: "The world is green and beautiful, and God has appointed you his guardian over it." (Saheeh Muslim). In order to keep the environment free of pollution and make it pleasant, the Prophet has said, "Picking up a bone from the way is a Sadaqah". He further said, "Removing a harmful and dangerous thing from the way is also Sadaqah." Any student of the life of the holy Prophet will see that he was a pioneer in the domain of conservation, sustainable development and resource management. He constantly preached the importance of maintaining a harmonious balance between humans and

nature. He had shown a perfect model for the preservation of ecological balance.

For the protection of the land, forests and wildlife, the Prophet created inviolable zones known as hima and haram. In these zones, the natural resources should be left untouched. Hima means 'protected place' designed to be a sanctuary; where grazing and woodcutting are restricted and where certain animal species are protected. The Hima is the most widespread and long-standing indigenous, traditional protected area institution in the Middle East. These have become modern wildlife reserves. The concept of the hima largely disappeared in the post colonial Muslim states. Today, Islamic scholars and other organizations are reviving that traditions and creating himas throughout the Muslim world. Haram areas are often drawn up around wells and water sources to protect the groundwater table from over-pumping.

In the Islamic viewpoint, the relationship between man and nature is akin to a just ruler and his subjects. He is expected to act in a responsible manner as defined by the Quran and Sunnah. Misuse of his power would change his position from being a leader... to a tyrant. The result of tyranny can only be a revolt against the tyrant. This is what is happening between the 'man the tyrant' and 'nature the tyrannised'! The acid rains, the melting of Ice Sheets in the Polar Regions...making the sea levels to rise and threatening the inundation of many islands, the unbridled release of Chloro Floro Carbons making the Ozone layer to deplete are only a few cases of manmade calamities.



Task 9

Answer the following questions.

1. What questions could you ask to figure out the author's purpose for writing this text?

Did the author write this text to inform his audience?

Did the author write this text to convince his audience?

Did the author write this text to entertain his audience?

2. Based on the title, why do you think the author wrote this text?

3. Who do you think is the intended readers of this text?

4. Is the author's purpose for writing this text explicitly stated?

5. Which sentences in the text best describe the author's purpose for writing the text?

6. What facts or examples from the text support your conclusion about the author's purpose?

7. Based on the text, write a statement that the author of the text would most likely agree!



Task 10

1. Discuss your answers with a partner.
2. Make some corrections on your answers when necessary.



Grammar in Focus: Passive Sentences

Read the explanation of passive sentences below before you do task 11.

In English, sentences can be active and passive. In an active sentence, the actor or thing responsible for the action in the sentence comes first. In a passive sentence, the person or thing acted on comes first, and the actor is added at the end and introduced with the preposition "by" or often omitted completely.

You should use passive voice when:

1. The actor is unknown.
2. You want to emphasize the person or thing acted on.
3. You are talking about a general truth.
4. You want to be vague about who is responsible.

You should avoid passive voice when:

1. You want to emphasize the person or thing that is responsible for the action.
2. You want to focus on the differences between the ideas of different researchers, or between your own ideas and those of the researchers you are discussing.

You can use passive voice in all tenses by using the correct form of be + the past participle of the verb. For examples:

1. Land in many countries is contaminated with toxic chemicals. (present simple)
2. Most of infectious diseases were caused by contaminated water. (past simple)
3. This river has been contaminated. (present perfect)
4. The people had been warned before the pollution problem occurred. (past perfect).
5. Solid waste must be managed seriously in this area. (modals)



Task 11

A. Highlight passive sentences that you find in text 5 “**How Islam Protects Environment**” on page 173.

B. Change these following passive sentences from text 5 “**How Islam Protects Environment**” into active sentences.

1. Irresponsible deforestation and needless killing of even the smallest of God’s creatures are strongly forbidden in Islam.

Islam strongly forbids irresponsible deforestation and needless killing or even the smallest of God’s creatures.

2. Maggots have been used in MDT (Maggot Debridement Therapy) to treat certain types of wound healing.

3. The significance of afforestation was taught by Prophet Muhammad (peace and blessings of Allah be to him) 1400 years ago.

4. Even during the battle, Muslims were instructed to avoid cutting trees that are useful to the people.

5. Water should be distributed fairly and justly, especially when the river passes through various countries.

6. Hygiene and sanitation were given utmost priority by the Prophet.

7. The values underlying these prohibitions should be understood as applicable to the pollution of critical resources and habitats in general.

8. In Hima and Haram zones, the natural resources should be left untouched.

FOLLOW-UP ACTIVITIES

A. Access

<http://www.youtube.com/watch?v=vP3pbh - pu8>

“Pollution (Land, Air, and Water Pollution)”

Watch the video. Listen attentively to the speakers in the video. Write the main points from the video. Discuss in pairs or groups types of populations and their effects on human and environment. Then, tell the class your conclusions.



B. Write your own text on pollution by using one of the five types of author’s main purpose. Share your text to the class. Then, ask the class to identify your purpose for writing the text.



EVALUATIONS

Reading Test

Test 1: Read the text below. Then, answer the questions that follow.

How Can We Stop Pollution?

by [Sara Shea](#)



This plastic bottle could have been recycled. Instead, it became litter. Avoid littering and set a good example by picking up trash.

Teaching the Pollution Solution: Instilling environmental compassion in children

Pollution has become a major problem, and these days, people are seeking solutions, tips and ideas to help keep our planet healthy. How can we stop pollution from contaminating our water, air and land? There are many simple steps we can take, both as individuals and as communities to help [reduce our use of pollutants](#), and prevent environmental contamination.

One of the most important steps to preserving the environment for future generations is to make the time and commitment to teaching our children how we can stop pollution. For instance, incorporating lesson plans, research, field trips or projects that offer realistic answers for how we can stop pollution into primary school curriculum's, will ensure that our children develop the necessary respect and concern for the environment.

As adults, parents and role models for our children, it is also important to demonstrate our own compassion for the environment by adopting daily behaviors and choices that can make a difference. Here is a list of simple, effective tips to teach children how we can stop pollution.

Finding the Pollution Solution: Simple tips to teach children how we can stop pollution.

1. Practice what you preach. Teach children that many chemicals in products such as pesticides, cleaning products, lawn and garden products can be harmful to the environment. Demonstrate your commitment to the environment by purchasing and using only organic or chemical free products.
2. Don't litter! This tip is possibly the simplest solution to how we can stop pollution. Avoid throwing trash such as, empty cans, bottle or wrappers onto the ground. If you see an outdoor area where there is litter, set a good example by cleaning it up, and recycling any recyclable litter.
3. Recycle as much as you can – separate your trash into recyclables; paper, plastic, aluminium, cardboard, etc. for recycling collection. Landfill space (where all our trash goes) is filling rapidly. To avoid the future need, to allocate precious, open land and natural habitats for landfill capacity, teach your children that much of what we throw away can be easily recycled.

4. Never put any chemicals, soaps, or toxins down storm drains. These storm drains wash into streams and rivers where fish, birds, and other animals will suffer the consequences. Instead, dispose of any pollutants properly and safely. Motor oil can be particularly damaging to the environment. Always recycle your used motor oil and filters. For a list of guidelines, regulations, and collection centers local to you, visit your town website or contact the administration officials at your town or city hall.
5. Compost anything organic. Composting is a great way to create new, organic, rich, healthy soil for your yard and garden, while preserving landfill space. Dispose of vegetable peelings, fruit rinds, egg shells, leftovers, leave and yard waste clippings, in a compost container. Many cities and towns issue these compost containers free of charge.

Source: <http://www.catalogs.com/info/earth-science/how-can-we-stop-pollution.html>
accessed: June 17, 2013

Questions

1. Who do you think is the intended readers of this text?

2. Based on the title, why do you think the author wrote this text?

3. What did the author want you to do by using this picture at the beginning of the text?



4. What is the author's opinion toward "pollution"?

5. What statements did the author's use to get his opinion across?

6. Which sentences in the text best describe the author's purpose for writing the text?

7. Why do you think the author has this particular opinion?

8. Based on the text, write a statement that the author of the text would most likely agree!



Home Support Project

- Research via library or internet, you can read encyclopedias, source books, journals, magazines, newspapers, or other sources to learn about pollution problems in Indonesia and what the people do to save their environment. Then, write a reading report on pollution problems and their solutions.
- Remember, your report has to meet these following criterias:
 1. Content (all of important and necessary information was presented)
 2. Organization (Ideas well organized and easy to follow)
 3. Mechanics (No errors in sentence construction, spelling and punctuation)
 4. Creativity (Demonstrates critical thoughts and creativity in the report)



NATURAL DISASTERS



ourthriftyhouse.com

Concept:

GAIN MORE KNOWLEDGE OF
NATURAL DISASTERS, THEY COULD
HAPPEN ANYWHERE AROUND
THE WORLD






Learning Objectives

1. To summarize information from a text
2. To synthesize information from a text
3. To criticize author's opinion in a text

LEAD-IN ACTIVITIES

Look at the pictures below. Then, answer the questions that follow.



 <p>think individually</p>	<ol style="list-style-type: none"> 1. How many kinds of natural disasters that you can identify from the pictures? What are they? 2. What are the factors that may cause natural disasters? 3. Make notes on your main points.
 <p>work in pairs</p>	<ol style="list-style-type: none"> 4. Tell your notes to a partner and listen to your partner's response. 5. Discuss and write your conclusions. 6. Create a slogan on the importance of gaining knowledge of disaster preparedness. e.g., <i>We have to survive when disaster strikes</i>
 <p>tell the class</p>	<ol style="list-style-type: none"> 7. Tell the class your conclusions. 8. Tell the class your slogans and write them on the board.

READING ACTIVITIES



Reading Strategy 1: Summarizing

Summarizing information in a text is restating the important parts of a text in a much shorter form than the original. A summary does not include all the details, but just focuses on the key ideas of the text. Therefore, a good summary must be brief, contains the main ideas and major supporting points, and does not include your own ideas or opinions. When you write summaries of your reading of several sources, the summaries can help you review for exam or complete your research report.

Guidelines for summarizing information in a text:

1. Focus on the main ideas and crucial details.
2. Use key words and phrases in the text.
3. Capture the gist of the text.
4. Sum up or write briefly but completely to convey the gist.



musawarhasan12.blogspot.com



Summarizing Practice

Read text 1 “What Is a Natural Disaster?”. Then, do the tasks that follow.

Text 1

What Is a Natural Disaster?



fingerlakesstem.wordpress.com

A natural disaster is an event with a natural, as opposed to human, cause that results in large-scale loss of life or damage to property. It could be related to weather, geology, biology or even factors outside the Earth. Examples are earthquakes, hurricanes, droughts and flooding. Disease epidemics are sometimes considered natural disasters, but may be put into a different category. In some cases, natural and human factors may combine to produce a disaster.

Weather and Climate

The planet’s weather produces disasters on a fairly regular basis. Hurricanes, also known as cyclones, are among the most prominent natural disasters, occurring quite frequently in the warmer parts of the world. They begin as low-pressure areas over warm oceans and grow into giant storms, hundreds of miles in diameter, that persist for several days. Their paths are fairly predictable, which gives forewarning to areas likely to be affected. Even so, they can cause substantial loss of life and millions of dollars of damage.

Tornadoes cover much smaller areas and may only last for a few minutes, but during that time they can cause devastation, due to the extremely high wind speeds. In the worst category of [tornado](#), the winds can reach 300 mph (482.8 km/h). This is enough to completely destroy brick buildings and hurl automobiles through the air. Fortunately, tornadoes of this severity are relatively rare.

Much less spectacular, but much deadlier, are droughts. Many people living in drier parts of the world often rely on seasonal rainfall to grow crops. From time to time, however, the rains fail to arrive, due to fluctuations in the Earth’s climate. Prolonged lack of rainfall leads to crop failure, starvation and malnutrition, claiming millions of lives in some cases.

Excessive rainfall can cause flooding, which may result in large numbers of people losing their homes, crops being ruined or rivers bursting their banks and causing death and destruction. Flooding often results from the heavy

rain that accompanies hurricanes, compounding the damage. Prolonged heavy rain can also cause disastrous landslides and mudslides.

Geological Disasters

Earthquakes are among the most destructive natural disasters. They occur at or near fault lines: cracks in the Earth's crust that mark the boundary between two different sections. When these sections move relative to one another, the resulting vibration produces an earthquake. Although old fault lines can occasionally produce small earthquakes, the most destructive ones occur in geologically active areas, near the boundaries of continental plates. When an earthquake happens under the ocean, it may produce a tsunami, or huge wave, that travels rapidly outwards from its source. A tsunami can cause massive destruction to coastlines hundreds of miles away. These enormous waves can also be produced by landslides. There is concern that a future massive landslide on an unstable part of the island of La Palma in the Canary Isles may trigger a huge tsunami that would travel westward across the Atlantic, causing devastation to the east coast of America. This is, however, disputed by some geologists.

Volcanoes are related to earthquakes in that they occur in geologically active zones around plate boundaries. In these areas, magma, under pressure, is close to the surface and can erupt as lava. This may be of the "runny" type, which flows out relatively quietly and follows well-defined channels. Alternatively, it may be of the "sticky" type; this can solidify at the top of a volcano, causing pressure to build up until there is an explosive eruption. Much of the death and destruction from this kind of natural disaster results from volcanic ash, which can fill the air, making breathing impossible, and accumulate on rooftops, causing buildings to collapse under the weight. Pyroclastic flow is another major hazard associated with some volcanic eruptions. This consists of a mixture of hot gas, ash and rock fragments racing at high speed from the source of the eruption and destroying everything in its path.

The biggest known volcanic natural disaster may have occurred in prehistoric times. Some scientists believe that the eruption of Mt. Toba in Indonesia over 73,000 years ago may have killed off most of the human species, leaving behind only 1,000 - 10,000 breeding pairs. This phenomenon, called a population bottleneck, has been confirmed through genetic analysis.

Diseases and other Biological Threats

Disasters that affect humans can be caused by other organisms. Historically, there have been a number of outbreaks of serious disease that have

affected huge areas and claimed many lives. One such example was the “black death,” a form of bubonic plague that affected much of Europe during the Middle Ages and may have reduced the population by 30-60%. The Spanish flu epidemic of 1918-1919 is thought to have killed about 50 million people — more than World War I, which had occurred just before. The threat to humans from the emergence of a new and lethal strain of the influenza virus remains. Organisms that do not cause disease can occasionally cause disasters. Locusts, for example, can form huge swarms that can devour many acres of crops in a very short time, sometimes causing famine.

Disaster from Space

Although there are no documented cases of human fatalities resulting from meteorites or asteroids, they do pose a threat. The risk of a major impact in the near future is considered to be very low, but looking further ahead, the probability is greater. The Earth has certainly experienced such events in the past, as evidenced by obvious craters in many parts of the world. In 1908, what is thought to be a large meteorite or comet fragment devastated a vast area of the Tunguska region of Siberia. Fortunately, the area was uninhabited and there were no known human casualties.

Natural and Human Factors

Some natural disasters result from a combination of natural and human factors. For example, the primary cause of a disease epidemic may be a natural microorganism, but its spread might be encouraged by human behavior and activities, such as living in close proximity to infected animals or rapid international travel. Human activities may also have contributed in a major way to some famines. For example, bad agricultural policies are widely thought to have been at least partly to blame for the great famine of 1958-61 in China, during which 30 million people died.

source: <http://science.howstuffworks.com/environmental/earth/geophysics/water-vital-to-life.htm>

accessed: June 20, 2013



Task 1

Read these following paragraphs. Then, write a summary for each of them.

1. A natural disaster is an event with a natural, as opposed to human, cause that results in large-scale loss of life or damage to property. It

could be related to weather, geology, biology or even factors outside the Earth. Examples are earthquakes, hurricanes, droughts and flooding. Disease epidemics are sometimes considered natural disasters, but may be put into a different category. In some cases, natural and human factors may combine to produce a disaster.

Which details were crucial? Which details were less crucial in paragraph?

Write a summary of the paragraph above.

2. Earthquakes are among the most destructive natural disasters. They occur at or near fault lines: cracks in the Earth's crust that mark the boundary between two different sections. When these sections move relative to one another, the resulting vibration produces an earthquake. Although old fault lines can occasionally produce small earthquakes, the most destructive ones occur in geologically active areas, near the boundaries of continental plates. When an earthquake happens under the ocean, it may produce a tsunami, or huge wave, that travels rapidly outwards from its source. A tsunami can cause massive destruction to coastlines hundreds of miles away. These enormous waves can also be produced by landslides. There is concern that a future massive landslide on an unstable part of the island of La Palma in the Canary Isles may trigger a huge tsunami that would travel westward across the Atlantic, causing devastation to the east coast of America. This is, however, disputed by some geologists.

Which details were crucial? Which details were less crucial in paragraph?

Write a summary of the paragraph above.

3. Disasters that affect humans can be caused by other organisms. Historically, there have been a number of outbreaks of serious disease that have affected huge areas and claimed many lives. One such example was the “black death,” a form of bubonic plague that affected much of Europe during the Middle Ages and may have reduced the population by 30-60%. The Spanish [flu](#) epidemic of 1918-1919 is thought to have killed about 50 million people — more than World War I, which had occurred just before. The threat to humans from the emergence of a new and lethal strain of the [influenza](#) virus remains. Organisms that do not cause disease can occasionally cause disasters. Locusts, for example, can form huge swarms that can devour many acres of crops in a very short time, sometimes causing famine.

Which details were crucial? Which details were less crucial in paragraph?

Write a summary of the paragraph above.

4. Although there are no documented cases of human fatalities resulting from meteorites or asteroids, they do pose a threat. The risk of a major impact in the near future is considered to be very low, but looking further ahead, the probability is greater. The Earth has certainly experienced such events in the past, as evidenced by obvious craters in many parts of the world. In 1908, what is thought to be a large meteorite or comet fragment devastated a vast area of the Tunguska region of Siberia. Fortunately, the area was uninhabited and there were no known human casualties.

Which details were crucial? Which details were less crucial in paragraph?

Write a summary of the paragraph above.

5. Some natural disasters result from a combination of natural and human factors. For example, the primary cause of a disease epidemic may be a natural microorganism, but its spread might be encouraged by human behavior and activities, such as living in close proximity to infected animals or rapid international travel. Human activities may also have contributed in a major way to some famines. For example, bad agricultural policies are widely thought to have been at least partly to

blame for the great famine of 1958-61 in China, during which 30 million people died.

Which details were crucial? Which details were less crucial in paragraph?

Write a summary of the paragraph above.



Task 2

1. Read these following paragraphs. Write a sentence summary for each of them. Then, tie your sentences in a short paragraph summary.
 - a. Hurricanes, also known as cyclones, are among the most prominent natural disasters, occurring quite frequently in the warmer parts of the world. They begin as low-pressure areas over warm oceans and grow into giant storms, hundreds of miles in diameter, that persist for several days. Their paths are fairly predictable, which gives forewarning to areas likely to be affected. Even so, they can cause substantial loss of life and millions of dollars of damage.
 - b. Tornadoes cover much smaller areas and may only last for a few minutes, but during that time they can cause devastation, due to the extremely high wind speeds. In the worst category of tornado, the winds can reach 300 mph (482.8 km/h). This is enough to completely

destroy brick buildings and hurl automobiles through the air. Fortunately, tornadoes of this severity are relatively rare.

- c. Much less spectacular, but much deadlier, are droughts. Many people living in drier parts of the world often rely on seasonal rainfall to grow crops. From time to time, however, the rains fail to arrive, due to fluctuations in the Earth's climate. Prolonged lack of rainfall leads to crop failure, starvation and malnutrition, claiming millions of lives in some cases.
- d. Excessive rainfall can cause flooding, which may result in large numbers of people losing their homes, crops being ruined or rivers bursting their banks and causing death and destruction. Flooding often results from the heavy rain that accompanies hurricanes, compounding the damage. Prolonged heavy rain can also cause disastrous landslides and mudslides.

Sentence Summaries:

- a. _____

- b. _____

- c. _____

- d. _____

Paragraph Summary:

2. Read these following paragraphs. Write a sentence summary for each of them. Then, tie your sentences in a short paragraph summary.
- a. Volcanoes are related to earthquakes in that they occur in geologically active zones around plate boundaries. In these areas, magma, under pressure, is close to the surface and can erupt as lava. This may be of the “runny” type, which flows out relatively quietly and follows well-defined channels. Alternatively, it may be of the “sticky” type; this can solidify at the top of a volcano, causing pressure to build up until there is an explosive eruption.
 - b. Much of the death and destruction from this kind of natural disaster results from volcanic ash, which can fill the air, making breathing impossible, and accumulate on rooftops, causing buildings to collapse under the weight. Pyroclastic flow is another major hazard associated with some volcanic eruptions. This consists of a mixture of hot gas, ash and rock fragments racing at high speed from the source of the eruption and destroying everything in its path.
 - c. The biggest known volcanic natural disaster may have occurred in prehistoric times. Some scientists believe that the eruption of Mt. Toba in Indonesia over 73,000 years ago may have killed off most of the human species, leaving behind only 1,000 - 10,000 breeding pairs. This phenomenon, called a population bottleneck, has been confirmed through genetic analysis.

Sentence Summaries:

- a. _____
- b. _____
- c. _____

Paragraph Summary:



Reading Strategy 2: Synthesizing

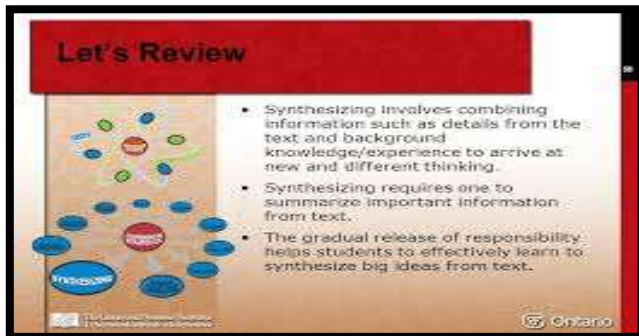
Synthesizing information of a text is putting parts of information together into a unified idea. As you read through a text, you interact with the information in the text, your brain synthesizes information from words to comprehend sentences, from sentences to comprehend paragraphs, from paragraphs to comprehend sections, and then combine them to comprehend the text. Your thinking evolves as you encounter new information, and then relate your understanding to your own knowledge and experiences to develop a new insight. Synthesizing can aid your reading comprehension, help you remember information, and transfer it to new situations.

Guidelines for synthesizing information:

1. Go through the text to identify what is important in the text.
2. Take the key ideas or the essence of the text, do not only restate the important information of the text.
3. Integrates the words and ideas in the text with your personal thoughts and questions to achieve a new insight.



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Synthesizing Practice

Read text 2 **“Helping Children after Natural Disasters: Information for Parents and Teachers”**. As you read, try to relate new information from the text with your knowledge or experience to develop a new insight. Then, do the tasks that follow.



Helping Children after Natural Disasters: Information for Parents and Teachers

by *Philip J. Lazarus, Shane R. Jimerson, & Stephen E. Brock.*

Natural disasters can be especially traumatic for children and youth. Experiencing a dangerous or violent flood, storm, or earthquake is frightening even for adults, and the devastation to the familiar environment (i.e., home and community) can be long lasting and distressing. Often an entire community is impacted, further undermining a child's sense of security and normalcy. These factors present a variety of unique issues and coping challenges, including issues associated with specific types of natural disasters, the need to relocate when home and/or community have been destroyed, the role of the family in lessening or exacerbating the trauma, emotional reactions, and coping techniques.

Children look to the significant adults in their lives for guidance on how to manage their reactions after the immediate threat is over. Parents, teachers, and other caregivers can help children and youth cope in the aftermath of a natural disaster by remaining calm and reassuring children that they will be all right. Immediate response efforts should emphasize teaching effective coping strategies, fostering supportive relationships, and helping children understand their reactions.

Schools can help play an important role in this process by providing a stable and familiar environment. Through the support of caring adults school personnel can help children return to normal activities and routines (to the extent possible), and provide an opportunity to transform a frightening event into a learning experience.

Issues Associated With Specific Disasters

Hurricanes. Usually hurricanes are predicted days to weeks in advance, giving communities time to prepare. These predictions give families time to gather supplies and prepare. At the same time, however, these activities may generate fear and anxiety. Although communities can be made aware of potential danger, there is always uncertainty about the exact location of where the hurricane will impact. When a hurricane strikes, victims experience intense thunder, rain, lightning, and wind. Consequently, startle reactions to sounds may be acute in the months that follow. Among a few children subsequent storms may trigger panic reactions. Immediate

reactions to hurricanes can include emotional and physical exhaustion. In some instances children may experience survivor guilt (e.g., that they were not harmed, while others were injured or killed).

Earthquakes. Aftershocks differentiate earthquakes from other natural disasters. Since there is no clearly defined endpoint, the disruptions caused by continued tremors may increase psychological distress. Unlike other natural disasters (e.g., hurricanes and certain types of floods), earthquakes occur with virtually no warning. This fact limits the ability of disaster victims to make the psychological adjustments that can facilitate coping. This relative lack of predictability also significantly lessens feelings of control. While one can climb to higher ground during a flood, or install storm shutters before a hurricane, there is usually no advance warning or immediate preparation with earthquakes. Survivors may have to cope with reminders of the destruction (e.g., sounds of explosions, and the rumbling of aftershocks; smells of toxic fumes and smoke; and tastes of soot, rubber, and smoke).

Tornadoes. Like earthquakes, tornadoes can bring mass destruction in a matter of minutes, and individuals typically have little time to prepare. Confusion and frustration often follow. Similar to a hurricane, people experience sensations during tornadoes that may generate coping challenges. It can be difficult to cope with the sights and smells of destruction. Given the capricious nature of tornadoes, survivor guilt has been observed to be an especially common coping challenge. For instance, some children may express guilt that they still have a house to live in while their friend next door does not.

Floods. These events are one of the most common natural disasters. Flash floods are the most dangerous as they occur without warning; move at intense speeds; and can tear out trees, destroy roads and bridges, and wreck buildings. In cases of dam failure the water can be especially destructive. Sensations that may generate coping challenges include desolation of the landscape, the smell of sludge and sodden property, coldness and wetness, and vast amounts of mud. Most floods do not recede overnight, and many residents have to wait days or weeks before they can begin the clean up.

Recovery Can Take Time

Although the natural disasters may only last a short period, survivors can be involved with the disaster aftermath for months or even years. Collaboration between the school crisis response team and an assortment of

community, state, and federal organizations and agencies is necessary to respond to the many needs of children, families, and communities following a natural disaster. Families are often required to deal with multiple people and agencies (e.g., insurance adjustors, contractors, electricians, roofers, the Red Cross, the Federal Emergency Management Agency (FEMA), and the Salvation Army). Healing in the aftermath of a natural disaster takes time; however, advanced preparation and immediate response will facilitate subsequent coping and healing.

Possible Reactions of Children and Youth to Natural Disasters

The severity of children's reactions will depend on their specific risk factors. These include exposure to the actual event, personal injury or loss of a loved one, level of parental support, dislocation from their home or community, the level of physical destruction, and pre-existing risks, such as a previous traumatic experience or mental illness. Adults should contact a professional if children exhibit significant changes in behavior or any of the following symptoms over an extended period of time.

- **Preschoolers**—thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and withdrawal from friends and routines.
- **Elementary School Children**—irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, and withdrawal from activities and friends.
- **Adolescents**—sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration.

A minority of children may be at risk of post-traumatic stress disorder (PTSD). Symptoms can include those listed above as well as re-experiencing the disaster during play and/or dreams; anticipating or feeling that the disaster is happening again; avoiding reminders of the disaster; general numbness to emotional topics; and increased arousal symptoms such as inability to concentrate and startle reactions. Although rare, some adolescents may also be at increased risk of suicide if they suffer from serious mental health problems like PTSD or depression. Again, adults should seek professional mental health help for children exhibiting these symptoms.

Immediately Following a Natural Disaster: Information for Parents and Teachers

Remain calm and reassuring. Children take their cues from you, especially young children. Acknowledge the loss or destruction, but emphasize the community's efforts to cleanup and rebuild. To the extent it is possible to do so, assure them that family and friends will take care of them and that life will return to normal.

Acknowledge and normalize their feelings. Allow children to discuss their feelings and concerns, and address any questions they may have regarding the event. Listen and empathize. An empathetic listener is very important. Let them know that their reactions are normal and expected.

Encourage children to talk about disaster-related events. Children need an opportunity to discuss their experiences in a safe, accepting environment. Provide activities that enable children to discuss their experiences. This may include a range of methods (both verbal and nonverbal) and incorporate varying projects (e.g., drawing, stories, music, drama, audio and video recording). Seek the help of the school psychologist, counselor, or social worker if you need help with ideas or managing the conversation.

Promote positive coping and problem-solving skills. Activities should teach children how to apply problem-solving skills to disaster-related stressors. Encourage children to develop realistic and positive methods of coping that increase their ability to manage their anxiety and to identify which strategies fit with each situation.

Emphasize children's resiliency. Focus on their competencies. Help children identify what they have done in the past that helped them cope when they were frightened or upset. Bring their attention to other communities that have experienced natural disasters and recovered.

Strengthen children's friendship and peer support. Children with strong emotional support from others are better able to cope with adversity. Children's relationships with peers can provide suggestions for how to cope and can help decrease isolation. In many disaster situations, friendships may be disrupted because of family relocations. In some cases, parents may be less available to provide support to their children because of their own distress and feelings of being overwhelmed. Activities such as asking children to work cooperatively in small groups can help children strengthen supportive relationships with their peers.

Take care of your own needs. Take time for yourself and try to deal with your own reactions to the situation as fully as possible. You will be better able to help your children if you are coping well. If you are anxious or upset, your children are more likely to feel the same way. Talk to other adults such as family, friends, faith leaders, or counselors. It is important not to dwell on your fears or anxiety by yourself. Sharing feelings with others often makes people feel more connected and secure. Take care of your physical health. Make time, however small, to do things you enjoy. Avoid using drugs or alcohol to feel better.

Immediately Following a Natural Disaster: Specific Information for Schools
Identify children and youth who are high risk and plan interventions. Risk factors are outlined in the above section on children's reactions. Interventions may include classroom discussions, individual counseling, small group counseling, or family therapy. From classroom discussions, and by maintaining close contact with teachers and parents, the school crisis response team can help determine which students need counseling services. A mechanism also needs to be in place for self-referral and parent-referral of students.

Provide time for students to discuss the disaster. Depending on the situation, teachers may be able to guide this discussion in class, or students can meet with the school psychologist or other mental health professional for a group crisis intervention. Classroom discussions help children to make some sense of the disaster. They also encourage students to develop effective means of coping, discover that their classmates share similar questions, and develop peer support networks. Teachers should not be expected to conduct such discussions if children are severely impacted or if they themselves are distressed.

Allow time for staff to discuss their feelings and share their experiences. Members of your crisis team should also have the opportunity to receive support from a trained mental health professional. Providing crisis intervention is emotionally draining and caregivers will need an opportunity to process their crisis response. This could include teachers and other school staff if they have been serving as crisis caregivers for students.

Secure additional mental health support. Although many caregivers are often willing to provide support during the immediate aftermath of a natural disaster, long-term services may be lacking. School mental health professionals can help provide and coordinate mental health services, but it

is important to connect with community resources as well in order to provide such long-term assistance. Ideally these relationships would be established in advance.

Helping Children Adjust to Relocation After a Natural Disaster. The frequent need to relocate after a disaster creates unique coping challenges. It may contribute to the social, environmental, and psychological stress experienced by children and their families. Children will be most impacted by the reactions of their parents and other family members, the duration of the relocation, their natural coping style and emotional reactivity, and their ability to stay connected with friends and other familiar people and activities. To the extent possible parents and caregivers should:

- Provide opportunities for children to see friends.
- Bring personal items that the child values when staying in temporary housing.
- Establish some daily routines so that the child is able to have a sense of what to expect (including returning to school as soon as possible).
- Provide opportunities for children to share their ideas and listen carefully to their concerns or fears.
- Be sensitive to the disruption that relocation may cause and be responsive to the child's needs.
- Consider the developmental level and unique experiences of each child; it is important to remember that as children vary, so will their responses to the disruption of relocation.

In addition, school personnel should:

- Determine the status of every child in the school. Contact each child who is absent and keep a record. Identify the needs of children whose home was destroyed or damaged.
- Find out the phone numbers and addresses of every student that had to relocate. Encourage classmates to write notes or make phone calls.
- Develop an advisory committee of students to report back to school staff about what resources and changes in routines will help students cope.
- Listen to and observe students' behavior. It takes time for children to understand and adjust to disasters. It is perfectly normal for them to discuss the event over and over again. Provide opportunities for children to discuss how they are coping. Use creative arts (e.g., drama, art, music, photography) to help them express their emotions.
- Help connect families to community resources. Bring agencies into the school that can deal with needs related to housing, finances, and

insurance. Ensure that children get any necessary medical and emotional assistance.

- Increase staffing for before and after school care. If possible, extend the service for additional hours and even on weekends.
- Incorporate information about the disaster into related subject areas, as appropriate. Science, math, history, and language arts are especially relevant.

Adapted from Lazarus, P. J., & Jimerson, S. R., Brock, S. E. (2002). Natural Disasters. In S. E. Brock, P. J. Lazarus, & S. R. Jimerson (Eds.), *Best Practices in School Crisis Prevention and Intervention* (pp. 435-450), Bethesda, MD: National Association of School Psychologists and other crisis information

source: http://www.nasponline.org/resources/crisis_safety/naturaldisaster_ho.aspx


accessed: June 20, 2013



Task 3

Work in a group of four students.

Step 1: Write the information that you have learned from text 2 in the “Notes” column. Then, write your questions or what you are thinking about that information in the “Thinking” column.

 Helping Children after Natural Disasters: Information for Parents and Teachers		
No	Notes	Thinking
1	<i>Experiencing a natural disaster is frightening and can be long lasting and distressing.</i>	<i>What specific types of natural disasters?</i>
2		
3		
4		
5		

...		
-----	--	--

Step 2: Answer these following questions.

1. What does the author of the text believe?

2. What shows you what the author is thinking?

3. Has reading this text changed your opinion on helping children after natural disaster?

4. How would you use information in the text to help the children after natural disaster?



Vocabulary in Focus: Adjective Suffixes

Read the explanation of adjective suffixes below before you read text 3 on the next page.

Adjective suffix is a letter or group of letters added at the end of a word (verb or noun) to derive an adjective. There are a lot of verbs and nouns that you can convert into adjectives by using adjective suffixes. Therefore, learning adjective suffixes can develop your vocabulary.

Here are some examples:

1. **-able / -ible** (meaning = *capable of*)
remark + **-able** → remarkable, digest + **-ible** → digestible
2. **-ful** (meaning = *full of; having the quality of*)
dread + **-ful** → dreadful
3. **-less** (meaning = *without; not having*)
thought + **-less** → thoughtless
4. **-al** (meaning = *pertaining to; related to*)

- numeric + **-al** → numerical
5. **-ous** (meaning = *full of; characterised by*)
courage + **-ous** → courageous
 6. **-ive** (meaning = *concerned with; having the nature of*)
impulse + **-ive** → impulsive
 7. **-ish** (meaning = *like; having the quality of; nationality*)
girl + **-ish** → girlish
 8. **-ate** (meaning = *full of; having the quality of*)
passion + **-ate** → passionate
 9. **-ic / -ical** (meaning = *pertaining to; related to*)
myth + **-ic** → mythic, history + **-ical** → historical
 10. **-y** (meaning = *full of; having the quality of*)
fog + **-y** → foggy
 11. **-an / -ian** (meaning = *related to; characterised by; nationality*)
republic + **-an** → republican, Arab + **-ian** → Arabian
 12. **-ant / -ent** (meaning = *full of*)
ignore + **-ant** → ignorant, depend + **-ent** → dependent
 13. **-ary** (meaning = *related to; concerned with*)
militar + **-ary** → military
 14. **-ed** (meaning = *having; affected by; as past participle of verbs*)
talent + **-ed** → talented
 15. **-en** (meaning = *resembling; as past participle of verbs*)
gold + **-en** → golden
 16. **-ern** (meaning = *related to; coming from; characterised by*)
south + **-ern** → southern
 17. **-ing** (meaning = *having the quality of; as present participle of verbs*)
enchant + **-ing** → enchanting
 18. **-ose** (meaning = *full of; having the quality of*)
verb + **-ose** → verbose
 19. **-some** (meaning = *having the nature of; characterised by*)
loath + **-some** → loathsome
 20. **-worthy** (meaning = *deserving; suitable*)
trust + **-worthy** → trustworthy

Read text 3 **“Post-Tsunami Storytelling in Indonesia”** and give more attention on the use of *adjective suffixes* in the text.



Post-Tsunami Storytelling in Indonesia

by Katherine Schultz

Schultz was invited to Indonesia to mentor new teachers hired to replace those who perished in the tsunami-devastated province of Aceh. The Indonesian teachers left with new visions of child-centered teaching and learning.

On the 26th of December 2004, a tsunami struck the coast of Aceh, Indonesia, killing thousands of people and leaving many more homeless. There were 40,000 students and 2,500 teachers and educational personnel reported dead or missing. Almost 150,000 students did not have classrooms or schools after the disaster. In response to the tsunami, thousands of new teachers—estimates are about 5,500—were hired to replace those who perished. Out of the devastation arose an opportunity to build on the child-centered teaching methods that had been introduced in the national curriculum without adequate mentoring or professional development.

A group of four teacher educators (Lisa Smulyan, Nancy Lee Bergey, Angie Barr Feltman, and myself) and two graduate students (Anita Chikkatur and Joy Lesnick) from the Graduate School of Education of the University of Pennsylvania and Swarthmore College were invited to Banda Aceh, the capital of the Aceh province in Indonesia, by the International Relief Committee (IRC) to work with teachers as part of the University of Pennsylvania's response to the large-scale disaster in South Asia. Our team of six people taught four classes—literacy, science, mathematics, and pedagogy—to a group of 100 teachers from across the province of Aceh for two weeks in July 2005. The goal was for these experienced teachers to return to their districts after our work together to mentor the new teachers.



People in the Water
Amiruddin's illustration of the tsunami's
havoc

We modeled our work with teachers after the National Writing Project summer institute. In each class teachers were learners—writing stories, playing math games, planting bean seeds—as they reflected on their own practices as teachers and discussed ways to adapt these methods to their local settings. We wanted to demonstrate to the teachers that they brought talent and knowledge to their teaching. In addition, we hoped to convince them of the importance of building on the interests, passions, and knowledge of their students. We sought to convince these educators that as teachers they would be the best ones to teach the newly hired teachers in their schools.

The class I taught focused on literacy. Many, if not most of the teachers taught in schools with few or no books or printed materials. Some were teaching in temporary buildings or tents with scant resources. Drawing on my writing project work, I wanted these teachers to learn writing by working on authentic projects such as writing children's books to bring back to their schools, where they might introduce the same kind of activity to their own students.

On the first day of our work together, I asked the teachers to tell the stories of their names as a way of getting to know them and of emphasizing how many stories they knew that could be used for writing. We had known that storytelling was a part of daily life in Aceh and wanted to use this oral tradition as a bridge to writing, which we knew was less familiar or comfortable for most of the teachers. Further, we wanted them to notice these possibilities for their students.

From the start, these stories were as unfamiliar to me as they were familiar to the teachers. Many teachers had short names connected to their families or the Koran. Some names held meanings that indicated the future paths their parents hoped they would follow. More than one person said that they no longer had the name they had as a child because of an event or tragedy—often an illness—that they had overcome. The new name signaled a new beginning. The stories introduced our goals of teaching reading and writing through texts that had meaning to the teachers' lives and those of their students.

I explained that the end result of our work together was going to be a bound book they would write for the children in their classrooms. The idea was for them to learn bookmaking so that as their students wrote, they could publish their writing and possibly teach parents or members of the community how to make books for the schools. Most importantly, I used

bookmaking as a way to introduce the ideas of teaching reading and writing through literature and to demonstrate a way of teaching—rather than merely assigning—writing. I explained my belief that the best teachers of writing are writers, and the best teachers of reading are readers.

As the week wore on, the teachers continued telling stories. At the beginning, several performed their stories, narrating the story without reading the words they had written. One woman ended her story with a beautiful song introducing the practice of singing to our classroom. After that, the teachers frequently broke into song when phrases I read or they wrote reminded them of Acehnese songs they all seemed to know.

A story typical of an Achenese tale told to children follows. Its author was Amiruddin, a principal of a local school who was one of the most enthusiastic participants of our classes.

Two brothers lived in a village. The younger brother was named Ratan, the older one Apalantas. The two got along well. One day the brothers ventured into the forest to gather some fruits. They looked around until one hour past noon, at which time they began to feel hunger and thirst. They had brought several pieces of bread from home, but it turned out that all but one piece were eaten by ants. They would have to break and share the bread. Apalantas, the older brother, said, "Let me split the bread." When he gave one half to his younger brother, however, Ratan declined it for it was too small a piece. Apalantas insisted on keeping the larger piece, while his brother insisted on not taking the smaller one. Suddenly, in the midst of the commotion, a monkey appeared from the forest. The monkey asked, "Why are you two quarreling?" So the brothers told the monkey. "My older brother split a piece of bread into two, gave me the smaller piece, and kept the larger one," said Ratan. The monkey looked at the two halves, and indeed, the younger brother's was smaller and the older brother's was larger. "Well, in that case," said the monkey, "let me take a piece of the larger half to make it even," and in went a piece of bread into the monkey's mouth. Apalantas then saw that his piece was now smaller than his younger brother's and refused to take it. The monkey said, "you are right . . . now, your younger brother's is larger," broke a little off of the larger piece and ate it, such that now Ratan's piece was once again the smaller of the two. And so on it went until the monkey ate all of the bread. The two then realized that being selfish and stubborn served no one well, and that they both would have been better off had they cooperated. As you see, children, if we do not learn to accept what we have, we would all end up hungry. Such is justice by the monkey or monkey justice.

On the second day I taught the students a simple way of folding paper to make small books as described by Regie Routman (1994). The teachers each folded a single piece of paper with only one small cut into an eight-page book and took it back to their dormitories to compose a book. Many borrowed crayons. They returned with beautifully illustrated books of legends and of the tsunami. In class, they read their stories to each other. After they finished reading I announced, "Now you are authors." There was a brief silence and then they all clapped loudly for themselves. I continued, "And this is how you can set up your classrooms, so that your students feel like authors. It's very different to write for tests or for the piece to be graded than to write because you feel as though you are an author and have the ability to tell a story to others."

Many of the stories told individually and in groups were about the tsunami. It seemed important for many of the teachers to tell and retell this story. I emphasized the various ways to tell the stories, through stories of animals, friendship, and survival; personal narrative; and journalistic accounts, among others. During a session with an Achenese poet, Amiruddin wrote a poem about the earthquake that followed the tsunami. The poem captures the scale of the devastation, reminding us that the inhabitants of the west coast of Aceh relived the horror of the tsunami every day.

*My town, my sorrow
As the thrust shook the center of the earth
The universe trembled
Nias, Simeuleu and Aceh Singkil
In Chaos is the heart of catastrophe.
Tuesday night, the twenty-eighth of last March
Mayhem in the darkness
Screaming, waiting, crawling toward the main street
An ominous ambience, imagined in mind
The waves of Tsunami to come crashing down
On the sides of the roads and at the ends of bridges
Strewn were corpses, shrouded by sorrow
Pushed, pulled, and shoved to the side
Such that others could pass by
Residents' homes, government's buildings, and multistory
Structures
Transformed at that very moments
Shattered into pieces, leveled with the ground.
My town, six years into its becoming a regency
My town, powdered, reflected in the mirror and*

*Adorned
Your yard is now flooded
Your shores swallowed by water*

For a final project, the teachers each composed a story with detailed illustrations and bound it into a book to take back to their schools and communities. Once again Amiruddin wrote about the tsunami that destroyed his village and home.

The Sad Sunday in The Last of December 2004

On a shimmering Sunday, with morning sunshine cheerfully dotting the ground, daughters and sons went outside. Birds chattered and the heavenly sounds and sights of nature welcomed and proclaimed the day.

That day was December 26, 2004. Nobody ever wondered what was going to happen. That morning at 08.00 pm, the earth opened and it felt like the end of the day. Fifteen minutes afterwards, big waves and seawater covered the ground. People screamed hysterically for help and ran.

Deep voices came from the sea and the shaking of the earth never ended. The fortunes and houses of people living near the beach were suddenly gone, taken away by the tsunami's wave.

It was 15 minutes. Afterwards the world felt so terribly hot. Children were scattered and couldn't be counted. Only debris was left where there were once houses. All were silent. The only communication between humans was tears.

A lot of people searched for their families looking to see whether they still survived. All they could find was mass burial.

Those who survived the tsunami's angry storm were evacuated into emergency tents. Day by day and month by month, they faced a future they never thought would come.

Living in barracks, they educated their surviving children.

There were some who left and built a hut near the beach to begin to make a new living.

Both the government and foreigners now are helping the tsunami's victims by building houses for the Acehnese on their land. Now they are ready to begin a new life.

This story captured the sadness and the hope embodied in the stories teachers told and wrote. Each one contributed to our understanding of the devastation caused by the tsunami that was at once removed from our experiences, yet connected to us through shared humanity and stories.

On the final day, we celebrated the accomplishments of the teachers as they all read their books in small groups and to the whole class. Most of the teachers had come to our workshops as storytellers with stories to tell of their childhood, fables, songs, and accounts of the tsunami that had touched everyone's lives. All left as authors with new visions of what teaching and learning might look like if children and their stories were placed at the center of teaching. I left with an acute sense of all I have learned from my work with the National Writing Project, including how to begin building bridges across cultures and languages through storytelling and writing.

source: [The Voice, Vol. 11, No. 2, 2006.](#)



Task 4

A. Complete the following sentences with the correct missing adjective from text 3 **“Post-Tsunami Storytelling in Indonesia”**.

1. On the 26th of December 2004, a tsunami struck the coast of Aceh, Indonesia, killing thousands of people and leaving many more ___ *homeless* ___.
2. There were 40,000 students and 2,500 teachers and _____ personnel reported dead or missing.
3. The goal was for these _____ teachers to return to their districts after our work together to mentor the new teachers.
4. We modelled our work with teachers after the _____ Writing Project Summer Institute.
5. We sought to convince these educators that as teachers they would be the best ones to teach the _____ hired teachers in their schools.

6. We had known that storytelling was a part of _____ life in Aceh and wanted to use this oral tradition as a bridge to writing.
7. We had known that storytelling was a part of daily life in Aceh and wanted to use this oral tradition as a bridge to writing, which we knew was less familiar or _____ for most of the teachers.
8. One woman ended her story with a _____ song introducing the practice of singing to our classroom.
9. Its author was Amiruddin, a principal of a local school who was one of the most _____ participants of our classes.
10. I emphasized the _____ ways to tell the stories, through stories of animals, friendship, and survival; personal narrative; and journalistic accounts, among others.

B. Match the words on the left with their correct suffixes on the right to form adjectives. *Be careful with their spellings. Then, use them in your own sentences.*

-ible	-ent	-ful	-ous	-less	-al	-ive	-ing
-ate	-y						

1. convert
*My voucher is not **convertible** in this store, so I have to pay my groceries in cash.*

2. obey

3. grace

4. rebel

5. clue

6. periphery

7. defense

8. enchant

9. affection

10. wood

Grammar : Conditional Statements (If Statements)

Conditional statements are used to perform different actions based on different conditions. Condition means situation or circumstance. If a particular condition is true, then a particular result happens. Conditional statement is sometimes called "if statement", because there is usually (but not always) the word "if" in a conditional sentence.

For examples:

1. Zero conditional (certainty)

We use zero conditional if the result of the condition is always true, like a scientific fact, and the condition always has the same result.

if	condition	result
	present simple	present simple
if	we heat ice	it melts

2. The first conditional (real possibility)

We are thinking about a particular condition or situation in the future, and the result of this condition. There is a real possibility that this condition will happen.

if	condition	result
	present simple	will + base verb
if	it doesn't rain	I will go to to the park

3. The second conditional (unreal possibility)

We are thinking about a particular condition in the future, and the result of this condition. But there is not a real possibility that this condition will happen.

if	condition	result
	past simple	would + base verb
if	I got good scores	I would tell you

4. The third conditional (no possibility)

We talk about the past. We talk about a condition in the past that did not happen. It means that there is no possibility for the condition, just like an impossible dream.

if	condition	result
	present simple	would have + past participle
if	I had got good scores	I would have told you

Read text 4 **“House Damaged in a Natural Disaster? Claim Your Loss!”** below and give more attention on conditional statements in the text. Then, do the task that follows.



House Damaged in a Natural Disaster? Claim Your Loss!

by Alden Wicker

There were wildfires, tornadoes, flooding, mudslides, more wildfires, more tornadoes and, oh, yeah, Hurricane Sandy. Even if you have homeowner's insurance, it may not have covered all of the damage to your home if you fell victim to one of these disasters. You may even have lost your house, along with other possessions. If so, you should know that you can deduct the damage not covered by your insurance to reduce your tax bill. However, as with most things in the tax code, it's not a super-simple process. Here's what you need to know if you're claiming a natural disaster loss.

What It Is

The official term for damage done to property is known as "casualty loss." The I.R.S. says that you can take this deduction if you suffered "the damage, destruction or loss of property from an identifiable event that is sudden, unexpected or unusual." This includes car accidents, fires, floods, storms and hurricanes. (Plus some odd things, like sonic booms. Anyone live near an Air Force base?) Read [I.R.S. Publication 547](#) to see if you qualify.

How It Works

This deduction isn't just for your home. It can also apply to the loss of a car, furniture, jewelry or anything else that you could have gotten money for had you sold it. You can even apply this to landscaping if you had to hire someone to remove downed trees and branches.



If insurance—renter's, homeowner's or automobile—reimbursed you partially for the loss, your casualty loss only applies to what the insurance company didn't cover. So if your loss was \$21,000, and your insurance company gave you \$10,000, then your casualty loss is \$11,000. (This is why the deduction is especially useful for homeowners who realized too late that they weren't covered for flood insurance.) And if you're still waiting to find out what your insurance company will reimburse, [ask for an automatic, six-month extension to file your taxes.](#)

RELATED: [What Hurricane Sandy Taught Me About Money](#)

If you received payments from the Federal Emergency Management Agency (FEMA) for repairs or a replacement of your damaged or destroyed home, those must also be subtracted from the casualty loss. But other FEMA payments for food and temporary housing don't have to be deducted. So think of your casualty loss as what you'll have to pay out of pocket to get your home back to where it was before disaster struck.

You can only deduct your losses if they are worth more than 10% of your [adjusted gross income](#), plus \$100. So, for example, if your AGI is \$75,000, you can only deduct your losses if they're worth more than \$7,600. You also can only deduct your loss [if you're itemizing](#).

How to Determine the Value of the Loss

This all begs the question: How do you figure out your loss in the first place? You can only base your loss on what the property was worth right before the storm. Let's say your car was flooded, and it's now unrecoverable. If the Kelley Blue Book value of the make, model and year of the car is \$10,000—meaning you could have sold it for \$10,000 before the flooding—then that's what you base the car's value on, and *not* what you paid for it in the first place. The same goes for furniture and other property. Note: Sentimental value doesn't count—it's only what you'd get on the market for an item.

Alternatively, you can also base the loss on how much it takes to repair the property. Drywall replacement is a good example: Your loss is what it costs to replace all of the drywall in your flooded home, plus other necessary repairs. Just don't upgrade while you're at it—and then try to claim that expense as a loss.

Oh, and there is one hitch: You can't claim more than what you originally paid for the property, plus improvements. So if you bought your house for \$300,000 in 1990, and then added an addition that cost you \$75,000, you can't claim more than \$375,000 in loss if your house was destroyed. And that's even if it had a market value of \$500,000 in 2011. The I.R.S. wants you to start with the number that's smaller—either adjusted basis (\$375,000, in this example) or fair market value.

How to Calculate What You Can Deduct

We just covered how to determine the value of your loss, but it's not the same as what you can deduct. To figure this out, multiply your AGI by 10%, and then subtract that figure and \$100 from the amount of damage that's not reimbursed. Let's say your home sustained \$20,000 in hurricane

damage, but you were only reimbursed \$10,000 by your insurance company:

$\$20,000 - \$10,000 = \$10,000$ in unreimbursed damage

Your AGI is \$75,000, so $\$70,000 \times 10\% = \$7,500$

$\$10,000 - \$7,600 = \$2,400$ in deductible damage

You'll make this calculation on [Form 4684](#). From there, the amount is carried to Schedule A of Form 1040, where itemized deductions are listed.

However, after some previous devastating hurricanes, Congress removed the requirement that a casualty loss be reduced by 10% of your AGI, and there's a chance that they could do so again in light of Hurricane Sandy. So this is yet another reason to [request an extension](#) to see if that happens. In fact, the I.R.S. [announced on February 1](#) that it is extending tax relief by postponing various penalties and payment deadlines that occurred starting in late October, such as fourth-quarter individual estimated taxes, which are normally due January 15. Those affected by the storm can [get more details here](#).

Should You File an Amended Return?

If your income in 2012 was lower than it was in 2011, it might be a good idea to [file an amended 2011 return](#), and claim your loss for that year. That's because you'll be charged less in taxes for 2012 because of your lower income, so you'd want to put your losses against your higher 2011 income. If your loss is so large that the deduction is equal to or more than an entire year's income, you can [file amendments](#) going back three years or carry forward the loss for up to 20 years to reduce your taxable income in the future.

source: <http://www.learnvest.com/knowledge-center/house-damaged-in-hurricane-sandy-claim-it-for-taxes/>

accessed: June 20, 2013



Task 5

Match each of the condition with its result in text 4 “**House Damaged in A Natural Disaster? Claim Your Loss!**” by drawing a line.

No	Condition	Result
1	if you had to hire someone to remove downed trees and branches.	your casualty loss is \$11,000.
2	if your loss was \$21,000, and your insurance company gave you \$10,000,	you can even apply this to landscaping
3	if you received payments from the Federal Emergency Management Agency (FEMA) for repairs or a replacement of your damaged or destroyed home	you can only deduct your losses if they're worth more than \$7,600.
4	if your AGI is \$75,000	you can't claim more than \$375,000 in loss if your house was destroyed.
5	if you bought your house for \$300,000 in 1990, and then added an addition that cost you \$75,000,	you can file amendments going back three years or carry forward the loss for up to 20 years to reduce your taxable income in the future.
6	if your loss is so large that the deduction is equal to or more than an entire year's income,	those must also be subtracted from the casualty loss.



Reading Strategy 3: Criticizing a Text

Criticizing a text does not mean analyzing and evaluating a text in a negative way, but both the negative and the positive aspects of the text. To analyze a text you have to get the main point the author, why is he/she is making the point, and how does he/she support the point. To evaluate a text, you have to judge how well the author makes his/her arguments.

Text 5

Understand Islam: Natural Disasters or Divine Punishment in Islam?



whitchurchprimary.org.uk



harunyahya.com

It is often asked that *“If there is a God, why does He let natural disaster like the Tsunami happen or is this Divine Punishment?”* One may further ask *“Why does God allow suffering?”* the fact is that God has made natural laws which effect this world, for instance, *cause and effect, action and reaction*. The majority of suffering is due to the reaction to some action, but God can intervene and prevent the effect, the reaction. But as suffering is also a sort of trial for testing mankind on how they react; therefore, if we remain steadfast and put our full trust in God then we will get closer to God. On the other hand, if we curse and blame God for our loss, then we have lost this trial and moved further away from God. So if God took away suffering, then He would take away our ability to develop and grow. In this way, some natural disasters must happen and God will not prevent them.

Natural disasters have been occurring throughout the passage of time. The result of these natural disasters can cause some benefit or some harm. Sometimes they lead to adversity, scarcity, hardship and loss and sometimes

a life of ease and abundance. God will choose to protect us from the effects of these natural disasters or allow them to continue as part of His law of *cause and effect*. Normally, God will not intervene and see what our reaction is. More often than not, man will turn to God at times of needs and despair. It is only when mankind starts to move far away from God that God will consider intervening. At that time when a particular people has moved far away from God, God will send His Prophet to them to guide them back to the right path. If those people choose to reject the message of their prophet and continue in their evil ways, then God may choose to warn them through His punishment or destroy them all together and allow the good people to develop. This has what has been mentioned in the Holy Books.

The Holy Quran relates:-

“Never did We send a Prophet to any town but We seized the people thereof with adversity and suffering, that they might become humble. Then We changed (their evil condition) into good until they grew (in affluence and number) and said, ‘Suffering and happiness betided our fathers (also).’ (So if it befalls us, it matters not)

Then We seized them suddenly, while they perceived not”. [7:95-96]

We read in the Holy Books how God sent Prophets to mankind to teach them about God and the importance of following God’s way. But all Prophets are also Warners and they explain to mankind that if they do not turn to God then they may be punished. The punishment of Allah is usually some form of natural disaster i.e. The Holy Qur’an relates about Noah and the flood: *“The people of Noah rejected the Truth before them; they rejected Our servant and said: A madman spurned by our gods. He called on his Lord: I am overcome; do Thou avenge me. Thereupon, We opened the gates of heaven (the skies) with water pouring down; and We caused the earth to burst forth with springs, so the two waters met for a purpose, which had been pre-determined”. [54:10-13]*

Or by **hurricanes like the tribe of Ad**

“The tribe of ‘Ad also rejected the Truth. How terrible then was My chastisement and My warning!

We sent against them a furious wind, for a long period of time of un-ending ill-luck, which tore people away as though they were trunks of uprooted and hollow palm trees”. [54:19-21]

Or by volcanic eruptions like the people of Lot

“Then the promised chastisement seized them (the people of the Lot) at sunrise. We turned the city upside down and We rained upon them stones of clay.” [15:74-75]

But mankind generally dismisses these punishments as stories of old, so as the question asks, are we now facing natural disasters or Divine punishment? So how can we distinguish what is a natural disaster and what a Divine punishment is? What were the Tsunami or the earthquake in Pakistan or Hurricane Katrina in America? The most important feature of a Divine punishment is that it has been foretold by a Prophet beforehand. The Prophet has given his message to the people; they have rejected it and him and have continued to carry on in their ways, distancing themselves from God until God finally warns them with His punishment or even destroys them. So have we been warned?

It is believed that we are now in the latter days; The Holy Bible relates about the signs of the Latter Days in **Matthew 24, verses 6-7:**

“And ye shall hear of wars and rumours of wars; see that ye be not troubled; for all these things must come to pass, but the end is not yet. For nation shall rise against nation, and kingdom against kingdom; and there shall be famines, and pestilences and earthquakes in divers places.”

Over the last hundred years we have seen mighty World Wars, famines, pestilences like Aids and earthquakes all over the world. It is interesting to note that in the past 1,100 years there have been eleven massive earthquakes (death toll exceeding 50,000 people), yet since 1905 thirteen such earthquakes have occurred! Furthermore in the last hundred years wars have spread across 35 countries where ninety five million people have lost their lives! In this new millennium we have had so far major disasters like the Iran earthquake, the Tsunami, the Pakistan earthquake and of course the havoc that was created by Hurricane Katrina in the USA.



So if this is the latter days and we are experiencing Divine punishments then where is the Warner? We believe that the Holy Prophet Muhammad, may peace and blessings be upon him, came for the whole of mankind. He informed mankind of God's message which is found in the Holy Qur'an and he also warned us about God's punishment if we did not follow that message. He also informed us that in the latter days the Promised Messiah will come (also found in the Holy Bible). [Hazrat Mirza Ghulam Ahmad](#), may peace be upon him, claimed to be the Promised Messiah and he came and started his movement in 1889 and sadly passed away in 1908. His message was to re-emphasize the Holy Prophet Muhammad, may peace and blessings be upon him, and the teachings of the Holy Quran.

Sadly, mankind has not paid heed to this message and have moved further and further away from God, therefore we understand that these natural disasters are in fact divine punishments warning mankind that if they do not change their present course then God will bring about their destruction and allow His believers to develop and prosper. As this should also be noted that when there is a divine punishment then God will not allow it to destroy His believers, as we see in the examples above, that the Prophets and their followers sent to the people of Noah, Ad and Lot were saved whilst the disbelievers were destroyed.

So we believe that it is now up to mankind to stop their evil ways and turn to following God's way, if they do that then the Divine Punishment can be prevented. But if they continue in their ways, then these natural disasters will continue and man will most probably destroy itself in the next world war

Recently, a Muslim unmarried lady got pregnant and her brothers killed her believing it to be an "*honour killing*" to protect the name of the family. Sadly there is a lot of ignorance in Islam and Muslims do things "*in the name of Allah*" which has nothing to do with Islam. It is based on custom or ignorance. Unfortunately, these days many Muslims fear man - their relatives, community etc. rather than fearing Allah.

In other words, they would do something to make sure their relatives are happy, even if it is against the teachings of Islam! This action of the brothers was unIslamic. You can not kill anyone like this. If a person kills one of your family members, then you can ask for revenge (death penalty) or blood money. But it would have to be judged first, you cannot take the law into your own hands. In the above scenario, the couple would have committed fornication.

Many Muslims believe that you can stone a person to death for committing Adultery or fornication. This is a Jewish teaching and whilst the Holy Prophet may have on occasion applied the Jewish law, before the Islamic law on fornication and adultery was sent down, once the Islamic law of 100 lashes was revealed, then that is the only punishment for Muslims. Yes there may have been cases where a Jew came to him for punishment, in which case he would give them the choice of the Islamic law or Jewish law. Naturally, the Jew would have to choose the Jewish law; if he accepted the Islamic law, then he should become a Muslim. But the Maulvis (Islamic religious leaders) these days, try to enforce the Hadith (stoning to death) over the Holy Qur'an Chapter 24, verse 3 (100 lashes) and the majority of Muslims accept the verdict of these Maulvis. Even if you apply the 100 lashes, first you have to have four witnesses seeing the act take place (being pregnant is not enough) and then you apply the lashes not to break the bones or cause death, but it should hurt the skin only. The 100 lashes are done openly, and the main punishment is the disgrace, not to badly injure or kill the person.

Sometimes, parents want to take their children to Pakistan etc. in a bid to prevent them continuing an affair. Sometimes they go to further extremes such as cutting them off completely - disowning them, these are methods one can use, but they are not very effective; but killing them is certainly not allowed. Respect (*Izzat*) is very important to Muslim families. They will go to many extremes, rather than face other family members or feeling disgraced in front of their community. But at the end of the day, Muslims must strive to win Allah's pleasure not His displeasure. Therefore, God must always come first not doing something unIslamic to save face amongst your family and friends. Hence the practice of '*honour killing*' is foreign to Islam and finds absolutely no support in the Holy Quran.

source: <http://www.free-islamic-course.org/NaturalDisasterorDivinePunishment.html>

accessed: June 20, 2013



Task 6

Answer these following questions.

1. What is the main point the author is making in the text?

God has made natural laws which effect this world, like cause and effect, action and reaction. For example, God sometimes lets natural disaster to warn mankind about God's punishment for those who reject His message.

2. What audience is the author writing for?

3. How well does the author support his points or arguments?

4. Is the text easy to understand or is it confusing? Why?

5. Does the author use reliable sources?

6. What other sources that should be used by the author?

7. What other illustrations that should be used in the text?



Task 7

4. Discuss your answers in a group of four or five students.
5. Reread the text to see if your answers were correct.
6. Make some corrections on your answers when necessary.

FOLLOW-UP ACTIVITIES

A. Access

<http://www.youtube.com/watch?v=USLHmwvpjX8>

“Education for Disaster Preparedness”

Watch the video. Listen attentively to the speakers in the video.

Discuss in pairs or groups the effect of natural disaster and the importance of educating children and young people to face natural disaster when it comes. Tell the class your conclusions.



zdnnet.com

B. Access http://www.youtube.com/watch?v=erl5ztAv_OE

“Pray for Indonesia: Wasior Mentawai Merapi Disasters (HD)”

This video shows a series of pictures of natural disaster events and victims in Indonesia. Watch the video. Describe what the pictures tell you about. Tell a story if you have any experience or information related to those pictures.



EVALUATIONS

Reading Test

Test 1: Read the text “**Emotional Recovery from a Natural Disaster**”. Then, write a sentence summary of each paragraph.

1. “A hurricane would be much more likely to produce a [traumatic reaction](#) due to the ferocity and lack of ability to prepare oneself for unknown results, i.e., house destroyed via wind or floods, death of pets or family members,” Page said. “The trauma of a hurricane may result in a much exaggerated reaction to the stimuli of the original event, including heavy rain, the sound of wind, the sound of a tree breaking, etc., causing an individual to re-experience panic and other feelings that occurred during the original event.”

2. Although droughts are still adverse, it’s at a different level, and trauma would be minimal or nonexistent. “A drought, although devastating, would more likely allow for one to come to terms with the event and make adjustments to help cope with the disaster,” Page said. “That being said, the financial devastation of a drought, along with a less than lush view of the world, could cause intense feeling of hopelessness and [helplessness](#). In my opinion, there would be a greater likelihood of an individual developing [depressive](#) symptoms associated with a drought situation, although trauma cannot be ruled out as individual constitutions vary dramatically and loss is certainly associated with either scenario.”

3. Page said that the emotional recovery process after the natural disaster occurs is individualized for the most part. “Individuals need to have the time to [grieve](#) losses and acknowledge their pain,” Page said. “Education about depression and trauma can make a huge difference for an individual who does not know what to expect. Knowing that the feelings that are so uncomfortable to them are not unique and may be temporary is hugely important for many individuals’ recovery. Certainly, sustained difficulty in dealing with extreme emotional disturbances calls for professional assistance.”

4. “Postdisaster coping is like a marathon, you have to pace yourself,” Durvasula added. “Some people find it useful to get back to routine (as best as possible) as quickly as possible. It means taking care of oneself and taking care of others, if possible. But many times people will withdraw and won’t share fears, etc. It’s important to have an outlet that feels right, whether that is therapy, support groups, clean-up, or some combination of the above.”

Emotional Recovery from a Natural Disaster

by Rheyenne Weaver



Severe weather in the form of Hurricane Isaac and droughts in specific areas of the U.S. have negatively impacted many people. Not only do natural disasters cause death, injuries, and financial hardship, but they can cause an emotional toll as well.

Experts can help us understand the impact natural disasters may have on mental health, as well as how people can cope during the aftermath of severe weather such as hurricanes and droughts.

Mike Page, site director of Child & Family Services North Street location, and director of the agency's Emergency Services Program, said that the mental health impact would be different for a hurricane versus a drought.

"A hurricane would be much more likely to produce a [traumatic reaction](#) due to the ferocity and lack of ability to prepare oneself for unknown results, i.e., house destroyed via wind or floods, death of pets or family members," Page said. "The trauma of a hurricane may result in a much exaggerated reaction to the stimuli of the original event, including heavy rain, the sound of wind, the sound of a tree breaking, etc., causing an individual to re-experience panic and other feelings that occurred during the original event."

"In fact, any stimulus that occurred during the hurricane, even if not directly associated with the ferocious weather itself, could create exaggerated and debilitating re-experiences of the event down the road," he added.

Although droughts are still adverse, it's at a different level, and trauma would be minimal or nonexistent. "A drought, although devastating, would more likely allow for one to come to terms with the event and make

adjustments to help cope with the disaster,” Page said. “That being said, the financial devastation of a drought, along with a less than lush view of the world, could cause intense feeling of hopelessness and [helplessness](#). In my opinion, there would be a greater likelihood of an individual developing [depressive](#) symptoms associated with a drought situation, although trauma cannot be ruled out as individual constitutions vary dramatically and loss is certainly associated with either scenario.”

Page has some coping tips for people who have experienced a natural disaster like the recent hurricane and droughts.

“Either case would call for a variety of support. Certainly, one’s basic needs—food, shelter, sense of safety—must be met before dealing with the psychological effects of loss,” he said. “In both cases, people would need to be able to talk about the issue, with family, friends, or an expert, and not keep their feelings inside.”

“In the case of trauma, being able to retell the story of the experience and recall specific stimuli associated with the event offers an opportunity for an individual to circumvent some of the potentially negative long-term effects,” Page added. “Meeting with others who experienced the same trauma gives those who aren’t able to verbalize their feelings a chance to hear from those who can, providing some relief in knowing that they are not alone.”

He said that the emotional recovery process after the natural disaster occurs is individualized for the most part. “Individuals need to have the time to [grieve](#) losses and acknowledge their pain,” Page said. “Education about depression and trauma can make a huge difference for an individual who does not know what to expect. Knowing that the feelings that are so uncomfortable to them are not unique and may be temporary is hugely important for many individuals’ recovery. Certainly, sustained difficulty in dealing with extreme emotional disturbances calls for professional assistance.”

Ramani Durvasula, a licensed clinical psychologist, said in an email that any type of [stressor](#), including hurricanes, can especially have a negative impact on people who already have a mental illness, are at risk for mental illness or have chronic stress.

“The unpredictability and ‘drain’ can raise the likelihood that a person with a history of a certain mental disorder (e.g., depression) may experience a worsening or relapse of symptoms,” Durvasula said. “In addition, depending on the conditions (e.g., a Katrina), people may experience trauma which can

place them at risk for traumatic stress. Finally, if a person has a history of hurricane induced traumatic stress from before and faces another hurricane, you can see a worsening of the traumatic stress symptoms.”

She added that “people who engage in maladaptive styles of coping or behaviors (e.g., substance use) may find themselves at greater risk of relapse or turning to those behaviors.”

Although completely different, droughts still can negatively impact mental health in a noticeable way. “Drought is more of a chronic stressor since it may impact economics, livelihoods, physical comfort,” Durvasula said. She has tips for how people can handle their mental health properly during natural disasters like hurricanes.

“Be prepared and have social networks to turn to,” Durvasula said. “If people are ready and have the essentials at hand, at least the daily stressors won’t take as big a toll. With social networks and support, there are people to help cope, turn to for emotional support, and to rally around. Volunteering is also great because it can help people feel useful and to find meaning in the disaster.”

People have somewhat of an advantage when it comes to coping with droughts. “During a drought, not only preparation, but being informed about rationing and how to get through the time, means maintaining social networks, pooling together resources, turning to any assistance or aid to get basic needs,” Durvasula said. “And in all cases, if a person has a history of mental illness and is facing down these crises, it is key to have some access to the mental health team, medications if they are taking them, or some resources to help them if they experience a worsening of symptoms.”

She has even more advice for people who are struggling with mental health issues after the natural disasters subside.

“Talking it out, getting involved in getting life back on track, support groups, faith (if that is part of their coping arsenal)” are various ways she suggested people can cope during the aftermath. “I think the sense of being overwhelmed in the ‘post-disaster’ landscape can put people at risk, especially once the acute and triage teams leave town. After a while the donations stop coming in, but the problems are still there.”

“Postdisaster coping is like a marathon, you have to pace yourself,” Durvasula added. “Some people find it useful to get back to routine (as best as possible) as quickly as possible. It means taking care of oneself and taking

care of others, if possible. But many times people will withdraw and won't share fears, etc. It's important to have an outlet that feels right, whether that is therapy, support groups, clean-up, or some combination of the above."

Organizations and departments like the Substance Abuse and Mental Health Services Administration offer free services to help survivors of natural disasters recover emotionally. SAMHSA offers a free Disaster Distress Helpline (1-800-985-5990), where survivors in the U.S. can call in 24/7 for disaster crisis counseling.

source: <http://www.goodtherapy.org>
accessed June 20, 2013

Test 2: Read the text "**Disaster Management**" below. Then, answer the questions that follow.

Disaster Management

Challenges and Opportunities

Indonesia is one of the world's most susceptible nations to natural disasters, with more than 600,000 people a year suffering from their consequences (2009 UN Global Assessment on Disaster Risk Reduction). In the first quarter of 2011 alone, Indonesia experienced 67 significant earthquakes (5.0 magnitude or higher). Volcanic eruptions, flooding, landslides and tsunamis are continual threats. Disaster resilience and management are therefore a top agenda item for the Government of Indonesia and its international partners, including the UN.

The disaster management structure is still evolving at sub-national levels. The degree of **disaster preparedness** varies greatly between provinces, highlighting a need for local strategies for **disaster risk reduction** and disaster preparedness. Considerable investment and reform, with support from international partners, continues to be needed for Indonesia to consolidate its capacity for disaster management.

Government Priorities

The Government of Indonesia has prioritized the control and management of natural disaster risks in its National Medium-Term Development Plan (RPJMN 2010-2014). The Government has significantly strengthened the

framework for disaster prevention, preparedness and response, with one of its priorities being to increase the capacity to overcome natural disasters. In 2011, Indonesia's President Susilo Bambang Yudhoyono was designated as Global Champion of Disaster Risk Reduction by the United Nations.

The Government is focusing on enhancing its capacity, and that of local communities, to mitigate risks and to handle forest fires and other hazards; on the creation of a rapid action team for handling natural disasters; and on strengthening the Tsunami Early Warning System and the Weather Early Warning System. Effective and coherent action for **disaster recovery** in the several years following a disaster is also a top priority.

National Capacity and International Support

Indonesia has significant national expertise and resources, including volunteer groups, to respond to disasters. At the same time, the Government sometimes welcomes assistance by international agencies already present in the country -- both to respond to disasters and to support coordination efforts. In the case of medium-scale disasters, such as the 2010 Mentawai islands earthquake and tsunami, and the Mount Merapi eruption, international assistance was not requested, but was welcomed -- several in-country international organizations worked together to bring assistance under the Government's guidance. In the case of major disasters, such as the Padang earthquake in 2009, international assistance was requested

Indonesia Multi-Donor Fund Facility for Disaster Recovery

The Government of Indonesia has recently introduced a new mechanism in support of disaster recovery and preparedness. The Indonesia Multi Donor Fund Facility for Disaster Recovery (IMDFF-DR) has been established to help fund implementation of the Government of Indonesia's Rehabilitation and Reconstruction Action Plans (RENAKSI), formulated in the aftermath of disasters that require international support. In the event of a sudden onset emergency, the IMDFF-DR ensures that funds are immediately available for delivering assistance in the crucial days of early recovery. The mechanism also allows for reduced transaction costs and minimal delays, so that communities will get the support they need to recover from disasters as soon as the initial emergency response stage is over.

UN Support

As one of the Government's earliest partners on integrating disaster risk reduction into development programming, the UN family works to ensure that local governments and communities have access to the knowledge and

mechanisms that minimize disaster risks. The UN also assists with finding ways to improve disaster response and recovery.

For example :

- The UN is playing a crucial role in the establishment and implementation of the [Indonesia Multi Donor Fund Facility for Disaster Recovery \(IMDFF-DR\)](#).
- The UN Office for the Coordination of Humanitarian Affairs (OCHA) supports regular capacity development training sessions for staff of the national disaster management agency, BNPB.
- Logistics challenges can be a major obstacle to delivering a rapid and effective response to disasters. WFP works at the provincial levels in Aceh, Papua and NTT to build up the logistics capacity of the local authorities.
- UNDP works to make integrate disaster risk reduction (DRR) into the development programmes in Indonesia. The "[Safer Communities for Disaster Risk Reduction](#)" programme, in several regions, aims to ensure that development planning accounts for increased disaster risk.

While UN agencies work individually to support disaster risk reduction, resilience and recovery, the UN in Indonesia also coordinates these programmes through a working group on Disaster Management, led by OCHA

source: <http://www.un.or.id/en/what-we-do/partnership-for-development/disaster-management>

accessed: June 20, 2013

Questions:

1. What is the main point the author is making in the text?

2. Why is he making that point?

3. What audience is the author writing for?

4. Does the author's argument make sense? Why?

5. Is the text easy to understand or is it confusing?

Home Support Project

Options for Home Support Project:

- A. Research via library or internet, you can read encyclopedias, source books, journals, magazines, newspapers, or various other sources to learn about natural disasters happen in some areas in Indonesia. Write an essay on the problems of the people and their environment because of those disasters.



www.caes.uga.edu

- B. Look at the pictures below. Do you have any experience related to the pictures?

If yes, write a story about your experience.

If no, interview people around you who have experience related to the pictures. Record a short video of the interview using video equipment or video feature of your cell phone.

Report your work over a weekend.

kangdedi-vixon.blogspot.com



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ABOUT THE AUTHOR



PERSONAL INFORMATION

Name : Dr. Dian Erlina, S.Pd., M.Hum.
NIP : 19730102 199903 2 001
Place/ Date of Birth : Palembang/ January 2, 1973
Address : Jl. Sekip Bendung, Lobend 1 No.1579 RT.24
RW.07, Palembang (30127), South Sumatera,
Indonesia
Office : Universitas Islam Negeri (UIN) Raden Fatah
Palembang
Jl. Prof. K.H. Zainal Abidin Fikry, KM. 3,5
Palembang, South Sumatera
Mobile : +62 852 7366 2566
Email : dianerlina02@gmail.com /
dianerlina_uin@radenfatah.ac.id

EDUCATIONAL QUALIFICATION

Year	Description
2011 – 2015	Doctoral Degree from Language Education Study Program of Universitas Negeri Jakarta (UNJ), Jakarta, Indonesia
2001 – 2003	Magister Degree from Linguistics Study Program of Universitas Gadjah Mada, Yogyakarta, Indonesia
1991 – 1996	Bachelor Degree from English Education Study Program of Universitas Sriwijaya, Indralaya, South Sumatera, Indonesia
1988 – 1991	Senior High School/ SMAN 6 Palembang, Indonesia
1985 – 1988	Junior High School/ SMPN 10 Palembang, Indonesia
1979 – 1985	Primary School/ SDN 78 Palembang, Indonesia

PROFESSIONAL TRAINING

2015	Workshop on e-Learning
2015	Living Values Education Programme (LVEP)
2014	Training on English Teaching Methodology
2014	Pelatihan Penulisan Artikel pada Jurnal Internasional Bereputasi

RESEARCH & PUBLICATION

2015	Teaching Poetry Writing through Animal Acrostic Poem Technique
2015	Language Varieties in Indonesian Teenage Magazines
2014	English for Young Learners
2014	Peran Keluarga dalam Pemerolehan Bahasa Anak Bidang Fonologi

JOB EXPERIENCE

2008 – 2010	Head of English Education Study Program, Tarbiyah Faculty, IAIN Raden Fatah Palembang
2005 – 2008	Secretary of Islamic Education Study Program, Tarbiyah Faculty, IAIN Raden Fatah Palembang
2004 – 2005	Secretary of Thesis Advisory, Tarbiyah Faculty, IAIN Raden Fatah Palembang