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for
COLLEGE STUDENT

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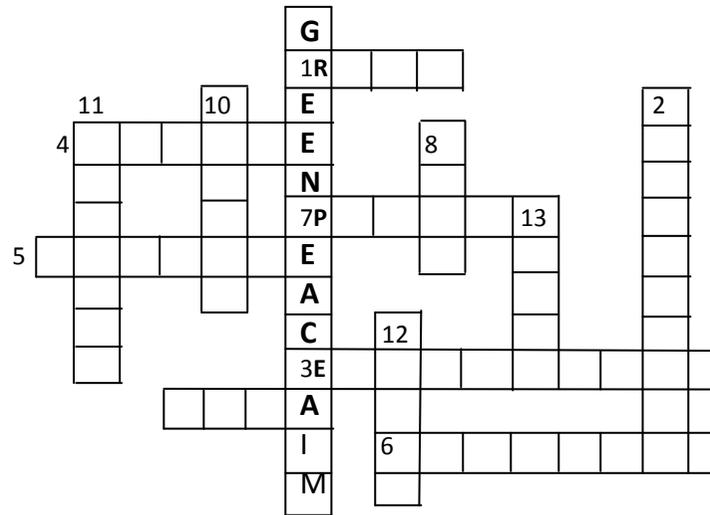
**THE SUPPORTING ENGLISH
FOR COLLEGE STUDENT**

Special for My First Beloved Daughter and My Heart:

UTIYA AMRIY AL MADANIY

ELIA SHOFA LATIF

Crossword-puzzle



ACROSS

- 1 main for most of Indonesia people
- 3 done before getting married
- 5 stop quarrel
- 6 work in company, factory etc.
- 7 We have to protect animals and _____ of extinction.
- 9 conspire (synonym, turned)
- 11 not complicated thing

DOWN

- 2 press _____
- 4 show illness at the beginning stage
- 8 letters
- 10 I _____ to be ill.
- 12 disagree (antonym)
- 13 cooking utensil

Chapter 1

I. READING

MONEY PERSPECTIVE AND BANK IN ISLAM

Discussion about money and bank can't be released from debate about interest that's considered by some Islamic scholars as usury which's forbidden by al-Qur'an. The debate about if the bank interest is regarded as usury or not has gone on for a long time and until now it has remained going on pro and contra opinion. Islamic society has used money since it has been recognized as barter replacement in economy. The problems that appear as a consequence from money use as a payment instrument and banking institution as its proponent factor has just appeared in Islamic trade in the 20th century. The main law problem that's discussed at the beginning stage in connection with money and bank is usury and interest.

This explanation, however, doesn't want to be involved in pro and contra position toward interest concept (namely the debate if the bank interest is usury), but puts thinking position how money conception and bank in a system without interest, although it can't release from the discussion about the usury itself, and some opinions about interest in the conventional banks.

Islamic writers confess the money use in all kind of functions both as exchange instrument, wealth depositor, and transfer proponent from

barter system to money economical system. But they agree the prohibition of usury *al-fadhli (riba' al-fadhli)* as a concept which must be avoided in economy, in the framework of restraining and curbing money economy that's considered unjust, then to change to the rational money economical direction.

This topic is interesting enough, thinking of interest system in banking (*rente stelsel*) begins to be convinced by some experts as one of factors that results in becoming worse and worse economical situation. According Lord Boyd Orr (Suhaili, 1970), the interest system is main cause of economical shocks recently, both in the form of periodical crisis, striking difference in national income distribution, and in the form of obstacles which hamper perfect capital investment.

Because of the trade –as human being effort looking for profit that's justified by al-Qur'an– in the contemporary economical system nowadays has involved the function of bank in such a way, so that the interest becomes one of the important factors that moves investment and society savings, so that the money concept and bank without the interest is difficult to be convinced by some societies as an solution alternative of economical problems, both on the household economical level and the national economy.

Tight money policy that still prevails now proves that the interest system as investment activator factor and savings in Indonesia economy isn't the only best way overcoming people's economical weakness. An alternative concept must

be developed. The standing of Bank Muamalat Indonesia (BMI) is a challenge to prove that the Islamic concept in monetary field can be an alternative. Therefore, the main problem that's necessary to be discussed is why the banking system without interest must be considered as one of the alternative concepts? And how the concept mentioned is carried out?

Adapted and translated from 'Reorientasi Wawasan Ekonomi: Perspektif Uang dan Bank dalam Islam' by Syafarudin Alwi in *Muhammadiyah dan NU: Reorientasi Wawasan Keislaman*, pp. 143-145, LPP UMY LKPSM NU dan PP Al-Muhsin Yogyakarta, 1993.

KEY WORDS AND PHRASES

released (v)	= dilepaskan
debate (n)	= perdebatan
interest (n)	= bunga bank
considered (v)	= dianggap/ dipertimbangkan
Islamic scholars (n)	= ulama
usury (n)	= riba
opinion (n)	= pendapat
replacement (n)	= pengganti
payment (n)	= pembayaran
proponent (n)	= pendukung
main (adj.)	= utama
stage (n)	= tahap
involved (v)	= terlibat
all sorts of (adj.)	= berbagai
depositor (n)	= penyimpan

wealth (n)	= kekayaan
agree (v)	= sepakat
framework (n)	= kerangka
restraining (vbl.)	= mengendalikan
curbing (vbl.)	= mengekang
thinking of (vbl.)	= mengingat
result ... in (v)	= mengakibatkan
striking (adj.)	= menyolok
abstacle (n)	= rintangan
hamper (v)	= menghambat
profit (n)	= keuntungan
justified (v)	= dibenarkan
in such a way (adv.)	= sedemikian rupa
savings (n)	= tabungan
overcoming (vbl.)	= mengatasi

Answer the questions based on the text above!

1. How do some Islamic scholars consider the interest?

2. When Islamic society used money?

3. What is the main idea of paragraph three?

4. What is one of factors which result in becoming worse and worse economical situation?

5. What kind of the usury must be avoided?

6. This topic is interesting enough (first sentence, fourth paragraph).
What does 'This topic' mean?

7. Can you differ between the *trade* and the *usury*?
Tell them!

8. What do you know about *usurer*?

9. in the framework of restraining and curbing ...
(line 5, paragraph 3). The synonym of the
underlined word is

10. How should the banking system be developed
according to the Islamic concept?

11. Mention a bank without the interest in our
country!

II. VOCABULARY

A. Fill in the blanks of the box!

No.	Names of Bank in Indonesian	Names of Bank in English
1.	BANK INDONESIA	_____
2.	BANK RAKYAT INDONESIA	_____
3.	BANK PEMBANGUNAN DAERAH	_____
4.	BANK NEGARA INDONESIA	_____
5.	BANK DAGANG INDONESIA	_____
6.	BANK EKSPOR-IMPOR	_____
7.	BANK TATA NIAGA	_____
8.	BANK CENTRAL ASIA	_____

9.	BANK INTERNASIONAL INDONESIA	_____
10.	BANK PERKREDITAN RAKYAT	_____
11.	BANK MANDIRI	_____
13.	BANK SYARIAH	_____

B. Complete these sentences using the right words from the text!

1. The bankers would follow the _____ about the banking system in Indonesia.
2. The teacher _____ teaching students although most of them were absent.
3. You don't have to _____ the responsibility that must be reported to members.
4. Don't _____ unimportant whatever has been done by the other person.
5. During this _____ we must spend money economically.
6. The _____ is a deed which harms others and its doer.
7. Al-Qur'an has _____ trade but has forbidden usury.

8. We can use this way or the _____ one to finish the task.
9. You should _____ that you had done a mistake in this case.
10. Fauziah always _____ her money in the bank.

C. Complete these sentences by translating words in the brackets!

1. In the modern life, (perbankan) is the integrated part in (menjalankan) business or other efforts.
2. (Mengingat) the explanation is so clear that there is not any reason for (tidak memahami) it.
3. (Kekayaan) doesn't guarantee someone happy, otherwise (kekurangan) of property makes someone suffering.
4. Motivation is one of (faktor) success of education beside (sistem) which is applied.
5. We must (menghindari) usury system in commerce and we have to manage (dengan jujur) commerce.

III. FUNCTIONAL SKILL

A. Dialog

Study the following dialog!

- Yusa' : Where do you save your money, Dad?
- Mr. Doni : At the bank. You know some advantages of saving at the bank, don't you?
- Yusa' : My teacher of Economy Subject said that a person who saved money at bank would obtain interest.
- Mr. Doni : You're right, my son. Besides that, there're other advantages of saving at bank, such as safety of our money in it is guaranteed. Obviously, we save at the bank for the future time.
- Mrs. Doni : What are you talking about?
- Mr. Doni : Yusa' wants to know our saving, Mom.
- Yusa' : Where must I save my pocket money, Mom?
- Mrs. Doni : You are able to save your pocket money at BMI if you don't want interest.
- Yusa' : What's that BMI, Mom?
- Mrs. Doni : BMI is abbreviation of Bank Muamalat Indonesia. It's a banking institution without interest. The main purpose of standing BMT is to help small enterprises.
- Yusa' : I don't hope the interest of my savings. I want to help small enterprises as possible as I am capable of doing.

Mr. Doni : I do agree with you, Yusa'.
Mrs. Doni : So do I, Dad.

Answer the questions based on the dialog!

1. What will Yusa' know from his father?

2. What are some advantages of savings at bank?

3. Where will Yusa' save his pocket money?

4. According to you, do Yusa's parents know about banking system? Tell the reason!

5. What's basic aim of standing of BMI?

6. Which bank do they prefer? How do you know that?

B. Translation

Translate the paragraph below into English well!

Larangan riba dalam Islam bertujuan membina suatu bangunan ekonomi yang tidak menetapkan bahwa modal itu tidak dapat

- a. He would have attended if he had promised.
The clause of *if he had promised* implies *he didn't promise*.
- b. If you had asked me, they would have been jealous.
The clause of *If you had asked me* implies *you didn't ask me*.
- c. We would have given him a gift if he had won the game.
The clause of *if he had won the game* implies *he didn't win the game*.

Conditional Sentences Type 3 consists of two clauses, namely Main Clause and If/Sub Clause. Main Clause is in the Past Future Perfect Tense form, whereas If Clause is in the Past Perfect Tense one. See this table!

Main Clause	If Clause
Past Future Perfect Tense	Past Perfect Tense
S + would/should + have + V3	S + had + V3

a. Change the sentences below into Conditional Sentence Type 3!

Examples:

1. He (cry) if his mother (not give) money.

He would have cried if his mother hadn't given money.

2. Mustika (be) happy if her friend (recommend).

Mustika would have been happy if her friend had recommended.

1. You (pass) an exam if you (study) hard.

2. If she (be) an honest woman, they (not accuse) of stealing.

3. Jatmiko (not sing) if we (laugh) at him.

4. If the dog (bark), I (not open) the door.

5. The play (begin) if it (not) rain.

6. If Mr. Bakri (teach), all of us (follow) seriously.

7. Safira (buy) the wallets if they (be not) expensive.

8. If you (pick) me up, we (leave) for together.

9. The students (miss) the bus if they (not run) after it.

10. If we (go) to mosque, we (wear) *kopiah*.

b. Make the Conditional Sentence Type 3 by using words provided below!

Example:

get, study

If Siti had gotten a scholarship, she would have studied in Australia.

1. sad, go

2. accept, apply

3. command, cut

4. ask, share

5. hate, lie

6. stay, work

7. disturb, angry

Chapter 6

I. READING

SCIENCE IN THE MUSLIM WORLD

One of the fascinating episodes in the history of science concerns the migration of scientific theories and techniques from Greece in the early centuries of new era, Greek science moved into the Middle and Near East, where it was kept alive. Then it was slowly adopted in the Christian West during the Middle Ages. Thus we find this strange historical situation. For hundreds of years Europe, the ultimate home of modern science, went almost without any scientific activity. But Persian and Arabic schools of science flourished and made notable contributions to Greek tradition, which they had recently inherited.

Scientific ideas were first brought to Persia by a group of early Greek Christians. They established schools of science and medicine. After the Muslims conquered the region in A.D. 637, scholars of these schools translated their texts into Arabic. Arabic was the common language of all Muslims (people who followed the teachings of Mohammed). And so knowledge of science and medicine spread through Islam –the countries in which Muslim lived. During the 8th century the Islamic world reached from Spain to central

Asia, and in the time all these areas were linked by a common language and a common culture.

The Islamic scientists followed a tradition started by the Greeks. This was to bring vast amounts of information together into books of the kind we call encyclopedias.

Among the greatest of these books were medical encyclopedias, such as the *Comprehensive Book* of Al-Razi, or Rhazes (865 – 925), and the *Canon of Medicine* of Ibn Sina, or Avicenna (980 – 1037). Neither Rhazes nor Avicenna developed many medical theories. But they developed many practical methods of treating the sick and also reported on the use of a number of new drugs. One new medical discovery was made by the physician Ibn al-Nafis (1210 – 1288). He described the passage of blood through the lungs –the pulmonary circulation.

The Islamic scientists made contributions in other fields besides medicine. Some of their greatest contributions were in the field of optic, the science of light. This study grew from interest of Islamic doctors in eye disease that were common in desert countries. The book *Optical Thesaurus*, written by Ibn al-Haitam, or Alhazen (965? – 1038?), served for hundreds of years as the main text for the study of optics in both Islam and Europe.

We also have the Arabs to thank for the introduction of the Hindu-Arabic numeral system, which had an extremely important

effect on arithmetic and which we still use today. The technique of dealing with unknown quantities, which we call algebra, came as an Arabic adaptation from Indian mathematics.

Taken from *The New Book of Knowledge*, Vol. 17, Canada: Grolier Incorporated, 1981, pp. 64 – 65.

KEY WORDS AND PHRASES

fascinating (adj.)	= sangat menarik
concerns (v)	= menyangkut
ultimate (adj.)	= paling mewah
flourished (v)	= tumbuh subur
inherited (v)	= mewarisi
notable (n)	= tokoh terkemuka
contribution (n)	= sumbangan
linked (v)	= dihubungkan
medicine (n)	= ilmu kedokteran
medical (adj.)	= kedokteran
reach (v)	= mencapai
canon (n)	= peraturan
treating (vbl.)	= mengobati
discovery (n)	= penemuan
greatest (adj.)	= sangat besar
pulmonary (adj.)	= terkait paru-paru
thesaurus (n)	= kamus
passage (n)	= aliran

Answer the questions based on the text!

1. How was Greek science in the Middle and Near East?

2. Then it was slowly adopted in the Christian West ... (paragraph 1, line 6). The world *it* refers to _____.

3. Who brought first scientific ideas to Persia?

4. For hundreds of years Europe, the ultimate home of ... (paragraph 1, line 9). What is the similar meaning of *ultimate* word?

5. What is the main idea of paragraph two?

6. From whom did the Islamic scientists get knowledge of science and medicine?

7. Tell the greatest Islamic scientists and their works in the Middle Ages?

8. What does the strange historical situation statement mean?

9. Who first discovered:

a. The passage of blood through the lungs?

b. Science of light?

c. Practical methods of treating the sick and the use of a number of new drugs?

a. _____

b. _____

c. _____

10. Who are Muslims called?

II. VOCABULARY

A. Fill in the blanks with the correct words!

Notable Islamic Scientists	Science Field
1. Avicenna/Ibn Sina	Medicine
2. Alhazen/Ibn Haitam	_____
3. Ibn al-Nafis	_____
4. Al-Gebra/Al-Jabar	_____
5. Rhazes/Al-Razi	_____
6. Al-Khawarizmi	_____
7. Avenpaj/Ibn Bajah	_____
8. Ibn Khaldun	_____
9. Al-Kindi/Al-Kindus	_____
10. Averroes/Ibn Rusyd	_____

B. Match these words for each of their similar meanings!

- | | | |
|--------------|----------------|-------|
| 1. general | a. early | _____ |
| 2. stated | b. adopted | _____ |
| 3. invention | c. established | _____ |
| 4. principal | d. lived | _____ |
| 5. revised | e. served | _____ |

- | | | |
|--------------|--------------|-------|
| 6. stayed | f. greatest | _____ |
| 7. beginning | g. reported | _____ |
| 8. founded | h. discovery | _____ |
| 9. biggest | i. main | _____ |
| 10. used | j. common | _____ |

C. Do as the example!

Example:

Rhazes _____ a medico.

A person who is expert in medicine.

1. Alhazen _____ an optician.

2. Ibn Bajah _____ a philosopher.

3. Averroes _____ a sociologist.

4. Al-Khawarizmi _____ a mathematician.

5. Ibn Khaldun _____ a historian.

6. Al-Ghazali _____ a mystic.

7. Khairil Anwar _____ a poet.

8. Adnan _____ a lawyer.

9. Sumitro _____ an economist.

10. Effendi _____ a politician.

III. FUNCTIONAL SKILL

A. Dialog

Study the dialog!

Mrs. Kus : I don't like this color for a carpet.

Mr. Fahri : We've got others. Look at these.
Are any of these all right?

Mrs. Kus : No, I don't like any of them much.
And this kind of table isn't what I
wanted.

Mr. Fahri : I'll show you other kinds. Is this
the kind of thing you wanted?

Mrs. Kus : No, not really.

Mr. Fahri : And this?

Mrs. Kus : Ah, yes! This is just what I
wanted.

Mr. Fahri : I'm glad you like it.

Do you like this armchair?

Mrs. Kus : Yes, it looks very comfortable.

Mr. Yudi : This isn't what I need for my study
room.

Mrs. Kus : Then what do you need?

Mr. Yudi : A big bookcase.

Oh, good! This one's just what I
wanted.

Mrs. Kus : I'm glad.

Do you like this desk?

Mr. Yudi : Yes, it's not bad.

But I'm not very fond of this shape.

Mr. Fahri : I'm sorry, but that's all we have.

Taken from *Percakapan Bahasa Inggris 2* by L.A. Hill and Anton Hilman, pp. 8-9, Pustaka Ilmu Jakarta, 1990, modified by the writer.

Answer the questions!

1. Where does the dialog take place?

2. What does Mrs. Kus want to buy?

3. What kind of armchair does she want?

4. What does Mr. Yudi want?

5. Does Mr. Yudi buy a desk? How do you know?

B. Satisfaction and Dissatisfaction

Here are some of the expressions needed for satisfaction and dissatisfaction:

A. Satisfaction

Do you like Malang?

Yes, it's interesting.

Do you play football?

Yes, I'm very keen on it.

Do you like this computer?

Yes, it's very attractive.

For satisfaction expression we can use:

Yes, it's interesting.

Yes, I'm very keen on.

Yes, it's attractive.

Yes, it's pleasant.

Yes, it's nice and so on.

B. Dissatisfaction

Is this table beautiful?

No, not really.

Are the paintings interesting?

No, they are still not O.K.

Do you like rujak?

Well, I'm not very fond of it a matter of fact.

What do you think of Ryan?

Oh, I'm not very fond of him.

For dissatisfaction expressions we can use:

No, not really.

No, they are still not O.K.

Well, I'm not very fond of

Oh, I'm not keen on

I don't care much for and so on.

a. Ask questions about someone's satisfaction or dissatisfaction and give answer!

1. Does Rena like music? (satisfaction)

Yes, she likes very keen on it.

2. Is the perfume O.K.? (dissatisfaction)

No, not really.

1. go by train (dissatisfaction)

2. flowers (satisfaction)

3. dangdut music (dissatisfaction)

4. spend holiday to mountain (satisfaction)

5. wear Levis trousers (satisfaction)

b. Answer the following questions using satisfaction or dissatisfaction expressions!

1. Is sate Madura very delicious?

2. Do you like going picnic to Bali?

3. Do you like *dawet* from Banjarnegara?

4. Is jazz music all right?

5. Are Batik clothes from Pekalongan interesting?

6. Do you like *rebana* music?

7. Is *kupat* a special food in the Lebaran Day?

-
- c. Fill in the blanks with appropriate words from box!

Chemistry in Islam

The Muslims made some of their _____ to science in the _____ of chemistry. They made good use of the _____ knowledge they had _____ from the Egyptians, Babylonians, and the Greeks. They brought _____ the knowledge of these earlier _____, added information of their own, and _____ some general chemical _____. These principles were _____ by European _____ for many hundreds of years.

Taken from *The New Book of Knowledge*, Vol. 17, Canada: Grolier Incorporated, 1981, pp. 65.

scientists	developed	chemists
used	principles	fields
contributions	chemical	gathered
together		

Chapter 2

I. READING

YOGYA TOWN CULTURE: SECLUDED AND WILD CHILDREN

Recently, the shifts of youth pattern of social and cultural behavior in Yogya, and if it will be observed and paid close attention seriously, of course it needs multi method from the amount research effort. Human, society, and history, in essence passes continuously from our knowledge by leaving just one or two traces that we understand just little and realize as wave and swell that change shape in every second.

De-intellectualization process (that is turned by hedonism and consumerism always goes on along with de-politization process (even it's filled by education to authorize) has created youth with double personality. On the one side, they are secluded children, spoilt mom children and depended on. On the other side, however, at the same time they are also wild children that their ethic's low and fool in social manner.

Seclusion has its 'lot' itself in the map of cultural and social behavior of secluded children. Meanwhile, its other lot is used to release the wild nature, at the beginning it's in

the form of freedom essence, independence, and creativity.

When they're prohibited to be creative and experimental in the qualified and relevant fields, so their intelligence and experiment will be staged at the pathways or on the entertainment places, without qualified content, besides uppermost of the falseness contest creativity, a made-up tale competition, etcetera that will treat science valor and modernity ethos.

The youth is like *mudatstsirun* community: persons who cover over or group are covered over. The question is by what? By many unintelligence educational sides, dependence, but the irony is also holding the power.

No wonder God said: "Qum"! Stand! Stand alone. Stand alone from thinking, stand alone from attitude, stand alone from choice, stand alone from politics, stand alone from economy, stand alone from culture, and stand alone from entrepreneurship. Only with those they have sets of equipment for filling trusteeship "Fa anzir"! Give remembrance. Do social control. Be opposite to tyranny and falseness.

Resumed and translated from *Surat kepada Kanjeng Nabi* by Emha Ainun Najib, under subchapter *Budaya Kota Yogya: Anak Pingit dan Anak Liar*, pp. 127-131, MIZAN, 1997.

KEY WORDS AND PHRASES

secluded (adj.)	= pingit
wild (adj.)	= liar
behavior (n)	= perilaku
shifts (n)	= pergeseran-pergeseran
paid close attention (v)	= dicermati
going on (n)	= berlangsungnya
spoilt (adj.)	= manja
in a ... manner (adv.)	= secara
lot (n)	= kapling
prohibited (v)	= dilarang
pathway (n)	= jalanan
uppermost (adj.)	= teratas
falseness (n)	= kepalsuan
made-up tale (adj.)	= reka-reka
etcetera (adv.)	= dan lain-lain
valor (n)	= kegagahan
covered over (v)	= diselmuti
unintelligence (n)	= ketidakcerdasan
holding the power (n)	= keberkuasaan
stand alone (v)	= mandiri
entrepreneurship (n)	= kewiraswastaan
tyranny (n)	= kezaliman
trusteeship (n)	= amanat

Answer the questions based on the text!

1. What's the essence of human, society, and history?

2. What's the main idea of paragraph two?

3. (that be turned by hedonism and consumerism always ...) (line 2, paragraph two).

The opposite of *consumerism* is _____.

4. ... has created youth with double personality.

What does the statement mean?

5. When they're prohibited to be creative ... (paragraph 5, line 1).

The word they refers to

6. What does *Qum! Fa -anzir!* mean?

7. Find out the surah of Koran contains the verse!

8. Where can we visit the place of Yogya's central culture?

II. VOCABULARY

A. Find out the words have similar meaning from the text. The first letter may help you.

PART A

PART B

1. analyzed = o_____

2. always = c_____

3. be aware = r_____

4. contained = f_____

5. confined = s _____
6. intimate = s _____
7. had = p _____
8. loads = c _____
9. comfort = e _____
10. mandate = t _____

B. Complete the sentences using words from PART B. The tense has to be suited! Number one has been done for you.

1. Why did they _____ that they were wrong?

Why did they *realize* that they were wrong.

2. Don't be a _____ child if you want to be loved by your parents.

3. Andika prays _____ may God save all his family.

4. We had to _____ all things that were created by God the Almighty.

5. Is the attitude of _____ loved by mankind?

6. The truck carried a lot of _____ to the port.

7. Formerly girls in Central Java were _____ and couldn't decide their marriage themselves.

8. _____ your mind with positive thoughts.

9. We have to give a part of properties that we _____.

10. The film is just the _____, so be careful with it.

III. FUNCTIONAL SKILL

A. Dialog

Observe this dialog!

Halida : What will you do soon?

Muhdi : I'm going to do the Mathematic homework. Are *you capable of doing it, Lida?*

Halida : Let me see! I'll try. Perhaps *I'm able to help you.*

Muhdi : Help me, please! *I'm incapable of understanding it at all* because I was absent yesterday.

Halida : I'm sure that *you can afford to finish it yourself after this.*

Muhdi : May be, I think. Thanks a lot, Lida.

B. Capability and Incapability

From the dialog above we are able to express capability and incapability using: capable of, to be able to, incapable of, afford, and so on.

a. *Are you capable of doing it, Lida?*

to be + capable of + V ing

b. *Perhaps I'm able to help you.*

to be able + to infinitive

c. *I'm incapable of understanding it at all.*

to be + incapable of + V ing

d. *I'm sure that you can afford to finish it yourself after this.*

Modal aux. + afford + to infinitive

To express capability, we use *to be + capable of + V ing, to be able + to infinitive, modal aux. + afford + to infinitive.*

To express incapability, we use *to be + incapable of + V ing, not + to be able + to infinitive, modal aux. + not + afford + to infinitive.*

A. Give the true statement from the fact!

Example:

The test's so difficult. (do)

So, he is incapable of doing it.

1. The shirt's too expensive. (buy)

So, _____

2. His house was so far from here. (get)

So, _____

3. The box's very heavy. (lift)

So, _____

4. He explains clearly enough. (understand)

- So, _____
5. The students have studied hard. (answer)
So, _____
6. Their children were clever. (pass)
So, _____
7. She spends money economically. (save)
So, _____
8. Hamzah likes reading. (write)
So, _____
9. Mr. Faqih's an engineer. (plan)
So, _____
10. You're very fat. (run)
So, _____

B. Match the sentences in column A with the right words in column B.

COLUMN A

1. Can Riza afford _____ the bus?
2. Are our teachers able _____ Koran well?
3. Is she capable of _____ this secret?
4. Sofiah is incapable of _____ sandwich.
5. Mr. Mufti can't afford _____

COLUMN B

- a. managing
- b. to help
- c. to accompany
- d. keeping
- e. to read
- f. wearing
- g. cooking
- h. to run after
- i. to make

Arabic fluently.

j. to speak

6. He's incapable of _____
the company.
7. We're able to _____
riot victims.
8. He was able to _____
the pilgrimage a year ago.
9. Now, girls are capable of
_____ veil at school.
10. I'm not able _____
her.

IV. WRITING

A. Say in English for each description with your own words! Number one has been done for you.

1. I have just been ill.

My father asks me to move a big stone.

I can't afford to move it.

2. Winda has just received a letter from his boy friend.

She's a senior high school student at Pematang.

-
3. Mahesa Jenar's a solid team and skilled, but its opponent isn't.
-

4. Ayu has joined typing course for two months.

She had typed many letters.

5. I've lost my purse when I saw football match in GBK stadium.

6. He's sick. He catches flu and cough.

He's absent.

7. The train's always full of passengers, because it's an executive kind. I need three seats, I must ask ticket seller.

8. He's an English teacher. But he sometimes teaches physics. I'm in doubt with him.

9. We're Muslims. But most of us don't master on Arabic. Koran and tradition books are written in Arabic.

10. The quality of washing machine's guaranteed. I don't believe that it's able to wash itself.

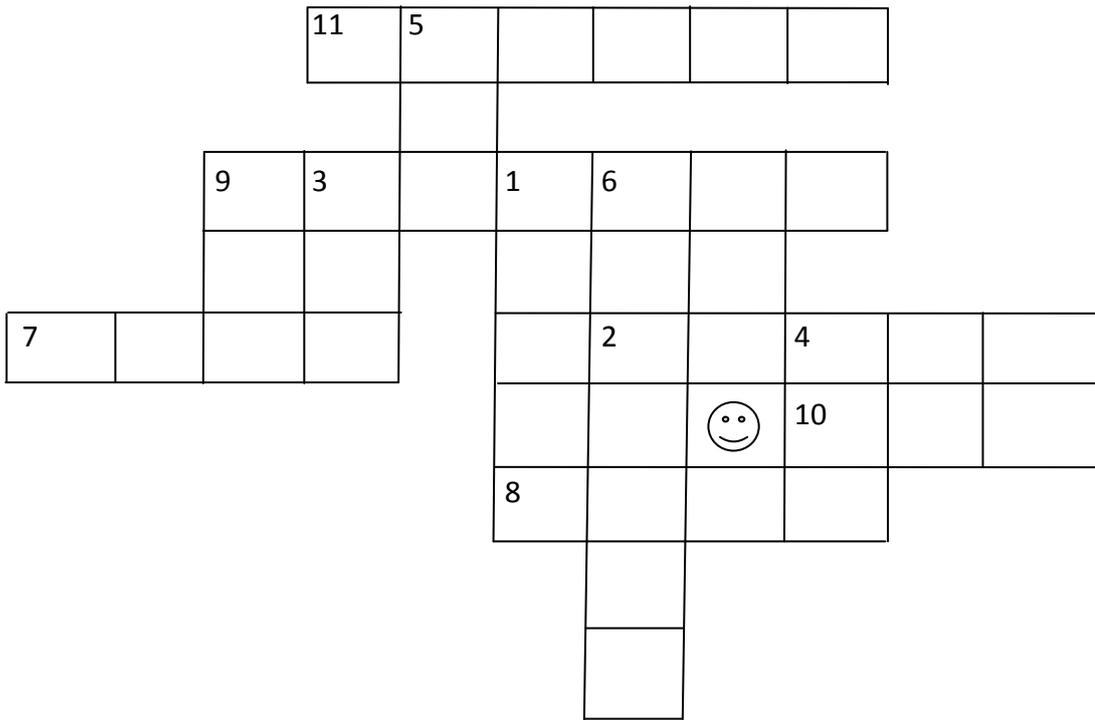
B. It's just for fun. Do this crossword puzzle!

ACROSS

DOWN

- 2 a game
- 7 to go (she, present tense)
- 8 take care of (similar meaning)
- 9 a well-known mosque in Yogyakarta
- 10 adverb of time
- 11 love (synonym)

- 1 done repeatedly will be a
- 3 not (opposite)
- 4 The plays _____, we go home
- 5 I catch _____
- 6 old (similar meaning)



Chapter 7

I. READING

PEACE MOVEMENTS

In the period between the two world wars, many of the peace movements supported the League of Nations and were associated with the International Federation of League of Nations Societies. These movements were in favor of the Briand Plan for Europe Union, proposed by Foreign Minister Aristide Briand (1862 – 1932) of France in 1930. They also supported the Kellogg-Briand Pact (Pact of Paris) of 1928 and the ill-fated disarmament some of the movements were in favor of suggestions for a federal union on a regional or global basis. One such plan was for a United States of Europe. Another was Union now, in which the United States would join either Great Britain or with all the other leading democracies of the world.

World War II was another blow to hopes for peace. The horror of that war and the even greater horror of war in the nuclear age have given new life movements to prevent war and to lay the foundation for real peace. Peace movements sincere or otherwise exist in all parts of the world. Peace conferences and organizations dedicated to peace are features of present-day international life. The

international Peace/Disarmament Directory list some 1,400 peace organizations.

The United Nations itself is a great peace organization. Many of the existing peace movements have been organized to support it. The European Movement and several other movements connected with it support steps toward unifying the countries of Europe. Their eventual aim is the setting up of a European political community on a federal basis. Movements of the same type promote closer association in the Atlantic Community (the areas that border on the Atlantic Ocean). In other parts of the world, too, there are movements for peace through unification. One of these is the Organization of African Unity. Formed in May, 1963, it represents a long step toward peaceful co-operation and unity on the African Continent.

One of the events of the 1960's that caused the formation of new peace groups, both in the United States and elsewhere, was the Vietnam War. These peace groups marched in parades demonstrated against the war and the role the United States has played in it, and issued statements explaining their anti-war stand.

Peace movements vary in size and influence. They may be official or unofficial. Some are limited in their aims. Others have almost unlimited goals, such as world government or the creation of a world free from

fear. All, however, have given new dimensions to the search for peace in the nuclear age.

Taken from *The New Book of Knowledge*, Vol. 15, Canada: Grolier Incorporated, 1981, p. 105.

KEY WORDS AND PHRASES

associated (v)	= dihubungkan
in favor of (adv.)	= setuju
supported (v)	= mendukung
ill-fated (adj.)	= sial
disarmament (n)	= pelucutan
lasted (v)	= berlangsung
suggestion (n)	= saran
join (v)	= ikut serta
blow (n)	= pukulan
horror (n)	= kengerian
sincere (adj.)	= tulus hati
border (v)	= berbatasan
dedicated (v)	= mempersembahkan
unifying (vbl.)	= mempersatukan
step (n)	= langkah
eventual (adj.)	= akhirnya
promote (v)	= memperhatikan
represent (v)	= mewakili
vary (v)	= berubah-ubah
limited (v)	= terbatas
issue (v)	= mengeluarkan
stand (n)	= pendirian

Answer the questions based on the text!

1. When did many of the peace movements support the League of Nations?

2. What is the main idea of the last paragraph?

3. Formed in May, 1963, it represents a long step ... (paragraph three). What does *it* word refer to?

4. What caused the formation of new peace groups?

5. What is the eventual goal of the European Movement and others?

6. Mention some examples of peace movement!

7. Who proposed the League of Nations and International Federation of League of Nations Societies?

8. World War II was another blow to hopes for peace. The underlined word has the similar meaning with _____.

9. When was Pact of Paris established?

10. What did these groups do the Vietnam War?

II. VOCABULARY

A. Rearrange the jumbled letters to produce words with the help of clues on the behind!

1. d-l-e-f-a-e-r =
kind of government form

2. c-e-m-a-y-d-o-c-r =
from people, by people, and for people

3. d-l-t-a-s-e =
went on

4. e-a-p-e-c =
aim of all countries over the world

5. d-s-o-t-m-r-e-d-n-a-t-e =
showed feelings against unjust

6. l-c-o-t-s-i-p-i =
act for reaching the authority

7. n-t-s-e-e-m-v-m-o =
for instance Green Peace, ASEAN

8. i-j-n-o =
follow organization, club etc.

9. t-n-t-e-c-i-o-n =
part of the earth in which mankind live

10. e-d-d-i-a-t-d-c-e =
doing something without hope anything

B. Fill in the blanks with the words above!

1. At the early reformation era the students
_____ against tyranny.

2. They _____ themselves to help the
poor people.

3. The concert _____ for more or
least three hours.

4. Do you _____ with the club?

5. All countries in the world always hope the
eternal _____ not war or
colonialism.

6. The religious _____ try to overcome problems faced by human being.

7. We should appreciate other opinions because that was one of the _____ principles.

8. Asia is the biggest _____ in the world.

9. Indonesia won't interfere with an other country including _____ affairs.

10. Our country isn't a _____ state but a unity state.

III. FUNCTIONAL SKILL

A. Passive Sentences (Present Form)

Active Form:

Ahnaf drinks milk now.
S O

Fahmi reads newspaper everyday.
S O

Passive Form:

Milk is drunk (by him) now.

S

Newspaper is read (by him) everyday.

S

Notes:

1. The object of the active sentence is the subject of the passive sentence; milk, newspaper.
2. In the active sentence, the tense is shown by the main verb; drinks, reads.
3. In the passive sentence, the tense is shown by the forms of be (to be); present AM, IS, ARE.
4. The main verb of the passive sentence is in the past participle; drunk, read.

So, the pattern of passive sentence is:

S + TO BE + V3 (PAST PARTICIPLE)

a. Change the following into passive form!

1. I need some books now.

2. Someone plays the guitar well.

3. Firdaus explains the problems clearly.

4. Our library prepares the scientific books.

5. The villagers build the new mosque.

6. Doctors operate her father recently.

7. My daughter asks a new dress.

8. Silmi drives a car.

9. My lecturer calls Chinta.

10. He employs them.

11. The president invites the ministers.

12. The students clean the floor.

13. The porter brings the suitcases.

14. Milani tell the accident.

15. Aji waits for Indri.

b. Change the following into active form!

1. The bike is bought by him.

2. Makmur is telephoned by his wife now.

3. The letters are typed by a typist neatly?

4. The pencil is sharpened by Ririn?

5. The book is opened by me immediately.

6. Our TV is repaired by Wanto.

7. The dictionary is returned by Joko.

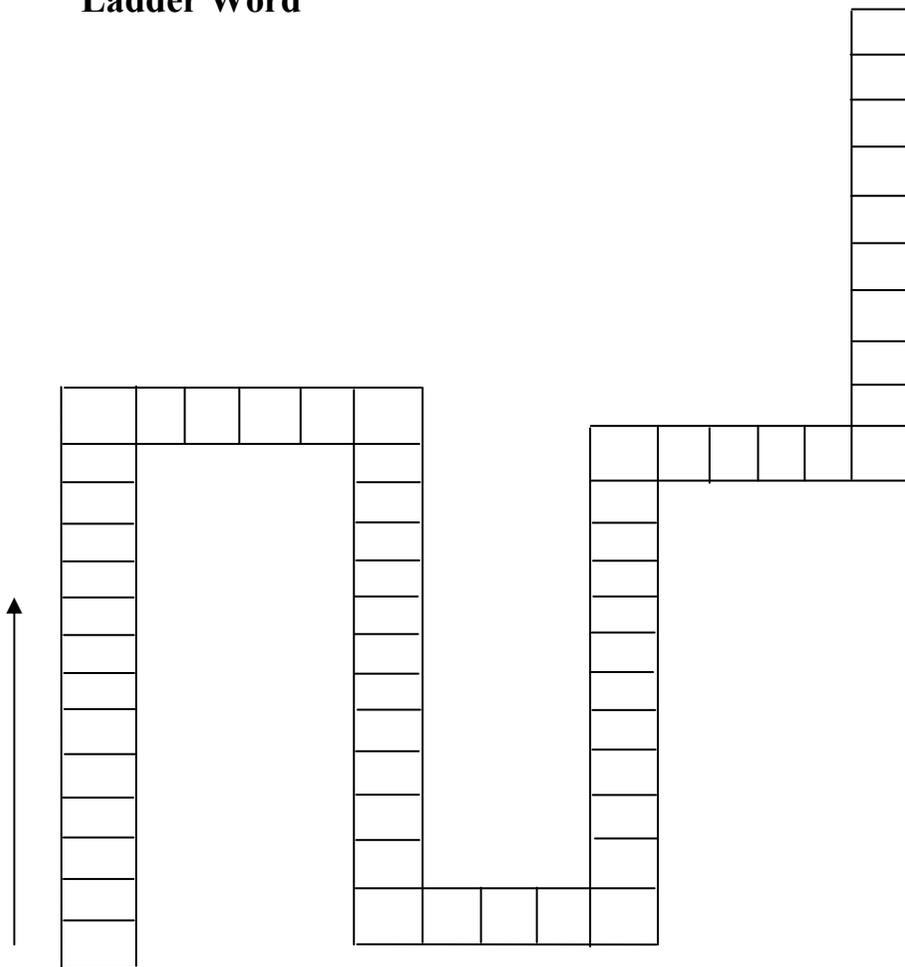
8. His ideas are supported by us.

9. The cup is broken by her.

10. The best way is discovered by them.

B. Just for fun: A crossword-puzzle.

Ladder Word



Chapter 3

I. READING

DEMOCRACY

Democracy is antique in Indonesia not from its basic idea, but from its controversy. In the history around the Proclamation, we find democracy problem had become sharp debate substance among the Republic founders. We feel to recognize their jargons: “council”, “representatives”, “people”, “committee”, “consensus”, and ever after. Also there’s a more contemporary loan: “delegation of authority”, “decision by representation”, “rule of law”, “majority rule and minority right”, and whether what’s again. We feel to know all of them. But it seems impossible we confess really understanding its purpose, especially describing exactly how each who files a claim the democracy behaves. Instead, it’s said there’re among others of them who are so enthusiastic to carry democracy, however, in their daily real living itself, he doesn’t bring about it.

But “democrats comprehend democracy” may be must still learn the theoretical view that’s “more valid” about politic authority on people circle. As becoming Syi’ah scholars severe criticism objective (Hamid Inayat, for instance), Sunnah grow-up politics theory (so

of course relating to a majority part of people) is oriented so severely to security and stability, so becoming conservative and anti-change, because a change can bring disorder (*fawdla*). So, Kiyahi Shalih from Semarang, for instance, in one of his books that spoken Javanese and inscribed in Pegon Arabic, clarified the necessary for a Muslim holding on to classic Sunni Politics view that rebellion against legal authority although despotic is prohibited according to religion, although remains obligatory carrying out '*amar ma'ruf nahyi munkar*' (commanding good and prohibiting disavowal). "Sixty years under the tyrannical government (but effective) is better than a day without any government (that caused confusion)", he clarified, that's said from the Traditions (hadith).

Well, democracy isn't avoided, but full of problem. Therefore, always has to have time to be discussed. On condition that, perhaps, it's better not to be so noisy, because it can be regarded as spoof and joking. Especially if we ourselves, its propagandists can't afford to give model. Do we recommend other persons to do goodness, but oneself is forgotten. We whereas know its case through reading matters. Such is God's remembrance.

Resumed and translated from *Pintu-Pintu Menuju Tuhan* by Nurcholish Madjid, under subchapter of "Democracy", pp. 256-259, MIZAN, 1994.

KEY WORDS AND PHRASES

sharp (adj.)	= sengit
substance (n)	= bahan
founders (n)	= para pendiri
recognize (v)	= mengenal
committee (n)	= majelis
and ever after (conj.)	= dan entah apa lagi
files a claim (v)	= mengklaim
instead (adv.)	= malah (an)
be said (v)	= konon
bring about (v)	= melaksanakan
more valid (adj.)	= lebih absah
be oriented (v)	= berorientasi
severely (adv.)	= sangat berat
disorder (n)	= kekacauan
clarified (v)	= menegaskan
rebellion (n)	= pemberontakan
obligatory (adj.)	= wajib
on condition	
that (adv.)	= hanya saja
spooof (n)	= lelucon

Answer the questions based on the text!

1. What our democracy problem do we find in the history around the Proclamation?

2. Mention the jargons from the Republic founders!

3. What's the main idea of the first paragraph?

4. What does the politics that's oriented so severely to security and stability cause?

5. ... in one of his books that spoken Javanese ... (paragraph 2, line 12).
The word *his* refers to

6. According to him, how is rebellion against legal authority, although despotic?

7. Why has the democracy always to be discussed without so noisy?

8. What's our democracy called?

9. What's one of its realizations carried out by all of Indonesians in a national manner?

10. What's the highest authority holder in our country called?

II. VOCABULARY

A. Match the words in the left column with ones in the right column!

LEFT COLUMN	RIGHT COLUMN
1. dasar	a. rule of law
2. sekitar	b. behave
3. penyerahan kekuasaan	c. around
4. pemerintahan berdasarkan hukum	d. disavowal
5. misalnya	e. foundation
6. menggambarkan	f. enthusiastic
7. bertingkah laku	g. tyrannical
8. zalim	h. for instance
9. bersemangat	i. delegation of authority
10. munkar	j. describing

B. Fill in the blanks with words in the right column!

1. Dian _____ so kindly that everyone likes her.

2. I thought she lived not far _____ the factory.

3. The meeting participants are so _____ to listen the speaker.

4. The main assignment of educators is implanting the student positive behavior _____.

5. Don't act _____ deeds!

6. Prohibiting _____ is heavier than commanding good.

7. Our government is based on _____, not despotism.

8. _____ is one of democracy principles.

9. We are prohibited to do tyrannical acts, _____ corruption, collusion, and nepotism.

10. Style of our speaking is _____ of our personality.

III. FUNCTIONAL SKILL

A. Dialog

Practice the following dialog!

Miss. Ina : Shall we buy Amina's wedding present today?

Mr. Ali : Of course, let's.

Miss Ina : What about this handbag?

Mr. Ali : No, I think she'd prefer that one.

Miss. Ina : But it's rather expensive.

Mr. Ali : Yes, you're right.

Wouldn't it be better to get something for both of them?

Miss. Ina : That's a good idea.

Mr. Ali : I don't think they need any glasses.

Miss. Ina : No. Amina's got plenty.

Mr. Ali : I think a vase would be nice.

Miss. Ina : All right. Let's look at vases. That's a pretty one.

Mr. Ali : Do you think so? It's very plain.

What about this one?

Miss. Ina : Yes, it's very nice. It's Chinese. It's quite expensive though. Can we afford to buy it?

Mr. Ali : I think so.

Miss. Ina : Shall we decide on this vase then.

Mr. Ali : All right.

Taken from *Percakapan Bahasa Inggris 2* by L.A. Hill and Anton Hilman, pp. 4-5, Pustaka Ilmu Jakarta, 1990, modified by the writer.

Answer the questions!

1. Where does the dialog take place?

2. What will they buy?

3. Who will get married?

4. What do they buy finally?

5. Is that so cheap? Tell the reason.

B. Agreement and Disagreement Expression

If you read the dialog above once again, you'll find agreement and disagreement expressions. Let's observe them.

All right. Let's look at vases.

I think so.

You're right.

I don't think they need any glasses.

For expressing agreement's used:

I think so.

All right.

You're right.

That's a right.

I agree.

I don't have any objection.

For expressing disagreement's used:

I don't think so.

I don't agree.

Complete the dialog by true expression!

1. X: He asks me to hate Mr. Salman.

Y: _____

2. X: I think betraying country is a big wickedness.

Y: _____

3. X: Shall we ask Nisa to lead the meeting, Rosna?

Y: _____

4. X: We should give greetings firstly if we meet.

Y: _____

5. X: They say: Islam is the same as sword.

Y: _____

6. X: Now, we do need an honest president, not only clever.

Y: _____

7. X: Can the students read pornographic books?

Y: _____

8. X: Shall we decide not to come again?

Y: _____

9. X: We think telling a lie wouldn't be a good.

Y: _____

10. X: Shall we make a study club for Arabic?

Y: _____

C. Just for fun: A ladder word

Do this ladder word. The last letter of the first word is the first letter for the second word, and so on.

1. Legal (5 letters)
2. One of democracy principles (10 letters)
3. State (6 letters)
4. Importance (9 letters)
5. One century is the same as 100 ... (5 letters)
6. Farce (5 letters)
7. For instance, Soekarno and Hatta (8 letters)
8. The knife is very ... (5 letters)
9. The Java ... are called Javanese (6 letters)
10. Even less (10 letters)

Chapter 4

I. READING

GENERAL ELECTIONS SYSTEM AND PARTY SYSTEM

Discussing general elections shall give impression as efforts launching reconstruction and recommendation for birth of a politics behavior that conforms more to society development for altogether purposes direction according to situation and periodic condition that exist.

Despite of the party system influence toward people representation institution behavior has already had characteristic going on in a certain direction, but discussing general elections will obtain special things. These special things won't be found if in a direction manner is performed discussion about party system influence toward people representation institution behavior.

Conceptually that is meant by party system nothing other than is a condition that indicates how absolute majority in the people representation institution is formed. In other words, talking about composition in people representation institution is the same as talking about party system.

Multi party system goes on if absolute majority for getting decision in people

representation institution is always formed on the basis of corporation between two forces. If absolute majority that's meant is always hold by one of two biggest forces as by turns, so party system that exists is two parties; while if absolute majority is always dominated by the only party or the only biggest party that exists, so it's known as one party system, one invisible party system, or hegemonic party.

In fact, Indonesia has never applied other election system yet, but proportional system. Therefore, if it will be discussed about general elections system that exists, so its investigation will have more characteristic theoretic-deductive upon a format, and possibility of its application in Indonesia is done based on comparative analogy that's pulled from other countries experience.

Conceptually, there're some kinds of general elections. Most of liberal West countries apply district general elections system. District general elections system is an election that's marked by the existence of nation region division upon the amount of election district. Election district sum is as many as people representation institution member sum that will be chosen in the general elections.

The other general elections system is proportional general elections system. Proportional general elections system is marked by the existence of vote rest that's not exhausted divided by election divider number

(quota). Act of determining divider number can be based on procedure *d' Hound, Droop, or Hare*. Vote rest that can't exhausted divided the above mentioned be able to totaled as a national manner so election contestant that's small is estimated will be able to get at least on chair in people representation institution.

Besides two main general elections systems above in the realization can be happened mixed. This mixed shows combination between the features of both main general elections system (district system and proportional system). This system is ever practiced in general election that is carried for first time by Unified-German.

Adapted and translated from *Benarkah DPR Mandul* by Ipong S. Azhar, under subchapter of "Sistem Pemilihan Umum dan Sistem Kepartaian", pp. 17-21, BIGRAF Publishing, 1997.

KEY WORDS AND PHRASES

impression (n)	= kesan
launching (vbl.)	= mengadakan
conforms ... to (v)	= sesuai dengan
despite of (adv.)	= walaupun
going in certain direction (vbl.)	= menjurus
in a direction manner (adv.)	= secara langsung
nothing other than (adv.)	= tidak lain

absolute (adj.)	= mutlak
as by turns (adv.)	= secara bergantian
invisible (adj.)	= tak kentara
but (conj.)	= kecuali
its investigation (n)	= pengkajiannya
pulled (v)	= ditarik
marked (v)	= ditandai
exhausted (v)	= habis
number (n)	= bilangan
act of determining of (vbl.)	= penentuan
rest (n)	= sisa
totaled (v)	= dijumlahkan
estimated (v)	= diduga

Answer the questions based on the text!

1. What's meant by party system?

2. What's talking about composition in people representation institution the same as?

3. What's the main idea of the paragraph five?

4. ..., so its investigation will have more characteristic theoretic-deductive ... (paragraph 5, line 4). The word *its* refers to

5. If absolute majority is always dominated by the only party, this system is called

6. How many kinds are there in the general elections system? Mention them!

7. What kind of them has been applied in Indonesia?

8. What kind of them has been applied by most of liberal West countries?

9. How many times did Indonesia hold General Elections? When?

10. How many parties did participate in General Elections in 1999?

II. VOCABULARY

A. Find in the text for the Indonesian words!

1. umum = _____

2. pengembangan = _____

3. sifat khas = _____

4. keberadaan = _____

5. terhadap = _____

6. kekuatan-kekuatan = _____

7. kerjasama = _____

8. lembaga = _____

9. wilayah-wilayah = _____

10. pokok = _____

B. Fill in the blanks with appropriate words from above!

1. The _____ human being is depended the sun and water.

2. Pesantren is one of the oldest education _____ in Indonesia.

3. All of us have to develop _____ in social living.

4. Indonesian people have very kind _____, but they hold principle strongly.

5. According to _____ opinion that he will be appointed as a new director in the company.

6. The _____ obligation of a God servant is performing religious services.

7. If two _____ fight each other, both of them will go to Hell.

8. Indonesia is divided into three times
_____.

9. The _____ on home industry is very
important in the economical crisis time.

10. We should be patient _____
negative suspicion from others.

C. These are parties in the Indonesia General
Elections 1999. Say them in English at least
fifteen!

01. Partai Indonesia Baru
02. Partai Kristen Nasional Indonesia
03. PNI - Supeni
04. Partai Aliansi Demokrat Indonesia
05. Partai Kebangkitan Muslim Indonesia
06. Partai Ummat Islam
07. Partai Kebangkitan Ummat
08. Partai Masyumi Baru
09. Partai Persatuan Pembangunan
10. Partai Syarikat Islam Indonesia
11. PDI Perjuangan
12. Partai Abul Yatama
13. Partai Kebangsaan Merdeka
14. Partai Demokrasi Kasih Bangsa
15. Partai Amanat Nasional
16. Partai Rakyat Demokrat
17. Partai Syarikat Islam Indonesia - 1905
18. Partai Katolik Demokrat
19. Partai Pilihan Rakyat
20. Partai Rakyat Indonesia
21. Partai Politik Islam Indonesia Masyumi

22. Partai Bulan Bintang
23. Partai Solidaritas Pekerja Seluruh Indonesia
24. Partai Keadilan
25. Partai Nahdlatul Ummat
26. PNI - Front Marhaenis
27. Partai Ikatan Penerus Kemerdekaan Indonesia
28. Partai Republik
29. Partai Islam Demokrat
30. PNI Massa Marhaen
31. Partai Musyawarah Rakyat Banyak
32. Partai Demokrasi Indonesia
33. Partai Golkar
34. Partai Persatuan
35. Partai Kebangkitan Bangsa
36. Partai Uni Demokrasi Indonesia
37. Partai Buruh Nasional
38. Partai MKGR
39. Partai Daulat Rakyat
40. Partai Cinta Damai
41. Partai Keadilan dan Persatuan
42. Partai Solidaritas Pekerja
43. Partai Nasional Bangsa Indonesia
44. Partai Bhineka Tunggal Ika Indonesia
45. Partai Solidaritas Uni Nasional Indonesia
46. Partai Nasional Demokrat
47. Partai Ummat Muslimin Indonesia
48. Partai Pekerja Indonesia

http://www.seasite.niu.edu/indonesian/IndonesiaI_Elections/Indo-pemilu99/partai-peserta-pemilu1999.htm, 10.02.2012

1. () _____
2. () _____
3. () _____
4. () _____
5. () _____
6. () _____
7. () _____

8. () _____
9. () _____
10. () _____
11. () _____
12. () _____
13. () _____
14. () _____
15. () _____

III. FUNCTIONAL SKILL

A. Dialog

Study the dialog!

Kinanti : What do you think of our young generation in the future?

Wulan : I hope they will be better than now.

You know most of them are aware that the future time of Indonesia is on their shoulders. Do you agree?

Kinanti : Yes, I do. But I still see some of them act disgraceful deeds, such as drunken, engage in gang, consuming drugs.

Wulan : Therefore, beside we have to make them aware, they also must be involved in the positive activities, like discussion club, school student organization, mosque organization for adolescents, sport club, teaching meeting, and so on.

Kinanti : You're right. Because of those activities are more useful. Those

can grow the responsible and fair spirit.
By the way, what kind of book will you borrow?
Wulan : O, yes. I almost forget it. I want a biology book. You get a good mark on it, don't you?
Kinanti : I like the biology teacher so much. He teaches so clearly. All students can understand his explanation.
Wulan : Oh, I see. Let's go out. The bell rings.
Kinanti : O.K. Let's go.

Answer the questions!

1. To Wulan's opinion, how's the young generation in the future?

2. What does Kinanti show some of the young generation now?

3. Mention examples of disgraceful deeds!

4. Where does the dialog take place?

5. Is Kinanti clever on Biology subject? How do you know?

6. Tell some of positive activities!

7. What can those grow?

B. Degrees of Adjectives of Comparison

There are three degrees of adjective comparison:

1. Positive degree
2. Comparative degree
3. Superlative degree

Examples:

1. a. *The stone is as big as that one.*
b. *The book is not as thick as that one.*
c. *These sticks are as long as those.*
2. a. *Umi is thinner than Ami.*
b. *My bike is older than his.*
c. *Rini is more intelligent than Rina.*
2. a. *Istiqlal is the biggest mosque in South East Asia.*
b. *Ratna is the most beautiful student in English department.*
c. *New York is the busiest city in the USA.*

For positive degree may be used:

AS + _____ + AS

NOT AS + _____ + AS

For comparative degree may be used:

ER/MORE + _____ + THAN

For superlative degree may be used:

EST/MOST + _____ + IN/OF

Notes:

1. One syllable of adjective form is made comparative and superlative degrees by adding ER/EST to the positive form.

Umi is thinner than Ami.

Istiqlal is the biggest mosque in South East Asia.

2. Three or more syllables of adjective form are made comparative or superlative degrees by putting MORE and MOST before the positive form.

Rini is more intelligent than Rina.

Ratna is the most beautiful student in English department.

3. Two syllables of adjective form are made comparative and superlative degrees by following one or other of the rules:

Those ending FUL or RE usually take MORE/MOST.

Science is more useful than property.

His writing is the most obscure of his friends.

Those ending in ER, Y, or LY are added by ER/EST.

Fitri is cleverer than Fikri.

She's prettier than her mother.

He was the silliest boy.

Exceptional degrees of adjective comparison are:

Positive	Comparative	Superlative
little older	less older elder	least oldest eldest
far	farther further	farthest furthest
good many/much bad	better more worse	best most worst

a. Use *as/not as + adjective + as!*

Examples:

1. My shoes are forty-one

Your shoes are forty-one too. (big)

My shoes are as big as yours.

2. Rudi is a hundred and seventy centimeters.

Rido is a hundred and seventy-one centimeters. (tall)

Rudi is not as tall as Rido.

1. Joko is rich. Jojo is poor. (poor)

2. Dipo is fat. Dino is thin. (fat)

3. Mardi was strong. Marto was strong too. (strong)

4. My shirt is wide. Her shirt is wide too. (wide)

5. Makkiy is handsome. Khalil is rather handsome. (handsome)

6. His rope was twelve meters. Her rope was twenty meters. (long)

7. Amin is seventeen. Amir is fifteen. (young)

8. Yuli's mother is pretty. Yuni's mother is pretty too. (pretty)

9. That room is clean. This room is dirty. (dirty)

10. My box was heavy. Their box was light. (light)

b. Say these sentences below using comparative degrees!

Examples:

Roni is twenty years old.

Rofi is twenty-two years old. (Rofi)

Rofi is older than Roni.

1. Abi was eighty centimeters. Ana was eighty-seven centimeters. (Ana)

2. This book is 7.000 rupiahs. That book is 5.000 rupiahs. (that book)

3. The orchestra is interesting, but the other one is not. (the orchestra)

4. My car is 60 million rupiahs. Her car is 61 million rupiahs. (her car)

5. Makky's mark is 9. Mirza's mark is 8. (Makky's mark)

6. I'm busy now, but she isn't. (I)

7. His suitcase is 25 kilograms. Her suitcase is 26 kilograms. (her suitcase)

c. Fill in the blanks with suitable comparison degrees!

1. Rifa was the _____ in our class. (clever)

2. The chair is as _____ as that one. (exclusive)

3. Badu was the _____. (lazy)

4. Our team was _____ than theirs.
(good)

5. The painting is the _____ of others.
(bad)

6. Your test is _____ than mine. (easy)

7. Azis's house was _____ than ours. (far)

8. Her room was _____ than his. (dark)

9. Studying is _____ than watching TV.
(important)

10. This way was the _____ of the
others. (effective)

Chapter 5

I. READING

TRADITION OF MARRIAGE IN SOUTH SULAWESI

There are four kinds of marriage in South Sulawesi. The first is arranged marriage. It happens if parents want to marry off their daughters or sons, but their children have their own choice. For example, they want to continue their study or have their own boyfriends or girlfriends. Although the children disagree, the parents still marry them with the parent's choice. The second is mixed marriage. It usually happens to young couple who come from different tribes in South Sulawesi. For example, a Macassar man wants to marry a Bugis girl; they can build a family although they come from different ethnic group. The next is across-family marriage. The young couple comes from the same family. In South Sulawesi, it is considered an ideal marriage although it is not necessarily so. The purpose is to keep their wealth as well as to establish nobility. They are prohibited to marry servants or people who do not come from the noble man. Finally, elopement is a kind of marriage that is not blessed. The parents do not allow a man who wants to marry their daughters. Sometimes the young couple

persists in doing it although the man can't afford to pay dowries. The man has to pay much money, otherwise, he does not get the girls. According to Koentjaraningrat in his book 'Manusia dan Kebudayaan Indonesia', a man's status is determined in part by the dowries. It has been shown that arranged marriage, mixed marriage, across-marriage, and elopement are the four traditional marriages in South Sulawesi.

After talking about kinds of marriage, we will talk about the process of marriage. The process of marriage includes the marriage proposal, discussing the things which are needed to get married and engagement. Before the man is engaged to the girl, his parents ask the girl to her parents about a man's marriage proposal formally. If the girl side agrees, the man will get engaged to the girl. Then, the girl's parents make the decision when they will receive the man's family again to discuss the whole things about engagement. This part is called Mappettu Ada. It is a meeting of both sides talking about all things including financing, dowries, and the procession. Financing depends on their agreement, the merrier the extravagant party, the more they need money. The dowries are in the form of cosmetics, sarong, jewelry, and could be a house or a field. Both families have to prepare some things which are needed to get married. Wedding dress is one of the important things needed which is called Baju Bodo. It can have

various colors, but it is usually red dominated. Baju Bodo has beautiful strings of golden beads and also has a shawl diagonally across the upper-part of the body. Other stuff is the ring as a sign of legal spouse. Both families also prepare wedding certificate since it is a proof that a couple has already married.

We usually find interesting things in a wedding party. Dances and wedding gifts can be observed in the procession. While the young couples pass through the street successively with lovely umbrellas, the bridesmaids next follow behind them. They are beautiful girls who wear the traditional dress, Baju Bodo. Besides the bridesmaids that follow the spouse, couples of girls entertain them with lovely dancing. They are dancing Pattuddu and Pajaga. Pattuddu comes from Mandar and Pajaga from Luwu. Wedding gifts are also usually found in a wedding party. Many girls from the bridegroom side attending the procession bring a lot of flowers and various cakes in nice plates. The bouquet and delicious cakes are presented for the bride. There is also a myth if someone eats wedding cakes she or he will get married soon. The flowers everywhere fill the room and they smell good. Everyone, especially the girls, likes flowers. It is clear that many people like to attend a wedding party because they enjoy seeing the bridal procession of spouse, bridesmaids, dances, and the wedding gifts.

Discussing the bridal procession and the important things in the wedding party, we should also know about the people behind the ceremony. There are some important people in the family attending the ceremony to marry of the young people. They are the parents, village chiefs, and witnesses. The parents of the young couple must be in the procession because young couple have to get their permission. People believe if the parents do not bless the young couple, neither does God. The village chief is a leader who guides ceremony. He is going to be in contact with God and prays for the young couple to have a happy life. Another important person is witness who takes part in the process of ceremony. The witnesses must be of two elderly people. They marry of the young couple together with the parents and the village chief. It is clear that parents, village chiefs and witnesses are the important people in the family who marry of the young couple from whom the couple get their permission. If you want to know more about this procession, you can visit South Sulawesi watching the traditional marriage and wonderful entertainment.

Taken from *Hello*, No. 161 April 1999, under title "Tradition of Marriage in South Sulawesi", by Latifah Suyuti.

KEY WORDS AND PHRASES

to marry of (v)	= menikahkan
disagree (v)	= tidak setuju
mixed (adj.)	= campuran
couple (n)	= pasangan
tribes (n)	= suku-suku
considered (v)	= dianggap
wealth (n)	= kekayaan
establish (v)	= memapankan
nobility (n)	= kebangsawanan
blessed (v)	= direstui
persist (v)	= teguh
dowries (n)	= maskawin-maskawin
proposal (n)	= lamaran
engagement (n)	= tunangan
side (n)	= pihak
procession (n)	= prosesi
merrier (adj.)	= lebih meriah
jewelry (n)	= barang perhiasan
string (n)	= tali
beads (n)	= manik-manik
shawl (n)	= selendang leher
stuff (n)	= barang
successively (adv.)	= berturut-turut
bridesmaid (n)	= gadis pengiring pengantin
bouquet (n)	= karangan bunga
chief (n)	= kepala/pimpinan

Answer the questions based on the text!

1. How many kinds of marriage are there in South Sulawesi?

2. If a Bugisnese married a Maccasarnese, what is the marriage called?

3. What does elopement marriage mean?

4. ... but their children have their own choice. (paragraph 1, line 4). What does the word *their* refer to?

5. What does Mappettu Ada mean?

6. What are dowries forms?

7. What do you know about Baju Bodo?

8. What are the important people behind the ceremony?

9. What is the main idea of paragraph two?

10. Why do many people like to attend a wedding party?

II. VOCABULARY

A. Find in your dictionary for these words!

VERB	NOUN	ADJECTIVE
1. persist	persistence	persistent
2. _____	engagement	_____
3. _____	_____	established
4. propose	_____	_____
5. _____	blessing	_____
6. consider	_____	_____
7. arrange	_____	_____
8. _____	marriage	_____
9. _____	_____	eloped
10. determine	_____	_____

B. Do with your partner to translate the sentences into good English!

1. Ibu saya (persist) menghadapi banyak cobaan hidup.

2. (engagement) mereka berlangsung sekitar sebulan yang lalu.

3. Rumah yang (established) oleh mereka sangat indah.

4. Kita selalu mengharap (blessing) dari orang tua kita.

5. Gadis yang (proposed) oleh Muhsin berasal dari Wonokromo.

6. Kepala sekolah kami (considers) peraturan baru bagi para guru.

7. Kamu seharusnya (arrange) idemu dan mengungkapkan lagi.

8. Saya akan hadir pada (marriage) nya besok malam.

9. Jati mencintai wanita yang (eloped) kemarin.

10. Para mahasiswa berlatih pada waktu yang telah (determined).

C. Complete the sentences using words in the text!

1. You should determine your c_____.

2. The d_____ paid to bride are depended on his wealth.

3. The incident h_____ when they went to Surabaya.

4. Budiarso has got m_____ a Solonese girl two months ago.

5. Do you buy g_____ for her birthday party?

6. Don't b_____ what she has just said!

7. When I was an eight years old girl I liked d_____.

8. Mr. Iskandar g_____ the students to compose reports.

9. Sometimes we give f_____ to someone as a love sign.

10. We had followed the p_____ before we went home.

III. FUNCTIONAL SKILL

A. Dialog

Study the dialog!

Salim : What are you doing, friend?
You look seriously so much.

Fatah : I'm reading the book which mother has just bought it for me.
You know most of them are aware that the future time of Indonesia is on their shoulders. Do you agree?

Salim : What book is that? I think the book is very interesting.

Fatah : The story book. I like the story books that tell morality and norm messages. This book's written by HAMKA.

Salim : O... I'm interested as well. What's the title, I want to know soon. I like the books written by HAMKA?

Fatah : TENGSELAMNYA KAPAL VAN DER WIJCK. It tells about the Minangkabau's tradition of West Sumatra at the old time. It's stated that according to the Minangkabau's tradition a woman held an authority in managing the family affairs.

Salim : But, is the tradition still applied until now? I think HAMKA tried to correct the tradition mistake. Through his novel, he recommended how the tradition is really true and good.

Fatah : So, had you ever read the novel?

Salim : I had read it many times when I was a student of junior high school. At least ten times I'd repeated it!

Answer the questions!

1. Who has just bought the book for Fatah?

2. What kind of book is that?

3. What is the title of that book?

4. What does the book tell about?

5. What kind of book does Salim like?

6. Had Fatah ever read the book before?
How do you know?

7. What had HAMKA done to Minangkabau's tradition?

B. Relatives

Relatives can be divided into two kinds:

1. Defining Relatives

	SUBJECT	OBJECT	PREPOSITION	POSSESSIVE
PEOPLE	who (that)	_____	_____	_____
	_____	that	_____	_____
	_____	_____	that	_____
	_____	_____	_____	whose
THINGS	that (which)	_____	_____	_____
	_____	that	_____	_____
	_____	_____	that	_____
	_____	_____	_____	of which/whose

Examples:

A. Subject:

1. The student is Yani. (what student)

The student who (that) reads a book is Yani.

2. The car was his.

The car which (that) was out of order was his.

B. Object:

1. The teacher gave me a book. (what teacher)

The teacher that I've seen gave me a book.

2. The radio is Telesonic.

The radio which (that) I buy is Telesonic.

C. Preposition:

1. The woman is my mother.

The woman that Atika talks to is my mother.

2. The ruler is hers.

The ruler which (that) she looks for is hers.

D. Possessive:

1. The boy was Faisal.

The boy whose face was handsome was Faisal.

2. The cat belongs to Hani.

The cat whose eyes are blue belongs to Hani.

2. Non-Defining Relatives

	SUBJECT	OBJECT	PREPOSITION	POSSESSIVE
PEOPLE	_, who _,	_____	_____	_____
	_____	_, whom _,	_____	_____
	_____	_____	_, whom _,	_____
	_____	_____	_____	_, whose _,
	_, which _,	_____	_____	_____

THINGS	_____	_, which _,	_____	_____
	_____	_____	_, whom _,	_____
	_____	_____	_____	_, whose _, _, of which _

Examples:

A. Subject:

1. The driver, who is eating, is my older brother in-law.
2. The dictionary, which is on the table, is new.

B. Object:

1. The farmers, whom we employed, were diligent.
2. The mattocks, which they bought, were from Tegal.

C. Preposition:

1. The students, who talk about, want to go.
2. The concert, which we looked at, played soundly.

D. Possessive:

1. A boy student, whose brain was intelligent, loves Lilis.
2. The room, whose doors are brown, was wide.

A. Add the missing relatives!

1. You will do homework _____ teacher orders.

2. He was a sprinter _____ won the game.

3. Elia is the only woman _____ I love very much.

4. They are scout boys _____ activities were so useful

5. Nafisah buys the books _____ she needs.

6. The flowers _____ I gave her were purple.

7. The pilot _____ flies the plane is Mr. Handoko.

8. A man _____ car is sold helps the orphanage Halimah Sa'diyah.

9. The librarian _____ we borrow some books works hard.

10. The shop _____ she buys ten kilograms of sugar is Marjun's.

B. Add the necessary relative pronouns!

1. The mosque, _____ we pray in, is the oldest.

2. Our friends, _____ study together, are clever students.

3. Love, _____ is mercy of God, comes to everyone at some time in life.

4. Ja'far, _____ I met yesterday, invited his neighbors.

5. The river, _____ they swim in, is deep.

6. The thief, _____ stole my money, is caught by police.

7. The robber, _____ they interviewed, killed two victims.

8. A woman, _____ voice is so beautiful,
becomes a new winner.

9. The contest, _____ we take part, was
held by the organization.

10. Rhoma Irama, _____ music group is
called Soneta, is a very well-known singer.

C. Combine the two sentences by using
appropriate relative pronoun!

Example:

The horse is tall.

Its tail is very long.

The horse whose tail is very long is tall.

1. The man is very kind.

I have ever met him.

2. The cake was delicious.

We like it so much.

3. The boy is very interested.

She loves him.

4. Andira asked the passenger.

He is a steward.

5. The typist brings some papers.

He'll make letters.

6. The man sells many lamps.

He is a salesman.

7. Our daughter Utiya is crying.

We love her so much.

D. Arrange a good paragraph from these sentences!

- Sarong is special cloth for Muslim.
- There are a lot of Batik home industries.
- Pekalongan is located in the North of Middle Java.
- People like it very much.
- It's well-known as Batik City.
- In the wedding ceremony there, the bridegroom always wears Sarong Batik until now.

- The art of Batik has existed there since a long time.
- The Batik clothes are used for sarong, shawl, dress, shirt, veil, and so on.

Chapter 1

I. READING

MONEY PERSPECTIVE AND BANK IN ISLAM

Discussion about money and bank can't be separated from debate on interest that's considered by some Islamic scholars as usury which's forbidden by al-Qur'an. The debate about whether the bank interest is regarded as usury or not has gone on for a long time and until now it has remained going on pro and contra opinion. Islamic society has used money since it has been recognized as barter replacement in economy. The problems that appear as a consequence from money use as a payment instrument and banking institution as its proponent factor has just appeared in Islamic trade in the 20th century. The main law problem that is discussed at the beginning stage in connection with money and bank is usury and interest.

This explanation, however, is not involved in pro and contra position toward interest concept (namely the debate on bank interest as usury), but it quests how money conception and bank in a system without interest, although it can't be separated from the discussion about the usury itself, and some opinions about interest in the conventional banks.

Islamic writers realize the money use in all kind of functions both as exchange instrument, wealth depositor, and transfer proponent from barter system to money economical system. But they agree the prohibition of usury *al-fadhli (riba' al-fadhli)* as a concept which must be avoided in economy, in the framework of restraining and

curbing money economy which is considered unjust, then it has to change to become the economical rational money.

This topic is interesting enough, thinking of interest system in banking (*rente stelsel*) begins to be convinced by some experts as one of factors that results in worsening economic situation. According Lord Boyd Orr (Suhaili, 1970), the interest system is main cause of economical shocks recently, both in the form of periodical crisis, striking difference in national income distribution, and in the form of obstacles which hamper perfect capital investment.

Because of the trade –as human being effort looking for profit that's justified by al-Qur'an– in the contemporary economical system nowadays has involved the function of bank in such a way. Because of this, the interest becomes one of the important factors that emerges investment and society savings. The money concept and bank without the interest is difficult to be convinced by some societies as solution alternative of economical problems, both on the household economical level and the national economy.

Tight money policy that still prevails now proves that the interest system as investment activator factor and savings in Indonesia economy isn't the only best way overcoming people's economical weakness. An alternative concept must be developed. The existence of Bank Muamalat Indonesia (BMI) is a challenge to prove that the Islamic concept in monetary field can be an alternative. Therefore, the main problem which is necessary to be discussed is why the banking system without interest must be considered as one of the alternative concepts? And how the concept mentioned is carried out?

Adapted and translated from 'Reorientasi Wawasan Ekonomi Perspektif Uang dan Bank dalam Islam' by Syafarudin Alwi in *Muhammadiyah dan NU: Reorientasi Wawasan Keislaman*, pp. 143-145, LPP UMY LKPSM NU dan PP Al-Muhsin Yogyakarta, 1993.

KEY WORDS AND PHRASES

separated (v)	= dipisahkan
debate (n)	= perdebatan
interest (n)	= bunga bank
considered (v)	= dianggap/dipertimbangkan
Islamic scholars (n)	= ulama
usury (n)	= riba
opinion (n)	= pendapat
replacement (n)	= pengganti
payment (n)	= pembayaran
proponent (n)	= pendukung
main (adj.)	= utama
stage (n)	= tahap
involved (v)	= terlibat
all sorts of (adj.)	= berbagai
depositor (n)	= penyimpan
wealth (n)	= kekayaan
agree (v)	= sepakat
framework (n)	= kerangka
restraining (vbl.)	= mengendalikan
curbing (vbl.)	= mengekang
thinking of (vbl.)	= mengingat
result ... in (v)	= mengakibatkan
striking (adj.)	= menyolok
obstacle (n)	= rintangan
hamper (v)	= menghambat
profit (n)	= keuntungan
justified (v)	= dibenarkan
in such a way (adv.)	= sedemikian rupa
savings (n)	= tabungan
overcoming (vbl.)	= mengatasi

Answer the questions based on the text above!

1. How do some Islamic scholars consider the interest?
-

Chapter 2

I. READING

YOGYA TOWN CULTURE: SECLUDED AND WILD CHILDREN

Recently, the shifts of youth pattern of social and cultural behavior occurred in Yogya. If this will be observed and paid close attention seriously, it needs multi method from the amount research efforts. Human, society, and history, in essence passes continuously from our knowledge by leaving just one or two traces that we understand just little and realize as wave and swell that change in every second.

De-intellectualization process (that is turned by hedonism and consumerism always goes on along with de-politization process (even that is filled by education to authorize) has created youth with double personality. On the one side, they are secluded children and spoilt children. On the other side, however, at the same time they are also wild children that their ethic is low and fool in social manner.

Seclusion has its 'lot' itself in the map of cultural and social behavior of secluded children. Meanwhile, its other lot is used to release the wild nature, at the beginning it is in the form of freedom essence, independence, and creativity.

If they are prohibited to be creative and experimental in qualified and relevant fields, so their intelligence and experiment will be staged at the pathways or on the entertainment places. This has no qualified content,

Chapter 3

I. READING

DEMOCRACY

Democracy is antique in Indonesia not only from its basic idea, but also from its controversy. In the history around the Proclamation, we find democracy problem had become the sharp debate problem among the Republic founders. We recognize their jargons: "council", "representatives", "people", "committee", "consensus", and so on. Also there is a more contemporary term: "delegation of authority", "decision by representation", "rule of law", "majority rule and minority right", and so on. We have to know all of them. But it seems impossible we realize really to understand its purpose, especially describing exactly how each who claims the democracy behaves. Instead, it is said there are among others of them who are so enthusiastic to perform democracy, but they don't put it in practice in their daily actual living.

But "democrats comprehend democracy" may be still learn the theoretical view that is "more valid" about politic authority on people circle. As becoming Syi'ah scholars sharp criticism objective (Hamid Inayat, for instance), Sunnah grow-up politics theory (so of course relating to a majority part of people) is oriented to security and stability, so becoming conservative and anti-change. A change can bring disorder (*fawdla*). So, Kiyahi Shalih from Semarang, for instance, in one of his books written in Javanese and inscribed in Pegon Arabic clarified the

Chapter 4

I. READING

GENERAL ELECTIONS SYSTEM AND PARTY SYSTEM

Discussing general elections shall give impression as efforts launching reconstruction and recommendation for birth of a politics behavior. This conforms more to society development for altogether purposes direction according to situation and periodic condition that exist.

The party system influence toward people representation institution behavior has already had characteristic in a certain direction. Discussing general elections will obtain specific things. These will not be found if the discussion is done related to party system influence toward people representation institution behavior.

Conceptually, what is meant by party system is a condition that indicates how absolute majority in the people representation institution is formed. In other words, talking about composition in people representation institution is the same as talking about party system.

Multi party system goes on if absolute majority for getting decision in people representation institution is always formed on the basis of corporation between two forces. If absolute majority is always hold by one of two biggest forces as by turns, so the party system is called two parties. Meanwhile, if absolute majority is always dominated by the only party or the only biggest party, so it is called one party system, one invisible party system, or hegemonic party.

Chapter 5

I. READING

TRADITION OF MARRIAGE IN SOUTH SULAWESI

There are four kinds of marriage in South Sulawesi. The first is arranged marriage. It happens if parents want to marry off their daughters or sons, but their children have their own choice. For example, they want to continue their study or have their own boyfriends or girlfriends. Although the children disagree, the parents still marry them with the parent's choice. The second is mixed marriage. It usually happens to young couple who come from different tribes in South Sulawesi. For example, a Maccasarnese man wants to marry a Bugisnese girl; they can build a family although they come from different ethnic group. The next is across-family marriage. The young couple comes from the same family. In South Sulawesi, it is considered an ideal marriage although it is not necessarily so. The purpose is to keep their wealth as well as to establish nobility. They are prohibited to marry servants or people who do not come from the noble man. Finally, elopement is a kind of marriage that is not blessed. The parents do not allow a man who wants to marry their daughters. Sometimes the young couple persists in doing it although the man can't afford to pay dowries. The man has to pay much money, otherwise, he does not get the girls. According to Koentjaraningrat in his book 'Manusia dan Kebudayaan Indonesia', a man's status is determined in part by the dowries. It has been

Chapter 6

I. READING

SCIENCE IN THE MUSLIM WORLD

One of the fascinating episodes in the history of science concerns the migration of scientific theories and techniques from Greece in the early centuries of new era, Greek science moved into the Middle and Near East, where it was kept alive. Then it was slowly adopted in the Christian West during the Middle Ages. Thus we find this strange historical situation. For hundreds of years Europe, the ultimate home of modern science, went almost without any scientific activity. But Persian and Arabic schools of science flourished and made notable contributions to Greek tradition, which they had recently inherited.

Scientific ideas were first brought to Persia by a group of early Greek Christians. They established schools of science and medicine. After the Muslims conquered, the region in A.D. 637, scholars of these schools translated their texts into Arabic. Arabic was the common language of all Muslims (people who followed the teachings of Mohammed). And so knowledge of science and medicine spread through Islam—the countries in which Muslim lived. During the 8th century the Islamic world reached from Spain to central Asia, and in the time all these areas were linked by a common language and a common culture.

The Islamic scientists followed a tradition started by the Greeks. This was to bring vast amounts of information together into books of the kind we call encyclopedias.

Chapter 7

I. READING

PEACE MOVEMENTS

In the period between the two world wars, many of the peace movements supported the League of Nations and were associated with the International Federation of League of Nations Societies. These movements were in favor of the Briand Plan for Europe Union, proposed by Foreign Minister Aristide Briand (1862 - 1932) of France in 1930. They also supported the Kellogg-Briand Pact (Pact of Paris) of 1928 and the ill-fated disarmament some of the movements were in favor of suggestions for a federal union on a regional or global basis. One such plan was for a United States of Europe. Another was Union now, in which the United States would join either Great Britain or with all the other leading democracies of the world.

World War II was another blow to hopes for peace. The horror of that war and the even greater horror of war in the nuclear age have given new life movements to prevent war and to lay the foundation for real peace. Peace movements sincere or otherwise exist in all parts of the world. Peace conferences and organizations dedicated to peace are features of present-day international life. The international Peace/Disarmament Directory list some 1,400 peace organizations.

The United Nations itself is a great peace organization. Many of the existing peace movements have been organized to support it. The European Movement

ANSWER KEY

Chapter 1

I. READING

1. Islamic scholars consider the interest as usury which is forbidden by al-Qur'an.
2. Islamic society used money since money has been recognized as barter replacement in the economy.
3. The main idea of paragraph three is the use of money according to the Islam writers.
4. One of factors which result in becoming worse and worse economical situation is interest system in banking (rent stelsel).
5. Kind of usury must be avoided is usury al-fadhli.
6. 'This topic' means rational money economy.
7. Yes, I can.
Trade is the human being effort looking for profit that is justified by Al-Qur'an, but usury is the human being effort looking profit that is forbidden by Al-Qur'an.
8. Usurer is a person who practices usury efforts.
9. The synonym of the underlined word is managing/leading.

10. The banking system should be developed according to the Islamic concept without interest.
11. BMI (bank Muamalat Indonesia) is an example of bank without interest in our country.

II. VOCABULARY

A.

No.	Names of Bank in Indonesian	Names of Bank in English
1.	BANK INDONESIA	<i>Indonesia Bank</i>
2.	BANK RAKYAT INDONESIA	<i>Indonesia People Bank</i>
3.	BANK PEMBANGUNAN DAERAH	<i>Territory Development Bank</i>
4.	BANK NEGARA INDONESIA	<i>Indonesia State Bank</i>
5.	BANK DAGANG INDONESIA	<i>State Commerce Bank</i>
6.	BANK EKSPOR-IMPOR	<i>Export-Import Bank</i>
7.	BANK TATA NIAGA	<i>Business-Administration Bank</i>
8.	BANK CENTRAL ASIA	<i>Asia Central Bank</i>
9.	BANK INTERNASIONAL INDONESIA	<i>Indonesia International Bank</i>
10.	BANK PERKREDITAN RAKYAT	<i>People Credit Matters Bank</i>
11.	BANK MANDIRI	<i>Autonomous Bank</i>
13.	BANK SYARIAH	<i>Shariah Bank</i>

B.

1. The bankers would follow the *discussion* about the banking system in Indonesia.
2. The teacher *remained* teaching students although most of them were absent.

3. You don't have to *release* the responsibility that must be reported to members.
4. Don't *consider* unimportant whatever has been done by the other person.
5. During this *crisis* we must spend money economically.
6. The *usury* is a deed which harms others and its doer.
7. Al-Qur'an has *justified* trade but has forbidden usury.
8. We can use this way or the *alternative* one to finish the task.
9. You should *confess* that you had done a mistake in this case.
10. Fauziyah always *saves* her money in the bank.

C.

1. In the modern life, *banking* is the integrated part in *operating* business or other efforts.
2. *Thinking of* the explanation is so clear that there is not any reason for not *understanding* it.

3. *Wealth* doesn't guarantee someone happy otherwise *lack* of property makes someone suffering.
4. Motivation is one of *factors* success of education beside *system* which is applied.
5. We must *avoid* usury system in commerce and we have to manage honestly commerce.

III. FUNCTIONAL SKILL

A.

1. He will know where his father saves.
2. Some advantages of savings at bank are: to obtain interest, to guarantee money.
3. Yusa' will save his pocket money at the BMI (Bank Muamalat Indonesia).
4. Yes, they do.
They can explain about the bank advantages and about BMI.
5. Basic aim of standing of BMI is to help small enterprises.
6. They prefer BMI (Bank Muamalat Indonesia).

From Yusa' parents' statements: I do agree with you Yusa', and So do I, Dad.

B.

The usury prohibition in Islam has purpose to found an economy construction that doesn't determine that the capital isn't able to work itself, and there's not profit without self placement on risk. Whereas according to the usury system, the profit for capital is determined with work and self placement on risk at all (Abu Zahra, 1974). Therefore, Islam in a clear manner declares war to usury and requires the members of religious community to leave it (QS. Al-Baqarah: 278).

C.

a.

1. You would have passed an exam if you had studied hard.
2. If she had been an honest woman, they would not have accused of stealing.
3. Jatmiko would not have sung if we had laughed at him.
4. If the dog had barked, I would not have opened the door.
5. The play would have begun if it had not rained.
6. If Mr. Bakri had taught, all of us would have followed seriously.
7. Safira would have bought the wallets if they had not been expensive.

8. If you had picked me up, we would have left for together.
9. The students would have missed the bus if they had not run after it.
10. If we had gone to mosque, we would have worn kopiah.

b.

1. sad, go

She would have been sad if you had gone alone.

2. accept, apply

They would have accepted if he had applied the job.

3. command, cut

If father had commanded, I would have cut my long hair.

4. ask, share

If they had asked, we would have shared our experiences.

5. hate, lie

Everyone would have hated if you had lied.

6. stay, work

Yuliani would have stayed here if she had worked at the company.

7. disturb, angry

If they had disturbed, of course she would have been angry.

ANSWER KEY

Chapter 6

I. READING

1. Greek science in the Middle and Near East was kept alive.
2. The world *it* refers to science in the Middle and Near East.
3. A group of early Greek Christians brought first scientific ideas to Persia.
4. The similar meaning of *ultimate* word is *extravagant*.
5. The main idea of paragraph two is the Muslim conquest on Persia.
6. The Islamic scientists got knowledge of science and medicine from Greek Christians scholars in Persia.
7. Al-Razi/Rhazes: The Comprehensive Book.
Ibn Sina/Avicenna: The Canon of Medicine.
Ibn al-Haitam/Alhazen: The Optical Thesaurus.
8. The strange historical situation statement means that for hundreds of years Europe, the ultimate home of modern science, went almost without any specific activity.
9.
 - a. Ibn al-Nafis discovered the passage of blood through the lungs?
 - b. Ibn al-Haitam discovered science of light?
 - a. Ibn Sina/Avicenna and Al-Razi/Rhazes discovered practical methods of

treating the sick and the use of a number of new drugs.

10. Muslims are people who follow the teachings of Mohammed (peace be upon him).

II. VOCABULARY

A.

Notable Islamic Scientists	Science Field
1. Avicenna/Ibn Sina	Medicine
2. Alhazen/Ibn Haitam	Optics
3. Ibn al-Nafis	Medicine
4. Al-Gebra/Al-Jabar	Mathematics
5. Rhazes/Al-Razi	Philosophy
6. Al-Khawarizmi	Mathematics
7. Avenpaj/Ibn Bajah	Philosophy
8. Ibn Khaldun	History
9. Al-Kindi/Al-Kindus	Philosophy
10. Averroes/Ibn Rusyd	Sociology

B.

- | | |
|--------------|--------------|
| 1. general | a. common |
| 2. stated | b. reported |
| 3. invention | c. discovery |

- | | |
|--------------|----------------|
| 4. principal | d. main |
| 5. revised | e. adopted |
| 6. stayed | f. lived |
| 7. beginning | g. early |
| 8. founded | h. established |
| 9. biggest | i. greatest |
| 10. used | j. served |

C.

1. Alhazen _____ an optician.
Optician is a person who is expert in optics.
2. Ibn Bajah _____ a philosopher.
Philosopher is a person who is expert in philosophy.
3. Averroes _____ a sociologist.
Sociologist is a person who is expert in sociology.
4. Al-Khawarizmi _____ a mathematician.
Mathematician is a person who is expert in mathematics.
5. Ibn Khaldun _____ a historian.
Historian is a person who is expert in history.
6. Al-Ghazali _____ a mystic.

Mystic is a person who is expert in mysticism.

7. Khairil Anwar _____ a poet.

Poet is a person who is expert in poetry.

8. Adnan _____ a lawyer.

Lawyer is a person who is expert in law.

9. Sumitro _____ an economist.

Economist is a person who is expert in economics.

10. Effendi _____ a politician.

Politician is a person who is expert in politics.

III. FUNCTIONAL SKILL

A.

1. The dialog takes place at the furniture shop.

2. Mrs. Kus wants to buy a carpet, a table, and an armchair.

3. She wants a very comfortable armchair.

4. Mr. Yudi wants a big bookcase and a desk.

5. No, he doesn't.

From his statement: But, I'm not very fond of this shape.

a.

1. Does Rena like music? (satisfaction)

Yes, she likes very keen on it.

2. Is the perfume O.K.? (dissatisfaction)

No, not really.

1. Do you like going by train? (dissatisfaction)

Well, I'm not very fond of going by train.

2. Are these flowers pretty (satisfaction)

Yes, they're attractive.

3. Does he like dangdut music ? (dissatisfaction)

no, he's not very fond of dangdut music.

4. Is spending holiday to mountain interesting?

(satisfaction)

Yes, I'm very keen on it.

5. Do you like wearing Levis trousers?

(satisfaction)

Yes, it's very pleasant.

b.

1. Is sate Madura very delicious?

Yes, I'm very keen on it.

2. Do you like going picnic to Bali?

Yes, it's pleasant.

3. Do you like *dawet* from Banjarnegara?

No, not really.

4. Is jazz music all right?

I don't care much for it.

5. Are Batik clothes from Pekalongan interesting?

Yes, they are attractive.

6. Do you like *rebana* music?

Yes, it's nice.

7. Is *kupat* a special food in the Lebaran Day?

Well, I'm very fond of it.

c.

Chemistry in Islam

The Muslims made some of their greatest *contributions* to science in the *fields* of chemistry. They made good use of the *chemical* knowledge they had *gathered* from the Egyptians, Babylonians, and the Greeks. They brought *together* the knowledge of these earlier *scientists*, added information of their own, and *developed* some general chemical *principles*. These principles were *used* by European *chemists* for many hundreds of years.

Taken from *The New Book of Knowledge*, Vol. 17, Canada: Grolier Incorporated, 1981, pp. 65.

ANSWER KEY

Chapter 7

I. READING

1. The peace movements supported the League of Nations in the period between the two world wars.
2. The main idea of the last paragraph is size and influence of peace movements.
3. *It* word refers to Organization of African Unity.
4. The Vietnam War caused the formation of new peace groups?
5. The eventual goal of the European Movement and others is the setting up of a European political community on a federal basis.
6. Some examples of peace movement are: United Nations, Atlantic Community, and Organization of African Unity.
7. Foreign Ministers Aristide Briand (1862-1932) proposed the League of Nations and International Federation of League of Nations Societies.
8. The underlined word has the similar meaning with *expectancies*.
9. Pact of Paris established was in 1928.
10. These groups marched in parades, demonstrated against the war and the role the United States has played in it, and issued statements explaining their antiwar stand.

II. VOCABULARY

A.

1. d-l-e-f-a-e-r =
kind of government form
FEDERAL
2. c-e-m-a-y-d-o-c-r =
from people, by people, and for people
DEMOCARCY
3. d-l-t-a-s-e =
went on
LASTED
4. e-a-p-e-c =
aim of all countries over the world
PEACE
5. d-s-o-t-m-r-e-d-n-a-t-e =
showed feelings against unjust
DEMONSTRATED
6. l-c-o-t-s-i-p-i =
act for reaching the authority
POLITICS
7. n-t-s-e-e-m-v-m-o =
for instance Green Peace, ASEAN
MOVEMENTS
8. i-j-n-o =
follow organization, club etc.
JOIN

9. t-n-t-e-c-i-o-n =
part of the earth in which mankind live
CONTINENT

10. e-d-d-i-a-t-d-c-e =
doing something without hope
anything
DEDICATED

B.

1. At the early reformation era the students *demonstrated* against tyranny.
2. They *dedicated* themselves to help the poor people.
3. The concert *lasted* for more or least three hours.
4. Do you *join* the club?
5. All countries in the world always hope the eternal *peace* not war or colonialism.
6. The religious *movements* try to overcome problems faced by human being.
7. We should appreciate other opinions because that was one of the *democracy* principles.
8. Asia is the biggest *continent* in the world.
9. Indonesia won't interfere with other country including *politics* affairs.

10. Our country isn't a *federal* state but a unity state.

III. FUNCTIONAL SKILL

a.

1. I need some books now.
Some books are needed by me.
2. Someone plays the guitar well.
The guitar is played well by someone.
3. Firdaus explains the problems clearly.
The problems are explained clearly by him.
4. Our library prepares the scientific books.
The scientific books are prepared by our library.
5. The villagers build the new mosque.
The new mosque is built by the villagers.
6. Doctors operate her father recently.
Her father is operated recently by doctors.
7. My daughter asks a new dress.
A new dress is asked by my daughter.
8. Silmi drives a car.
A car is driven by her.
9. My lecturer calls Chinta.
Chinta is called by my lecturer.
10. He employs them.

They are employed by him.

11. The president invites the ministers.
The ministers are invited by the president.
12. The students clean the floor.
The floor is cleaned by the students.
13. The porter brings the suitcases.
The suitcases are brought by the porter.
14. Milani tell the accident.
The accident is told by her.
15. Aji waits for Indri.
Indri is waited for by him.

b.

1. The bike is bought by him.
He buys the bike.
2. Makmur is telephoned by his wife now.
His wife telephones Makmur now.
3. The letters are typed by a typist neatly?
A typist types the letters neatly.
4. The pencil is sharpened by Ririn?
Ririn sharpens the pencil.
5. The book is opened by me immediately.
I open the books immediately.

6. Our TV is repaired by Wanto.
Wanto repairs our TV.
7. The dictionary is returned by Joko.
Joko returns the dictionary.
8. His ideas are supported by us.
We support his ideas.
9. The cup is broken by her.
She breaks the cup.
10. The best way is discovered by them.
They discover the best way.

c.

ACROSS

- 1 main for most of Indonesia people
RICE
- 2 done before getting married
ENGAGEMENT
- 5 stop quarrel
APPEASE
- 6 work in company, factory etc.
EMPLOYEE
- 7 We have to protect animals and _____ of extinction.
PLANTS
- 9 conspire (synonym, turned)
TEBA
- 11 not complicated thing
SIMPLE

DOWN

- 2 press _____
CONFERENCE

4 show illness at the beginning stage

SYMPTON

8 letters

SEND

10 I _____ to be ill.

APPEAR

12 disagree (antonym)

AGREE

13 cooking utensil

STOVE

ANSWER KEY

Chapter 2

I. READING

1. Human, society, and history continuously passed from our knowledge with only leaving one-two trace.
2. The main idea of paragraph two is de-intellectualization and de-politization process.
3. The opposite of *consumerism* is *economy*.
4. The statement means that on the one side, they are secluded children, spoilt mom's children, and depended on, but on the other side, they are also wild children that their ethic's low and fool in a social manner.
5. The word 'they' refers to *the youth*.
6. *Qum! Fa -anzir!* means Stand! And give remembrance!
7. Q.S. Al-Mudatstsir: 2.
8. We can visit the place of Yogya's central culture at the Palace of Yogyakarta.

II. VOCABULARY

A.

PART A

PART B

- | | |
|-------------|----------------|
| 1. analyzed | = observed |
| 2. always | = continuously |
| 3. be aware | = realized |

- | | |
|--------------|-----------------|
| 4. contained | = filled |
| 5. confined | = secluded |
| 6. intimate | = spoilt |
| 7. had | = possessed |
| 8. loads | = contents |
| 9. comfort | = entertainment |
| 10. mandate | = trusteeship |

B.

1. Why did they *realize* that they were wrong.
2. Don't be a *spoilt* child if you want to be loved by your parents.
3. Andika prays *continuously* may God save all his family.
4. We had to *observe* all things that were created by God the Almighty.
5. Is the attitude of *trusteeship* loved by mankind?
6. The truck carried a lot of *contents* to the port.
7. Formerly girls in Central Java were *secluded* and couldn't decide their marriage themselves.
8. *Fill* your mind with positive thoughts.

9. We have to give a part of properties that we *possess*.

10. The film is just the *entertainment*, so be careful with it.

III. FUNCTIONAL SKILL

A.

1. The shirt's too expensive. (buy)

So, you can't afford to buy it.

2. His house was so far from here. (get)

So, we are incapable of getting there on time.

3. The box's very heavy. (lift)

So, they are not able to lift it.

4. He explains clearly enough. (understand)

So, we can afford to understand.

5. The students have studied hard. (answer)

So, they have been in capable of doing English test well.

6. Their children were clever. (pass)

So, they were capable of passing the exam.

7. She spends money economically. (save)

So, she is able to save in bank.

8. Hamzah likes reading. (write)

So, he can afford to write many good books.

9. Mr. Faqih's an engineer. (plan)

So, he is capable of planning the building exactly.

10. You're very fat. (run)
So, you are incapable of running fast.

B.

COLUMN A

COLUMN B

- | | |
|--|-----------------|
| 1. Can Riza afford to run after the bus? | a. managing |
| 2. Are our teachers able read Koran well? | b. to help |
| 3. Is she capable of keeping this secret? | c. to accompany |
| 4. Sofiah is incapable of cooking sandwich. | d. keeping |
| 5. Mr. Mufti can't afford to speak Arabic fluently. | e. to read |
| 6. He's incapable of managing the company. | f. wearing |
| 7. We're able to help riot victims. | g. cooking |
| 8. He was able to make the pilgrimage a year ago. | h. to run after |
| 9. Now, girls are capable of wearing veil at school. | i. to make |
| 10. I'm not able to accompany her. | j. to speak |

IV. WRITING

A.

1. I have just been ill.

My father asks me to move a big stone.

I can't afford to move it.

2. Winda has just received a letter from his boy friend.

She's a senior high school student at Pematang.

She is able to read it.

3. Mahesa Jenar's a solid team and skilled, but its opponent isn't.

Mahesa Jenar is capable of winning the match.

4. Ayu has joined typing course for two months.

She had typed many letters.

She can afford to type the letters well.

5. I've lost my purse when I saw football match in GBK stadium.

I'm not able to go home by bus.

6. He's sick. He catches flu and cough.

He's absent.

He's incapable of going to school.

7. The train's always full of passengers, because it's an executive kind. I need three seats, I must ask ticket seller.

Am I able to reserve three seats?

8. He's an English teacher. But he sometimes teaches physics. I'm in doubt with him.

Can an English teacher afford to teach physics?

9. We're Muslims. But most of us don't master on Arabic. Koran and tradition books are written in Arabic.

Are we able to comment the tradition books?

10. The quality of washing machine's guaranteed. I don't believe that it's able to wash itself.

The machine isn't capable of washing itself.

B. It's just for fun. Do this crossword-puzzle!

ACROSS

DOWN

2 CHESS
7 GOES
8 TEND
9 SYUHADA
10 NOW
11 AFFAIR

1 HABIT
3 YES
4 END
5 FLU
6 ANCIENT

I. READING

1. Our democracy had become sharp debate substance among the Republic founders.
2. The jargons from the Republic founders are council, representative, people, committee, discussion, and consensus.
3. The main idea of the first paragraph is controversy of democracy in Indonesia.
4. The politics that's oriented so severely to security and stability causes conservative and anti-change.
5. The word *his* refers to KIYAH I Shalih from Semarang.
6. According to him, rebellion against legal authority, although despotic is prohibited according to religion, although remains obligatory carrying out '*amar ma'ruf nahyi munkar*' (commanding good and prohibiting disavowal).
7. Because it's not regarded as spoof and joking.
8. Our democracy is called Democracy Pancasila.
9. One of its realizations carried out by all of Indonesians in a national manner is General Elections.
10. The highest authority holder in our country is called People's Consultative Council.

II. VOCABULARY

A.

LEFT COLUMN	RIGHT COLUMN
1. dasar	a. <i>foundation</i>
2. sekitar	b. <i>around</i>
3. penyerahan kekuasaan	c. <i>delegation of authority</i>
4. pemerintahan berdasarkan hukum	d. <i>rule of law</i>
5. misalnya	e. <i>for instance</i>
6. menggambarkan	f. <i>describing</i>
7. bertingkah laku	g. <i>behave</i>
8. zalim	h. <i>tyrannical</i>
9. bersemangat	i. <i>enthusiastic</i>
10. munkar	j. <i>disavowal</i>

B.

1. Dian *behaves* so kindly that everyone likes her.
2. I thought she lived not far *around* the factory.
3. The meeting participants are so *enthusiastic* to listen to the speaker.
4. The main assignment of educators is implanting the student positive behavior *foundation*.
5. Don't act *tyrannical* deeds!

6. Prohibiting *disavowal* is heavier than commanding good.
7. Our government is based on *rule of law*, not despotism.
8. *Delegation of authority* is one of democracy principles.
9. We are prohibited to do tyrannical acts, *for instance* corruption, collusion, and nepotism.
10. Style of our speaking is *describing* of our personality.

III. FUNCTIONAL SKILL

A.

1. The dialog takes place in a shop of present.
2. They will buy a wedding present.
3. Amina will get married?
4. They buy a Chinese vase finally.
5. No it isn't. The reason is from Miss. Ina's statement: It's quite expensive though.

B.

1. X: He asks me to hate Mr. Salman.
Y: *I don't agree.*

2. X: I think betraying country is a big wickedness.

Y: *That's right.*

3. X: Shall we ask Nisa to lead the meeting, Rosna?

Y: *I agree.*

4. X: We should give greetings firstly if we meet.

Y: *You're right.*

5. X: They say: Islam is the same as sword.

Y: *I don't agree.*

6. X: Now, we do need an honest president, not only clever.

Y: *I agree.*

7. X: Can the students read pornographic books?

Y: *I don't think so.*

8. X: Shall we decide not to come again?

Y: *All right.*

9. X: We think telling a lie wouldn't be a good.

Y: *I think so.*

10. X: Shall we make a study club for Arabic?

Y: *I don't have any objection.*

C. Just for fun: A ladder word

Do this ladder word. The last letter of the first word is the first letter for the second word, and so on.

1. Legal (5 letters)
LEGAL
2. One of democracy principles (10 letters)
DISCUSSION
3. State (6 letters)
NATION
4. Importance (9 letters)
NECESSARY
5. One century is the same as 100 ... (5 letters)
YEARS
6. Farce (5 letters)
SPOOF
7. For instance, Soekarno and Hatta (8 letters)
FOUNDERS
8. The knife is very ... (5 letters)
SHARP
9. The Java ... are called Javanese (6 letters)
PEOPLE
10. Even less (10 letters)
ESPECIALLY

I. READING

1. Party system means a condition that indicates how absolute majority in the people representation institution is formed.
2. Talking about composition in people representation institution is the same as talking about party system.
3. The main idea of the paragraph five is multi party system.
4. The word *its* refers to general election system.
5. If absolute majority is always dominated by the only party, this system is called one party system, one invisible party system, hegemonic party.
6. There are three systems in the general elections system. They are:
 1. District general election system.
 2. Proportional general election system.
 3. Mixed general election system.
7. Proportional system has been applied in Indonesia.
8. District system has been applied by most of liberal West countries.
9. Indonesia held General Elections for ten times, in 1955, 1971, 1977, 1982, 1987, 1992, 1999, 2004, and 2009.

10. Forty-eight parties participated in General Elections in 1999.

II. VOCABULARY

A.

- | | |
|----------------------|------------------|
| 1. umum | = general |
| 2. pengembangan | = development |
| 3. sifat khas | = characteristic |
| 4. keberadaan | = existence |
| 5. terhadap | = toward |
| 6. kekuatan-kekuatan | = forces |
| 7. kerjasama | = cooperative |
| 8. lembaga | = institution |
| 9. wilayah-wilayah | = regions |
| 10. pokok | = main |

B.

1. The existence human being is depended the sun and water.
2. Pesantren is one of the oldest education institution in Indonesia.
3. All of us have to develop cooperative in social living.
4. Indonesian people have very kind characteristic, but they hold principle strongly.

5. According to general opinion that he will be appointed as a new director in the company.
6. The main obligation of a God servant is performing religious services.
7. If two forces fight each other, both of them will go to Hell.
8. Indonesia is divided into three times regions.
9. The development on home industry is very important in the economical crisis time.
10. We should be patient toward negative suspicion from others.

C.

1. Partai Indonesia Baru
New Indonesia Party
2. Partai Kristen Nasional Indonesia
Indonesia National Christian Party
3. PNI-Supeni
Indonesia National Party-Supeni
4. Partai Aliansi Demokrat Indonesia
Indonesia Democrat Alliance Party
5. Partai Kebangkitan Muslim Indonesia
Indonesia Muslim Resurgence Party
6. Partai Ummat Islam
Islam Ummat Party
7. Partai Kebangkitan Ummat

- Ummat Resurgence Party*
8. Partai Masyumi Baru
New Masyumi Party
 9. Partai Persatuan Pembangunan
Development Union Party
 10. Partai Syarikat Islam Indonesia
Indonesia Islam Syarikat Party
 11. PDI Perjuangan
Struggle Indonesia Democracy Party
 12. Partai Abul Yatama
Abul Yatama Party
 13. Partai Kebangsaan Merdeka
Independent Nationality Party
 14. Partai Demokrasi Kasih Bangsa
Nation Affection Democracy Party
 15. Partai Amanat Nasional
National Mandate Party
 16. Partai Rakyat Demokrat
Democrat People Party
 17. Partai Syarikat Islam Indonesia - 1905
Indonesia Islam Syarikat Party-1905
 18. Partai Katolik Demokrat
Democrat Catholic Party
 19. Partai Pilihan Rakyat
People Choice Party
 20. Partai Rakyat Indonesia
Indonesia People Party
 21. Partai Politik Islam Indonesia Masyumi
Masyumi Indonesia Islam Politic Party
 22. Partai Bulan Bintang
Star Moon Party
 23. Partai Solidaritas Pekerja Seluruh Indonesia
Indonesia Worker Solidarity Party
 24. Partai Keadilan
Justice Party

25. Partai Nahdlatul Ummat
Umat Nahdlatul Party
26. PNI - Front Marhaenis
PNI- Marhaenis Front
27. Partai Ikatan Penerus Kemerdekaan
Indonesia
*Indonesia Independence Proponent
Association Party*
28. Partai Republik
Republic Party
29. Partai Islam Demokrat
Democrat Islam Party
30. PNI Massa Marhaen
PNI Marhaen Mass
31. Partai Musyawarah Rakyat Banyak
Many People Deliberation Party
32. Partai Demokrasi Indonesia
Indonesia Democracy Party
33. Partai Golkar
Golkar Party
34. Partai Persatuan
Union Party
35. Partai Kebangkitan Bangsa
Nation Resurgence Party
36. Partai Uni Demokrasi Indonesia
Indonesia Democracy Union Party
37. Partai Buruh Nasional
National Laborer Party
38. Partai MKGR
MKGR Party
39. Partai Daulat Rakyat
People Sovereign Party
40. Partai Cinta Damai
Peace Love Party
41. Partai Keadilan dan Persatuan
Union and Justice Party

42. Partai Solidaritas Pekerja
Worker Solidarity Party
43. Partai Nasional Bangsa Indonesia
Indonesia Nation National Party
44. Partai Bhineka Tunggal Ika Indonesia
Indonesia Bhineka Tunggal Ika Party
45. Partai Solidaritas Uni Nasional
Indonesia
Indonesia National Union Party
46. Partai Nasional Demokrat
Democrat National Party
47. Partai Ummat Muslimin Indonesia
Indonesia Muslimin Ummat Party
48. Partai Pekerja Indonesia
Indonesia Worker Party

III. FUNCTIONAL SKILL

A.

1. To Wulan's opinion, they will be better than now.
2. Kinanti shows that some of them act disgraceful deeds.

Examples of disgraceful deeds are such as drunken, engage in gang, consuming drugs.

3. The dialog takes place at school library.
4. Yes, she is.

From Wulan's statement: You get a good mark on it, don't you?

5. Some of positive activities are discussion club, school student organization,

mosque organization for adolescents,
sport club, teaching meeting, and so on.

6. Those grow responsible and fair spirit.

B.

a.

1. Joko is not as poor as Jojo.
2. Dipo is not as fat as Dino.
3. Mardi was as strong as Marto.
4. My shirt is as wide as hers.
5. Makkiy is not as handsome as Khalil.
6. His rope was not as long as hers.
7. Amin is not as young as Amir.
8. Yuli's mother is as pretty as Yuni's.
9. That room is not as dirty as this one.
10. My box was not as light as theirs.

b.

1. Ana was taller than Abi.
2. That book is cheaper than that one.
3. The orchestra is more interesting than the other one.
4. Her car is more expensive than mine.
5. Makky's mark is better than Mirza's.
6. I'm busier now than but she.
7. Her suitcase is heavier than his.

c.

1. Rifa was the cleverest in our class.
2. The chair is as exclusive as that one.
3. Badu was the laziest.
4. Our team was better than theirs.
5. The painting is the worse of others.
6. Your test is easier than mine.
7. Azis's house was the farther than ours.
8. Her room was darker than his.
9. Studying is more important than watching TV.
10. This way was the most effective of the others.

ANSWER KEY

Chapter 5

I. READING

1. There are four kinds of marriage in South Sulawesi:
 1. Arranged marriage
 2. Mixed marriage
 3. Across-family marriage
 4. Elopement marriage
2. If a Bugisnese married a Maccasarnese, the marriage is called mixed marriage.
3. Elopement marriage means a kind of marriage that is not blessed but they young couple persists in doing it.
4. The word *their* refers to parents and children.
5. Mappettu Ada means a meeting of both sides talking about all things, including financing, dowries, and the procession.
6. The dowries forms are cosmetics, sarong, jewelry, a house or a field.
7. Baju Bodo is wedding dress that has beautiful strings of golden beads and also has a shawl diagonally across the upper parts of the body.
8. The important people behind the ceremony are the parents, village chiefs, and witnesses.
9. The main idea of paragraph two is the process of marriage.

10. Many people like to attend a wedding party because they enjoy seeing the bridal procession of spouse, bridesmaids, dances, and the wedding gifts.

II. VOCABULARY

A.

VERB	NOUN	ADJECTIVE
1. persist	persistence	persistent
2. <i>engage</i>	engagement	<i>engaged</i>
3. <i>establish</i>	<i>establishment</i>	established
4. propose	<i>proposal</i>	<i>proposed</i>
5. <i>bless</i>	blessing	<i>blessed</i>
6. consider	<i>consideration</i>	<i>considered</i>
7. arrange	<i>arrangement</i>	<i>arranged</i>
8. <i>marry</i>	marriage	<i>married</i>
9. <i>elope</i>	<i>elopement</i>	eloped
10. determine	<i>determination</i>	<i>determined</i>

B.

1. Ibu saya (persist) menghadapi banyak cobaan hidup.

My mother persists to face many life ordeals.

2. (engagement) mereka berlangsung sekitar sebulan yang lalu.

Their engagement went on about a month ago.

3. Rumah yang (established) oleh mereka sangat indah.

The house established by them was very attractive.

4. Kita selalu mengharap (blessing) dari orang tua kita.

We hope blessing from our parents.

5. Gadis yang (proposed) oleh Muhsin berasal dari Wonokromo.

The girl proposed by Muhsin comes from Wonokromo.

6. Kepala sekolah kami (considers) peraturan baru bagi para guru.

Our headmaster considers new regulation for teachers.

7. Kamu seharusnya (arrange) idemu dan mengungkapkan lagi.

You should arrange your idea and express again.

8. Saya akan hadir pada (marriage) nya besok malam.

I will attend her marriage tomorrow night.

9. Jati mencintai wanita yang (eloped) kemarin.

Jati loved an eloped-woman yesterday.

10. Para mahasiswa berlatih pada waktu yang telah (determined).

The students train on the determined times.

C.

1. You should determine your choice.
2. The dowries paid to bride are depended on his wealth.
3. The incident happened when they went to Surabaya.
4. Budiarso has got married a Solonese girl two months ago.
5. Do you buy gift for her birthday party?
6. Don't believe what she has just said!
7. When I was an eight years old girl I liked dancing.
8. Mr. Iskandar guides the students to compose reports.
9. Sometimes we give flower to someone as a love sign.

10. We had followed the procession before we went home.

III. FUNCTIONAL SKILL

A.

1. Mother's Fatah has just bought the book for him.

2. What kind of book is that?

That is the story book/novel.

3. The title of that book is *Tenggelamnya Kapal Van der Wijk*.

4. The book tells about the Minangkabau's tradition in West Sumatra at the old time.

5. Salim likes the books which tell about morality and norm messages.

6. Yes, he had.

From Salim's statement: I had read it many times when I was a student of junior high school.

7. He had tried to correct the tradition mistake of Minangkabau.

A.

1. You will do homework which teacher orders.

2. He was a sprinter who won the game.

3. Elia is the only woman whom I love very much.

4. They are scout boys whose activities were so useful.
5. Nafisah buys the books of which she needs.
6. The flowers which I gave her were purple.
7. The pilot who flies the plane is Mr. Handoko.
8. A man whose car is sold helps the orphanage Halimah Sa'diyah.
9. The librarian whom we borrow some books works hard.
10. The shop of which she buys ten kilograms of sugar is Marjun's.

B.

1. The mosque, which we pray in, is the oldest.
2. Our friends, who study together, are clever students.
3. Love, which is mercy of God, comes to everyone at some time in life.
4. Ja'far, whom I met yesterday, invited his neighbors.
5. The river, which they swim in, is deep.
6. The thief, who stole my money, is caught by police.
7. The robber, whom they interviewed, killed two victims.

8. A woman, whose voice is so beautiful, becomes a new winner.
9. The contest, which we take part, was held by the organization.
10. Rhoma Irama, whose music group is called Soneta, is a very well-known singer.

C.

1. The man is very kind.
I have ever met him.
The man whom I have ever met is very kind.
2. The cake was delicious.
We like it so much.
The cake which we like so much was delicious.
3. The boy is very interested.
She loves him.
The boy whom she loves is very interested.
4. Andira asked the passenger.
He is a steward.
Andira who asked the passenger is a steward.
5. The typist brings some papers.
He'll make letters.
The typist who shall make letters brings some papers.

6. The man sells many lamps.

He is a salesman.

The man who sells many lamps is a salesman.

7. Our daughter Utiya is crying.

We love her so much.

Our daughter Utiya whom we love so much is crying.

D.

Pekalongan is located in the North of Middle Java. It's well-known as Batik City. There are a lot of Batik home industries. The art of Batik has existed there since a long time. People like it very much. In the wedding ceremony there, the bridegroom always wears Sarong Batik until now. Sarong is special cloth for Muslim. The Batik clothes are used for sarong, shawl, dress, shirt, veil, and so on.

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Beberapa karya ilmiah dalam bentuk buku, penelitian, dan jurnal yang telah terbit antara lain:

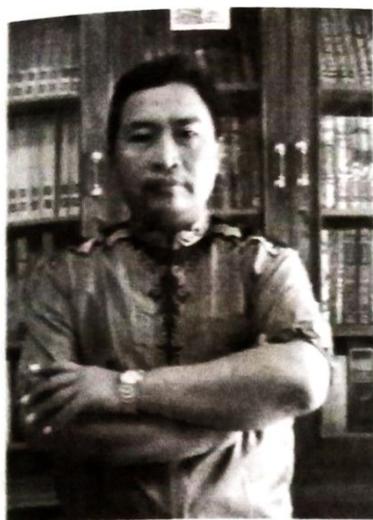
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menerjemahkan salah satu karya Imam Al Ghazali dalam edisi bahasa Inggris dan Arab.

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S**T**

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unifying
uppermost
usury

W

way
wealth
wild

Y**V**

valid
valor
vary

X**Z**

LIST OF TRANSITIVE-INTRANSITIVE VERBS

Transitive	Meaning
abate	mengakhiri, menghapus
abdicate	melepaskan
add	menambahkan
band	menandai
beat	memukul, mengalahkan
become	cocok
begin	memulai
bid	minta, menawar
cheat	menipu
circle	mengelilingi, mengitari
contrast	memperbedakan
cost	memperikan harga
crack	mecahkan, meretakkan
dance	menyebabkan menari
deal	membagi, memberi
descend	menuruni (kan)
dig	menggali, memahami
dodge	menghindari, menjauhi
edge	memberi pinggir
end	mengakhiri, menghentikan
enlist	mendapat, memeproleh
estimate	menghitung
exercise	menjalankan, menggunakan
fail	menggagalkan, menolak
field	menangkap, mengetikan
film	membuat film, memerlukan
get	memperoleh, mengambil

govern	memerintah, menuasai
groan	mengungkapkan
guard	menjaga
gybe	mengayunkan
hail	menerima, menghargai
help	membantu
hold	memegang, menarik
hope	mengharap
hunt	memburu, berburu
ice	mendinginkan
impose	menjatuhkan, mengadakan
improve	memperbaiki
inhale	menghirup
issue	mengeluarkan, membagikan
judge	menilai, mengeritik
jump	menggerakkan
keep	menjaga, menyimpan
kick	menendang
lay	meletakkan, memasang
levy	memungut, menarik
live	menjalani, mengalami
loaf	menghabiskan waktu
loosen	melonggarkan, melepaskan
mature	mematangkan
melt	melarutkan, mencairkan
miss	merindukan, melalaikan
mobilize	mengerahkan
multiply	melipatgandakan
naturalize	mewarganegarakan
nip	menghentikan, menjepit

number	menomori
observe	mengamati, meninjau
open	membuka, mengadakan
operate	menjalankan, mengadakan
pack	mengepak, memasukkan
pass	lulus, memberikan
pipe	menyerukan, menyalurkan
qualify	merubah, memberi sifat
quicken	mempercepat
quiet	menenangkan
ravage	membinasakan
read	membaca (kan)
reason	menyatakan dengan alasan
rock	mengayun, menggoyang
run	menjalankan, memimpin
score	mendapat, memasukkan
scrape	menggosokkan, mengerik
see	melihat, menjumpai
sell	menjual, berdagang
sit	mendudukkan
taste	merasakan, mencicipi
teach	mengajar (kan)
telephone	menelepon
tender	menawarkan, mengajukan
think	memikirkan
unbend	menenangkan
uncover	menemukan, membongkar
understand	mengerti, mengenal
vest	memberi hak
volunteer	memberi secara sukarela

vote	mengajukan, mengusulkan
wait	menungguhkan
walk	mengantar, membawa
weave	menenun, menyusun
work	mengerjakan, menjalankan
worry	mencemaskan, mengganggu
wreathe	melingkari, meliputi
write	menulis, mengambil
yell	meneriaki, mensoraki
yellow	menjadikan kuning
yield	menghasilkan

Intransitive**Meaning**

abate	reda, berkurang
abdicate	turun tahta
add	menambah
band	bersatu
beat	mogok, mengenai
become	menjadi, terjadi
begin	mulai
bid	berusaha, minta
cheat	curang, menjiplak
circle	berputar
contrast	memperlihatkan kontras
cost	berharga, menyebabkan
crack	pecah, retak
dance	bergerak cepat, menari
deal	berurusan
descend	turun, berasal dari
dig	menggali
dodge	mengelak, menghindari
edge	bergerak pelan-pelan ke
end	berakhir
enlist	mendaftarkan diri
estimate	menaksir
exercise	berlatih
fail	gagal
field	masuk
film	cocok produksi film
get	(men) jadi, sampai
govern	memerintah
groan	merintih

guard	berhati-hati terhadap
gybe	berayun-ayun
hail	datang, berasal
help	membantu
hold	tetap, melekat
hope	berharap
hunt	menyelidik, memeriksa
ice	membeku
impose	memperdayakan
improve	bertambah baik
inhale	menarik napas
join	berhubungan, ikut
judge	mempertimbangkan
jump	meloncat
keep	tetap, mundur
kick	menyepak, mendobrak
lay	menimpan
levy	merampas
live	hidup, bertempat tinggal
loaf	bermalas-malasan
loosen	longgar, lepas, kendur
mature	matang
melt	meleleh, mencair
miss	luput, gagal
mobilize	berkumpul bersama
multiply	berkembangbiak
naturalize	menjadi natural
nip	bergegas-gegas
number	menjumlah, termasuk
observe	melihat, memerhatikan

open	buka, mulai
operate	membedah, operasi
pack	tersusun
pass	melihat, disahkan, lewat
pipe	berteriak
qualify	memenuhi syarat
quicken	menjadi lebih cepat
quiet	menjadi tenang
ravage	merampok
read	membaca
reason	bermusyawarah
rock	berguncang, bergoyang
run	berjalan, lari, mengalir
score	mendapat angka
scrape	bergeseran
see	melihat, mnegerti
sell	menjual, terjual
sit	duduk
taste	berasa
teach	mengajar
telephone	menelepon
tender	membuat tawaran
think	piker, kira
unbend	santai
uncover	membuka, melepas
understand	mengetahui, mendengar
vest	memberi
volunteer	bersukarela
vote	memutuskan, menyatakan
wait	menunggu

walk	berjalan
weave	menyelip
work	bekerja
worry	merasa cemas, khawatir
wreathe	melingkar
write	mengarang, menulis
yell	bersorak, berteriak
yellow	menjadi kuning
yield	menyerah

PREFACE

May glory be to Allah ta'ala the Most Gracious, the Most Merciful. Peace and blessings be upon His beloved Prophet Muhammad *sallallah 'alaihi wa sallam*, the highest of Prophets, unto his pure *Ahl al-Bait* and unto each of his just and devoted *as-Sahabat al-kiram* (Companions). *Wa ba'du*.

The materials found in *The Supporting English for College Student* are focused on things have Islamic nuances. The books that have Islamic nuance possess some indicators. Some of them are that they contain Islamic names, descriptions of Islamic struggle history, Islamic culture, Islamic life, and so on. So it's hoped to be able to grow attitude consciousness and behavior that bring to faith and piety, love to Islam, pride of Islam, and science and technology, etc.

To meet the above hopes, we try as possible as we are capable of doing to choose the materials that conform to those hopes. Although, there're always the lack and weakness here, may this effort be pious deed that isn't so worth for the writer.

As we know that the books which have Islamic nuances are still scarce until now. The writer himself will

support and appreciate all efforts as this, especially from English instructors, teachers or lecturers for writing books which have Islamic nuances that are needed so much by Islamic students. Whatever taught by teachers or lecturers will influence exactly the thinking pattern and behavior of students.

To my beloved and honorable English lecturers and teachers, I always hope their suggestions and criticism to this book.

Simbangkulon/Wonokromo,

May 1999/November 2013

Al-Faqir ila Rabbihi

MSU

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