

EFL

COURSEBOOK

for Eighth Graders

of MADRASAH TSANAWIYAH



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**English Foreign
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Book for Eighth
Graders
of
Madrasah
Tsanawiyah**

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Dilarang keras mengutip, menjiplak, memfotocopi, atau memperbanyak dalam bentuk apa pun, baik sebagian maupun keseluruhan isi buku ini, serta memperjualbelikannya tanpa izin tertulis dari penerbit Unmuh Ponorogo Press.

PREFACE

English Foreign Language Coursebook for Students of Madrasah Tsanawiyah is produced to fulfill the students and teacher's needs for teaching and learning English in Madrasah Tsanawiyah. The book is designed based on the content standard of English and graduate competence standard. This coursebook has differences with the other English books. It contains both religious aspects and general aspects. Thus this book can be regarded as refinement of the existing books.

The book had been validated by experts. Besides, it had been tried out to the students. The result shows that EFL Coursebook for Students of Madrasah Tsanawiyah can help the students increase their ability not only in general context but also in religious context. Because of that it is hoped that the school can use this book and finally it is hoped that the students are able to master competence standard and basic competence and they are able to apply them in daily life. The writer realizes that this book is far from being perfect, therefore constructive criticism and suggestion are inevitably needed.

Ponorogo, October, 16-2017

Writer

TABLE OF CONTENTS

	Page
PREFACE	v
TABLE OF CONTENTS	vi
Unit 1: Having Good Attitude	1
Unit 2: Pilgrimage	24
Unit 3: Protect Flora and Fauna	43
Unit 4: It's Really Worth Seeing	60
Unit 5: My Muslim Idol	78
BIBLIOGRAPHY	

Having Good Attitudes



{http://www.ezsoftech.com/ramadan/i/ramadan_family.jpg}

In this unit you will learn how to:

- a. listen to and answer spoken stories.
- b. retell your past experiences.
- c. write your past experiences.
- d. give and ask for opinion.
- e. write postcard.

“Worship none but Allah, and be good to your parents, relatives, orphans, and the very poor. Speak good words to people. Establish prayer and pay alms.” But then you turned away - except a few of you - you turned aside.

(Al-Baqarah : 83)

As human being, every Muslim is asked to be a person who has good attitudes. A person who loves and respects his/her parents, relatives, orphans, rich people as well as poor ones. Besides, he/she loves the other creatures like flora and

Section One

Recount Text

Activity 1

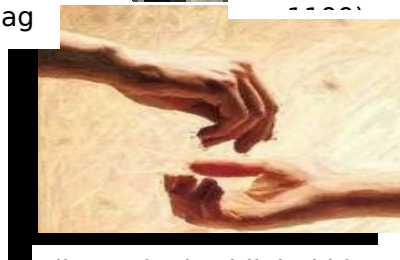
A. Look at the pictures below.



(<http://www.google.co.id/imag>



(<http://uir.ac.id/uir/?>



(<http://laelywidjajati.blogspot>.

B. In pairs, discuss the following questions.

1. What do you see from those pictures?
2. In your opinion, do all pictures show us good attitude?
3. Have you ever done those activities?

Activity 2

Read the poems, and then answer the questions that follow.

Love

I love Allah and the prophet
and the *sahaba* and my parents
all my brothers, all my sisters
who love Allah and the prophet
O' you muslims love each other
pray to Allah, pray together
don't follow the *shaitan*
remember the Quran
who teaches you to love each other
Allah tells us we are brothers
like a bunch of beautiful flowers

by sabri@ajman.ac.ae
(<http://www.jannah.org/articles/poems.html>)

1. What is the poem about?
2. What should we do as Muslims?
3. What does Allah tell us?
4. What does Qur'an teach?
5. Who is not followed by us?

A. Focus on Listening and Speaking

In daily life, sometimes we listen to someone telling her experiences and sometimes we also retell our experiences to other people. Now, in this part you are going to learn how to listen to someone telling her/his experience and how to retell our experiences to the others.

Activity 1

- A. The following words are used in Activity 1 part c. Find the meaning of the words in your dictionary.

went	left	saw	opened	walked	sat
was	wanted	thanked	arrived		

- B. Listen to your teacher telling a past experience when she went to *PasarBaru*.
- C. Listen again to your teacher and fill in the blanks with the correct words.

Helping an Old Lady

Two days ago I(1)... to Bandung with my sister to buy clothes at *Ponorogo* City Center. We (2)...the house at 10 a.m. Fifteen minutes later we arrived at Ponorogo's bus station. After that we took *Do'a* bus to go to *Ponorogo*.

In the bus, I sat on the third seat behind an old lady. Suddenly, the old lady (3)toward me. Then she said, "Would you like to help me?", "Oh, what can I do for you?" I replied. "I have lost my money, I cannot pay the fare". I (4)... my pocket and I saw that my money was still enough if I gave her. "Here is the money", I said. The old lady (5)... very happy and she said, "Thank you for helping me, I am sure God will bless you."

At 1 p.m., the bus (6)... in *Ponorogo*. We felt hungry. We went to restaurant first and then to *Ponorogo* City Center. After having lunch, I went to the cashier, and when I (7)... to pay, the cashier said, "you do not have to pay, the food is free for you". I was surprised. "Why?". "It is because you have helped the old lady, the old lady is the owner of this restaurant". "*Alhamdulillah*, thank God". Finally, we ...(8..) for the kindness of the old lady.

At 1:30 p.m. we left the restaurant and went to mosque to have dzuhur prayer. Then, we went to *Ponorogo* City Center, and we left *Ponorogo* at 5 p.m.

- D. Listen again and check your answer.
- E. Answer the questions based on the text.
1. Where did the teacher and her sister go two days ago?
 2. What happened to the teacher in the bus?

3. Why did the old lady ask for help?
4. What did the teacher say to offer for help?
5. What did the old lady say to ask for help?
6. Did the teacher help the old lady?
7. Why did the teacher and her sister not pay the food and drink?
8. What did they do after knowing that the food and drink were free?
9. Where did they go after having lunch?
10. When did they go back to *Ponorogo*?

F. Your teacher will tell you another story. Listen to the story carefully. Fill in the blanks with the suitable verbs in the box.

saw	prepared	gave	left	said
-----	----------	------	------	------

Almsgiving

Last Thursday was an unforgettable day for me and my family. In the morning my family and I (1)... everything we needed to go to *An- Nur* orphanage. We went there to give alms to orphans.

At about 8a.m, we arrived at *An-Nur* orphanage. We (2)...about seventy orphans welcomed us by singing *sholawat*. They were very young about 5-12 years old. Miss Aminah, the leader of *An- Nur* orphanage (3)... thanks for our coming. At about 8:15a.m my father (4)... speech. In his speech he said that he was very happy to meet all the members of *An-Nur* orphanage family. After my father finished his speech, we had lunch together. After having lunch we gave the orphans clothes, shoes, books, and bags. Finally, at 12:30 p.m. we (5)... *An-Nur* orphanage happily.

("If ye publish your almsgiving, it is well, but if ye hide it and give it to the poor, it will be better for you, and will atone for some of your ill-deeds. Allah is informed of what ye do.")

(Quran 2:271)

G. Listen again and check your answer.

H. Answer the questions based on the text above.

1. When did they go to *An-Nur* orphanage?
2. What was their intention to go to *An-Nur* orphanage?
3. What time did they arrive at *AN-Nur* orphanage?

4. What did they see when they arrived at *An-Nur* orphanage?
5. What did they do after having lunch together?

I. Grammar Focus

Simple Past Tense

Simple past tense is used to talk or tell about actions or experience in the past and when you are telling about your experience in the past, you are creating a recount text.

Here is the pattern of simple past tense:

A. Subject + Verb 2

For example: a. I went to *Ponorogo* two days ago.

S V2

b. We left *Ponorogo* at ten o'clock.

S V2

B. Subject + to be (was, were)

I, She, He, It → was

You, we, they → were

For example:

a. I was happy yesterday
S to be(was)

b. They were sick three days ago.
S to be(were)

Time signal : Yesterday, two days ago, last month, last year, this morning, etc

Activity 2

Past Form


When we want to tell our experiences in the past, we have to change the verb into past form. Look at the example.



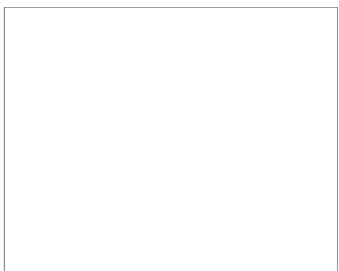
Regular Verb		Irregular Verb	
V1	V2	V1	V2
arrive	Arrived	come	came
ask	Asked	Do	did
call	Called	Go	went
help	Helped	drink	drank
look	looked	Give	gave
stop	stopped	write	wrote
study	studied	Run	ran
visit	Visited	Sing	sang
wait	Waited	swim	swam
learn	learned/learnt	speak	spoke

A. Regular verb

Look at the following pictures. Make a short dialogue about what you did in the past.

For example:

<p>Amir : What did you do yesterday?</p> <p>Anisa : I learned to read the Holy Koran with my mother and my Sister.</p>	
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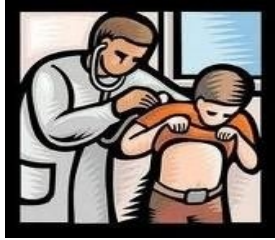
1.	
2.	
3.	




(All pictures are taken from: <http://www.google.co.id/images?hl>)

B. Irregular verb.

Now, look at the pictures below. Then make dialogues telling what you did in the past (yesterday, last Monday, last month, last holiday, two days ago, etc).

For example:

<p>Rahmi : What did you do last Monday?</p> <p>Fitri : I saw the doctor.</p>	
--	--

1.	
2.	
3.	

(All the pictures are taken from: <http://www.google.co.id/images?hl>)

Activity 3

A. In front of your teacher and friends, tell your experience when you were in one of the following places below For example:

Hospital

When did you go there?

“ Two days ago, I went to

With whom did you go there?

hospital with my

friend

What did you go there for?

Annisa. We went there for visiting Ali. He has been hospitalized since last week.

What did you do there?

Arriving at the hospital, we directly went to Ali's room. When we entered the room, we saw Ali his parents, and

his

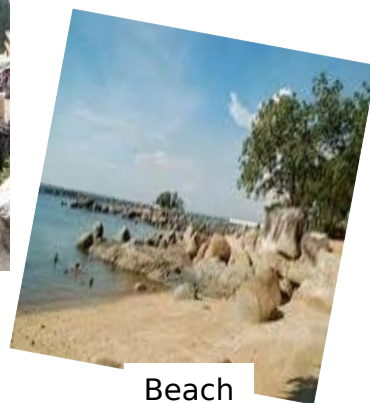
sisters. They welcomed us kindly. Later on we asked about the condition of Ali. Then his mother replied and told us about Ali's disease. At noon we went back home.”



Zoo



Traditional Market



Beach

B. Rahman and Rahmi are in the schoolyard. They are sharing their experiences. Here is their dialogue. Practice it with your partner.

Rahman : Where did you go last Sunday?

Rami : I did not go anywhere. I just stayed at home.

Rahman : What did you do?

Rahmi : I helped my parents. First, I cleaned the house then

watered the flowers, next I went to the kitchen to help my mother cook some foods. How about you?

Rahman : I went to the hospital.

Rahmi : What for?

Rahmi : My friend, Didi, was sick. So as a friend I had to see him.

Rahmi : I am sorry to hear that. With whom did you go there?

Rahman : I went there with my sister.

Activity

4

Work in groups. Make a dialogue about your activities in the past then act it out in front of your class.

B. Focus on Reading and Writing

In section one part A, you have learnt how to listen to someone's experiences and how to retell your past experiences to other people. Now you are going to learn how to read recount texts and how to write recount text.

A. Read the text carefully.

Fauzi went to the school's cafeteria alone yesterday. He went there to have lunch. At cafeteria, he ordered a plate of rice, a bowl of soup, an omelet, and a glass of tea. While waiting for the food, suddenly his friend, Hesti came. Then she sat on the chair in front of Fauzi. Her face showed that she was so sad. She said that she was hungry, but she could not buy food because she did not have enough money. Her

money was only enough for paying school fee. Fauzi was so sad to hear that. Then he remembered that he as a Muslim has the duty to give food to the poor people. As Allah *Swts* said in holy Koran “Have you seen him who denies the religion? He is the one who harshly rebuffs the orphan and does not urge the feeding of the poor”. (al-Ma'un: 1-3). After that he decided to share his foods with her. Then, they had lunch together. Finally after having lunch together, they left cafeteria to their class with happily.

B. Answer the questions based on the text above.

1. Where did Fauzi have lunch yesterday?
2. Who came to the cafeteria when Fauzi was waiting for the food?
3. Why did Hesti look so sad?
4. Did Fauzi share his food to her friend?
5. Why did Fauzi give his friend food?
6. What did they do after having lunch?
7. In your opinion, do we have to imitate Fauzi's attitude?

C. Read the text below. Then answer the questions.

One day when Aminah was walking home from school, she spotted a small cat lying on the side of the road. It didn't move as she walked by, but sat there shivering. She noticed that the cat was very thin, and its fur was dirty.

Aminah approached the cat cautiously, holding out her hand and bending over to show that she wasn't a threat. The cat stood up shakily and came to her, licking her hand. It had no tags and looked hungry. Aminah was afraid that the cat might get sick outdoors in the snowstorm that was predicted. So, she untied the ribbon that held her books together and made a kind of leash to lead the cat home. When she arrived, she told her mother about how she had found the cat. Together, they called animal shelter.

The man at the shelter said a week earlier a family had lost a cat that matched the cat's description. Aminah and her mother took the cat to the shelter, to give it back to its owner.

(Adapted from: Young Person's Character Education Handbook)

1. What did Aminah see on the side of the road?
2. How was the condition of the cat?
3. What did Aminah do to the cat?

D. Study the explanation below.

The text above retells events in the past. So the text above is called Recount text.

Recount is a text which has social function to retell events for the purpose of informing or entertaining. In order to understand recount text deeper, read the following text carefully and study the structure of the text.

Orientation	→	Yesterday we went to Yogyakarta. We had charity program there.
Event 1	→	We visited the camp of the victims of Mount Merapi eruption.
Event 2	→	We saw a lot of people were sad facing the disaster.
Event 2	→	To alleviate their sadness, we gave them something that was needed like rice, noodle, and clothes.
Event 3	→	In the afternoon, we left the camp and went to restaurant to have lunch.
Event 4	→	After having lunch we went to mosque to do <i>dhuhur</i> prayer.
Re-orientation	→	At half past two p.m, we left Yogyakarta to our hometown Tasikmalaya.

Conclusion: The structure of recount text:

- | | | |
|--------------------------|--|---|
| 1. Orientation | Giving the reader or listener the background information needed to understand the text (who, when, where) | → |
| 2. Events | series of events ordered in chronological sequence. | → |
| 3. Re-orientation events | optional-closure of | → |

- E. Read this text carefully. Then discuss with your friends the questions that follow.

Last night I went to my neighbour's wedding party with my family. It was the wedding party of the son of my father's boss. Well, in the party I had *rawon* and *sate madura*. It's really nice to have them in a traditional wedding like this one. Then I had some *dawet ayu*. After that, I sang for the happy couple. At about 09.15 p.m we went home. We arrived home rather late. I felt really very happy.

(Adopted from: Contextual Teaching and Learning; Bahasa Inggris)

1. What did the writer do last night?
2. Whose wedding party was it?
3. What food did the writer have at the party?
4. What drink did the writer have at the party?
5. When did the writer go home?
6. How did the writer feel?

Activity 2

A. Read the text below and study the pronouns

I had an interesting weekend with my friend. Her name is Silvia. On Sunday, I visited her house. In the afternoon, I played games with her. After that, we helped her mother in the kitchen.

B. Study the explanation below.

Using pronouns

When you write the same word many times in a passage it is boring to read. To avoid repeating the same word, you can use a pronoun instead. A pronoun is a word that is used in place of one or more nouns. Personal pronouns (he/ him, she/ her, I/ me, you/ you, they/ them, we/ us, it/ it) show who is doing what [to who]. Possessive pronouns (his, her, my, your, their, our, it) show who something belongs to.

C. Complete the passage by using the correct “pronouns”

he my me they we

My weekend

On Sunday morning (1).....went to the park to fly kites. Our kites looked so pretty flying in the sky!. (2).... were so high up, we could almost not see them. They stayed up a long time too! But then (3).... kite got stuck in a tree. I couldn't get it out again because its tail was caught on a tree branch. A boy in the park helped me. (4)....climbed the tree and got the kite for (5)... "Here's your kite," he said. I said thank you. In the afternoon we went home. What a great weekend it was.

(Adapted from: Boost Writing 2)

Activity

Write a recount text of your own. Think about a memorable event in your life. Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.

Section Two:

- **Asking For and Giving Opinion, and Offering Help**
- **Short Functional Text: Postcard**

In daily life, we sometime not only need an opinion of something from other people but also we sometime are asked to give an opinion of something to other people. Therefore, we have to understand the way how to ask for and giving opinion.

Activity 1

A. Read the dialogue below. Pay attention to the underlined words.

- Aisyah : Hi, Assalamu'alaikum.
 Rita, Ahmad : Wa'alaikumsalam.
 Aisyah : What are you doing here?
 Rita : We are talking about people who become the victims of Mount Merapi eruption.
 Aisyah : I am so sad to hear that. Hundreds of people passed away and many families lost their houses, livestock and many children become orphans.
 Ahmad : Because of that, we have planned to help them in the form of giving some money, foods, and clothes. What do you think of that?
 Aisyah : I think that's a good plan. I agree with you. As a Muslim

and as a citizen we have to help our brothers and sisters by giving them alms or become a volunteer. How will we get the money, foods and clothes?

- Rita : We will make an announcement about that. I hope all the students will give alms or charity.
- Ahmad : Ok, as the leader of OSIS, I will meet our headmaster to discuss this plan tomorrow. I hope he will agree.
- Rita : In my opinion, our program is good. So, I am sure he will agree.

⇒ Look at how Ahmad ask for opinion

What do you think of that?

⇒ This is how Aisyah gives her opinion.

I think that's a good plan. I agree with you

Now, answer the following questions.

1. What are they talking about?
2. What does Ahmad say to know Aisyah's opinion about the program?
3. Does Aisyah agree with their program?
4. What will they do to help the victims of Mount Merapi?
5. How do they collect the money, foods and clothes?

Activity 2

A. Your teacher will ask two of your friends to read a dialogue between Rizki's mother and Rizki. Listen carefully.

- Rizki : Mother, what are you doing?
Rizki's mother : Oh, I am sweeping the garden.
Rizki : I think you look so tired, can I help you?

Rizki's mother :Thanks Rizki, but I am not tired. So I can do it bymyself.

Look at how Rizki offers help to his mother.



Can I help you?

This is how Rizki's mother refuses Rizki's help.



Thanks Rizki, but I am not tired

Answer the questions based on the text above.

1. What is mother's Rizki doing?
2. What does Rizki say to offer his help to his mother?
3. Does his mother accept his offering help?

B. Explanation

Note: From the dialogues above you have learned how to ask for and give opinion, and how to offer help and respond to it.

Offering Help	Response	
	Accept	Refuse
<ul style="list-style-type: none"> - Can I help you? - Can I give you a hand? - Could I help you? - May I open the door? - Do you need help? - What can I do for you? 	<ul style="list-style-type: none"> -Yes please - that's very kind of you -yes, thanks. - can/could you... 	<ul style="list-style-type: none"> - No, thanks -No, thank you - That's very kind of you but I can manage it.

Asking for opinion	Giving Opinion
--------------------	----------------

- What do you think of...?	I think,
- What's your opinion about?	In my opinion,
- How do you feel about.....?	From my point of view,...
- Do you think that ...?	In my humble opinion,
- What would you say about..?	To say frankly,
	To be honest,
	... I think.
	I suppose ...
	... I suppose.
	I guess

Activity 3

Work in pairs. Choose one of the situations below then make a dialogue.

1. You get confused choosing between going to hospital to see your friend or accompanying your mother to wedding party. Ask your friend's opinion.
2. You are in the cafeteria. When you are having lunch suddenly you see your friend crying. Offer him help.
3. You are in public transportation with your friends. When you will pay the fare suddenly one of the passengers says that he lost his money. Ask your friend's opinion about offering her help.
4. Your mother is busy preparing some food for dinner. Offer her help.

Activity 4

Sometimes we want to share our experience or everything to our friends. Because of that we usually send a postcard. Read the postcards below.

Postcard 1

Dear Rahman,

Yesterday, I went to my friend's birthday party with my family. When we arrived at her house, we were welcomed



by her and her parents. I said to my friend “Happy Birthday, wish you the best”. After that I had *nasi timbel* and *pais lauk*. It’s really nice to have them in a traditional birthday party like this one. Then I had, you know what, some *cendol*. After that, I listened to a singer singing for the happy friend. At about 09.15 we went home. We arrived home rather late. I felt very happy.

Cheers

Hilman

To: Rahman
Jln. BuahBatu no 2
Bandung

Work in Pair. Answer the questions based the postcard above.

1. Who wrote the postcard?
2. What did he write in the postcard?
3. When did Hilman go to his friend’s birthday party?
4. What did he say when he shook his friend’s hand?

Postcard 2

Dear Indri,

On my last vacation, my family and I went to Jakarta. We left the house at 9:30 p.m. We did not take bus to go there but my father rented a car. We arrived at Jakarta at 3:45 a.m.

In Jakarta we visited some places. First we visited the Istiqlal Mosque then Tugu Monas. After that we visited DuniaFantasi. In the late afternoon, we left Jakarta to Tasikmalaya.

Love

Atikah

Work in Pair. Answer the questions based the postcard above.

1. Who wrote the postcard?
2. When did the writer go to Jakarta?
3. With whom did they go there?
4. Where did they go after visiting Istiqlal Mosque?
5. When did they leave Jakarta to Tasikmalaya?

Activity 5

In a group of four write a postcard to a friend about your exciting experience in the past

Section Three Glossary of Vocabulary

In this section you will learn how to pronounce some words that used in this unit besides you will learn part of speech of them.

A. Read and observe the table below.

Words	Part of Speech	Phonetic Transcription (Pronunciation)	Indonesian Equivalent
attitude	N	/ˈæɪtɪtju:d/	sikap
behind	Adv	/biˈhaɪnd/	dibelakang
breakfast	N, V	/ˈbrekfəst/	sarapan, makanpagi
continue	V	/kənˈtɪnju/	meneruskan, melanjutkan
event	N	/iˈvent/	kejadian
experience	N	/ɪkˈspɪəriəns/	pengalaman
hungry	Adj	/ˈhʌŋɡri/	lapar

fly	V	/flai/	menerbangkan
kite	n/v	/kait/	layanglayang, pergi
kindness	N	/kaindess/	kebaikan
mosque	N	/mɒsk/	mesjid
orphan	N	/ˈo:fn/	anakyatim
poor	Adj	Pʊə(r)	miskin
rich	Adj	riʃ	kaya
relatives	N	/ˈrelətivs/	keluarga, family
recount	V	/,ri: ˈkaunt/	menceritakan

B. Now your teacher will pronounce the words. Listen and repeat after your teacher.

Fun Activity

Sing this song.

What Friends Are For
By Stevie Wonder

Verse 1

And I

Never thought I'd feel this way

And as far as I'm concerned I'm glad I got the chance to say

That I do believe I love you

And if I should ever go away

Well then close your eyes and try to feel the way we do today

And than if you can't remember.....

Chorus

Keep smilin'

Keep shinin'

Knowin' you can always count on me

for sure

that's what friends are for

In good times

And bad times

I'll be on your side forever more

That's what friends are for

Verse 2

Well you came and open me

And now there's so much more I see

And so by the way I thank you....

Ohhh and then
For the times when we're apart
Well just close your eyes and know
These words are coming from my heart
And then if you can't remember....Ohhhhh
(Repeat chorus 3x)

(<http://www.lyrics007.com/Stevie%20Wonder%20Lyrics/That%27s%20What%20Friends%20Are%20For%20Lyrics.html>)

Summary

In this unit you have learned:

- a. how to respond to spoken recount being told to you;
- b. how to make spoken recount of your own
- c. how to respond written recount
- d. how to make written of recount of your own
- e. how to make postcard
- f. how to ask and give opinion
- g. how to offer help and respond it
- h. how to make dialogue about asking, giving for opinion, and offering help



In this unit, you will learn how to

- a. listen to and answer spoken stories.**
- b. retell your past experiences.**
- c. write your past experiences.**
- d. compliment and congratulate someone else.**
- e. make greeting cards, and invitation card.**

Pilgrimage or hajj is one of the five pillars of Islam.

It is a once-in-a-lifetime obligation for those Muslims who have the physical and financial ability to undertake the journey.

(Al-iImran,3/97).

Section One:

Recount text

In this section you are going to learn how to listen to someone telling her/his experiences, how to retell your experiences to other people, how to comprehend text and how to write your experiences.

Activity 1

Study the pictures below with your friends! Discuss the following questions to get some ideas from the pictures!



1. What are the people doing?
2. Where do the people perform this activity?
3. When do pilgrims perform it?



1. What are they doing?
2. When do they perform it?



1. What are they in the picture?
2. What will Muslims do to the cows in Idul Adha day?

Activity 2

Listen to your teacher sing “ Go to hajj” song then repeat after her/him!

Go to Hajj

Go, go, go to hajj
Any way you can
Verily, verily, verily, verily
Do what Allah commands.



(source: http://members.optusnet.com.au/~umm_pub/hajjActivities.html)

Focus on Listening and Speaking

Dzulhijjah is one of the names of Islamic months. In this month, Muslims celebrate *Idul Adha*. Besides, many Muslims perform pilgrimage. So, we often listen to someone telling her activities during this month and sometimes we also retell our activities to other people. Now, in this part you are going to learn how to listen to someone telling her/his unforgettable experience during this month and how to retell our experiences to the others.

Activity 1

- A. Read the words below and find out the Indonesian meaning of these words in your dictionary! They are used in the text on the following page.

celebrated mosque perform
prayer went
month activity saw prepared
sacrifice

- B. Listen to your teacher telling a past experience while she celebrated *Idul Adha*! While you are listening to your teacher, pay attention to the events which your teacher experienced in the past!

Idul Adha Celebration

Last month was special month for me. It was because on November 17 I celebrated *Idul Adha* with my extended family. On the day of celebration my family and I did several activities. At six o'clock a.m we went to the mosque to perform *idul adha* prayer. When we got to the mosque we saw a lot of people

who would perform *idul adha* prayer. They prepared their prayer rug (*sajadah*) and *mukena*.

At half past seven, we finished doing *idul adha* prayer. After that my family and I went to the field behind the mosque. When we got there, we saw 8 cows and ten sheep to be slaughtered. Besides, I saw two vets and some butchers. At half past nine, I saw the butchers brought knives and some kinds of tool to slaughter the cows and sheep. After that the *ustadz* came and asked us to pray together before slaughtering the animals. We went back home after the butchers finished slaughtering the cows and sheep. In the afternoon, we made a lot of *satay*. We ate and shared some *satay* with our neighbor.

C. Find whether each statement is true (T) or false (F)! Correct the false ones!

No	Statement	T	F
1.	The writer celebrated <i>Idul Adha</i> alone.		
2.	At six a.m the writer and her family went to the mosque to perform <i>Idul Adha</i> prayer.		
3.	After doing <i>Idul Adha</i> prayer, the writer and her family went back home.		
4.	There were 8 cows and 7 sheep that would be sacrificed.		

D. Your teacher will tell you another past experience. Listen to the story carefully, and then do the following exercise to help you understand!

Last year I went to Mecca to perform pilgrimage with my grandfather. We went there by plane. For me performing pilgrimage was one of the happiest times in my life.

I felt so happy when I did *ihram*, *tawaf* and *sa'i*. It was wonderful to walk around the ka'aba seven times while praying for Allah to help us. The most wonderful day was the day of Arafat. It was wonderful to see so many millions of Muslims from all over the world together in one place praying and reading the holy Quran. After that we went to Madinah where we spent happy days in the Prophet's Mosque. We enjoyed praying and reading holy Quran from sunrise to sunset. When we went back home we were feeling tired, but very happy.

1. When did the writer go to Mecca?
2. With whom did the writer go there?
3. What did the writer and her grandparent do in the day of Arafat?

4. Where did she and her grandparent spend happy days in Madinah?
5. What did they do in Prophet's Mosque?

Activity 2

- A. Tell your friends about your experience in the first day of *Tashrik* day of last *Dhulhizah* month!
- B. There is a dialogue between Helmi and Ayu. Read the dialogue carefully and practice it with your friend!

Helmi : Ayu, I heard that your parents went to Mecca last month, is it true?

Ayu : Yes, my parents went to Mecca last month.

Helmi : What did they do?

Ayu : They performed one of the five pillars of Islam namely pilgrimage

Helmi : Did they tell you about their activities while they performed hajj?

Ayu : Of course they told me about their hajj activities. First, they did *ihram*, then performed welcome *tawaf* and *sa'i*. After dawn prayer on 8th of Dhulhijjah they went to Mina. On the 9th of Dhulhijjah, after dawn prayer, they left Mina to Arafah to perform *wukuf*. From Arafah, they proceeded their journey to Muzdalifah. Having finished doing activities in Muzdalifah, they went back to Mina for stoning of *jammah ul kubra*. Then, they returned back to holy Mecca to perform *tawaf*. Next they went back to Mina and spent three days for stoning of the three pillars representing satan. And the last, they did farewell *tawaf* in the holly city Mecca.

Helmi : Did they feel tired to do all those activities?

Ayu : No, they did not feel tired although they had to do all activities. It was because they felt that performing hajj is the way to closed the God, Allah SWT. So they were happy while they were doing all the activities.

Helmi : I am very pleased to hear that. I hope one day I will be able to perform hajj.

Ayu : Me too.

C. Answer the questions based on the dialogue above!

1. When did Ayu's parent go to Mecca?
2. What for did they go there?
3. What did they do in performing hajj?

D. Your friends will practice this dialogue, listen carefully!

- Halim : Aziz, where did you perform *Idul Adha* prayer? I did not see you in the field.
- Aziz : I am sorry I did not tell you before. I celebrated *Idul Adha* in Jakarta with my Grandparents so I performed *Idul Adha* in Istiqlal Mosque.
- Shopiaty : In Istiqlal Mosque...wow it is great. Can you tell me your experience while you perform *Idul Adha prayer* in Jakarta?.
- Aziz : I arrived at Istiqlal Mosque at half past six. When I arrived, I saw the mosque was full by people. I sat near my grandfather and we separated with my grandma. At about ten minutes later I saw the president and vice president came with their wives. Five minutes later the idul adha prayer was started. After having idul adha prayer, we did not back home but went to behind the mosque to see the process of sacrificial animal or *qurban*. I saw there were many cows and sheep that would be slaughtered. Finally after seeing the process of slaughtering cows we went back home.
- Halim : That was wonderful experience.

E. Answer the questions below!

1. Where did Aziz performed Idul Adha prayer?
2. With whom did he go to Istiqlal Mosque?
3. What did he see after sitting in the mosque?

F. **Work in Group!** Make a dialogue about your activities in Idul Adha day then practice it in front of the class!

Focus on Reading and Writing

In this part you will read some texts about someone's experiences in doing pilgrimage and celebrating *Idul Adha* and then you will write your unforgettable experience when you were celebrating *Idul Adha*.

Activity 1

A. Study these words and find out the Indonesian meaning.

pilgrimage	religious	return
dawn	intention	recite
stay	shave	declare

B. Read the text on "Pilgrimage" below. Then answer the questions.

Pilgrimage

This morning my friend told me a story of her religious trip. Last month she went to Mecca for performing pilgrimage or hajj with her parents. On October 17th, they left their house at 8 a.m in the morning to Juanda Airport Surabaya. The plane took them to the King Abdul Aziz airport in Jeddah.

She said that in doing "*hajj al- ifrad*" they had to do some activities. First they did ihram. They put on white clothing of *ihram* and verbally declaring the intention to perform *hajj al – ifrad* by reciting the *talbiyah*. Then they performed welcome *tawaf* and *sa'y*. On the 8th of Dhul-hijjah they went to Mina. They stayed in Mina from after dawn prayer until after dawn prayer of 9th Dhul-Hijjah. After performing the dawn fajr prayer, they left Mina for Arafah to perform wukuf. When the sun had set they left Arafah to Muzdalifah. They stayed in Muzdalifah from after sunset on 9th Dhulhijjah till after the dawn prayer of the 10th of Dhul-

hijjah. In this place they collected 70 pebbles for stoning ceremony. Then before the sun had risen, they preceded the journey to Mina for the stoning of “*jamarat ul- kubra*” and followed by shaving of hair. Having finished working on it, they returned to the holly Mecca to perform “*tawaf al -ifadha*”. After that they returned to Mina. They spent three days, the 11th, 12th, 13th of Dhul- hijjah in this place for the stoning of the three pillars representing satan. The last they did farewell *tawaf* in the holly city of Mecca. On November 30th, they left Mecca for Indonesia.

Answer the questions based on the text above.

1. When did the writer’s friend go to Mecca?
2. With whom did she go there?
3. When did they go to Arafah to perform *wukuf*?
4. Did they go to Muzdalifah?
5. What did they do in the last activity?



A. Read the letter below and answer the questions.

Dear Andre

How’s everything? I just came back from my grandparents’ house in Bandung. I had a great Idul Adha celebration there.

In the first day of Idul Adha, at half past five, my family and I went to Baiturrahman Mosque. We went there to perform Idul Adha prayer. In the following day, at nine o’clock am, we went to the yard of Baiturrahman mosque. We went there to watch the process of butchering cows and sheep in Islam called *Qurban*. I got carried away with the *Qurban* activity. Finally at twelve o’clock we left the yard of Mosque and brought one kg of meat. Andre, from Idul Adha celebration, I learned a lot about how to be a kind and sincere person.

Talk to you soon,
Irma

Questions:

1. Who wrote the letter?
 - a. Andre
 - b. Irma
 - c. My family

2. What is the letter about?
 - a. Bandung
 - b. Andre's experience in celebrating Idul Adha in Bandung
 - c. Irma's experience in celebrating Idul Adha in Bandung

3. What did she do in the first day of Idul adha?
 - a. She performed Idul Adha prayer.
 - b. She watched the process of slaughtering cows and sheep (*Qurban*)
 - c. She made satay.

4. What did she learn something from idul adha celebration?
 - a. She learned how to be a stingy and kind person.
 - b. She learned how to be kind and sincere person.
 - c. She learned how to be wicked and sincere person.

Dear Chandra,

On December 18 I left Tasikmalaya to my aunt's house in Jakarta. I spent two days there. I helped my cousins prepare everything to welcome my aunt's arrival from Mecca. On the first day, I swept the garden in the morning and in the afternoon, I accompanied my cousins to buy some veils, sajadahs and some Arabic food such as dates and "zam zam" water.

The next day, I went to Soekarno Hatta airport with my family to pick up my aunt. At about a quarter to ten AM, my aunt arrived. All families gave her a big hug and said "congratulations: May your hajj be accepted". In the afternoon I went back to my home in Tasikmalaya.

Cheers,

Fatimah

Questions:

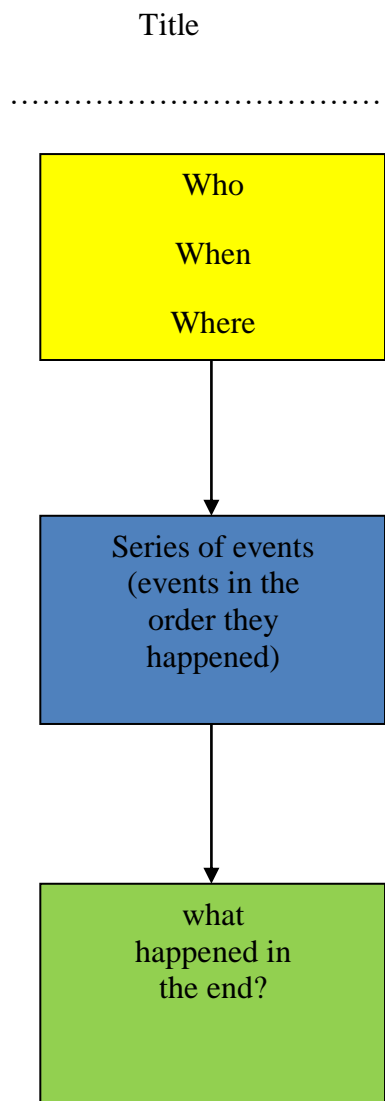
1. Who received the postcard?
2. Who wrote the postcard?

3. When did the writer go to Jakarta?
4. What did she do in Jakarta?

Activity 3

Work in pairs.

Make a recount text about your experience in celebrating *Idul Adha*. You can use the following flowchart as guidance.



Section Two:

Transactional texts (Congratulating, Complimenting) and Short Functional text: (greeting cards, and invitation card)

Focus on Congratulating and Complimenting

On some religious or social occasions, people celebrate some events. For example, *Idul fitri*, *Idul adha*, Islamic new year, having a new baby, become the winner, etc. Here are some examples of phrases of congratulations appropriate to those situations.

Activity 1

Practice reading these expressions aloud.

- Congratulations, Happy Idul fitri. May Allah forgive our guiltiness.
- Happy Idul Adha.
- Happy Islamic new year.
- Congratulations on your achievement. You have done pilgrimage. May Allah Swt make you a *mabrur hajjah*.
- Happy birthday.
- Congratulations on your winning the English speech contest.
- Congratulations on your mastering thirty *juz* of Quran.
- Congratulations on your getting good mark in maths.

Here are some examples of the kinds of compliments common in religious or social situations. Read them aloud.

- This is the nicest mosque in my village.
- You have a beautiful Islamic boarding school.
- You are very smart in reading holy Quran.
- Your voice is so melodious
- I like your *gamish* (woman Islamic cloth)
- The *ketupat* tastes delicious.
- I like your new veil.
- What a good idea.

The most common response is “Thank you.”

Activity 2

- A. Read the dialogues about congratulating below and practice with your partner in front of the class.

Dialogue 1

Syarif : I heard that you have won the English speech contest.
Congratulations on your achievement. I am very proud of you.

Aziz : Thank you, Syarif.

Dialogue 2

Irma : Happy Islamic new year. I hope your wishes will come true in
this new year.

Sandra : Thank you, Irma.

Dialogue 3

Atikah : Ari, congratulation on your success in doing pilgrimage. May
your hajj be accepted by Allah Swt

Ari : *Amiin*. Thanks Atikah.

B. Study the dialogue about complimenting below then answer the questions.

Zaskia : Assalamu'alaikum Anita.
Anita : Wa'alaikumsalam Zaskia.
Zaskia : Wow...what a beautiful bag! Is it a new bag?
Anita : Thanks Anita. Yes, it is my new bag.
Zaskia : Your bag is very nice. I have never seen a bag like this before. Could you tell me where you got it?
Anita : It is from SINAR STORE in Asia Plaza Tasikmalaya.
Zaskia : Oh, I see.

Questions:

1. What is Zaskia complementing?
2. What expression does she use?
3. Where did Anita buy the bag?

Focus on Short Functional Text (greeting cards and invitation card)

Activity 1

We often write cards to congratulate somebody. Study the examples then answer the questions below!

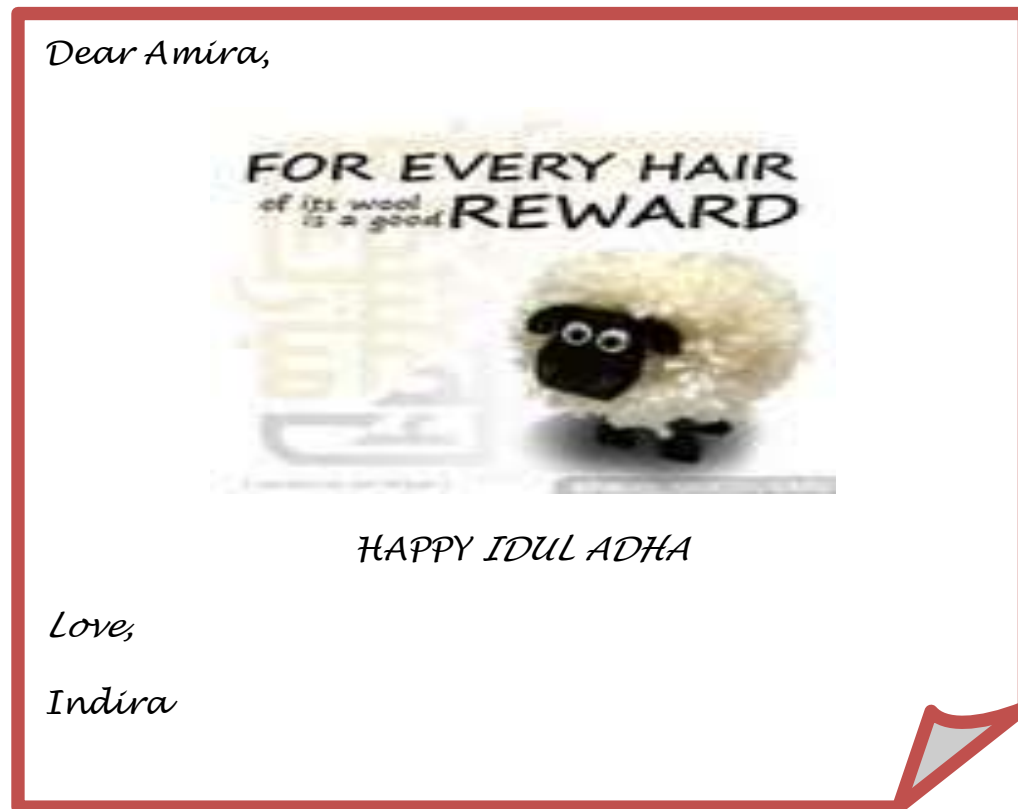


Dear Annisa

I heard that you are going to Mecca next week to perform hajj with your parents. I am so happy to hear that. **Congratulations!** You deserve it.

Cheers,
Iqbal

1. Who wrote the card?
2. What is the card about?
3. What did Iqbal say to Annisa?



1. Who wrote the card?
2. Who received the card?
3. What did Indira say to congratulate Amira?

Activity 2

Work in pairs. Choose one of the situations below then write a card to congratulate your friend.

1. She has passed the final exam and highest score in religious subject.
2. She has had a new brother or sister.
3. He has got a new bicycle.

Activity 3

- A. People also usually write card to compliment. Study the examples below then answer the questions!

Dear Yulia,

Thank you very much for the yashmak. I like not only the model but also the motif. It's very beautiful.

With love,

Shopiaty

1. Who received the card?
2. Who sent the card?

Dear Karina,

I liked your performance yesterday. You sang two songs with full of expression and your voice was so melodious.

Love,

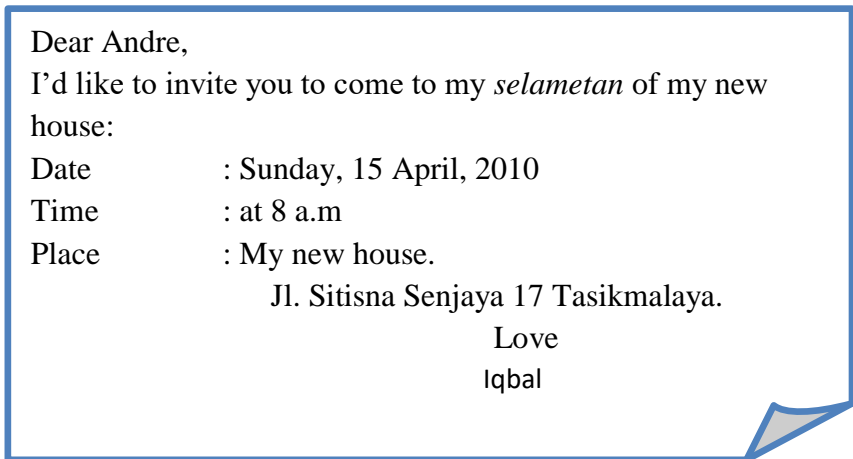
Amanda

B. Work individually. Write a card to compliment your friend based on the following situation.

- Your friend gave you a new bag. You like it because the bag is unique and beautiful.
- At her birthday party, Anita looked so beautiful with her beautiful blue gown.

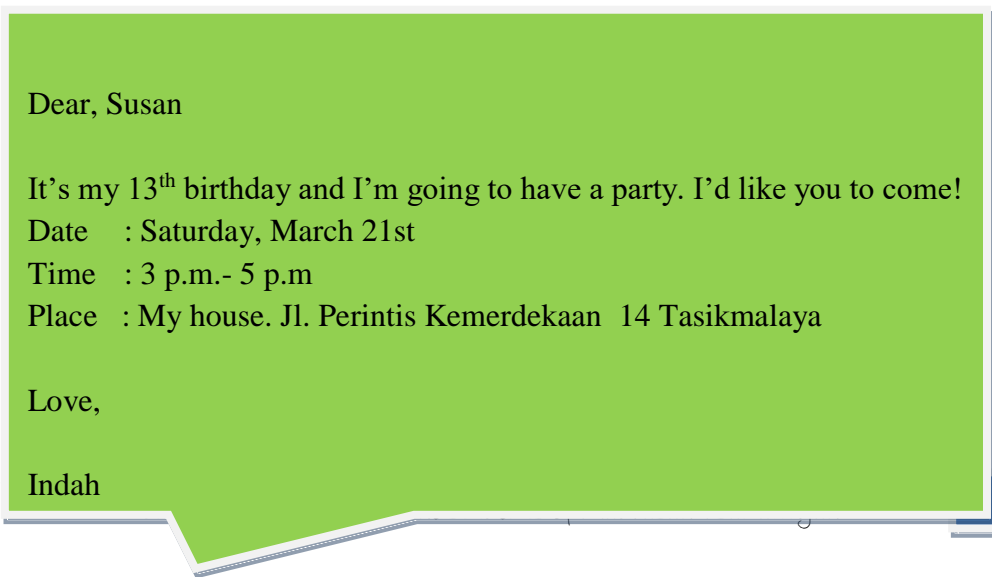
People usually invite others when they celebrate special events. Here are the examples of invitation cards.

Invitation card 1

A rectangular invitation card with a blue border and a small folded corner effect at the bottom right. The text is as follows:

Dear Andre,
I'd like to invite you to come to my *selamatan* of my new house:
Date : Sunday, 15 April, 2010
Time : at 8 a.m
Place : My new house.
 Jl. Sitisna Senjaya 17 Tasikmalaya.
 Love
 Iqbal

Invitation card 2

A rectangular invitation card with a green background and a white border. The text is as follows:

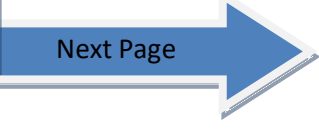
Dear, Susan

It's my 13th birthday and I'm going to have a party. I'd like you to come!

Date : Saturday, March 21st
Time : 3 p.m.- 5 p.m
Place : My house. Jl. Perintis Kemerdekaan 14 Tasikmalaya

Love,

Indah

A blue arrow pointing to the right, containing the text "Next Page".

Activity 4

Write an invitation card to a birthday party you are having.

Vocabulary

Section 3

Glossary Of Key Words

Words	Part of Speech	Phonetic Transcription	Indonesian Equivalent
card	N	/ka:rd/	kartu
compliment	N	/ˈkɒmplɪmənt/	pujian
congratulate	V	/kənˈgrætʃuleɪt/	memberi selamat
deserve	V	/dɪˈzɜ:v/	berhak
event	N	/ɪˈvent/	kejadian
experience	N	/ɪkˈspɪəriəns/	pengalaman
pilgrimage	N	/ˈpɪlgrɪmeɪdʒ/	naik haji
celebrate	V	/ˈselbreɪt/	merayakan
invite	V	/ɪnˈvaɪt/	Mengundang

Fun Activity

Unscramble each word below.

1. magegripil

2. rapyer

3. twen

4. accem

5. racelebtion

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

6. craonglatetu

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Summary

In this unit you have learned:

- a. how to respond to spoken recount being told to you;
- b. how to make spoken recount of your own
- c. how to respond written recount
- d. how to make written of recount of your own
- e. how to make greeting card and invitation card
- f. how to congratulate and compliment someone.

PROTECT FLORA AND FAUNA



In this unit, you will learn how to

- a. respond to spoken descriptive texts;
- b. create spoken descriptive texts;
- c. identify ideational meanings of descriptive texts;
- d. write descriptive texts;
- e. create announcement or notice.

“Do you not see that to God bow down in worship all things that are in the heavens and on the earth - the sun, the moon, the stars, the mountains, the trees, the animals...” (Quran 22:18)

Text Type

Descriptive Text

Describing Flora and Fauna

Allah SWT has created not only man but also flora and fauna. Those flora and fauna live around us. Thus, we as man have obligation to take care of those flora and fauna.

“And we do not send you but to spread kindness for the universe.”
(Qur’an, Al Anbiya: 107)

Activity 1

A. Look at the pictures of flora and fauna below!



Casablanca Lily

(<http://www.800florals.com/care/glossary.asp>)



Sheep

(<http://www.wpclipart.com/>)



Rose

(<http://www.800florals.com/care/glossary.asp>)



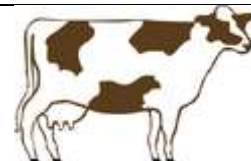
Tiger

(<http://www.wpclipart.com/>)



Tulip

(<http://www.800florals.com/care/glossary.asp>)



Cow

(<http://www.wpclipart.com/>)



B. Put the names of kinds of the flora and fauna in the table!

Fauna	Flora
1. Camel	1. Mango tree

Activity 2

- A. Answer the following questions!
1. Do you like plants?
 2. If yes, what kinds of plants do you have in your garden?
 3. How do you take care of your plants?
 4. What kinds of plants grow around your school?
- B. Answer the following questions!
1. What kinds of animals live around your house?
 2. Do you like animals?
 3. What kinds of animals do you have?
 4. How do you take care of your animal?



Focus on Listening and Speaking

In this part you are going to learn how to listen someone describing her/his favorite animal and plant. Besides you are also learning how to describe your favorite animal and plant to your friends.

Activity 1

- A. Listen and repeat these words after your teacher! Then find their meaning in your dictionary!

cat adorable cute fur soft
treat brown regular run fast

- B. Now look at the picture of cat below. Your teacher will read a paragraph about cat from the listening script. Listen and fill in the blanks with correct words!

.....
Hi, my name is Zahra. I am thirteen years old. I like animal and my favorite animal is I do like cat because my Prophet Muhammad SAW loved cat and His cat was Muezza.

My cat is Kathy. He is a Cat. Although he is a regular cat he is adorable. Kathy is very and beautiful. Kathy has brown and white fur. His is very soft.

Kathy is very active. He runs fast. Kathy likes to run around the house. Every afternoon he always plays with me in the garden. When he feels tired, he always goes to sofa. After that he usually sleeps in the sofa.

Kathy.... drink milk. Because of that, every morning, I give him a glass of milk. Kathy does not like rice, so I give him other kinds of food.



("Islam teaches Muslims to treat cats well because the cat is a creature to be cherished and loved. Mistreating a cat is regarded as a severe sin in Islam")

C. Answer the questions based on the text above!

1. Who is Kathy?
2. What are the colors of Kathy's fur?
3. What does Kathy do when he feels tired?
4. Does Kathy like drinking milk?
5. Does Kathy always eat rice every day?

D. Discuss your answer with your friend!

Activity 2

A. Listen again! Your teacher will read a monologue text on "Rambutan Tree".

Rambutan Tree

This is a rambutan tree. It grows in my garden. It has dense leaves. Besides, it has big trunk and strong roots. Every year it gives us a lot of rambutans. Not only my family and I like rambutans but also our neighbors and our relatives. Because of that, we always share our rambutans with them.



<http://un2kmu.wordpress.com/2009/12/>

B. Answer the questions based on the text.

1. Where does the Rambutan tree grow?
2. Does it have dense leaves?
3. Does rambutan tree have weak roots?
4. Does the writer's family like rambutan?
5. Why does the writer's family share rambutans with relatives and neighbor?

A

A. Study the explanation below.

In the monologue activity 1 and 2 you find the following phrases. Pay attention to the words in bold.

Activity 1

Dolly has **brown and white** fur.

Dolly has **brown** eyes.

Dolly is **an adorable** cat.

Activity 2

It has **big trunk**.

It has **dense leaves**.

It has **strong roots**.

These bold words are called adjectives. They are used to describe noun (fur, eyes, cat, trunk, leaves, and roots).

B. In the texts above you have found many adjectives. Below is the table of how to arrange adjectives into a good sentence.

For example: 1) I have a (new-pink-big- wood) house.

I have a big new pink wood house.

2) I have a (red- new) Muslim cap.

I have a new red Muslim cap.

Adjective				Noun/thing
size	age	color	material	
Big	old	grey	-	elephant
Small	young	brown	-	cat
Thick	new	red	-	book
Small	new	black	leather	bag

Activity 4

Let's Sing This Song.

All the Pretty Little Horses




Hush-a-bye, don't you cry
 Go to sleep my little baby
 When you wake, you shall see
 Coach and six-a-little horses



Blacks and bays, dapples and grays
 All the pretty little horses

Hush-a-bye, don't you cry
 Go to sleep my little baby
 When you wake, you shall have
 All the pretty little horses

Blacks and bays, dapples and grays
 All the pretty little horses
 Blacks and bays, dapples and grays
 All the pretty little horses

Describe the following animals. Look at the example.

No	Picture	Description
1.		<p>My grandfather has two swans. The swans are white. Besides they have long neck and two legs.</p>
2.		
3.		

4.		
5.		

Activity 5

- A. Work Individually. Describe your favorite animal or plants/flower orally in front of your friend. Use the following questions as guidelines to prepare your description. Look at the example.

Example:

I have many kinds of flowers in my garden. My favorite is roses. They are small and cute. The color is red. Every day I water them. Because of that my roses grow beautifully.

Animal	Plants
<ul style="list-style-type: none"> - Do you have pets at home? - What is your favorite pet? - How does your pet look like? (the body, the fur, etc.) - What kind of food do you give to your pet? - What does your pet like to do? 	<ul style="list-style-type: none"> - Do you have any plants at home? - If yes, what is your favorite plants? - How does your plants look like? (leaves, root) - How do you take care of plants? (watering, giving fertilizer, etc)

B. Role Play.

Read the dialogue below and practice it.

Sinta, Arfi and Maryam are in the school's garden now. They are talking about their favorite animal and plant. Suddenly Fahmi comes and joins them.

Fahmi : Assalamu'alaikum.
 Adri, Sinta, Maryam : Wa'alaikumsalam.
 Fahmi : What are you talking about?
 Adri : We are talking about our favorite animal and Plant.
 Fahmi : Wow... that sounds great. Can I join?
 Maryam : Of course you can.
 Sinta : Hmm.. Fahmi do you like animal?
 Fahmi : Yes, of course I like animal.
 Maryam : What kinds of animal do you like?
 Fahmi : I like bird and I have one beautiful bird.
 Sinta : Wow it is nice. Can you describe your bird?
 Maryam : Yes of course. My bird is beautiful. It has red and yellow fur.
 Fahmi : And how about you Sinta, do you have pet?
 Sinta : No, I do not have pet. My family likes to plant plants.
 Maryam : What plants do you have in your garden?
 Sinta : I have a mango tree and rose.
 Maryam : Mango tree!!wow!! I like mango. Can you describe it?
 Sinta : It is big and it has dense leaves. Every year, usually in rainy season, it produces a lot of mangoes.

- C. Answer the questions based on the dialogue above.
1. Where does the conversation take place?
 2. What are they talking about?
 3. Does Sinta take care of pet in her house? Why?
 4. What kind of animal does Fahmi have?
 5. Is his bird beautiful?

Focus on Reading and Writing

"Muslims will always earn the reward of charity for planting a tree, sowing a crop and then birds, humans, and animals eat from it"

(Al-Bukhari and Muslim)

In this part you will learn how to read descriptive texts and produce descriptive texts.

Activity 1

- A. Read the monologue text on “Banana Tree” carefully.



(http://en.wikipedia.org/wiki/Banana_tree)

Banana Tree



Several years ago, my father planted banana tree in the garden behind our house. Now, the banana tree is flourishing. The tree is tall and sturdy. It has a lot of leaves. The Leaves are spirally arranged and it has 1.5 meters and 50 cm wide. Besides, it produces a hanging cluster of banana fruit. Tomorrow my father will harvest banana fruit and some of them will be shared with our neighbor.

- B. Answer the question based on the text above.
1. Who planted banana tree several years ago?

2. Where did he plant the banana tree?
3. Is the tree short and sturdy?
4. Does the tree have a lot of leaves?

Activity 2

A. Read the postcard below.

<p>Bandung, January 16, 2010</p> <p>Dear, Diana</p> <p>I have some pets in my house. My favorite pet is rabbit. My rabbit is very cute. It has long ears and a short tail. Besides, my rabbit has white fur. I do love my rabbit. How about you, Do you have pet? Tell me about your pet?</p> <div style="text-align: center;">  </div> <p>Love</p> <p>Susan</p>	<div style="text-align: center;">  </div> <p>To: Diana HZ Mustofa Street no 14 Tasikmalaya West Java</p>
---	---

B. Answer the questions based on the postcard above.

1. Who wrote the postcard?
2. What is the postcard about?
3. Who received the postcard?
4. Can you describe Susan's rabbit?

Activity 3

A. Study the explanation below.

All texts above describe particular things (banana tree, my rabbit).
these texts are called descriptive text.

Descriptive Text

Definition: A descriptive text is a text which describes particular person, place, or thing.

Purpose : To describe a particular place, person, or thing.

The generic structure:

- a. Identification: identifying the phenomenon to be described.
- b. Description; describing the phenomenon in parts, qualities, or/and characteristics.

B. SIMPLE PRESENT TENSE

Grammar

SIMPLE PRESENT TENSE

Look at the following sentences that used in the above texts.

- The tree is tall and sturdy.
- It has a lot of leaves.
- I have pets in my house.
- I love my rabbit.

Those sentences show us how to talk things. To make those sentences we use the simple present tense. The simple present expresses general statements of fact.

Formula of Simple Present Tense

Pattern of Simple Present Tense

Look at the following sentences

They speak English.	She speaks English.
They do not speak Arabic.	She does not speak Arabic.
Do they speak English?	Does she speak English?

S + Verb1 +

(I, You, We, They)

S + Verb 1(s/es) +

(He, She, It)

Do (I, you, we, they) Does(he, she ,it)	+ S	+ Verb +.....
--	-----	---------------

S (I, you we they)	+ do not	+ verb +
-----------------------	----------	----------------

S I You We They He She It	+ tobe (am, are) (is)	+ Adjective/noun ,
---------------------------------	-----------------------------	-----------------------

S I You We They He She It	+ tobe + not (am, are) (is)	+Adjective/noun
---------------------------------	------------------------------------	-----------------

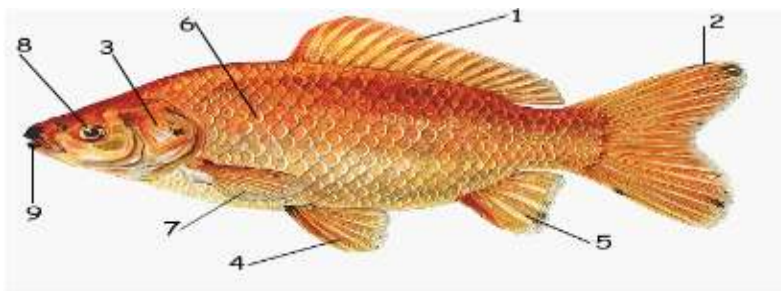
Tobe (Am,Are) (Is)	S I, You, We, They He, She It	+Adjective, adverb noun?
--------------------------	-------------------------------------	--------------------------

Activity 4

A. It's time for group work.

Make a descriptive text based on the picture below.

- | | | |
|-----------------|------------------------|-----------------|
| 1. dorsal fin | 2. caudal fin/tail fin | 3. gills |
| 4. pelvic fin | 5. anal fin | 6. lateral line |
| 7. pectoral fin | 8. eyes | 9. mouth |



Section 2

Short Functional Text: Announcement

Activity 1

Read the announcements below.

Announcement 1

All the students of MTs Nurul Falah Tasikmalaya should gather in the school's field on Saturday, March 15th 2010 at 1p.m. to rehearse flag ceremony.

The Leader of OSIS MTs Nurul Falah

Announcement 2

57

Announcement 3

To : All the students of eight graders

From : Miss Shopia

Please bring any kinds of flowers and leaves to the biology class on Friday, January 10, 2010.

To : All the students of Mts Nurul Falah

From : *OSIS* (students organization) of MTs Nurul Falah

Please come on Saturday, January 5, 2010 at eight o'clock a.m. to attend animal sacrificial (*Qurban*) program which is held in the school

Announcement 4

To : All the students of eight graders

From : Miss Yulia

Please submit your assignments on my mailbox at office due date on Monday, Februari 17, 2010 at 11 O'clock a.m.

Vocabulary

Section Three: Glossary of Key Words

In this section you will learn how to pronounce some words that used in this unit besides you will learn part of speech of them.

A. Read and study the table below.

Words	Part of Speech	Phonetic Transcription (Pronunciation)	Indonesian Equivalent
adorable	adj(adjective)	/ə'do(r)əbl/	manis, menawan hati, menarik
announcement	n (noun)	/ ə'naunsmənt/	pengumuman
banana	n (noun)	/bə'na:nə/	Pisang
camel	n (noun)	/'k æml/	Unta
cute	adj (adjective)	/kju:t/	mungil,manis
describe	v (verb)	/di'skraib/	menggambarkan
fauna	n (noun)	/'fo:nə/	binatang-binatang/dunia binatang
flora	n (noun)	/flo:rə/	tumbuh tumbuhan
grow	v (verb)	/grəu/	Tumbuh
leaves	n (noun)	/li:vz/	Daun

plant	n (noun)	/plaent/	tanam tanaman
root	n (noun)	/ru:t/	Akar
tree	n (noun)	/tri:/	Pohon

B. Now your teacher will pronounce the words. Listen and repeat after your teacher.

Fun Activity

Read the poem below.

The Little Turtle

There was a little turtle.
 He lived in a box.
 He swam in a puddle.
 He climbed on the rocks.
 He snapped at a mosquito.
 He snapped at a flea.
 He snapped at a minnow.
 And he snapped at me.
 He caught the mosquito.
 He caught the flea.
 He caught the minnow.
 And he didn't catch me

Vachel Lindsay

Questions:

1. What is the poem about?
2. What could the turtle do?
3. What couldn't the turtle do?

Summary

In this unit you have learned how to:

1. respond to spoken descriptive texts;
2. create spoken descriptive texts;
3. identify ideational meanings of descriptive texts;
4. write descriptive texts;
5. create announcement or notice.

It's Really Worth Seeing

(Picture 1.1 http://en.wikipedia.org/wiki/Taj_Mahal)

In this unit, you will learn how to

- a. describe places orally.**
- b. write essays of describing places.**
- c. agree and disagree for something, giving and asking for information and giving and asking for advice.**
- d. write short functional text (e.g. advertisement and notice)**

And indeed We **created** the heavens and the **earth** and all between them in six Days and nothing of fatigue **touched** Us.







(Qaf : Verse 38)

There are many wonderful places in the world. Some of them are in Indonesia.

A. Answer the questions.

1. Are there any beautiful places in your town?
2. Have you ever visited any those places?
3. Are there any Islamic beautiful places in your town?
4. Have you ever visited beautiful places out of your town?
5. Do you know about wonderful places in the world?

B. Now, look at the pictures of some beautiful places in our town, country and in other countries.

Some beautiful places in Tasikmalaya	Some beautiful places in other towns	Some beautiful places in the world
<p>1. Karang Tawulan beach</p>  <p>(http://phototourismindonesia.blogspot.com/2008_09_01_archive.html)</p>	<p>1. Istiqlal Mosque (Jakarta)</p>  <p>http://en.wikipedia.org/wiki</p>	<p>1. Holy Mecca (Mecca)</p>  <p>http://en.wikipedia.org/wiki</p>
<p>2. Mount Galunggung</p>  <p>http://www.javatourism.com/index.php?Page=538</p>	<p>3. Kuta Bali</p>  <p>http://tourdebali.com/1/kuta-beach/</p>	<p>4. Taj Maha</p>  <p>http://en.wikipedia.org/wiki.</p>

C. Have you ever visited one of those places in the picture above? If yes, could you describe the condition of the place?

Descriptive Text

Focus on Listening and Speaking

Activity One

- A. There are some beautiful places in Tasikmalaya. One of them is “Kampung Naga”. Now your teacher will describe it.
- B. Listen carefully to your teacher reading the monologue text on “Kampung Naga”. While listening, complete the following text with the suitable words in the box below.

Traditional	village	forest	community	creature	Bamboo
houses	living	equipment	disaster		

Kampung Naga



Kampung Naga is a unique (1).... sundanese village. It is located in Salawu district, Tasikmalaya, west java, Indonesia. The (2)...is situated in a fertile valley and the width of this area is 1.5 hectares. The area of Kampung Naga is divided into rice field, (3)..., river and township areas. Township area has 111 buildings. The buildings are divided into 108 houses, 1 hall, 1 mosque, and 1 barn. Each area has boundaries that should never be violated. The (4)... of Kampung Naga believes that If he boundaries are violated, the (5)... will appear. It is because they believe that between the boundary regions there is a delicate (6).....

Kampung Naga is quite unique village. All the houses are stage model. The wall of houses are made of woven (7).... or wooden planks while the roofs of houses are made from palm fiber (ijuk), reeds or palm leaves. Besides, the (8)... should face the north-south. Furthermore, the community is (9).. in the framework of an atmosphere in a

traditional. There is no electricity to rely on information or to light their houses. They do not have any electronic (10)..... They do everything traditionally.

C. Now, listen to the monologue text on “Kampung Naga” again and answer these true and false questions. Write T if the statements are true and write F if the statements are false. Number 1 as the example.

Number	Statement	True Or False
1.	All the houses of Kampung Naga are made of stone and brick.	False
2.	Kampung Naga is located in Singaparna, Tasikmalaya.	
3.	The people are allowed to violate the boundary of each area.	
4.	There is electricity to relay information and to light their houses.	
5.	The community of Kampung Naga does everything traditionally.	

Activity 2

- A. As a Muslim, we have a holy place. It is a place for praying and doing religious activities. Do you know what it is? It is a mosque. There are many mosques in Indonesia and Istiqlal Mosque is the biggest.
- B. Now, your teacher will read the monolog text about “Istiqlal Mosque”. While listening, complete the text with the suitable words provided in the box below.

mosque established cultural
floors minaret

Istiqlal Mosque



Istiqlal Mosque is the national (1)... of Indonesia. It is located in Jakarta. It was (2)...in 1978. The building of Istiqlal mosque has five (3)... Besides it has one minaret. The height of the (4).....is 90 m. Moreover, the mosque has two domes.

Istiqlal Mosque is regarded as the largest mosque in southeast Asia. It is because more than 120.000 people can congregate at the mosque at the same time. Istiqlal Mosque not only be used to pray but also can be used for other activities. It is because the mosque also provides facilities for social and (5)... activities, including lectures, exhibitions, seminars, conferences, bazaars and program for women, young people and children.

C. Answer the questions based on the text above.

1. Where is Istiqlal Mosque located?
2. When was the mosque built?
3. Is it the largest mosque in southeast Asia? Why?

Activity 3

Find out the meaning of these words in Indonesian. Use your dictionary to make it easy.

English	Indonesian
<ol style="list-style-type: none">1. Dome2. Minaret3. Mosque4. Exhibition5. Southeast Asia6. Congregate7. Provide8. Pray9. Lecturers10. Largest	

Activity 4

It's time for group work.

Now it's your turn to give an oral description. Work with your partner to describe one of beautiful places in your hometown. Then retell it in front of the other groups.

Use the following questions as guidelines to prepare your description.

- ❖ Where do you come from/Where do you live?
- ❖ What is your favorite beautiful place in your hometown?
- ❖ Where is your favorite beautiful place located?

- ❖ How big is the place?
- ❖ What is the weather like there?
- ❖ What's interesting about your hometown?

Focus on Reading and Writing



Read the following text about mount Galunggung carefully. Answer the questions that follow.

Mount Galunggung

Mount Galunggung is one of the volcanoes in Indonesia. It is located in Tasikmalaya reGENCY, west Java. The position of Mount Galunggung is 2,167m above sea level. If we come to mount Galunggung, we can find some beautiful places. They are forest-tour in at least 120 hectares area under Bureau of Forestry management, Galunggung lake, hot water bathing place completed with swimming pool, bathroom and hot water tub facilities.



Comprehension Questions:

1. Where is Mount Galunggung located?
2. Where is the position of Mount Galunggung?
3. Mention the beautiful places of Mount Galunggung.
4. How large is the forest tour in mount Galunggung

Activity 2

Now read the text about Egypt's Capital. Then answer the questions

Egypt's Capital

Cairo is the largest city in Egypt. Here you can always roll back the centuries. Modern Cairo has tall buildings and broad streets equal to any in the capitals of Europe or Australia. From the top floors of impressive blocks of flats you can gaze at magnificent views across the river Nile. However behind the modern buildings are narrow alleys where there is no sound of traffic. The only sounds that come to your ears are the calls of the stall-holders. Water sellers and herdsmen wander through the streets as their forefathers did thousands of years ago. Many of the poorer people still dress in the same way as their ancestors.



(Adopted from: Contextual Teaching and Learning. Bahasa Inggris Sekolah Menengah Pertama).

Comprehension Questions:

1. In which country is Cairo situated?
2. From where is the best place to absorb the views of the Nile?
3. How is the modern section of Cairo different from the ancient section?

Activity 3

Read the following text. Then answer the questions.
The Ka'aba



The Ka'aba (literally "the cube" in Arabic) is an ancient stone structure that was built and re-built by prophets as a house of monotheistic worship. It is located inside the Grand Mosque in Mecca, Saudi Arabia. The Ka'aba is considered the center of the Muslim world, and is a unifying focal point for Islamic worship.

The Ka'aba is a semi-cubic building that stands about 15 meters high and 10-12 meters wide. It is an ancient, simple structure made of granite. In the corner, a black meteorite (the "Black Stone") is embedded in a silver frame. Stairs on the north side lead to a door which allows entry to the interior, which is hollow and empty. The Ka'aba is covered with a *kiswah*, a black silk cloth which is embroidered in gold with verses from the Qur'an. The *kiswah* is re-done and replaced once a year.

(<http://islam.about.com/od/mecca/p/kaaba.htm>)

Comprehension Questions:

1. Where is Ka'baa located?
2. What is *kiswah*?
3. Could you describe the width and the height of Ka'baa?

Activity 4

Work in Group. Write a descriptive paragraph about one of beautiful religious place in your home town (e.g. Mosque in your school or village).

Asking for and giving Information, Agreement and Disagreement , Asking for and Giving advice or suggestion

Activity 1

A. Rahma is Zaenab's new friend. She asks Zaenab about her town. Listen to the dialogue.

Rahma : Hi, Zaenab. Where do you come from?

Zaenab : Hi, I come from Tasikmalaya.

Rahma : What is Tasikmalaya like?

Zaenab : It's fascinating town. The town is clean and beautiful. Besides, there are many natural tourism objects such as Mount Galunggung, Cipatujah beach and Kampung Naga.

B. Answer the questions based on the dialogue above.

1. What are they talking about?
2. What does Rahma say to get information about Tasikmalaya?
3. What does Zaenab say to give information about her hometown?

C. Now, pay attention to the explanation below.

In the conversation above, there is a sentence asking someone to describe a place. Besides, there are sentences giving a response to those questions. Thus from that conversation, we can learn how to ask for and give information.

Asking Information	Giving Information.
What's Tasikmalaya like?	It's a fascinating town. The town is clean and beautiful

Activity 2

A. Study and Practice the dialogue below.

- Ahmad : What's Jakarta like?
 Zahra : It's a big city.
 Ahmad : Is it a busy city?
 Zahra : Yes, it is.
 Ahmad : The weather of the city is very cold, isn't it?
 Zahra : No, it is not. It is very hot.

B. Pay attention to the explanation below

Dialogue in task 7 is the same topic with the dialogue in the task 6. The dialogues are about asking and giving information about places. For example;

Asking information	Giving information
What is Jakarta like?	It is big city

C. Now, in pairs, make a dialogue about asking and giving opinions of a place. After that act out it in front of the class.

Activity 3

A. Listen and repeat the dialogues below. Then with a partner answer the questions.

Dialogue 1

- Arif : Where will we practice drama tomorrow?
 Sinta : We will practice it in the school's yard as usual.

Ahmad : I don't think so. It is boring to practice it in our school's yard. We should change the situation. What about practicing drama in another place?

Mirna : I agree with you Ahmad. I think it is better for us to practice it at the art building's yard.

Arif : I disagree if we practice it at the art building's yard. There are many people there. How about in Sinta's house?

Mirna : **I absolutely agree with you.** I think Sinta's house is more comfortable than other places.

Sinta : Ok. Syou tomorrow at 2 p.m in my house.

1. What are they talking about?
2. Does Ahmad agree to practice drama in their school's yard?
3. What does Ahmad say to express his disagreement?
4. What does Mirna say to express her agreement to practice drama in Sinta's house?

Dialogue 2

Iqbal : I think Istiqlal Mosque is more beautiful than Agung Mosque in our hometown.

Aziz : **I absolutely agree with you.**

Azzahra : I don't think so. In my opinion Agung Mosque in our hometown is more beautiful although it is smaller than Istiqlal Mosque.

1. Does Azzahra agree with Iqbal's opinion? Why?
2. What does Aziz say to express her agreement of Iqbal's opinion?

In the dialogues you found some expressions with different functions. The expressions are as follow:

Expression	Function
1. I don't think so 2. I absolutely agree with you	- Disagreement - Agreement

Here are other expressions you may use for showing agreement or disagreement.

Expression	Function
Yes, I agree. I do I absolutely agree That's a good idea	Agreeing
I don't agree I disagree I absolutely disagree That's not a good idea	Disagreeing

B. Work in pairs. Now make a dialogue about agreement and disagreement of something.

Activity 4

Read the following dialogues and then answer the questions.

Rini : Hi, Iqbal. Why do you look so sad?

Iqbal : I got 5 in English test last week. Two days from now I will get remedial. What should I do?

Rini : Do not be sad you can do the test if you study hard. So, from now study all the English materials that have been given by your teacher.

1. What makes Iqbal sad?
2. What does Iqbal say to ask for Rini's advice?
3. What advice does Rini give to Iqbal?

Below are the ways to advice or recommend something.

To advise/To recommend	You can ... I advise that ... My advice is that ... You had better ... You can ... I recommend that ... My recommendation is that ...
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SHORT FUNCTIONAL TEXT

Advertisement and Notice

Activity 1

Read at the following advertisements and answer the following questions.

Ads 1

VISIT BEAUTIFUL TASIKMALAYA

Enjoy Tasikmalaya's beautiful mountain! Visit the gallery of border! Stay in the finest hotels! Buy beautiful souvenirs! See the Cipatujah beach!...and much more. Come and try our Sudanese' Restaurant.

Call Ervin Tour, Tel. (0265) 338713

1. Who published this advertisement?
2. What is being advertised?
3. If you are interested in visiting Tasikmalaya, what should you do?

Ads 2



1. What is being advertised?
2. Where is Karangtawulan beach situated?

Ads 3

30 % off all items
1 January- 1 Februari

SAMUDERA
Department Store
Teen's Clothing:
T-shirts, Jeans, Skirts, Blouses, Jackets.
Toys:
Bicycles, Cars, Robots.

1. What is the purpose of the text?
2. How long does the offer last?

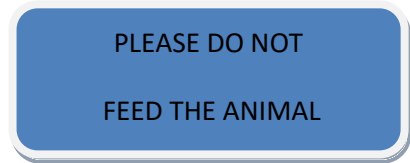
Activity 2

A. Read the following notices.

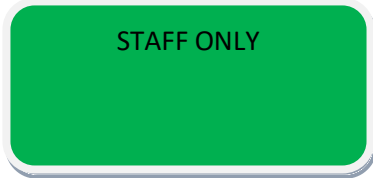
a.



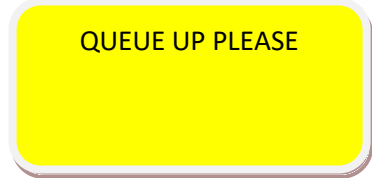
c.



b.



d.



B. Where can you find those notices?

- a.
- b.
- c.
- d.

VOCABULARY

Glossary of key words

In this section you will learn how to pronounce some words that used in this unit besides you will learn part of speech of them.

A. Read and study the table below

Words	Part of Speech	Phonetic Transcription	Indonesian Equivalent
Advertisement	N	ˌædvər'taɪzmənt	Iklan
Absolutely	Adv	ˌæbsə'lu: tli	sama sekali, betul, benar
Agree	V	ə'gri :	Setuju
Beach	N	bi: tʃ	Pantai
Beautiful	Adj	'bjʊ : tɪfl	indah, cantik, elok
Feed	V	fi : d	memberi makan
Interesting	Adj	'ɪntrəstɪŋ	Menarik
mountain	N	'maʊntɪn	Gunung
Notice	N	'nəʊtɪs	pengumuman, peringatan
Publish	V	'pʌblɪʃ	Mengumumkan
lace	N	pleɪs	Tempat
Queue	V	kju:	Antri
Quiet	Adj, v	'kwaɪət	tenang, sepi, diam; menenangkan, meredakan
wonderful	Adj	'wʌndə (r) fl	sangat bagus,

B. Now your teacher will pronounce the words. Listen and repeat after your teacher.

Instructions	
<ol style="list-style-type: none"> 1. Work in groups of 3 2. Get a piece of paper and a pen. Write the name of your group on the paper. 3. I will show you a picture of my town. 4. Write these four categories on your paper (place, occupation/people, animal/plant, means of transportation). 5. You will write as many words as possible under each category but they have to be from what you see in the picture. 6. Now choose someone from your group to be a writer. The others will be runners. 	<ol style="list-style-type: none"> 8. OK, let's practice first. All runners number 1 from group 1, 2, 3, 4, please come over. You have 10 seconds to look at the picture on the wall. Try to remember everything you see in the picture. Now, GO! 9. Go back to your group! Tell the writer! Writers, write down what you listen. Now, runners number 2, GO! Etc. 10. Now swap your paper with another group. I'll give you the picture so you can check the answers. The group with the most words wins the game.

<p>7. Only the runners can see the picture. You have to do it in turns. Every runner looks at the picture for 10 seconds and returns to the group. Tell the writer about what you have seen and remember. The writer listens and writes what the runner says.</p>	<p>11. Are there any difficult words? Write down all new vocabulary in your exercise book.</p> <p>12. Well done! Now return the pictures please.</p>
---	--

Summary

In this unit you have learned:

- a. How to describe places orally.
- b. How to write essays of describing places.
- c. How to express agree and disagree for something, giving and asking for information and giving and asking for advice.
- d. How to write short functional text (e.g. advertisement and notice)

My Muslim Idols



In this unit, you will learn how to:

- a. respond to spoken descriptive texts;
- b. create spoken descriptive texts;
- c. identify ideational meanings of descriptive text;
- d. write essays of descriptive texts.

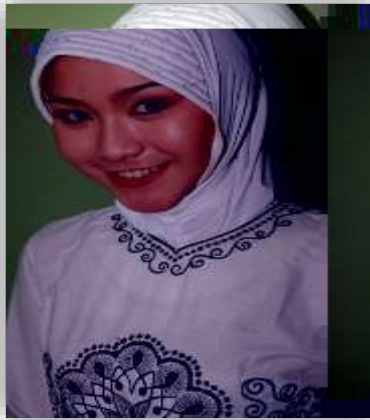
In our life, we can see and hear that there are some people who become well known persons and a lot of people admire them. Because of that, well known people become idols for their fans. Some of their fans will imitate every action that has been done by their idol person. In our religion, there are some people that have been chosen by ALLOH SWT as a model of our life like our prophet Muhammad SAW, Siti Khadijah, Siti Aisyah, Siti Fatimah, etc. Thus, as a Muslim, we have to be careful in choosing an idol.

Activity 1

Look at the pictures of Indonesian popular Muslim below. Do you know them? Who and what are they. Write your answer in the table. A has been done for you as an example. Work in pairs.



a.



b.



c.



d.



e.



f.

a.	Ustadz Yusuf Mansyur	Ustadz (religious teacher), writer,
b.		
c.		
d.		
e.		
f.		

Focus on Listening and Speaking

Activity 1

Your teacher will read a monologue text on “Yusuf Masyur, My favourite Ustadz”. Listen carefully.

Yusuf Mansyur, My favorite Ustadz

Yusuf Mansyur is my favourite ustadz. He was born in Jakarta 1976. Ustad Yusuf Mansyur has fair complexion skin. His hair is straight. He is medium height. Besides, he has round eyes and has thin beard and often wears Muslim cap. Moreover, he is smart and friendly. A lot of religious books have been written by him. Furthermore, in 2008 he made a film. The title of his film was Kun Fa Yakuun. In that film, he acted with Zaskia, Desi Ratnasari and other actresses and actors.



Activity 2

Now answer true and false questions follow. Please write T if the statement is true, and write F if the statement is false.

No	Statement	True or False
1.	Yusuf Mansyur is not a writer.	
2.	He has black skin.	
3.	Yusuf mansyur was born in Kalimantan.	
4.	He is tall and has a curly hair.	

5.	Kun Fa Yakuun is the title of his film.	
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Activity 3

You teacher will read a dialogue between Rahmi and Rahman. Listen carefully, and then answer the questions. (Listening script, see appendix)

Situation:

Rahmi and Rahman are talking about Oki Setiana Dewi.



1. Who is Oki Setiana Dewi?
2. What film did she play?
3. How does she like?
4. Does she wear veil?
5. Why does Rahmi become fans of Oki Setiana Dewi?

Activity 4

Work in group.

Make a group of four and make a dialogue about your idol. Use the following questions as your guidelines.



1. Do you have an idol?
2. Who is your idol?
3. Why do you like him / her?
4. Have you ever met or seen him / her?

(http://lapis-eltis.org/eltis_resource_packs.html)

Activity 5

Act out the dialogue that you have made in front of class.

Focus on Reading and Writing

Activity 1

- A. These words are used in the text you are going to read. Do you know their meaning? Use your dictionary to find the meaning of the words if necessary.

prophet	harsh
imposing	straight
majestic	throbbed
firm	belly
face	reflections

- B. Read the text below. Then answer the questions.

My Idol, Prophet Muhammad (Pbuh)

My idol is prophet Muhammad (Pbuh). Based on the Islamic history that I have learned, he was imposing and majestic. He was somewhat taller than medium height. He was very fair-skinned with a wide brow, and had thick eyebrows with a narrow space between them. His physique was finely balanced. His body was firm and full. His belly and chest were equal in size. His chest was broad and the space between his shoulders was wide. He had full calves. He was luminous.

Muhammad (pbuh) was a reflections person. He only spoke when it was necessary. He spent long periods in silence. He began and ended what he said correctly. He had a mild temperament, being neither harsh nor cruel. He valued a gift, even if it was small. He did not criticize the taste of food. He did not get angry because of it.

(Adapted from: <http://www.al-atfaal.co.uk/appearance.html>)

C. After reading the text, read the following statements. Write T if the statement is true and write F if the statement is false. Correct the false statements.

No	Statement	True/False	Correction
1.	Muhammad (pbuh) had firm body and thin beard.	False	Muhammad (pbuh) had firm body and thick beard.
2.	Muhammad was not majestic.		
3.	He liked to much speak in every situation.		
4.	He did not like to criticize the taste of food.		
5.	He had a mild temperament, being neither harsh nor cruel		
6.	Sometimes, Muhammad (pbuh) did not speak correctly.		

Activity 2

A. The following words are used in the monologue text on “BJ Habibie” you are going to read. Find out the meaning in your dictionary to help you easily understand the text.

Well known short thin grey design
 Hard work smart admire aircraft

B. Read the monologue text on “Bj Habibie” and then answer the questions following the text.

Bacharuddin Jusuf Habibie

Bacharuddin Jusuf Habibie is my idol. He was the third president of Indonesia. He is short and thin. He has wavy and gray hair. His skin is light complexion. Her eyes are round.

Bj Habibie is smart. Besides, he is a hard work man. His cleverness and his work hard make many people admire and love him. Many aircrafts have been designed by him.



1. Who is Bacharuddin Jusuf Habibie?
2. Was he the second president of Indonesia?
3. How does he look like?
4. Why do many people admire and love him?

Explanation:

You have learned about descriptive text. Descriptive text is a text focuses on the characteristic features of a particular things, e.g. a person, an animal, a thing.

The organization of descriptive text as follow:

An introduction to the subject of the description. (identification)

Characteristic features of the subject, e.g. physical appearances, qualities, habitual behavior, significant attributes. (description)

The common grammatical features of description include:

Use of particular nouns: an actor

Use of detailed noun groups to provide information about the subject: he has big eyes

Activity 3

Group Work. Write a text about your idol teacher, and then shows your work to the other groups.

Vocabulary

Glossary of Key Words

In this section you will learn how to pronounce some words that used in this unit besides you will learn part of speech of them.

A. Read and study the table below.

Words	Part of Speech	Phonetic Transcription (Pronunciation)	Indonesian Equivalent
admire	verb	/əd'maɪə(r)/	mengagumi, memuji
belly	noun	/'beli/	perut
brown	adjective	/braʊn/	warna coklat
characteristic	adjective	/,kærəktə'ristik/	sifat
complexion	noun	/kəm'plekʃn/	corak kulit
face	noun	/feɪs/	wajah
idol	noun	/'aɪdl/	idola, pujaan
imposing	adjective	/ɪm'pəʊzɪŋ/	mengesankan
majestic			penuh keagungan, megah
prophet	noun	/'prɒfɪt/	nabi
short	adjective	/ʃɔ:t/	pendek
straight	adjective	/streɪt/	lurus

Fun Activity

Do the crossword puzzle below.

Across

1. Daughter of Umar (r.a) who was a wife of the prophet Muhammad (SAW).
2. Not fat
3. Holy place for prayer.
4. She is known as a pioneer in the area of women’s rights for native Indonesians.

Down

1. The last prophet of Islam.
2. A daughter of prophet Muhammad (SAW)
3. The first president of Indonesia.
4. Not ugly.

			1									
						2						
			1									
2.												4
						3		3				
				4								



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EFL COURSEBOOK for Eighth Graders of Madrasah Tsanawiyah



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