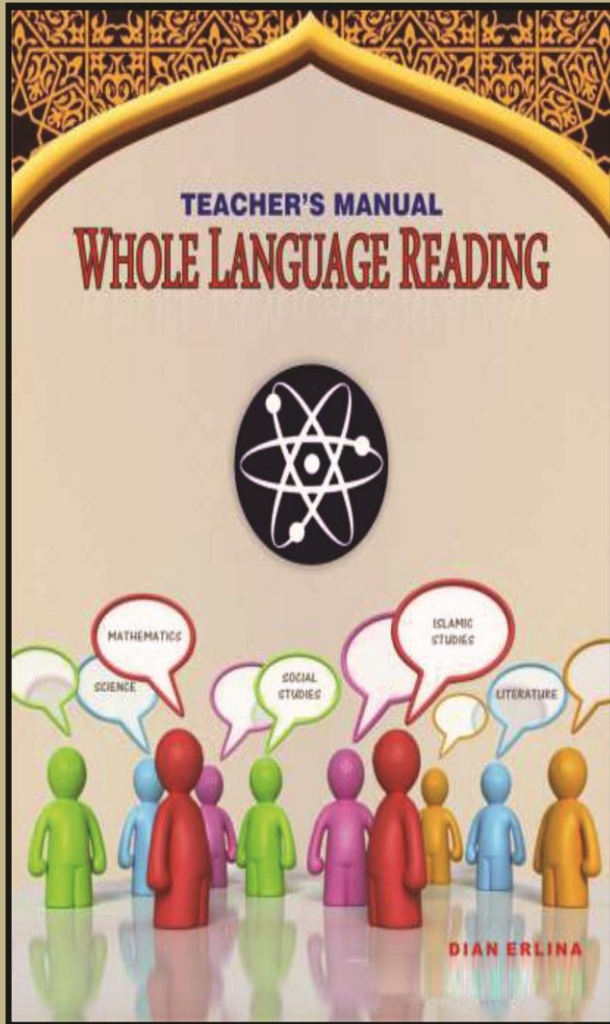


Welcome to ...



Teacher's Manual

WHOLE LANGUAGE READING

Dian Erlina

Penerbit



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Teacher's Manual

WHOLE LANGUAGE READING

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Preface

Alhamdulillah, with the blessings of Allah SWT and contributions of many people, this manual book has been completed. This book is a guide for teachers in using Whole Language Reading book, which not only focuses on developing students' reading skills, but 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 in various subject areas (Science, Social Studies, Mathematics, Islamic Studies, and Literature).

This manual book contains explanations, suggestion, directions for classroom use of Whole Language Reading. This book consists of seven units. Each unit starts with an explanation about the concept or central theme to develop and learning objectives to achieve. Teachers are also guided how to manage classroom activities and organize the students with numbers tasks/exercises with answer key, evaluations and reading report rubric in Whole Language Reading.

Learning activities are built around three integrated 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. Evaluations consist of reading test and home support project to monitor students' mastery in learning.

Palembang, 2015

Dian Erlina

Introduction to WLR

- *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 uses a variety of strategies to facilitate students' meaningful interpretation of texts, and does not provide language study in isolated skill and components. 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 Science, Social Studies, Literature, Mathematics, and Islamic Studies 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.

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Unit 1 - WATER

Concept

Save Water Can Save Life:

Water is a very important substance for all living things to survive. Besides being essential for human bodies to function, water also promotes life in numerous other ways. In fact, the scarcity of water on earth is increasing. Water scarcity or lack of safe drinking water is one of the world's leading problems affecting people globally. At the latest conference of Islamic environment ministers, water shortage was highlighted as one of the most pressing environmental issue. As the ultimate source of life, water must be held in high regard. Indeed, the Qur'an tells mankind that they should care for precious resources and limit waste. Therefore, this unit conveys the message that water conservation needs to be our way of life. Water conservation means using our water wisely and caring for it properly. Since each of us depends on water for life, it is our responsibility to learn more about water conservation and how we can help keep our water pure and safe for generations to come.

Objectives

The students are able to:

- Preview a text
- Identify key words in a text

- Make predictions about a text
- Generate questions about a text

LEAD-IN ACTIVITIES

Lead-in activity starts with some pictures, followed by several questions to introduce the topic, generate interest, and activate students' schema about the importance of water to our lives.

- Give students some time to look at the pictures and have them work individually to answer some questions related to the pictures. Ask them to make notes on their main points.
- Have students work in pairs to compare and discuss their opinions, make some corrections on their answers when necessary, and write their conclusions.
- Ask them to create a slogan on the importance of water in our lives to inspire others to save water, then share their slogans and write them on the board.

READING ACTIVITIES



Reading Strategy 1: Previewing

- Have students take a quick look over text 1 “The Science of Water: Nature’s Most Important Nutrient” by following these guidelines:
 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 last paragraphs of the text.
 5. Go through the body of the text, read only the first and last sentence of each paragraph.
 6. Preview the text quickly, not more than sixty seconds.

- Have students read text 1 “The Science of Water: Nature’s Most Important Nutrient?”, and then do task 1 and task 2.

Previewing Practice



Answer Key

Task 1

No	Questions	Answers
1	What is the title of this text?	The Science of Water: Nature’s Most Important Nutrient
2	Does the title tell you what the text is about?	Yes, it does.
3	Who is the author?	Len Kravitz, Ph.D
4	What is the topic of this text?	Water
5	What other clues did you find?	Pictures
6	Is this text a fiction or nonfiction?	Nonfiction
7	Is this text a report or an explanation?	Explanation
8	What field of study does this text fit into?	Science
9	What would you expect to find in this text?	Information about the importance of water to life
10	Would you be interested in reading the text? Why?	The answer can be varied

Task 2

Have students compare their answers with a partner. Read the text to check their answers, and make some corrections on their answers when necessary.

Vocabulary in Focus: Measurement Units

- Have students read over all the words on measurement units before they read text 2 “How to Calculate How Much Water To Drink Daily?”
- Have students read text 2 “How to Calculate How Much Water To Drink Daily?”, and then do task 3 in a group of five students.



Answer Key

Task 3

In doing this task, ask students to follow the steps in text 2 “How to Calculate How Much Water To Drink Daily?”, and let them use Weight/Mass Conversion Table (kg to lb) and Fluid Conversion Table (oz to L) when necessary. (The answer will vary.)

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

Reading Strategy 2: Identifying Keywords

- Have students preview text 3 “Water Scarcity in Africa”, then identify keywords in the text and write their definitions.
- Have students answer the questions in task 4 part B by following these guidelines:
 1. Identify the keywords or phrases in the direction and question.

2. Identify the relevant words/phrases to the keywords 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 question before you fill in your answer.

Identifying Keywords Practice



Answer Key

Task 4

Part A

No	Keywords	Definitions
1	water scarcity	insufficiency or shortness of safe drinking water supply
2	hydrologist	A person skilled in hydrology, study of the properties, distribution, and effects of water
3	globally	throughout the world
4	Sub-Saharan Africa	the area of the African continent which lies south of the Sahara
5	unlivable	unfit or unsuitable to live in or with
6	developmental barriers	anything that creates obstacles for development
7	waterborne diseases	any illness caused by drinking water contaminated by human or animal faeces, which contain pathogenic microorganisms
8	immune system	is a collection of organs, special cells, and substances that help protect human from some infections and diseases
9	water contamination	hazardous substances come into contact and either dissolve or physically mix with the water.
...

Part B

1. World Health Organization
2. Availability of water below the threshold of 500 cubic meters.
3. Water Supply and Sanitation Collaborative Council
4. 2012

Reading Strategy 3: Making Predictions

Have students follow these guidelines for predicting text 3 “Water Scarcity in Africa”.

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.

Making Prediction Practice



Answer Key

Task 5

Have students discuss their list of key words/phrases in task 4 in a group of four students to predict what text 3 “Water Scarcity in Africa” will be about.

The answer will vary.

Task 6

Have students read text 3 “Water Scarcity in Africa” to check their predictions.

The answer will vary.

Grammar in Focus: Modal Verbs

- Have students read the explanation of modal verbs and their expressions before they read text 4 “How Islam Could Help Fight Water Scarcity”.
- Ask the students to read text 4 “How Islam Could Help Fight Water Scarcity”, and underline or highlight the modal verbs in the text.



Answer Key

Task 7

1. may = possibility
2. must = obligation
3. could = ability
4. must = obligation
5. must = obligation
6. must = obligation
7. can = ability
8. should = advice
9. may = possibility
10. could = ability

Reading Strategy 4: Generating Questions

- Have students ask questions before they read text 5 “How to Read a Poem?”.
- Have them read the text and ask questions while reading to monitor their comprehension.
- Have them ask questions after they read the text to check their comprehension.

Generating Questions Practice



Answer Key

Task 8

No	Pre-reading Questions
1	What information will this text give me?
2	What clues does the title give?
3	What clues do the section headings give?
4	What information do I know about the topic?

No	Whilst-reading Questions
1	What are the key words that represent the main ideas?
2	What clues can be used to understand unfamiliar words?
3	Do I need to slow down my reading in order to understand the ideas?
4	Do I need to reread the text so that I understand the whole steps discussed in the text?

No	Post-reading Questions
1	What are the main ideas of the text?
2	Which pre-reading questions did the text answer?
3	Which predictions were confirmed?
4	What conclusions can be made from the information discussed in the text?

Task 9

1. Those poems are about water.
2. They are alike in terms of their message to save water.
3. The writer of the first poem is Devica Chaturvedi from India, and the second poem is Robi'ah from Palembang, Indonesia.

4. They emphasize that water is very important for living things, therefore they convey the message to save water in order to save life.
5. Serious.

Task 10

Have students discuss their answer to other students in a group of four, and then make some corrections on their answers when necessary.

The answer will vary.

FOLLOW-UP ACTIVITIES



Answer Key

Part A

Video: A Pleasant and Water Efficient Day

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

This video gives students some information about how to save water or consume water efficiently. Water is a precious resource for our life; it is used for many things for bath, drinking, watering the plant, washing (clothes, vegetables, fruits, vehicles, dishes, etc). Therefore, we have to consume water efficiently, because if we use it excessively, of course we will spend much money only for the water. Therefore, let us save the water, use the water wisely.

Have students:

- watch the video and listen attentively to the speakers in the video.
- discuss in pairs or groups how to save water or consume water efficiently.
- tell the class their conclusions.

Part B

- Have students recite *surah* Al-Maidah (77) and Az-Zumar (53)
- Have them discuss with friends in pairs or groups the messages from those *surah*

Part C

- Have them write a paragraph that give advice to save water related to *surah* Al-Maidah (77) and Az-Zumar (53).
- Have them underline or highlight the modal verbs used in the paragraph.

EVALUATIONS



Reading Test



Answer Key

Test 1

1. Nonfiction. Because it deals with real people and events.
2. Virda Yustika, Mohammad Hasan, and Paulus Wirotomo.
3. Virda Yustika is a 14-year-old student of SMPN7 in East Jakarta. She tried to save water by doing small things in their homes and at school.
4. We must use water wisely and keep water reserves in order to save water.

Test 2

The keywords are water, life, solar system, habitable zone, organism, scientists, survive, etc.

The students' predictions about the text will vary.



Home Support Project

- Have the students choose project A or B.

Project A: Research via library or internet, students can read encyclopedias, source books, journals, magazines, newspapers, or various other sources to learn about water scarcity in some areas. Write reading reports on the problems of the people and their environment because of water scarcity and the solutions for the problems. Have students follow the outline given in writing their reports.

Project B: Interview people to get information about their problems because of water scarcity and their solutions for the problems. Have the students record a short video of the interview using video equipment or video feature of their cell phones. Have them follow these steps in practicing their 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 questions.
 5. Take brief notes on the interviewee's answers.
- Ask them to report their works over a weekend.



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Unit 2 – TREES

Concept

Save Trees Because They Give Us Many Benefits:

Trees are an important part of our lives. They produce oxygen and absorb carbon dioxide, moderate temperature and rainfall, provide food, medicine, shelter and warmth, support biodiversity, make our environment beautiful with their different colours, flowers and shapes, and provide us with shade and relief from the sun's heat and harmful rays. As the prime symbol of environmental protection, trees are highly valued in Islam. Planting a tree was encouraged by Prophet Muhammad SAW, and was considered an act that would reap the planter great rewards from Allah SWT. In line with Islam, modern science also confirms the wisdom behind the Islamic emphasis on planting and nurturing trees. Therefore, plant and nurture more trees, especially around your home because they bring many benefits to you and your environment.

Objectives

The students are able to:

- skim a text using introductory and concluding paragraphs
- skim a text using section headings

- skim a text using the first line of each paragraph

LEAD-IN ACTIVITIES

Lead-in activity starts with some pictures, followed by several questions to introduce the topic, generate interest, and activate students' schema about the importance of trees to our lives.

- Give students some time to look at the pictures and have them work individually to answer some questions related to the pictures. Ask them to make notes on their main points.
- Have students work in pairs to compare and discuss their opinions, make some corrections on their answers when necessary, and write their conclusions.
- Ask them to create a slogan on the importance of trees in our lives to inspire others to save trees, then tell their slogans to the class, and write them on the board.

READING ACTIVITIES



Reading Strategy 1: Skimming

- Have students learn the guidelines for skimming a text:
 1. Ask yourself what you want to get from the 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.
- Have students skim text 1 “Trees & Their Benefits” by reading only the first sentence of each paragraph in the text.
- Have students skim text 2 “Social Function of Trees” by reading only the first and the last paragraphs of the text.

- Have students skim text 3 “How Many Trees Are Really Saved through Paperless Statement?” by reading only the section headings of the text.
- Finally, ask them to notice how reading the introductory and concluding paragraphs, the section headings, or the first sentence in each paragraph gives them an idea about the content of the text.

Skimming Practice



Answer Key

Task 1

1. Trees and their benefits.
2. Paragraph 1, the importance of trees in our lives
 Paragraph 2, a tree begins from a seed
 Paragraph 3, all trees have roots
 Paragraph 4, trunk of a tree
 Paragraph 5, branches of a tree
 Paragraph 6, leaves and needles of a tree
 Paragraph 7, trees produce O₂ and absorb CO₂
 Paragraph 8, benefit of trees to moderate temperature
 Paragraph 9, benefit of trees to give rain
 Paragraph 10, benefit of trees to provide food
 Paragraph 11, benefits of forests
3. The answer will vary

Task 2

Have students compare and discuss their answers with a partner. Read the whole text to check their answer, and make some correction on their answers when necessary.

Task 3

1. Social function of trees.
2. Trees provide environmental and social benefits for people.
3. Trees provide pleasure for generations.
4. The answer will vary.
5. The answer will vary.

Task 4

Have students compare and discuss their answers with a partner. Read the whole text to check their answer, and make some correction on their answers when necessary.

The answer will vary.

Task 5

1. Save trees through paperless statement.
2. After section heading 1, the writer will explain that trees make paper.
After section heading 2, the writer will explain that people get statements in their lifetime.
After section heading 3, the writer will explain that people should save paper to save trees.
After section heading 4, the writer will explain the value of trees.
3. The answer will vary.
4. The answer will vary.

Task 6

1. 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. Islam taught us that mankind is connected to the Earth and must live in balance with what he/she takes from it.

3. Tree as the prime symbol of environmental protection, is highly valued in Islam.
4. Because 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.
5. The answer will vary.

Task 7 & Task 8

The answer will vary.

Grammar in Focus: Phrasal Verbs

- Have students read the explanation of phrasal verbs before they do task 9.
- Ask them to read text 4 “Going Green: Not New in Islam” and give more attention on the use of phrasal verbs in the text.



Answer Key

Task 9

Part A

Phrasal verbs in text 4 “**Going Green: Not New in Islam**” are highlighted.

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: "There of (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."

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** 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

Part B

1. calls for means requires
put up means contribute
2. carry on means continue
3. throw out means dispose
4. cut down means reduce
5. rule over means master

Part C

1. picked down
2. looked after
3. pick out
4. run out
5. ran away

Part D

1. fallen out
2. look back
3. moved ahead
4. put out
5. stay in

Task 10

1. Coconut palm tree
2. It symbolizes the goddess of fertility in India and birth in parts of Africa, Asia and the Pacific.
3. It attempts to explain the legend of coconut palm tree.
4. The answer will vary.

Task 11 & Task 12

The answer will vary.



Vocabulary in Focus: Modal Verbs

- Have students read the explanation of multiple meaning words before they do task 13.
- Ask them to recognize their meanings and parts of speech.



Answer Key

Task 13

Part A

1. a large plant (noun)
2. (noun)
3. (noun)
4. (adjective)
5. (noun)
6. (noun)
7. (verb)
8. (noun)
9. (noun)
10. (adjective)

Part B

This answer will vary.

FOLLOW-UP ACTIVITIES



Answer Key

Part A

Video: Save As WWF, Save A Tree (English version)

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

This video gives students information that trees die for paper everyday. Million of the trees around the world are cut down every year for producing paper. Actually, the paper is made from trees; the paper is used to print document, email, attachment, even text book. Of course, it makes the amount of the trees decrease in a big scale. We have to decrease the usage of the paper because if we use printing document, it needs much paper, and it can endanger the life of the trees. Therefore,

we should save our documents in the PDF files, because we can save our emails or documents as much as we want.

Have students:

- watch the video and 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 their conclusions.

Part B

Video: Wedding Couples Plant Trees in West Java, Indonesia

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

This video gives students information about the couples in West Java build their awareness about the importance of trees by planting trees in their wedding. Trees are very important for us, the wedding couple in the video tell the people that trees are very important to keep the environment from natural disasters, such as landslides and floods which usually happen in the rainy season. So, we we have to keep the life of the trees. What the couple has been done in this video is one of the efforts to save trees.

Have students:

- watch the video and pay much attention on what the couple has been done in the video to save trees.
- write their opinion about the information from the video in a short essay. Give specific details and examples to support their opinion.

EVALUATIONS



Reading Test



Answer Key

Test 1

- Have students skim the text **“No Trees...No Humans”** by reading only the first sentence of each paragraph in the text.
- Ask them to make predictions about the content of the text just by reading those sentences.
The answers will vary.

Test 2

- Have students skim the text **“Values of Trees”** by reading only the section headings of the text.
- Ask them to make predictions about the content of the text just by reading those section headings. The answers will vary.

Test 3

- Have students skim the text **“Trees Save Lives, Reduce Respiratory Problems”** by reading only the first and the last paragraph of the text.
- Ask them to make predictions about the content of the text just by reading those section headings. The answers will vary.



Home Support Project

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

Project 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.

- Then, ask them to write reading reports. Their 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)
- Ask them to submit their works over a weekend.



plangreenhome.com

Unit 3 - ELECTRICITY

Concept

Save Electricity Can Energy:

Electricity is something that people cannot live without in the modern day. Without it, life will be much difficult and slow. Electricity figures everything and everywhere in our lives. It lights up our homes, cooks our food, powers our computers, television sets, and many different appliances, devices and machines. It has changed our world in great ways. Students need to learn how to value electricity and learn how to save it. In recent years, we've seen a push to improve how efficiently we use electricity to save energy. Therefore, students need to learn how to value electricity and learn how to save it. For example, buying energy saving lights and appliances is one of the ways to save energy that we need now and in the future.

Objectives

The students are able to:

- scan a text for specific information
- scan a table for specific information
- make connections in reading a text

LEAD-IN ACTIVITIES

Lead-in activity starts with some pictures, followed by several questions to introduce the topic, generate interest, and activate students' schema about the importance of electricity to our lives.

- Give students some time to look at the pictures and have them work individually to answer some questions related to the pictures. Ask them to make notes on their main points.
- Have students work in pairs to compare and discuss their opinions, make some corrections on their answers when necessary, and write their conclusions.
- Ask them to create a slogan on the importance of electricity in our lives to inspire others to save electricity, then share their slogans and write them on the board.

READING ACTIVITIES



Reading Strategy 1: Scanning a Text

- Have students scan text 1 “What Is Electricity?” and text 2 “Islamic Prophecies: Electric Light Bulbs” by following guidelines for scanning a text:
 1. Ask yourself what specific information you want to get from the text.
 2. Don't 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.
- Have students do task 1, task 2, and task 3.

Scanning a Text Practice



Answer Key

Task 1

Part A

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

Part B

1. Electricity
2. Three main particles. They are proton, neutron and electron.
3. Electrons are the particles which contain a negative charge, protons are the particles which contain a positive charge, and neutrons are neutral particles because they have neither a positive nor a negative charge.
4. 118 different known elements
5. If the numbers of protons and electrons are the same
6. In the sun, stars, comets, atmospheres of most planets, and the food we eat
7. Positively charged
8. Scientists and engineers
9. Rubber, plastic, cloth, glass and dry air
10. Most metals like copper, aluminum or steel

Part C

Have students write five questions about specific information in text 1 “What Is Electricity?”

The students’ questions will vary.

Task 2

Have students share their questions in a group of four and scan text 1 “What Is Electricity?” for the answers. Then, read the whole text to check their answers.

The answer will vary.

Task 3

1. No, it isn’t.
2. Enclosed in a glass
3. Olive oil
4. The entire world



Grammar in Focus: Relative Clauses



Answer Key

Task 4

Part A

1. 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, when the inventions were beyond human imagination, people could not have imagined them.
3. An energy whose origin is neither the east nor the west must be an unknown energy.
4. After all, Allah tells us in the next verse that this lamp/light is only found in houses in which His name is 'remembered'.

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

Part B

1. Incorrect

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

2. Correct

3. Incorrect

Correction: The victims of Aceh tsunami whose houses were destroyed in the disaster were given temporary housing by the local government.

4. Incorrect

Correction: In family planning program, the families which already possess two children should not attempt to have another.

5. Correct



Vocabulary in Focus: Synonyms & Antonyms



Answer Key

Task 5

Part A

1. facilities
2. commotion
3. excited
4. inflammation
5. smart
6. blur
7. fix
8. deputy
9. finally
10. invention/discovery

Part B

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

Part C

1. heaven
2. appear
3. great
4. later
5. lost
6. afraid
7. selling
8. slowly
9. raised
10. continued

Part D

1. careful
2. involution
3. nicely
4. phlogistic
5. molder

Reading Strategy 2: Scanning a Table

- Have students scan a table in text 4 “How Much Electricity Am I Using?” by following the guidelines for scanning a text:
 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.
- Have students do task 6 and task 7.

Scanning a Table Practice



Answer Key

Task 6

Part A

1. Electrical appliances and average power rating
2. 3000W
3. Dishwasher (1050-1500W) and toaster (800-1500W)
4. Electric drill
5. Freezer and towel rail
6. Laptop
7. Deep fryer
8. Yes, they do
9. Electric shower
10. Broadband router

Part B

Have students make a list of their electric appliances and complete the table by referring to the table of Appliances & Average Power Rating in text 4 “How Much Electricity Am I Using?”

The answer will vary

Task 7

Have students share their table in a group of four students and identify which appliances use the most electricity, so they can control the amount they spend on using them.

The answer will vary

Reading Strategy 3: Making Connections

Have students read text 5 “A Day without Electricity” and make connections by following the 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.
- Have students do task 8.

Making Connections Practice



Answer Key

Task 8

1. A day without electricity. Yes, I have or No, I haven't.
2. Pankti
3. The answer will vary.
4. The answer will vary.
5. The answer will vary.
6. The answer will vary.

FOLLOW-UP ACTIVITIES



Answer Key

Part A

Video: Top 10 Ways To Save Electricity at Home

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

This video gives students some information about 10 suggestions to save electricity at home. Today, the usage of electricity increases faster, because electricity is essential to support our activities. Therefore, students should learn how save the electricity or how to consume electricity efficiently. If we can control the usage of the electricity, we can decrease the spending of money from electricity because in every amount, we have to pay electricity bill to the Electricity Company.

Have students:

- watch the video and listen attentively to the speakers in the video.
- discuss in pairs or groups how to save electricity at home..
- tell the class their conclusions.

Part B

- Have students write their own short stories about “A Day without Electricity”.
- Ask them to share their stories to other students in a group of five.
- Ask them to rewrite their stories based on other students’ comments.

EVALUATIONS

Reading Test



Answer Key

Test 1

1. People do not have any problem with their long distance communication. They can communicate each other with electrically powered gadgets, mobile phone, or internet.
2. Electricity has improved entertainment a lot. Because of electricity, people can listen to radios, watch televisions, print books, and use microphones during events.
3. Electricity is starting to transform the transportation system in many countries. Trains, cars and other vehicles are now being designed to be powered not by gas but by electricity. If they do not use gas, air pollution and global warming will definitely be solved.
4. Electricity is very efficient for households. People can use air-conditioners and electric heaters, watch movies on DVD, and play games.
5. People need electricity to operate some equipment needed to finish their. If there is no electricity, they cannot operate and provide the service they promised to their clients.

Test 2

1. How to use electricity efficiently.
- 2– 4. The answers will vary.

Home Support Project

- Have students research via library or internet; they 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, ask them to write reading reports on electricity shortage problems and their solutions. Their 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)

- Ask them to submit their works over a weekend.



www.ahl-alquran.com

Unit 4 – SOLID WASTE

Concept

Reduce, Reuse, & Recycle – Alternatives for Waste Management:

The daily amount of solid waste continues to grow along with the rising number of population. Solid wastes, when improperly disposed off can be an environmental hazard for human as well as the environment. This improper dumping can lead to many diseases to man e.g. dysentery, cholera, cancer, and so on. Some of these wastes can also be very harmful to the atmosphere because when they improperly dumped into the atmosphere can lead to the destruction of the ozone layer. Actually, there are three easy ways to cut down our 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, and disposing rubbish thoughtfully, you can reduce waste and show others that you value our resources and the environment.

Objectives

The students are able to:

- Identify text structures
- Identify signal words in the text
- Use graphic organizer to represent the relationship among key ideas

- Make inference from a playscript

LEAD-IN ACTIVITIES

Lead-in activity starts with some pictures, followed by several questions to introduce the topic, generate interest, and activate students' schema about the importance of waste management.

- Give students some time to look at the pictures and have them work individually to answer some questions related to the pictures. Ask them to make notes on their main points.
- Have students work in pairs to compare and discuss their opinions, make some corrections on their answers when necessary, and write their conclusions.
- Ask them to create a slogan on the importance of water in our lives to inspire others to manage their wastes, then share their slogans and write them on the board.

READING ACTIVITIES



Reading Strategies: Identifying Text Structure, Signals Words, and Use Graphic Organizers

- Have students read text 1 “Garbage: Indonesia Produces 500 Million Litres Per Day” and notice how the text is structured.
- Have students read text 2 “What Are The Effects of Poor Waste Management?” and notice how the text is structured.
- Have students read text 3 “Three Rs – Reduce, Reuse, Recycle” and notice how the text is structured.
- Have students do task 1, task 2, task 3, task 4, task 5, task 6, task 7, task 8, and task 9.

Identifying Text Structure Practice



Answer Key

Task 1

1. Garbage production
2. The daily amount of solid waste continues to grow along with the rising number of population. With population growth rate of 1.49 percent per year, the amount of solid waste is expected to increase by 7.45 million litres per day.
3. Waste management by the residents by establishing garbage banks
4. By presenting the data of Indonesia's garbage production estimation (500 million litres, or 0.5 million metric tonnes per day).
5. By presenting the solution of the garbage problem. Garbage banks have the potential to reduce household waste by up to 80 percent, thereby reducing the burden of municipal solid waste.
6. Signal words are problem, solution, because, etc.
7. The answer will vary.
8. Problem-solution structure.

Task 2

Have students work in a group of four students to diagram the structure of text 1 "Garbage: Indonesia Produces 500 millions Litres Per Day", and fill in their graphic organizer.

Task 3

Have them present their graphic organizer of text 1 "Garbage: Indonesia Produces 500 millions Litres Per Day" to the class. Then, make some corrections on their graphic organizer based on other groups' comments when necessary.

Task 4

1. Negative effects of poor waste management on environment and population
2. Poor management of the Domestic Waste from households
3. It can lead to several diseases to man, such as dysentery and cholera.
4. It can also lead to environmental hazards, such as water pollution, land pollution.
5. It can lead to the destruction of the ozone layer and may cause diseases such as cancer.
6. By presenting the cause of environmental hazard can lead to death of fish as well as diseases to man e.g. dysentery, cholera and so on.
7. .By emphasizing the effect of poor waste management. For example, it can be a source of under development around the societies, this can cause harm to tourist industries of the particular countries.
8. The examples of signal words are *effects, due to, lead to, cause,* etc.
9. The answer will vary.
10. Cause-effect structure.

Task 5

Have students work in a group of four students to diagram the structure of text 2 “What Are The Effects of Poor Waste Management?”, and fill in their graphic organizer.

Task 6

Have them present their graphic organizer of text 2 “What Are The Effects of Poor Waste Management?” to the class. Then, make some corrections on their graphic organizer based on other groups’s comments when necessary.

Task 7

1. The concept of three Rs'—reduce, reuse and recycle
2. Rethinking what you buy and refusing things you don't need, such as instead of buying bottled water on the run, take a bottle with you from home, refuse plastic bags when you don't need them and keep reusable bags, etc.
3. Give unwanted clothes, household items, furniture or appliances to family or friends, or wash glass jars and use them again to store food or things like buttons and nails, etc.
4. Look for products that use recycled materials, or recycle unwanted plastic bags at your supermarket, or give them to charity stores who may use them, etc.
5. By explaining that there are three easy ways to cut down waste that can make a big difference to the amount that ends up in landfill, which are known as the 'Three Rs'—reduce, reuse and recycle.
6. By giving explaining some ways to recycle items
7. The examples of signal words are *there are, these are, for example, includes, like*, etc.
8. The answer will vary.
9. Descriptive structure

Task 8

Have students work in a group of four students to diagram the structure of text 3 “Three Rs – Reduce, Reuse, Recycle”, and fill in their graphic organizer.

Task 9

Have them present their graphic organizer of text 3 “Three Rs – Reduce, Reuse, Recycle” to the class. Then, make some corrections on their graphic organizer based on other groups’ comments when necessary.



Vocabulary in Focus: Verb Prefixes with Specific Meanings

- Have students read the explanation of verb prefixes with specific meanings before they do task 10.
- Ask them to do task 10 by rereading text 3 “Three Rs – Reduce, Reuse, Recycle”, highlighting or underlining the use of some prefixes with specific meaning in the text, and complete the verb in each sentence in task 10.



Answer Key

Task 10

Part A

Have students 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-**.

Part B

1. **re**thinking
2. **un**wanted
3. **over**charged
4. **dis**agree
5. **un**wanted
6. **re**placing
7. **dis**likes
8. **over**slept
9. **dis**connect
10. **re**open

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

- Have students read the explanation of adjective ending in –ing and –ed before they read text 4 “Why Don’t Muslim Families Recycle”.
- Have them read text 4 “Why Don’t Muslim Families Recycle” and pay attention to the use of adjective ending in –ing and –ed.
- Give them some time to do task 11.



Answer Key

Task 11

Part A

1. Suprising
2. Shocked
3. Shocking
4. Balancing
5. Balanced
6. Terrifying
7. Terrified
8. Confused
9. Embarrassing

Part B

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. ___X___ 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. ___X___ 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. ___X___ 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

- Have students Read text 5 “A Day in The Life of A Waste Picker”. Then, answer the inference questions in task 12 by following these guidelines.
 1. Find some clues in the text
 2. Activate your personal knowledge
 3. Support your inference.
- In answering the questions, ask them to underline the clues in text 5 “A Day in The Life of A Waste Picker”. (words or phrases that helped them in making their inference).



Answer Key

Task 12

1. Unsegregated waste or mixed waste
2. The consumer of waste collector service and waste collector
3. They are friends
4. Careless and messy
5. The city of Pune

6. Surprised
7. Angry
8. Fed up
9. By operating the compost pit
10. We have to separate out and categorize our waste materials and operate a compost pit.

FOLLOW-UP ACTIVITIES



Answer Key

Part A

Video: We Can I Recycle? Green Living

<http://www.youtube.com/watch?v=eqagBlj9StM>

This video gives students some information about the ways to recycle things. First of all, categorize the materials that what we want to recycle, for example, bottles are placed or collected into one place, plastic is placed or collected into one place, etc. After that we can decide what we want to recycle from them. Then, find the information by visiting some website to recycle them to be valuable things.

Have students:

- watch the video and listen attentively to the speakers in the video.
- discuss in pairs or groups the ways to recycle things.
- tell the class their conclusions.

Part B

Have several students perform the playscript in text 5 “A Day in The Life of A Waste Picker” in front of the class by using appropriate voice and expressions into their roles. Work in a group of nine students as the script is written for nine people.

EVALUATIONS



Reading Test



Answer Key

Test 1

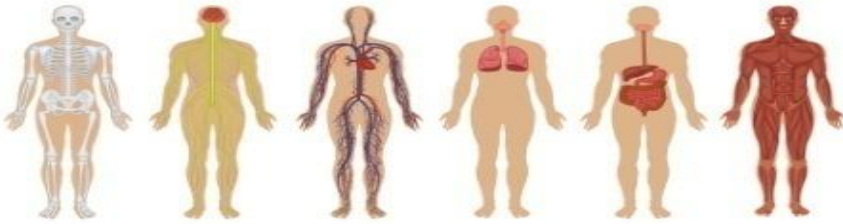
1. The global volume of generated solid is expected to increase every year but cities cannot effectively manage their waste.
2. People around the world
3. Because it has negative impacts on people and environment
4. By presenting the results of the study on waste management
5. By giving the data about the contrast between waste generation in the richest and poorest countries.
6. The answer will vary.
7. Descriptive structure.
8. The answer will vary.

Test 2

1. Waste reduction concept.
2. By operating waste composting, making environmentally aware decisions about everyday things like shopping, and caring for the lawn.
3. By emphasizing the importance of waste reduction program.
4. By giving are some specific ideas for successful waste reduction at home.
5. Descriptive structure.
6. The author is in favor of the concept of reducing waste.
7. Have students diagram the structure of the text by using a graphic organizer, and complete their graphic organizer.

Home Support Project

- Have students research via library or internet; they 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, ask them to write reading reports by stressing on the comparison between good and poor waste management in different areas of Indonesia. Their 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)
- Ask them to submit their works over a weekend.



livescience.com/37009-human-body.html

Unit 5 – HEALTHY BODY

Concept

Healthy Body Requires Healthy Habits:

When we eat, drink, or work we usually don't pay attention to our body organs who play part in digesting, secreting, breathing, etc., to keep us healthy. Actually we have to 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. Human body likes a machine. 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 human body. In an Islamic perspective, health is viewed as one of the greatest blessings that God has bestowed on mankind. 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 and habits which are conducive to the preservation of good health.

Objectives

The students are able to:

- Guess the meaning of unfamiliar word from context
- Find the topic, main idea, and supporting details of a paragraph

- Paraphrase information in a text
- Map a story using graphic organizer

LEAD-IN ACTIVITIES

Lead-in activity starts with some pictures, followed by several questions to introduce the topic, generate interest, and activate students' schema about the importance of health in our lives.

- Give students some time to look at the pictures and have them work individually to answer some questions related to the pictures. Ask them to make notes on their main points.
- Have students work in pairs to compare and discuss their opinions, make some corrections on their answers when necessary, and write their conclusions.
- Ask them to create a slogan on the importance of water in our lives to inspire others to take care of their health, then share their slogans and write them on the board.

READING ACTIVITIES



Reading Strategy 1: Guessing Meaning of Unfamiliar Words

- Have students read text 1 “Top 10 Most Important Body Organs” and guess the meaning of unfamiliar words from their context in that text by following these guidelines:
 1. Use definition or an explanation of the meaning of a word or phrase.
 2. Use explanation or a 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.
- Have students do task 1.



Guessing Meaning of Unfamiliar Words Practice



Answer Key

Task 1

1. Clogged means stopped or bunged up.
2. Dialysis treatment means means kidney transplant
3. Exocrine function means one of two important functions of the pancreas which helps in digestion.
4. Bile means an important substance released by the liver which is necessary to digest food and absorb nutrients.
5. Pepsin means an acid secreted by the stomach which activates enzyme for protein digestion and vitamin B 12 absorption.
6. Vascular means has a lot of blood flow to.
7. Respiratory system means a group of organs and tissues that all work together to help people breathe.
8. Carcinoma means infection or lung disease.
9. Platelets means substances which are stored in spleen.
10. Fetal life means embryo life.

Task 2

Have students compare their answers with a partner and explain which clues they use in the text. The answers will vary.

Task 3

Have students work in a group of four students to identify how the author of text 1 “Top 10 Most Important Body Organs” help readers understand unfamiliar words.

Vocabulary in Focus: Mathematical Operation Words

- Have students read over all mathematical operation words before they read text 2 “How Many Calories Do You Need?: Calculate Your Methabolic Rate”.
- Have them read text 2 “How Many Calories Do You Need?: Calculate Your Methabolic Rate?”, and then do task 4.



Answer Key

Task 4

Have students calculate their Basal Metabolic Rate (BMR) like the example given.

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**

Have students calculate their Total Calorie Need like the example given.

e.g. If your BMR is **1427.3** and you are lightly active.

Multiply your BMR (**1427.3**) by 1.375 = **1962.5375**

1962.5375 is the total number of calories you would need to maintain your weight.

Task 5

Have students work in group of five. Ask them to complete the table of their Basal Metabolic Rate (BMR) and Total Calorie Need. The answers will vary.



Reading Strategy 2: Finding Topic, Main Idea, & Supporting Details

- Have students read text 3 “The Importance of Social Interaction to Human Health”
- Ask them to do task 6 and task 7.



Answer Key

Task 6

Paragraph 1

Topic : social interaction

Main idea statement : Although social interaction is complex, I believe that it is vital to human health, both mentally and physically.

Supporting details : Many people find it hard to open their hearts and share their feelings and problems
Social interaction where people can talk out their problems, feel accepted and understood is very beneficial to mental health.

Paragraph 2

Topic : social interaction

Main idea statement : Another way social interaction can help health is that it can challenge distortions that we often build up through our belief systems and experiences.

Supporting details : 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 weren't 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.

Paragraph 3

Topic : Doctor McClintock's research findings
Main idea statement : Social interaction helps people be healthier and live longer.
Supporting details : Doctor McClintock found that rats living in groups lived 40% longer than those housed by themselves and recovered more quickly from illness.
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.

Paragraph 4

Topic : social interaction
Main idea statement : 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.
Supporting details : People may damage their health if their main reference group exhibits dangerous behaviours

there are occasions where a person has conflicting reference groups that strongly oppose each other.

some people such as hermits and recluses can lead healthy lives and overcrowding can cause ill health.

Paragraph 5

Topic : Good support

Main idea statement : Good support can help protect against the harmful effects of stress by helping people cope better.

Supporting details : Social interaction and support has been found to help cope with major life changes such as emigration, moving house, redundancy and bereavement.

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.

Task 7

- Have students compare their answers with a partner and reread text 3 “The Importance of Social Interaction to Human Health” to check their answers. Then, make some corrections when necessary.



Reading Strategy 3: Paraphrasing

- Have students read text 4 “Health Guidelines from Quran and Sunnah”, and then do task 8.

- Have students 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) in paraphrasing each paragraph in task 8.

Paraphrasing Practice



Answer Key

Task 8

Students' paraphrased paragraphs will vary.

Task 9

Have students discuss their paraphrased paragraphs with a partner and make some corrections when necessary.

Grammar in Focus: Transition Signals

- Have students read the explanation of transition signal words, then reread text 4 “Health Guidelines from Quran and Sunnah” and give more attention on the use of transition signals in the text.
- Ask them to do task 10.



Answer Key

Task 10

1. On the contrary (to indicate contrast)
2. Similarly (to indicate comparison)
3. Therefore (to indicate cause and effect)
4. It is true that (to indicate concession)
5. For example (to indicate illustration)
6. Moreover (to indicate addition)

7. Admittedly (to indicate concession)
8. Thus ((to indicate cause and effect)
9. Therefore (to indicate cause and effect)
10. However ((to indicate contrast)



Reading Strategy 4: Mapping A Story

- Have students work in a group of five students to read text 5 “Health Vs Wealth” and then discuss the main elements of the story.
- Have students do task 11 and 12.



Answer Key

Task 11

Have students read text 5 “Health Vs Wealth” and then work in a group of five students to discuss the main elements of the story.

Task 12

Give students some time to map the story in text 5 “Health Vs Wealth” by completing the blank story map organizer in task 12.

STORY MAP GRAPHIC ORGANIZER

SETTING		
WHEN this story happened	WHERE this story took place.	other places in this story
In the evening and at 7.30 in the morning	At Rani’s house	At Mrs. Naira’s house At the bus stand
CHARACTERS		
NAMES of the characters	CHARACTERISTICS of the characters or something that the author has written about the characters	
1. Rani	1. Rani is poor but responsible, hard worker, kind,	

2. Rani's mother 3. Mrs. Naira 4. Neena	and patient. 2. Rani's mother is patient. 3. Mrs. Naira is wealthy, kind and friendly. 4. Neena is wealthy but sick. She is also patient and friendly.	
PLOT		
PROBLEM faced by the characters when this story began	ACTIONS taken by the characters to deal with their problems	SOLUTIONS , how the characters solved their problems
Rani, twelve year old girl, was the eldest of the four children. Her mother's was sick and her father had gone. So, the responsibility of the family fell on Rani's little shoulders.	Rani had to go out and work in two houses before and after school hours, to support herself and her poor family.	Rani met Mrs. Naira who hired Rani to accompany and sing for her daughter, Neena. Then, Neena accepted Rani as her companion. Rani prayed and thanked God for giving her good health so she could do many things in her life.
MORAL		
GOOD LESSON that you can learn from the story		
Health is the precious wealth in our lives. Without health we cannot do many things although we have a lot of wealth.		

FOLLOW-UP ACTIVITIES



Answer Key

Part A

Video: How To Live With A Healthy Body and Mind

<http://www.youtube.com/watch?v=64wAUSTRcCO>

This video gives students information how to get healthy body and mind. We need to give exercise and feedings both mind and body to

have good performances in all area of life. There are some ways to get healthy body and mind such as by taking good oxygen, good food, love, do exercise (swimming, running, walking, etc), and we have to keep poise and balance (the position of the body, when we sit, play computer, we need to make sure that the part of body is placed in the right position when we do the activities)

Have students:

- watch the video and listen attentively to the speakers in the video.
- discuss in pairs or groups how to get healthy body and mind.
- tell the class their conclusions.

Part B

Have students look at the pictures. Then ask them to write their tips for healthy living in a short essay related to those pictures and use specific details and examples to support their opinions.

EVALUATIONS



Reading Test



Answer Key

Test 1

1. One who has a long and healthy life.
2. A field of study of heart disease.
3. Substance released in response to laughter.
4. Vegetables like cabbage, broccoli, tomatoes, peppers, etc.
5. Pale.
6. A mixture of vinegar, lemon juice, and baking soda for reducing bacteria.

Test 2

The answers will vary.

Home Support Project

- Have students research via library or internet, they can read encyclopedias, source books, journals, magazines, newspapers, other sources to learn about human body systems:
 1. Digestive
 2. Circulatory
 3. Respiratory
 4. Nervous System
- Then, ask them to write reading reports 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?
- Their 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)
- Ask them to submit their works over a weekend.



dreamstime.com

Unit 6 – ENVIRONMENTAL POLLUTION

Concept

Stop Pollution to Save Our Environment:

Pollution has become a major problem. Advancements in technology and industry not only make our life much easier, but also create pollution. For example, emissions from cars increase the levels of carbon dioxide (CO₂) and other greenhouse gases in the atmosphere. How can we stop pollution from contaminating our water, air, land, etc.? In the Islamic viewpoint, 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.” He had shown a perfect model for the preservation of ecological balance. Actually, 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. For instance, avoid throwing trash such as, empty cans, bottle or wrappers onto the ground.

Objectives

The students are able to:

- Make inference from a text, picture, and book review
- Identify the author’s viewpoint
- Identify the author’s purpose

LEAD-IN ACTIVITIES

Lead-in activity starts with some pictures, followed by several questions to introduce the topic, generate interest, and activate students’ schema about the kinds of environmental pollution and their negative impacts.

- Give students some time to look at the pictures and have them work individually to answer some questions related to the pictures. Ask them to make notes on their main points.
- Have students work in pairs to compare and discuss their opinions, make some corrections on their answers when necessary, and write their conclusions.
- Ask them to create a slogan on the importance of environment protection to inspire others to protect environment, then share their slogans and write them on the board.

READING ACTIVITIES



Reading Strategy 1: Making Inference from a Text, Picture, & Book Review

- Have students read text 1 “7 Kinds of Environmental Pollution”, and answer the inference questions by following these guidelines:
 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, form interpretations from the text/picture.

4. You can change or modify your inferences as you read the text.
- Ask them to do task 1 and task 2.



Making Inference from a Text Practice



Answer Key

Task 1

1. No, they don't.

There are actually SEVEN different kinds of environmental pollution. Most people can name air, water and land...do you know the other four?

2. everyone

Listed below are each kind and examples to help you understand just how we can affect the environment and each other.

3. Yes, it can.

According to the dictionary, air pollution is the contamination of air by smoke and harmful gases, mainly oxides of carbon, sulfur, and nitrogen.

4. Light pollution brightens the night sky so it inhibits children's visibility of stars and planets by the use of improper lighting.

5. Yes, it is.

Some examples of land pollution include the use of pesticides and other farming chemicals.

6. No, he isn't.

Some examples of what causes light pollution include street lamps that shine light in all directions, instead of with a hood to point light downward toward the street.

7. Because they can't see a view through a billboard.

8. No, it isn't.

Noise pollution is disruptive to humans' stress levels, may be harmful to unborn babies,

Task 2

Have students work in pairs to compare their answers and discuss their clues in making inferences. Then, make some corrections on their answers when necessary.

Vocabulary in Focus: Noun Suffixes

- Have students read over all the words on measurement units before they read text 2 “How to Calculate How Much Water To Drink Daily?”
- Have students read text 2 “How to Calculate How Much Water To Drink Daily?”. Then, do task 3.



Answer Key

Task 3

Part A

1. contamination
2. production
3. illnesses
4. dumping
5. mining and logging
6. lighting
7. curiosity
8. nervousness
9. activity
10. carving

Part B

1. reinforcement
2. acceleration
3. authenticity
4. nurturing

5. correspondence
6. memorization
7. censorship
8. investigator
9. reporter
10. watering

The students' sentences will vary.



Making Inference from a Picture Practice

- Have students read text 2 “Most Polluted Cities in The World”, and pay more attention on the pictures in the text.
- Have students do task 4 and task 5.



Answer Key

Task 4

1. Tired. He is worn out.
2. Bad condition.
3. No, it isn't
4. Very hot
5. First, they give little attention to their environment. Second, their health are at stake.

Task 5

Have students work in pairs to discuss their answers and clues in making inferences. Then, make some corrections on their inferences when necessary.



Making Inference from a Review

- Have students read text 3 “A River Ran Wild”.
- Have students do task 6.



Answer Key

Task 6

1. 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. The reviewer like the way the book illustrated. According to the reviewer the illustrations 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.
3. Yes, he does. He states that environmental Stewardship is not simply about protecting ones area for one's benefit but is about responsible behavior for benefit of all, including the ocean.
4. This book shows the reader the effect that humans have on the world around them. It can be used to teach across different subjects in a single lesson. 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.
5. It is a great book.
6. The answer will vary.



Reading Strategy 2: Identifying Author's Viewpoint

- Have students read text 4 "How Much Air Pollution Comes from Cars".
- Have students do task 8 and task 9.



Identifying Author's Viewpoint Practice



Answer Key

Task 7

1. People who own and use car and other motor vehicles.
2. Emissions from cars contribute to various types of air pollution.
3. Emissions from cars increase the levels of carbon dioxide (CO₂) and other greenhouse gases in the atmosphere. Many scientists believe that burning fossil fuels such as gasoline causes greenhouse gas levels to spike, leading to global warming. They are believed to cause cancer and contribute to such problems as asthma, heart disease, birth defects and eye irritation.
4. According to EPA, motor vehicles collectively cause 75% of carbon monoxide pollution in the U.S. EDF estimates that on-road vehicles cause one-third of the air pollution that produces smog in the U.S., and transportation causes 27% of greenhouse gas emissions. The U.S. has 30% of the world's automobiles, it contributes about half of the world's emissions from cars
5. The author suggests people to drive less, use public transportation, bike, or even walk when they have to get out of the house.
6. The answer will vary.

Task 8

Have students discuss their answers with a partner. Then, make some corrections on their answers when necessary.



Reading Strategy 3: Identifying Author's Purpose

- Have students read text 5 "How Islam Protects Environment?".
- Have students do task 9 and task 10.



Identifying Author's Purpose Practice



Answer Key

Task 9

1. 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. Because he wants to give information to the readers about how Islam protects environment.
3. Everybody
4. No, it isn't
5. 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. Humans have the responsibility for the custody of the environment
6. 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). 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)
7. The answer will vary.

Task 10

Have students discuss their answers with a partner. Then, make some corrections on their answers when necessary.

Grammar in Focus: Passive Sentences

- Have students read the explanation of passive sentences.
- Ask the students to do task 11 and task 12.



Answer Key

Task 11

Part A

Passive Sentences in text 5 “**How Islam Protects Environment**” are highlighted.

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 the 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.

Part B

1. Islam strongly forbids irresponsible deforestation and needless killing or even the smallest of God’s creatures.

2. Muslims have used Maggots in MDT (Maggot Debridement Therapy) to treat certain types of wound healing.
3. Prophet Muhammad (peace and blessings of Allah be to him) taught the significance of afforestation 1400 years ago.
4. Even during battle, Prophet Muhammad (peace and blessings of Allah be to him) instructed Muslims to avoid cutting trees that are useful to the people.
5. People should distribute water fairly and justly, especially when the river passes through various countries.
6. The Prophet gave hygiene and sanitation utmost priority.
7. Man should understand the values underlying these prohibitions as applicable to the pollution of critical resources and habitats in general.
8. In Hima and Haram zones, man should leave the natural resources untouched.

FOLLOW-UP ACTIVITIES



Watching Video



Answer Key

Part A

Video: Pollution (Land, Air, and Water Pollution)

http://www.youtube.com/watch?v=vP3pbh_pu8

This video gives students information that pollution comes from different ways and their effects. There are at least five types of populations, land, air, water, light, and noise pollution. They have bad effects on human and environment. For examples, water pollution can damage water ecosystem, it can kill animal inside, and air pollution can bring disease to the human, cancer, breathless, etc, and land pollution can damage agriculture area.

Have students:

- watch the video and listen attentively to the speakers in the video.
- discuss in pairs or groups types of pollution and their effects.
- tell the class their conclusions.

Part B

- Have each student write his/her own text on pollution by using one of the types of author's main purpose.
- Give he/she some time to share his/her text to the class.
- Ask the class to identify the purpose of writing the text.

EVALUATIONS



Answer Key



Reading Test

1. People as individual and as communities, especially adults, parents, and role models for children.
2. Because pollution has become a major problem, so people need to seek solutions to stop it.
3. To give example about people's bad habit toward their environment, throwing trash like a bottle onto the ground.
4. Pollution must be stopped to prevent environmental contamination. 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.
5. Adults, parents and role models for our children need to demonstrate compassion for the environment.
6. One of the most important steps to preserving the environment for future generations is to make the time and commitment to teaching children how to 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.

7. The answer will vary.

8. The answer will vary.

Home Support Project

- Have the students choose project A or B.

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.

Project B: Write a story related to the pictures in the video.

- Then, ask them to write reading reports. Their 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)
- Ask them to submit their works over a weekend.



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Unit 7 – NATURAL DISASTERS

Concept

Gain More Knowledge of Natural Disasters, They Could Happen Anywhere Around The World:

Natural disasters could be related to weather, geology, biology, factors outside the Earth, or in some cases human factors may combine to produce disasters. Examples are earthquakes, hurricanes, droughts and flooding. They could cause loss of life or damage to property. They can be traumatic for children and youth, and even adults. Parents, teachers, and caregivers must help children and youth cope in the aftermath of a natural disaster. Immediate response efforts should emphasize teaching effective coping strategies, fostering supportive relationships, and helping children understand their reactions. Disaster resilience and management are therefore a top agenda item for the Government of Indonesia and its international partners, including the UN. The degree of disaster preparedness varies greatly between provinces, highlighting a need for local strategies for disaster risk reduction and disaster preparedness. So, it is very important for schools around the world to educate students how to face natural disaster when it comes.

Objectives

The students are able to:

- summarize information from a text
- synthesize information from a text
- criticize author's opinion in a text

LEAD-IN ACTIVITIES

Lead-in activity starts with some pictures, followed by several questions to introduce the topic, generate interest, and activate students' schema about kinds and the causes of natural disasters

- Give students some time to look at the pictures and have them work individually to answer some questions related to the pictures. Ask them to make notes on their main points.
- Have students work in pairs to compare and discuss their opinions, make some corrections on their answers when necessary, and write their conclusions.
- Ask them to create a slogan on the importance of gaining more knowledge of disaster preparedness.

READING ACTIVITIES



Reading Strategy 1: Summarizing

- Have students read text 1 "What Is A Natural Disaster?", before they write a summary of each paragraph in task 1 and task 2 by following these guidelines:
 1. Focus on the main ideas and crucial details.
 2. Use keywords and phrases in the text.
 3. Capture the gist of the text.
 4. Sum up or write briefly but completely to convey the gist.
- Have students do task task 1 and task 2.

Summarizing Practice



Answer Key

Task 1

1. Natural disasters could be related to weather, geology, biology, factors outside the earth, and human factor. Examples are earthquakes, hurricanes, droughts and flooding, or disease epidemics. They can cause loss of life or damage of property.
2. Earthquakes are among the most destructive natural disasters. Its vibration can produce small earthquakes. When an earthquake happens under the ocean, it may produce a tsunami that can cause massive destruction to coastlines hundreds of miles away.
3. Disasters that affect humans can be caused by other organisms. For examples, the “black death,” bubonic plague that have reduced the population by 30-60% and the Spanish flu epidemic that is thought to have killed about 50 million people.
4. Meteorites or asteroids can pose a threat. 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.
5. Some natural disasters result from a combination of natural and human factors. For examples, the primary cause of a disease epidemic may be a natural microorganism, but its spread might be encouraged by human behavior and activities, and human activities may also have contributed in a major way to some famines.

Task 2

1. Sentence summaries:

- a. Hurricanes or cyclones occur quite frequently in the warmer parts of the world and persist for several days.
- b. Tornadoes cover much smaller areas and may only last for a few minutes, but can cause devastation.
- c. Droughts are much less spectacular but much deadlier.
- d. Flooding often results from the heavy rain and may result in much destruction and death.

Paragraph summary:

The planet's weather produces disasters on a fairly regular basis. Hurricanes or cyclones occur quite frequently in the warmer parts of the world and persist for several days. Tornadoes cover much smaller areas and may only last for a few minutes, but can cause devastation. Droughts are much less spectacular but much deadlier. Flooding often results from the heavy rain and may result in much destruction and death.

2. Sentence summaries:

- a. Volcanoes are related to earthquakes in that they occur in geologically active zones around plate boundaries.
- b. Much of the death and destruction are associated with some volcanic eruptions.
- c. The biggest known volcanic natural disaster is Mt. Toba eruption in Indonesia that may have killed off most of the human species.

Paragraph summary:

Volcanoes are related to earthquakes in that they occur in geologically active zones around plate boundaries. Much of the death and destruction are associated with some volcanic eruptions. The biggest known volcanic natural disaster is Mt. Toba eruption in Indonesia that may have killed off most of the human species.

Reading Strategy 2: Synthesizing

- Have students read text 2 “Helping children After Natural Disasters: Information for Parents and Teachers”. As they read, ask them to relate new information from the text with their knowledge or experience to develop a new insight
- Have them work in a group of five students to do task 3.

Synthesizing Practice



Answer Key

Task 3

Step 1. The answers will vary.

Step 2

1. The author believes that natural disasters can be traumatic for children and youth. Family and community, especially parents and teachers play an important role in helping them after natural disasters.
2. 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.
3. The answer will vary.
4. The answer will vary.

Vocabulary in Focus: Adjective Suffixes

- Have students read the explanation of adjective suffixes before they read text 3.
- Have them read text 3 “Post-Tsunami Storytelling in Indonesia”, and give more attention on the use of adjective suffixes in the text. Then, ask them to do task 4.



Answer Key

Task 4

Part A

1. homeless
2. educational
3. experienced
4. national
5. newly
6. daily
7. comfortable
8. beautiful
9. enthusiastic
10. various

Part B

1. convertible
My voucher is not **convertible** in this store, so I have to pay my groceries in cash.
2. obeyent
3. graceful
4. rebellious
5. clueless
6. peripheral
7. defensive

8. enchanting
9. affectionate
10. woody

The students' sentences will vary.



Grammar in Focus: Conditional Statements (If Statements)

- Have students read the explanation of conditional statements before they read text 4 “House Damaged in A Natural Disaster? Claim Your Loss!”.
- Have them to read text 4 “House Damaged in A Natural Disaster? Claim Your Loss!”, and give more attention on conditional statements in the text.
- Ask the to do task 5.



Answer Key

Task 5

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

- Have students read text 5 “Understand Islam: Natural Disasters or Divine Punishment in Islam?”, and take notes as they read the text. Highlight or underline the important points.
- Ask them to do task 6 and task 7.

Criticizing a Text Practice



Answer Key

Task 6

1. God has made natural laws which effect this world, for instance, 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. All mankind
- 3-7 The answers will vary.

Task 7

- Have students work in pairs to compare their answers.
- Ask them to read the whole text to see if their answers were correct, and then make some corrections on their answers when necessary.

FOLLOW-UP ACTIVITIES



Answer Key

Part A

Video: Education for Disaster Preparedness

<http://www.youtube.com/watch?v=USLHmwvpjX8>

This video gives students information about the effect of natural disaster and the importance of educating children and young people to face natural disaster when it comes. We can learn that million people are affected by natural disaster. Volcano eruptions, tsunamis, tornado, and earthquake have killed million people around the world.

So, it is very important for every school around the world to educate students how to evacuate or face natural disaster when it comes. It has been proved in Japan, students were survive when the earthquake came in March 2011 because they have learned what they need to do when the disaster comes.

Ask the students to:

- watch the video and 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 their conclusions.

Part B

Video: Pray for Indonesia: Wasior Mentawai Merapi Disasters (HD)

http://www.youtube.com/watch?v=erl5ztAv_OE

This video shows a series of pictures of natural disaster events and victims in Indonesia.

Ask the students to:

- see the video.
- describe what the pictures in the video tell them about.
- tell a story if they have any experience or information related to the pictures in the video.

EVALUATIONS



Answer Key



Reading Test

Test 1

1. A hurricane would be much more likely to produce a traumatic reaction due to the ferocity and lack of ability to prepare.

2. 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.
3. Emotional recovery process after natural disaster occurs is individualized for the most part.
4. Postdisaster coping is like a marathon, you have to pace yourself.

Test 2

1. Effective and coherent action for disaster management must also be a top priority of Indonesian government.
2. Indonesia has significant national expertise and resources, including volunteer groups, to respond to disasters. Moreover, Indonesian government sometimes welcomes assistance by international agencies already present in the country -- both to respond to disasters and to support coordination efforts.

3-5 The answers will vary.



Home Support Project

- Have the students choose project A or B.

Project A: Research via library or internet, they can read encyclopedias, source books, journals, magazines, newspapers, or various other sources to learn about natural disasters happen in some areas in Indonesia. Then, write an essay on the problems of the people and their environment because of natural disasters.

Project B: Look at the pictures given. Write a story about their experience related to the pictures or interview people who have experience related to the pictures. Record a short video of the interview using video equipment or video feature of a cell phone.

- Have them report their works over a weekend.

Rubric

Home Support Reading Reports

Criteria	Points			
	25	20	15	10
Content	All of important and necessary information was presented	Most of important and necessary information was presented	Some of important and necessary information was presented	Few of important and necessary information was presented
Organization	Ideas well organized and easy to follow	Some of the writing does not connect to the main idea	A lot of the writing does not connect to the main idea	Ideas seem scrambled and disconnected
Mechanics	No errors in sentence construction, spelling and punctuation	Few errors in sentence construction, spelling and punctuation	Some errors in sentence construction, spelling and punctuation	Many errors in sentence construction, spelling and punctuation
Creativity	Demonstrates critical thoughts and creativity in the report	Contains some critical thoughts and little creativity in the report	Contains few critical thoughts and very little creativity in the report	Contains no critical thoughts and no creativity in the report

Comments:

Total Points: _____

ABOUT THE AUTHOR



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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