



**COMPLEX SENTENCES IN TEXTUAL
ENHANCEMENT-BASED MODEL**

for intermediate level



Student's Book

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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UNIT 7

THE NATURE OF RELIGION



(Source: www.google.com)

Unit one consists of three lessons, so learning objectives of this unit are: students are able to differentiate and write simple sentences, compound sentences and complex sentences in short paragraphs.



SENTENCE TYPES

A. SIMPLE SENTENCE

1. Attending Task

Text Reading

Read the following passage.

DEFINITION OF RELIGION

The word "religion" can have many meanings. Each person has his own interpretation. First, religion is an organized community that believes in their own divine being or beings. For example, Christians believe in their one triune God; the Muslims believe in Allah; the Buddhists believe in Buddha and so on. Second, *each religion has a number of stories meaning a number of different things. They all have a creation story.* These stories are what people told one another about how the earth was first started. Other stories told could include anything from why a certain historical event happened the way it did, to why a tree grows the way it does. Third, *religious community shares the same rule among its followers. For example, Muslims' behaviors are guided by the Quran.* This could be anything from a decision on abortion, to whether or not you should have sex before marriage. But in the end, each religion has written what their particular faith and its members should believe in.

(Adapted from www.goodreads.com)

Interpretation = *penafsiran*
Divine being = *wujud ilahiah*

Community = *masyarakat*
Celebration = *perayaan*



Text Discussion

Discuss the following questions related to the text.

Are you the follower of certain religious belief? How does your religion influence your life? Can you tell your class the stories from your religious belief? Do you act in your daily life based on your religious rule and how?

Text Noticing

Read the text again but this time pay attention to the italic sentences and the colored words. What can you learn from those?

2. Noticing Task

Simple sentence consists of: one subject and one verb.
Subjects can be **person, pronoun, word, and phrase**.
Verbs can be **V1, V2, V3, Modal +V1, Has/have/d +V3, Be, or Be**

Read the previous passage and identify subject and verb of the italic sentences then rewrite them in the spaces provided below.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____



Now, after rewriting the sentences, classify the types of subject or verb you found by putting a tick mark () to the following table.

No	Subject				Verb						
	Noun	Pronoun	Phrase	Clause	To be	Main verb					
						Verb 1	Verb 2	Verb 3	Verb -ing	Have/s/+ V3	Modal + V1
1											
2											
3											
4											
5											
6											

3. Analyzing Task

Read the following passage and underline the simple sentences within the passage and identify the subject and verb for each simple sentence found.

WHAT IS RELIGION?

The anthropologist Anthony F. C. Wallace defined religion as a belief and ritual about supernatural beings, powers, and forces (1966, p. 5). The supernatural is the extraordinary world outside observable one. It is non-empirical and unexplainable in ordinary terms. It must be accepted as faith. Another definition of religion (Reese 1999) focuses on group of people. They usually gather together regularly for worship. These groups of people adherents stick to a common system of meaning. They accept a set of doctrines about the relationship between the individual and divinity or god. They meet regularly at local congregation sites. They may attend occasional meetings with adherents representing a wider region. Like ethnicity and language, religion also is associated with social divisions within.

(Adapted from www.allaboutreligion.org)



Now classify the types of subject and verb you found.

The anthropologist Anthony F. C. Wallace (phrase) defined (verb 2) religion as a belief and ritual about supernatural beings, powers, and forces

- 1.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4. Checking Task

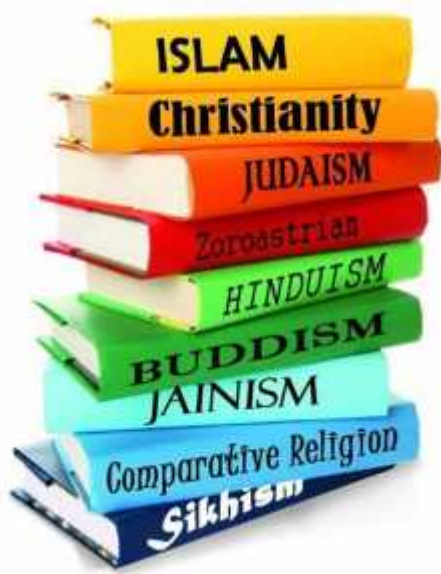
Identify and classify subject and verb of the following sentences.

1. We also consider such verbal manifestations of religious beliefs as prayers, chants, myths, texts, and statements about ethics and morality.
2. Religion is an almost universal institution in human society.
3. It is found in all societies, past and present.
4. Religion goes back to the beginning of the culture itself.
5. Within societal institutions, religion has influenced other institutions.
6. Through his faith in unseen forces, man is distinguished from other beings.
7. Religious teaching can provide humankind with a set of acceptable moral ethic.
8. Supernatural beings gods and goddesses, ghosts, and souls are not of the material world.
9. People can benefit from manipulating supernatural forces.
10. In ancient cultures, belief in many gods is the common religion.



5. Production Task

Write one paragraph about your opinion on nature of religion and then discuss with your pair to make sure that you use the correct structure of simple sentence.



(Source: www.google.com)



B. COMPOUND SENTENCE

1. Attending Task

Text Reading

Read the following text.

SOCIAL ASPECT OF RELIGION

Religion is a cultural universal manifest in a body of people with similar beliefs, and they gather together regularly for worship. Cross-cultural studies have revealed many expressions, meanings, and functions of religion. Religion provides comfort during distress, or it gives its follower security in times of uncertainty and crisis. Religious belief also provides social life, for the rituals in the religion are collective formal acts. Rites of passages may mark any changes in social status, age, place, or social condition. Collective rituals are followed by communities (a feeling of intense fellowship and solidarity). Religion can guarantee the social stability of its adherents, but it achieves social control through ethical beliefs, including rewards and punishments. In other words, the religious followers must accord their acts to moral guidance of the religion in order to gain the reward and to escape the punishment. Religion also can promote change, so it can help people to cope with changing society with changing condition. In brief, despite its ability to help people spiritually, religious belief also serves as an important role in people's social life.

(Adapted from :www.priceton.edu/razin)

Manifest = *perwujudan*

Worship = *ibadah*

Adherent = *pemeluk agama*

Cope with = *menghadapi*

Body of people = *umat*

Rites of passages = *Ritual peralihan*

Accord = *menyesuaikan*

Text Discussion

Discuss the following questions related to the text.

Do you commonly join in worship gathering? If so, what kind of worship gathering do you often attend to? How does your religious belief help you in the time of distress? Do



you follow your religious moral teaching because of its rewards and its punishment? Why and why not? What change does your religion bring to your society or people around you?

Text Noticing

Read the text again but this time pay attention to italic sentences and the colored words. What can you learn from those?

2. Noticing Task

Compound sentence consists of two independent clauses joined by coordinating conjunction preceded by comma (,): **independent clause (subject + verb), (coordinating conjunction) independent clause (subject + verb)**

Read the previous text and identify the two independent clauses along with their subject and verb and coordinating conjunction of the italic sentences. Now put the identified sentences into the following tables.

No	Independent Clause,	Coordinating Conjunction	Independent Clause
1.	Religion (subject) is (verb) a cultural universal manifest in a body of people with similar beliefs,	and	They (subject) gather (verb) together regularly for worship
2.			
3.			
4.			
5.			



Study the relationship of the ideas in the compound sentences above and then match each sentence to following statements based on their relationship.

- a. Showing additional information (1)
- b. Showing contrast
- c. Showing cause
- d. Showing a choice
- e. Showing result
- f. Joining two negative statements

3. Analyzing Task

Find compound sentences in the following text and identify their independent clause along with the subject, verb, and coordinating conjunction.

RELIGION AND SOCIETY

Religion clearly plays an important role in our life. Most of us believe in a deity, and more than half of humankind attends religious services at least weekly. We tend to think of religion in individual terms, for religious beliefs and values are highly personal to many people. However, religion is also a social institution because it involves patterns of beliefs and behavior that help a society meet its basic needs. More specifically, religion is the set of beliefs and practices regarding sacred things. It helps a society understand the meaning, or they can understand purpose of life. Durkheim (1915) observed that long ago every society beliefs about supernatural things and about more practical things. The former transformed into sacred beliefs, but the latter turned into profane beliefs. According to him, religion has an important role in society, and it enables societal member to undergo social change. In brief, religion can also be considered as social institution.

(Adapted from: irr.hartsem.edu/sociology/about_the_field.html)



Combine the following sentences with the correct coordinating conjunction.

1. Religion teaches people of the way of salvation. It also gives them the code of conduct in social life.

2. Religious teaching can unite people. Conflicts because of religious difference often take place in this modern world.

3. Adherents of religious beliefs are required to participate in worship gathering. Many places of worship are built in all over the world such as mosques, churches, temples, etc.

4. Performing rituals together is a common norm of many religions. In some religions, individual worship is acceptable.

5. Followers of religion believe in the life after death. Such teaching is found within the religious scripture.



Correct the error of the following sentences by rewriting the correct versions.

6. Religion enables its followers to feel secure; they do not have to worry about their life.

7. Many people claim religion as the source of conflict for fanatic adherents are willing to shed blood to protect their belief.

8. Each religion has different place of worships so they are built for the similar purpose.

9. Many religious teachings promote the similar concept of humanity it can be used as moral guidelines in social interaction.

10. Religious adherents are required to perform rituals in worship gathering, they can do it in their own home.



5. Production Task

Write one paragraph about how your religion influence your social life by using compound sentence and then discuss with your pair to make sure that you use the correct structure of compound sentences.



(Source: www.google.com)



C. COMPLEX SENTENCE

1. Attending Task

Text Reading

Read the following text.

SCIENCE & RELIGION

Religion teaches people to believe in divine entity beyond their logic **while** science urges human beings to examine things scientifically through observation and reasoning. Despite this difference, there is close relationship **which** can be found between science and religion. Religion teaches us the principle of morality and science should always be guided by this principle of morality. Some people devote their lives to the study of this science and become great prophets. The scientific power becomes more and more effective and benevolent **only when** it is guided by religion and morality. Our atom bombs, hydrogen bombs are examples to show **how** the scientific power has been misused because of the lack of religion and morality. In other words, there is need for harmony between Science and Religion. Therefore, it is now quite evident **that** science and religion should work together for the well-being of the humanity.

(Adapted from: www.reasonablefaith.org)

Divine entity = wujud ilahiah
Devote = mengabdikan

Reasoning = penalaran
Well-being = kebaikan



Text Discussion

Discuss the following questions related to the text.

Do you think that people should rely more on religion or science? Why? What do you think that science cannot explain about phenomena in this world? Do you think people should practice religion along with science? How is the relationship between religion and science in your area? Can you propose solution to reconcile between religion and science? If so, what is it?

Text Noticing

Read the text again but this time pay attention to italic and bold sentences and the colored words. What can you learn from those?

b. Noticing Task

Complex sentence consists of main clause (independent clause) and subordinate clause (dependent clause): **main clause (subject + verb) + subordinate clause (subordinator + subject + verb)**

Read the previous passage and identify the main clause and subordinate clause along with their subject, verb and subordinator of the italic sentences. After that, put the identified sentences into the following table.

No	Main Clause	Subordinate Clause
1.		
2.		
3.		
4.		
5.		



Study the function of subordinate clause above and then match each clause to following types of subordinate clause.

- a. Adverbial Clause
- b. Noun Clause
- c. Adjective Clause

3. Analyzing Task

Read the following text and identify complex sentences inside.

GOD & SCIENCE

The advance of scientific field has led scientist to roughly understand how the universe is formed and works. However, has modern science proved that there is no God as some commentators now claim? That science is an amazing and wonderful tool to teach humanity is inarguable. Although it has revealed about the world and the universe, science are unable to explain the reason of the existence of the universe. In other words, many scientists who try to unravel the mystery of the universe still do not understand why the universe came into existence in the first place. Even though Big Bang theory has explained about the birth of the universe, it still fails to give an account about what happened before it. Biological evolution has not brought us the slightest understanding of how the first living organisms emerged from inanimate matter on this planet. The advance in Biology also cannot answer how consciousness arose in living things. In other words, science is nowhere near to explaining these deep mysteries. Due to this unexplained phenomena, we might revert to our belief that there is a force that we cannot fully understand making the universe the way it is.

(Adapted from: www.godandscience.org)



4. Checking Task

After identifying the complex sentences, classify the main clause and subordinate clause of each complex sentence found along with their subject, verb, subordinator, and subordinate clause type. (Some sentences may contain more than one subordinate clause).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

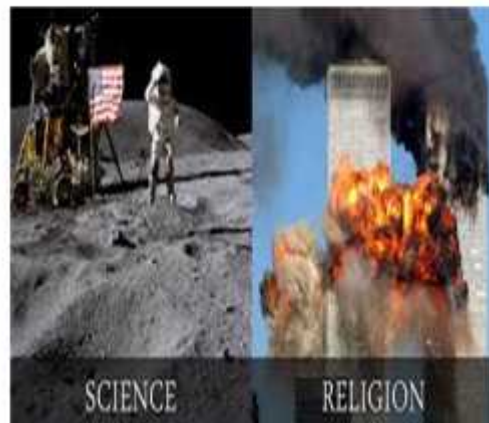
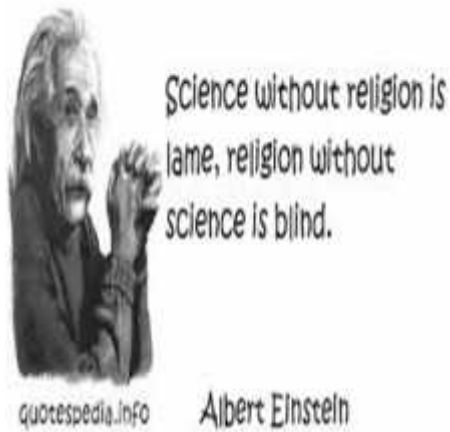


9. _____

10. _____

5. Production Task

Write one paragraph about your opinion on science and religion by using complex sentences and then discuss with your pair to make sure that you use the correct structure of complex sentences.



(Source: www.google.com)



UNIT 2

THE BIRTH OF ISLAM



(Source: www.google.com)

Unit two consists of three lessons, so learning objectives of this unit are: students are able to differentiate and write (1) adverb clause of time & reason, (2) adverb clause of contrast & purpose (3) reduction of adverb clause in short paragraphs.



ADVERB CLAUSE

A. Clause of Time and Reason

1. Attending Task

Text Reading

Read the following text.

ARABIA BEFORE ISLAM

Arabian Peninsula, the birthplace of Islam, is one of the hottest and driest regions in the world. **Since ancient population emerged**, tribes of the nomadic race had populated the region. However, there are no certain clues as to **when the people started inhabiting this place**. **Because they are the descendants of Noah's third son Shem**, they are called Semites. Over the centuries, these Semitic people have migrated into the Fertile Crescent and were assimilated to into existing civilizations. In the sixth century AD, **before Islam was born in this area**, Arabian Peninsula was locked in two powerful empires, Byzantine and Persian. **As these two empires often waged war against each other**, Arabian Peninsula became a land of refuge for those seeking escape from both of these empires. **Now that they were free from the two oppressive kingdoms**, heretic Christian sects like the Nestorians, and Jewish tribes developed and prospered in the region of Arabia prior to the birth of Islam.

Adapted from <http://www.truthnet.org/islam/whatisislam.html>

peninsula = *semenanjung*
ancient = *kuno*
emerge = *muncul*
populate = *menghuni*
inhabit = *menempati*

descendant = *keturunan*
assimilate = *menyatu*
waged war = *berperang*
refuge = *pengungsian*
prosper = *berkembangbiak*



Text Discussion

Discuss the following questions related to the text.

Why do you think people migrated to Arabian Peninsula? What is the impact of war between Byzantine and Persian on Arabian population? Why do you think heretic Christian sects and Jewish tribe prospered in the region of Arabia?

Text Noticing

Read the text again but this time pay attention to colored sentences. What can you learn from those?

2. Noticing Task

Adverb clause is subordinate clause function as an adverb. The first two functions is to show time (when the action happens) and reason (why the action happens).

Read the previous passage and identify the main clause and subordinate clause along with their subject, verb and subordinator of the bold sentences. After that, put the identified sentences into the following tables.

No	Main Clause	Subordinate Clause (Adverb Clause)
1.		
2.		
3.		
4.		



5.		
6.		

Study the function of adverb clause above and then match each clause to following types.

- a. Showing Time
- b. Showing Reason

3. Analyzing Task

Study the following sentences and identify the adverb clause in each sentence.

1. Numerous tribes migrated to Arabian Peninsula when Islam had not yet been introduced in those regions.
2. As the population rapidly increased, Arabia was divided into tribes and cities.
3. Christians and Jews were forced to move to Arabian regions since they were oppressed by Byzantine and Persian.
4. While the two powerful kingdoms fought against each other in the battlefield, Arabian population increased due to the coming of heretic sects.
5. Each Arabian city has different gods and goddesses because different tribes worship different deities.
6. By the time Muhammad was born in Mecca, tribes across Arabia would meet in Mecca to perform annual event, Hajj.
7. The *Kaba* was the center of religious life as 360 idols from different tribes were placed in it.
8. When the time of Hajj came, all the warring tribes of Arabia would put aside their difference.



9. The pagan tribe of Arabia would proceed to the other shrine outside Mecca after they finished circling the *Kaba*.
10. Before Islam was born in Mecca, Arabia tribes were known as *Jahiliyya*.

4. Checking Task

Now classify whether the adverb clauses belong to time clause or reason clause.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Complete the following sentence by selecting the correct option a, b, c, or d.

1. _____ is surrounded by the desert, the Arabian regions did not attract invaders.
 - a. Because of it
 - b. Because it
 - c. It
 - d. Since they
2. The _____ were divided into several tribes before the prophet was born.
 - a. Inhabitant of the Arabia
 - b. Arabian inhabitants
 - c. People lived Arabia
 - d. Immigrants migrated after
3. The pre-Islamic Arabian tribes worshipped many gods _____ its own deity to the place.
 - a. As each tribe
 - b. Each tribe brought
 - c. As each tribe brought
 - d. As brought
4. The *Kaba* were attacked by the neighboring tribe shortly before _____ in Mecca
 - a. The prophet was born
 - b. Was born the prophet
 - c. And the prophet
 - d. The prophet



Pay attention to subordinator (clause connector) used in each adverb clause from attending task until analyzing task and put each subordinator to the correct table below.

Subordinator Time	Subordinator Reason

5. Production Task

Rewrite the text in attending task by using your own language and then discuss with your pair to make sure that you use the correct structure of adverb clause of time and reason.



(Source: www.google.com)



B. Clause of Contrast and Purpose

1. Attending Task

Text Reading

Read the following passage.

ISLAM AT THE TIME OF THE PROPHET

The name of Islam is derived from the Arabic word "salam". **Although this word is often interpreted as meaning "peace"**, submission" would be a better translation. Most religious historians view Islam as having been founded in 622 CE by Muhammad the Prophet (peace be upon him). **While this religion first started in Mecca**, it grew into prosperity in Medina. Muhammad and his follower had to migrate to Medina **so that they would no longer be oppressed by his opponents in Mecca**. Many followers of Islam believe this religion dated back to the creation of the world **eventhough modern religious experts mention otherwise**. Muhammad was born recently **whereas other religious leaders like Buddha, Moses, and Jesus were born several centuries before him**. At the age of 40, Muhammad often spent his time in meditation **in order that he could find the solution to solve the problem of his degrading society**. In this meditation, he was visited by the angel Gabriel to ask him to preach about the teaching of Islam. He met considerable opposition to his teachings, so he moved to north to Medina **that he and his followers could avoid more aggressive torment**. Through religious discussion, persuasion, military activity and political negotiation, Islam was firmly established throughout the area at the time of his life.

Adapted from

<http://www.waupun.k12.wi.us/Policy/other/dickhut/religions/30%20The%20Life%20of%20Muhammad.html>

derived = diambil
oppressed = ditekan
opponent = penentang

degrading = merosot
preach = berdakwah
torment = siksaan



Text Discussion

Discuss the following questions related to the text.

What do you think the most accurate interpretation of the word “Islam” is? Why? Why do you think Muslims believe that Islam is dating back to the time of the world creation? How do you think religious discussion, military activity, and political negotiation can spread Islam?

Text Noticing

Read the text again but this time pay attention to colored sentences. What can you learn from those?

2. Noticing Task

The other two functions is to show contrast (expressing the ideas that are not expected) and purpose (expression the idea of what for something is done)

Read the previous passage and identify the main clause and subordinate clause along with their subject, verb and subordinator of the colored sentences. After that, put the identified sentences into the following tables.

No	Main Clause	Subordinate Clause (Adverb Clause)
1		
2		
3		
4		



5		
6		
7		

Study the function of adverb clause above and then match each clause to following types.

- a. Showing Contrast
- b. Showing Purpose

3. Analyzing Task

Read the following text and identify adverb clauses sentences within it along with the types (contrast or purpose).

THE FOUR CALIPHS

Although Muhammad is considered to be a religious figure, his role in politic is also remarkable. Following the migration to Medina, the prophet was also declared as political leader so that the peace could be achieved between Islamic and non-Islamic community of Medina. However, after his death, Islam was spread more than before under the four caliphs or *khalifah*. Though he was quite aware of his worsening health condition before his demise, Muhammad did not appoint his immediate successor to lead Islamic community. Following the death of the prophet, the elders in Medina held a meeting in order that the successor of the prophet would be elected. The result of meeting appointed Abu Bakr, the Prophet's father-in-law, as caliph. Several precedents were also set in the meeting including the selection of caliph a member of the Quraish tribe that the dispute would not occur among Muslim regarding the leadership of Islam. The first four caliphs—AbūBakr, Umar, Uthmān, and Alī, whose reigns constituted what later generations of Muslims would often remember as a golden age of pure Islam. During their reign, they established the administrative and judicial organization of the Muslim community and forwarded the policy begun by Muhammad of expanding the Islamic religion into new territories. During the 630s, Syria, Jordan, Palestine, Iraq, Egypt, Armenia and Persia were under Islamic rule, allowing Islam to spread outside the region of Arabia. The reign of the four caliphs ended after the assassination of Alī.

(adanted from www.go-makkah.com)



4. Checking Task

Combine the following sentences by using an acceptable adverb clause (contrast or purpose).

E.g. The prophet had urged the Muslim in Mecca to move to Medina. Their opponents in Mecca waged war against them.

I. Although the prophet had urged the Muslim in Mecca to move to Medina. Their opponents in Mecca waged war against them.

1. Some emissaries were sent to the neighboring areas of Arabia. Islam could spread more widely.

2. Military occupation was political in nature. Modern society interpreted as the violent ways of spreading Islam.

3. Historian claims Islam was founded in the seventh century. Traditional Muslim claim this religion to start from the first man, Adam.

4. Angel Gabriel brought divine revelation to Muhammad. He would show mankind the true path of salvation.

5. *Quraisy* tribe members were aware of the nobility of the prophet. They opposed them during his effort to preach to Mecca.



6. Muhammad declared to treatise of Medina to keep peace between Muslim and Jew. Jewish tribes in Medina waged war against them.

7. They did not lead Muslim community for long time. The four caliphs were successful in spreading the message of Islam.

Pay attention to subordinator (clause connector) used in each adverb clause from attending task until analyzing task and put each subordinator to the correct table below.

Subordinator Contrast	Subordinator Purpose

e. Production Task

Rewrite the text in attending or analyzing task by using your own language and and then discuss with your pair to make sure that you use the correct structure of adverb clause of contrast and purpose.





C. Reduced Adverb Clause

1. Attending Task

Text Reading

Read the following passage.

UMMAYYAD CALIPHATE

Following the end of four caliphs reign, Islamic leadership fell into the hands of the two great dynasties of caliphate—Umayyad and Abbasid. **Being the descendants of Ummayah ibn Abdi Syam**, the ruling family of this first Islamic dynasty was called Umayyad. Mu'awiyah established himself as the first Umayyad caliph **after emerging victorious over Ali**, the prophet's son in law. Umayyad rule over Islamic community was divided between two branches of the family: the Sufy nids (reigned 661–684) and the Marwanids (reigned 684–750). **As soon as declared as the new caliph**, Mu'awiyah centralized caliphal authority in Damascus. **Becoming the basis of Umayyad strength**, Syrian army enabled the creation of a united empire through greater control of the conquered province and of Arab tribal. Under 'Abd al-Malik (reigned 685–705) the Umayyad caliphate reached its peak. Muslim armies overran most of Spain in the west and invaded Mukr n and Sindh in India and Central Asia, Bukhara, Samarkand, Khw rezm, Fergana, and Tashkent. Marwan II ended the reign of Umayyad Caliphate, **when defeated at the Battle of the Great Z b**. Members of the Umayyad house were hunted down and killed, but one of the survivors, 'Abd al-Raḥ m n, escaped and established himself as a Muslim ruler in Spain (756), founding the dynasty of the Umayyad in Córdoba.

Adapted from <https://www.britannica.com/topic/Umayyad-dynasty-Islamic-history>

Reign	= pemerintahan	Conquered	= taklukan
Caliph	= khalifah	Overrun	= menduduki
Branch	= cabang	Escape	= melarikandiri
Victorious	= menang		



Text Discussion

Discuss the following questions based on the text above.

What do you think the difference between the reign of four caliphs and two Islamic empires? Why do you think Mu'awiyah move the Islamic capital to Damascus? How do you think Islam could spread more widely event to Spain during the reign Umayyad caliphate?

Text Noticing

Read the text again but this time pay attention to bold sentences. What can you learn from those?

2. Noticing Task

Adverb clause can be reduced if main clause and subordinate clause have a similar subject. To reduce clause time, contrast, and purpose see the following example:

With to be

When he was declared as a new caliph, Mu'awiyah was 59 years old

When declared as a new caliph, Mu'awiyah was 59 years old (reduced clause)

Without to be

Although he had sent army to Byzantine for many times, Mu'awiyah did not succeed in conquering this kingdom.

Although sending army to Byzantine for many times, Mu'awiyah did not succeed in conquering this kingdom (reduce clause)

To reduce clause reason, see the following example:

With to be

Because he is able to defeat Ali, Mu'awiyah established Umayyad caliphate to rule Islamic world

Being able to defeat Ali, Mu'awiyah established Umayyad caliphate to rule Islamic world

Without to be

Because it reigned as a dynasty, Umayyad caliphate no longer applied democracy in Islam

Reigning as a dynasty, Umayyad caliphate no longer applied democracy in Islam

V3 indicating passive meaning

V.ing indicating active meaning



Identify the reduced adverb clause in the previous passage and write complete version.

- 1.
- 2.
- 3.
- 4.
- 5.

3. Analyzing Task

Read the following text and identify the reduced adverb clause inside.

ABBASID CALIPHATE

After overthrowing the Umayyad caliphate in 750, Abbāsīd Dynasty held the leadership on Islamic community. It brought Islamic world in to the age of enlightenment until destroyed by the Mongol invasion in 1258. The name is derived from that of the uncle of the Prophet Muḥammad, al-ʿAbbās (died c. 653), of the Hāshimite clan of the Quraysh tribe in Mecca. Winning Battle of the Great Zāb River (750) in Mesopotamia, Abū al-ʿAbbās as-Saffāḥ declared himself a new caliph of a new dynasty. In his rule, he moved the capital to the new city of Baghdad. With the rise of the ʿAbbāsīds the base for influence in the empire became international, emphasizing membership in the community of believers rather than Arab nationality. Between 750 and 833 the ʿAbbāsīds raised the prestige and power of the empire, promoting commerce, industry, arts, and science, particularly during the reigns of al-Manṣūr, Hārūnar-Rashīd, and al-Maʿmūn. After rising into the great prominence in the domain of science, arts, and industry, this dynasty began decline when al-Muʿtaṣīm introduced non-Muslim Berber, Slav, and especially Turkish mercenary forces into his personal army. Although converting to Islām, these troops quickly learned to control caliphate. During the time of Abbāsīd Dynasty, Islamic world was seen as the most advanced community in the world in various fields. In 1258, the dynasty fell during a Mongol siege of Baghdad.



4. Checking Task

Reduce the adverb clauses in the following sentences.

1. The Umayyad rebels against the fourth Caliph, Ali before they rule Islamic community.

2. After he settled the dispute, Ali would be assassinated a few years later which allows more opportunity for Umayyad to rule.

3. The Umayyad Caliphs expands Islamic territory to various regions while they reigned over Islamic world.

4. When it was ruled by al-Walid I, Islamic empire spread into Byzantine, Carthage, and even Spain in Europe.

5. Because they spread their territory in many foreign nations, Ummayyad increased the Islamic followers significantly.

6. Because it is near to Byzantine presence, Damascus was selected as the new capital of Islamic world.

7. After he was persuaded by many nobles, Mu'awiyah adopted Byzantine administrative system.

8. Although the caliphs had adopted Byzantine system, they still enforced Islamic law in the community.

9. Though it was seen as perversion from earlier governmental system, monarchial empire allow Islamic world to develop in art, architecture, and writing.



10. The empire collapsed into a series of rebellions as soon as it was left by the last Umayyad Caliph.

Choose the correct word in the parentheses to complete the text.

SCIENTIFIC DEVELOPMENT IN ISLAMIC WORLD

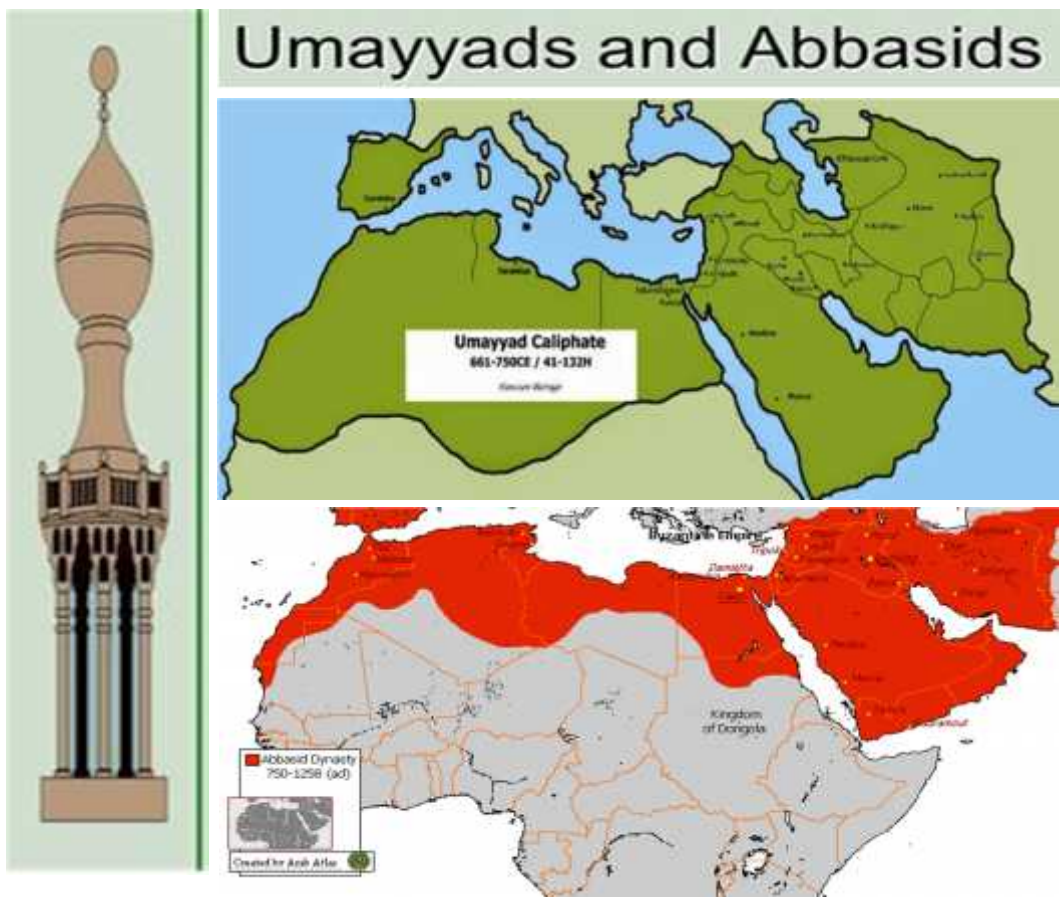
Science, technology, and other fields of knowledge developed rapidly during the golden age of Islam from the eighth to the 13th century and beyond. After (¹*conquered/conquering*) many outward regions, Islamic world under early Abbasid caliphs embarked on major campaigns seeking scientific and philosophical works from eastern and western worlds. (²*Being/it was*) the capital of the Abbasid Empire, Baghdad became the center of intellectual and scientific academy. (³*built/building*) in 830 by Harun al-Rashid, Bayt al-Hikmah (House of wisdom) became the first Islamic university in the world. As soon as (⁴*reigning/was reigning*) as al-Rashid's successor, Caliph al-Ma'mun expanded Bayth al-Hikmah. By the ninth century, Baghdad had become a center of financial power and political prestige and intellectual pursuits flourished in numerous colleges, schools, hospitals, mosques, and libraries. (⁵*Being/it was*) the city of knowledge, Baghdad attracted visitors, ambassadors, and students from all parts of the empire. (⁶*was empowered/empowered*) by the new Islamic stated and may Quranic verses and Hadiths to pursue knowledge, Caliphs Harun al-Rashid and al-Ma'mun sponsored envoys to Byzantine and Christian authorities in Europe to gain access to Greek manuscripts. After (⁷*collected/collecting*) and sent to Baghdad, Countless manuscripts were prepared to be translated into Arabic. Early scholars went to Baghdad from diverse areas and backgrounds. Although not (⁸*following/were followed*) Islam, they enjoyed considerable respect and religious tolerance from their Muslim colleagues. (⁹*known/knowing*) as the golden age of Islamic civilization, this period allowed Islamic community to gain respect as the most learned community in that era.

Adapted from: <http://epicworldhistory.blogspot.co.id/2013/07/science-and-technology-in-golden-age-of.html>



5. Production Task

Rewrite the text in attending or analyzing task by using your own language and then discuss with your pair to make sure that you use the correct structure of adverb clause reductions.





UNIT 3

FIVE PILLARS OF ISLAM



Unit three consists of three lessons so that the learning objectives of this unit are: students are able to differentiate and write (1) Noun Clause from Statements, (2) Noun Clause from Questions and (3) Reduction of Noun Clauses in short paragraphs.



NOUN CLAUSE

A. Noun Clause Derived from Statements

1. Attending Task

Text Reading

Read the following passage.

PROFESSION OF FAITH

Muslim profession of faith or *shahada* in Arabic is the credo every Muslim must declare to show **that** *he/she belongs to the Islamic community*. It is the first of the “Five Pillars” of Islam. The *shahada* is to testify two things (a) nothing deserves worship except Allah and (b) Muhammad is the messenger of Allah. In the first *shahada*, Muslims profess **that** *the only true deity is Allah. That Muhammad is the true messenger of Allah to humankind* is also admitted by the Muslims in the second *Shahada*. It must be recited by every Muslim at least once in a lifetime with a full understanding of its meaning and with an assent of the heart. Muslims say this when they wake up in the morning, and before they go to sleep at night. Muslims assert **that** *they believe in Allah and His Messenger at least five times in their prayer every day. That they will attain Paradise in the hereafter* is promised by the Almighty for Muslims who utter *Shahada* as their last words before death. This divine promise indicates **that** *profession of faith is very important for Muslims* because it guarantees the entrance to paradise. So, *shahada* is **that** *Muslims believe in and utter Allah as the only God and Muhammad as His Messenger*.

Adapted from: <http://www.islamreligion.com/articles/193/first-pillar-of-islam/>

Faith = iman

Testify = mengakui/bersaksi

Deserve = pantas

Profess = mengakui

Recited = diucapkan

Assert = menyatakan

Attain = memperoleh

Utter = mengucapkan

Guarantee = menjamin



Text Discussion

Discuss the following questions related to the text.

Why do you think *shahada* as the first pillar of Islam? How does *shahada* influence your act in the daily life? What do you think the importance of *shahada* in Muslims' life? Do you think *shahada* defines Muslims' identity? (Why/ why not?)

Text Noticing

Read the text again but this time pay attention to bold sentences. What can you learn from those?

2. Noticing Task

Noun clause is a **subordinate clause functions as a noun (subject, object or complement)**. The first type of noun clause is **derived from statement marked by the use of conjunction *that***. To determine its function of noun clause, you can see the position it takes in the sentence either **in subjective position, objective position or subject complement (usually after linking verbs)**

Read the previous passage and identify the main clause and subordinate clause along with their subject, verb and subordinator of the bold sentences. After that, put the identified sentences into the following tables.

No	Main Clause	Subordinate Clause (Noun Clause)
1.		
2.		
3.		
4.		
5.		



6.		
7.		

Study the position of the noun clause above and then match each clause to following functions:

- a. Noun Clause as Subject
- b. Noun Clause as Object
- c. Noun Clause as Complement

3. Analyzing Task

Study the following sentences and identify noun clause and its function for each sentence.

1. Since they were born, Muslims has been told that there is no god except Allah.
2. The first part of *Shahada* states that Allah has the exclusive right to be worshipped inwardly and outwardly, by one's heart and limbs.
3. Unlike Christianity, Muslims do not believe that god exists multi-dimensional personality.
4. That god needs no ally in His side is the only acceptable theological norm in Islam.
5. Islamic theology teaches Muslims that Allah is *Wahid* (One).
6. That he has no rivals or peers in any way defines the concept of the Oneness of Allah.
7. Muslims must prove that they believe in Allah through their acts.
8. That they follow divine commands from Allah shows the Muslims' appreciation of the first *Shahada*.
9. The second *Shahada* is that Muslims admit Muhammad as the messenger of Allah.



10. The starting point of being a Muslim and saying last word before death is that Muslims profess “*Laillahailallah, Muhammadurasullullah*”.

Noun clause as subject	Noun clause as object	Noun clause as complement

4. Checking Task

Complete the following sentence by selecting the correct option a, b, c, or d.

- Apart from acknowledging the existence of Allah, _____ need to state that Muhammad is the messenger of Allah.
 - That Muslims also
 - Muslims also
 - Muslims are also
 - In their *shahada*
- _____ would be sent to humankind had been revealed by the previous prophets.
 - Prophet Muhammad that
 - That prophet Muhammad
 - Because prophet Muhammad
 - That
- Long before his divine mission, Allah promised _____ to the other prophets.
 - Would send the final messenger
 - That he would send the final messenger



- c. He would send the final messenger that
- d. That would he send the final messenger
4. Muslims must _____ by following his *sunnah*.
- a. Prove that they accept Muhammad's prophethood
- b. That they accept Muhammad prophethood
- c. They accept Muhammad prophethood prove
- d. Prove that accept Muhammad prophethood
5. _____ in prophet of Allah is shown in the two statements of *shahada*.
- a. Muslims have to profess their belief
- b. That Muslims have to profess that their belief
- c. That Muslims have to profess their belief
- d. Muslims profess that they believe

Decide whether the following sentences true (T) or false (F).

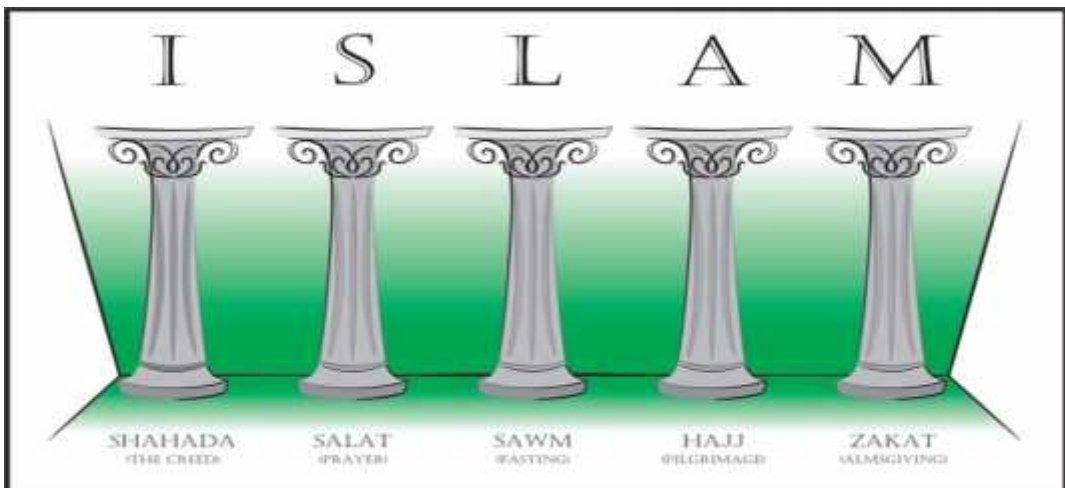
- Muslims need to confirm that they are part of Islamic community through the first profession of faith. _____
- That Allah is the only god is the core of Islamic faith. _____
- Muslims need to show that believe in Allah and His messenger through following their commands. _____
- Islam warns that everyone denies the *shahada* will not be accepted in paradise. _____
- That they will get salvation in the afterlife is the guarantee for every Muslim. _____



Not all verbs can be used with conjunction that to form noun clause. Read the whole sentences in the previous tasks and list down every verb used with that.

5. Production Task

Rewrite the text in attending task by using your own language and then discuss with your pair to make sure that you use the correct structure of noun clause.





B. Noun Clause Derived from Embedded Questions

1. Attending Task

Text Reading

Read the following text.

PRAYER

Prayer or ṣālat is the central elements of Islamic practice and worship. Therefore, **whether a person is a devout Muslim or not** can be seen from his observance in performing prayer. Indeed, it is the second of the Five Pillars of Islam. Prayer, in the ritual sense, is an obligation of the faith, to be performed five times a day by adult Muslims. Many quranic verses and hadiths explain **why prayer is very important in Islam**. More than that, the observance of prayer forms the framework of each Muslim faith. It is **what distinguishes them from the disbelievers**. The obligation of performing prayers is not limited by any condition. It doesn't matter **if Muslims are not in the healthy condition**. They are allowed to perform prayer in any means which is possible for them. **Where Muslims are demanded to pray** is not limited by any places either. As long as they are clean, they can pray there. So important is prayer that it is considered as the foundation of faith.

Adapted from: <http://www.religionfacts.com/hajj>

Devout	= saleh	Disbelievers	= non-muslim
Observance	= ibadah	Faith	= keimanan
Obligation	= kewajiban		

Text Discussion

Discuss the following questions related to the text.

Why do you think prayer is important for Muslims? How does prayer influence your act in the daily life? What do you think the importance of prayer in Muslims' life? Do you think prayer defines Muslims' identity? (why/why not?)



Text Noticing

Read the text again but this time pay attention to bold sentences. What can you learn from those?

2. Noticing Task

Noun clause can also be derived from **question both yes/no question and wh question**. When it is derived from yes/no question, **the auxiliary verbs are changed into if/whether**. However, when it is derived from wh question, **the question word remains unchanged**. In both questions, **the form is changed into declarative sentence (If/whether/wh+S+V)**. In other words, **if/whether/wh words function as subordinator**.

Read the previous passage and identify the main clause and subordinate clause along with their subject, verb and subordinator of the bold sentences. After that, put the identified sentences into the following tables.

No	Main Clause	Subordinate Clause (Noun Clause)
1.		
2.		
3.		
4.		
5.		



Study the position of the noun clause above and then match each clause to following functions:

- a. Noun clause as subject
- b. Noun clause as object
- c. Noun clause as complement

After classifying their function, change each noun clause into its original form (question form).

- 1.
- 2.
- 3.
- 4.
- 5.

3. Analyzing Task

Read the following text and identify noun clause within it along with the function (subject, object, or complement).

ZAKAT

Zakat, the giving of alms to the poor and needy, is one of the five pillars of Islam (the others are declaration of faith, prayer, fasting in Ramadan and Hajj). It is obligatory upon every adult Muslim of sound mind and means. Who is demanded to give zakat is any individual with specific amount of wealth or savings (after living costs, expenses, etc.). This is referred to as *Nisaab* and is the threshold at which Zakat becomes payable. 2.5% of *Nisaab* is how much Muslims to pay for their Zakat. By giving Zakat, a Muslim is acknowledging what Allah has given them. Their wealth is not really theirs. It is also an act to help free from excessive desire and greed, learn self-discipline and honesty. Zakat is performed whenever Muslims' wealth has already reached *Nisaab*. It is not an option; it is a compulsory act for all Muslims.

Adapted from: <http://www.religionfacts.com/hajj>



4. Checking Task

Change the following questions into noun clause.

1. **Is prayer the foundation of faith?**

Many disbelievers wonder _____

2. **How can Muslims perform prayer?**

Quran and hadith give guidance about _____

3. **Where do Muslims expect to perform prayer?**

_____ is in the mosque.

4. **How many times must Muslims pray daily?**

Five times a day is _____

5. **Are Muslims allowed not to pray when sick?**

_____ has been the question asked by many people.

Decide if the following sentences are true [T] or false [F]. If it is false, then write the correct one.

1. Are they sick or not does not excuse Muslims from the obligation to pray.
2. Many disbelievers wonder why prayer is said as the foundation of faith.
3. Most Muslims understand how they can perform prayer.
4. Who are demanded to perform prayer it is every adult Muslim.
5. Whether they are in the mosque or not are not necessarily allowed Muslims to abstain from performing prayer.

Complete the following sentence by selecting the correct option a, b, c, or d.

1. _____ who has abundant wealth to pay Zakat.

- | | |
|------------|-----------------------|
| a. Demands | c. Islam demands |
| b. Muslims | d. What Islam demands |

2. _____ to be required to pay Zakat is called *Nisaab*.

- | | |
|--|--|
| a. Muslims have wealth in their possession | c. How much wealth does Muslims have in their possession |
| b. How much does Muslims have wealth in their possession | d. How much wealth Muslims have in their possession |



3. Zakat teaches Muslims to be grateful for _____
 - a. What has Allah granted them
 - b. Has Allah granted them
 - c. What Allah has granted them
 - d. Allah has granted them
4. Quranic verses and hadiths tell _____ to pay Zakat with things rather than money.
 - a. Is it possible
 - b. If is it possible
 - c. If it possible
 - d. If it is possible
5. _____ as *Zakat Fitrah* is the Zakat paid during the fasting month.
 - a. It is known
 - b. What is known
 - c. Is known
 - d. What known is
6. _____ is poor and needy can be helped through Zakat.
 - a. He
 - b. Whoever
 - c. Anyone
 - d. Whoever he

5. Production Task

Rewrite the text in attending and analyzing task in your own words and then discuss with your pair to make sure that you use the correct structure of noun clause from embedded questions.





C. Reduction of Noun Clauses

1. Attending Task*Text Reading*

Read the following text.

FASTING

Fasting is another pillar of the Islamic faith. Quranic verses *tell Muslims to perform* compulsory fasting once a year. *What month to do this obligation* is during the month of Ramadan. No proof is required to establish its being obligatory and one denying it goes out of the fold of Islam, because it is obvious like *salat*. Fasting was *declared to be an obligatory duty* in the second year of the *Hijrah*. Every Muslim is usually *happy to see the coming of Ramadan* because their previous sins will be forgiven during this month. Prophet Muhammad through his hadiths teaches Muslims *how to determine the coming of this blessing month*: to sight the crescent of Ramadan after the sunset of the 29th day of *Shaban* (the month directly preceding Ramadan) or, if the crescent is not seen, then completing 30 days of *Shaban*. By the end of this month, Muslims is believed to have been erased.

Adapted from: <http://www.alsunna.org/Ramadan-Rules-of-Fasting-the-Blessed-Month.html#gsc.tab=0>

Fasting	= puasa	Sight	= melihat
Compulsory	= wajib	Crescent	= bulansabit
Sins	= dosa-dosa		

Text Discussion

Discuss the following questions related to the text.

Why do you think fasting is important for Muslim? How does fasting influence your act in the daily life? What do you think the importance of fasting in Muslims' life? Do you think fasting is good for us? (why/ why not?)



Text Noticing

Read the text again but this time pay attention to bold sentences. What can you learn from those?

2. Noticing Task

Noun clause, both from statement and from question can be reduced into infinitive phrase. **To reduce it, you can see the following examples:**

Noun Clause from Statement:

The prophet asked Muslim that they must fast during Ramadan.

→The prophet asked Muslim to fast during Ramadan.

Noun Clause Question:

Most Muslims know when they will start fasting in Ramadan → Most Muslims know when to start fasting in Ramadan.

Read the previous passage and identify the reduced noun clause within and then write the unreduced form.

- 1.
- 2.
- 3.
- 4.
- 5.



3. Analyzing Task

Read the following the text and identify the reduced noun clause inside.

HAJJ

Hajj refers to a Muslim's pilgrimage to Mecca and is the last pillar of the Islamic faith. Quranic verses and hadith oblige Muslims to go to Mecca at least once in a lifetime. However, exceptions are made for those who are physically or financially unable to fulfill this obligation, and one is actually commanded not to make the hajj if to do so would cause hardship for his or her family. When to go on pilgrimage to Mecca is during the month of *Dzulhijjah*. The hajj is commanded in the Quran - "And pilgrimage to the House is a duty unto God for mankind, for him who can find the way thither" (3:97) - and its rites were established by Muhammad, but Muslim tradition dates it back to Adam and Abraham, who were instructed by angels in the performance of the rites. The hajj was one of the last public acts of worship performed by Muhammad before his death.

Adapted from: <http://www.religionfacts.com/hajj>

4. Checking Task

Reduce the following the noun clause in the following sentences.

1. Some religions other than Islam also tell their follower that they must do fasting as an act of devotion.

2. Fasting was declared that it is an obligatory duty in the second year of the *Hijrah*.



3. Medical research suggested people that they can become healthy through fasting .

4. Quranic verse, Al-Baqarah 183, clearly state to Muslims when they must do the obligatory deed of fasting.

5. Quran also mentions to some people in certain conditions that they will not have to fast during the month of Ramadan.

6. How Muslims should determine the beginning of Ramadan is taught by the prophet through his hadith.

7. Wealthy Muslims are required that they must go to Mecca to perform Hajj at least one in their lifetimes.

8. It is apparent for Muslims that they will be forgiven from their sin with their fasting and hajj.

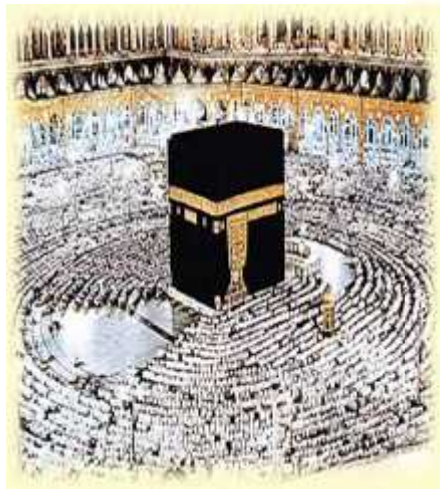
9. Islamic teaching teaches the Muslim pilgrimage where they will start to follow the process of Hajj.



10. The rites of Hajj are believed that it was influenced by the Prophet Abraham.

5. Production Task

Rewrite the text in attending and analyzing task in your own words then discuss with your pair to make sure that you use the correct structure of reduced noun clauses.





UNIT 4

ISLAM AND THE ISSUES OF THE MODERN WORLD



Unit four consists of five lessons so that the learning objectives of this unit are: Students are able to differentiate and write adjective clause with subject replacement, adjective clause with object replacement, adjective clause with time, place, and possession replacement, and reduced adjective clauses in short paragraphs.



ADJECTIVE CLAUSE

A. Adjective Clause with Subject Replacement

1. Attending Task

Text Reading

Read the following passage.

ISLAM AND GENDER EQUALITY

When dealing with the Islamic perspective of any topic especially gender, there should be a clear distinction between the normative teachings of Islam and the diverse cultural practices **that** *may or may not be consistent with them*. The focus of this article is the normative teachings of Islam as the criteria to judge Muslim practices and evaluate their compliance with Islam. Therefore, the notion of gender regarding the role of woman in society from an Islamic perspective will only be seen from Quran **which** *is the primary source of Islamic teaching*. According to the Qur'an, men and women have the same spiritual human nature. Unlike older tradition **which** *claims* that women are in the second place of creation, Islam teaches that men and women **who** *are created from a single person* are granted "divine breathe" from Allah. In addition, both gender are dignified and are trustees of Allah on earth. Quran mentions that both men and women **who** *are sent to the earth to be the khaleefa* are put above all creations on earth by Allah. The most important that Islam teaches about gender equality is that woman is not blamed for the "fall of man".

Adapted from: <http://www.islam101.com/women/equity.html>

Distinction = perbedaan
Diverse = beragam
Compliance = kepatuhan

Dignified = dimuliakan
Transgression = pelanggaran



Text Discussion

Discuss the following questions related to the text.

Why do you think many non-Muslims believe that women are treated badly in Islam? How do you treat your fellow female Muslims in daily life? What do you think the importance of gender equality in religious life? Do you think Islam treat women equally as men? (why/ why not?)

Text Noticing

Read the text again but this time pay attention to bold sentences. What can you learn from those?

2. Noticing Task

Adjective clause is a **subordinate clause functions as an adjective (modifying noun). This type of clause is found after the noun it modifies.** The connectors used to indicate adjective clause to replace subject are **who (for person), which (for noun person), and that (for both).** In this case, these connectors also function as the subject for the adjective clause. See the following example:

Women in Islam are promised to be placed in heaven like men. They follow God's order.

⇒ Women in Islam who follow God's order are promised to be placed in heaven like men.

Read the previous passage and identify the main clause and subordinate clause along with their subject, verb and connector of the bold sentences. After that, put the identified sentences into the following tables.

No	Main Clause	Subordinate Clause (Adjective Clause)
1.		
2.		



3.		
4.		
5.		

3. Analyzing Task

Read the following text and identify adjective clauses within the text.

REMARKABLE WOMEN IN ISLAM

Women have long and intertwined history the coming of the Prophet of Islam and Islam, in an era that was marked by slavery and patriarchal tribal societies. Distinction, discrimination and inequality are alien to the spirit of the Quran and *Towhid*. The first believer in Islam was a woman who devoted all her wealth and her entire life to Islam i.e. *Khadeejah*. Her effective support which played a prominent role in the advancement of the religion is well established. The second Muslim was the Prophet's cousin, *Ali ibn Abi Talib*, and the third the woman who was renowned from the *Quraish* and the mother of Ali. Umar, the second Muslim ruler after the death of the Prophet, was converted to Islam by his two sisters who had converted to Islam before. The first martyr to the cause of Islam was also the woman who was tortured along with her husband and son by *Abu Jahl*. By the sixth year after the *Be'that 20*, at least 23 of the first 63 Muslims were women. Many were slaves who endured much torment and hardship. Of the first ten Muslims, a group which includes Ali and Abu-Bakr, the first caliph, four were women: *Khadeejah*, Fatima, and two freed slaves, *Lobaineh and Zonaireh*. Both women had been the slaves of Umar, the second caliph, but were recognized as equals when they converted to Islam. The fifth Muslim woman, *Ghozaiyeh*, was a nomad. Her purity and bravery was an inspiration to other women.

Adapted from: <http://www.iranezad.org/english/bookonwomen/chapter3.html>



4. Checking Task

Combine these following sentences by using adjective clause.

1. Women were liberated through the coming of Islam. They had been oppressed by the tribal people of pre-Islamic Arabia.

2. Hadith gives women higher position than men. It tells Muslims to give more respect women.

3. The Islamic Sharia recognizes the property right of women. It is derived from Al-Quran and Hadith

4. Greater financial security is assured for women. They are entitled to receive marital gifts, to keep present and future properties and income for their own security.

5. Married woman is not required to spend a penny from her property and income on the household. She is entitled to full financial support during marriage and during the waiting period of divorce.

Complete the following sentence by selecting the correct option a, b, c, or d.

1. Unlike Judeo-Christian tradition _____ for the fall of Human, Islam hold both genders to be guilty for the offense.
 - a. Blames women
 - b. It blames women
 - c. Which it blames
 - d. Which blames
2. There are many quranic verses and prophetic sayings _____.
 - a. Revere women
 - b. That they revere women



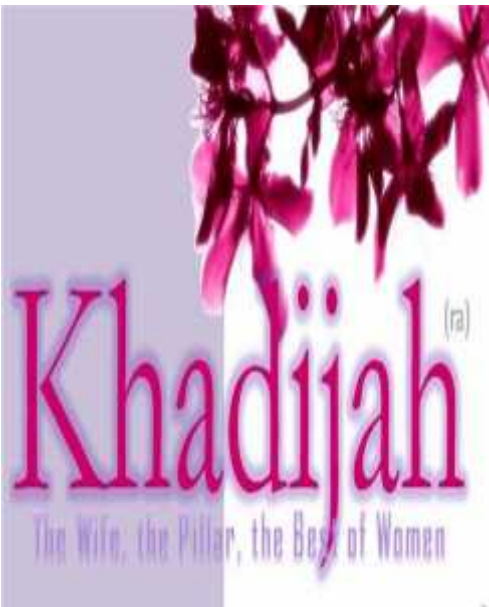
- c. Who revere women
d. That revere women
3. According to Islam, both genders that obey the divine rule _____
a. They will get divine reward
c. That will get divine reward
b. Divine reward
d. Will get divine reward
4. Pre-Islamic society _____ who were unmarried to be the property of their father or male relatives.
a. Which women
c. That considered women
b. Considered women
d. Women were considered
5. Gender _____ in classically non-Islamic teachings does not signify any specialty in Islam.
a. That was segregated
c. Was segregated
b. Which it was segregated
d. Who was segregated
6. Generally a woman is guaranteed support in all stages of her life _____ is as a daughter, wife, mother, or sister.
a. That
c. That she
b. She
d. Who
7. Al-quran that rebuke the unwelcoming attitudes among some parents upon hearing the news of the birth of a baby girl _____ that both baby boy and baby girl are the gift from Him.
a. It is mentioned
c. Mentions
b. Which mentions
d. That is mentioned
8. Many Islamic figures _____ are women such as *Khadeeja*, *Fateemah*, *Sumayyah* etc.
a. Are well-known for their faith
c. They are well-known for their faith
b. Which are well-known for their faith
d. Who are well-known for their faith
9. Marriage in Islam that is based on mutual peace, love, and compassion _____ of one gender's satisfaction.
a. It does not approve
c. Which approves
b. Does not approve
d. That it does not approve
10. _____ equality before the law and courts receive the similar punishment for similar offense.



- a. Both genders are entitled
- b. Which are entitled
- c. Both genders that are entitled
- d. That both genders are entitled

5. Production Task

Rewrite the text in attending task or analyzing task by using your own language and discuss with your pairs to make sure you use correct rule of adjective of subject replacement.



**B. Adjective Clause with Object Replacement****1. Attending Task****Text Reading**

Read the following passage.

ISLAM AND HUMAN RIGHTS

Islam's contribution to human rights is best appreciated when viewed against the backdrop of world history as well as the realities of modern times. Economic and social disparities *that social, racial, gender, and religious differences bring* have resulted in oppression of the lower classes, racial prejudices, misogynistic attitude, and religious superiority. When considering Islamic view on human rights, it is important to distinguish the primary source of Islamic teaching *which Allah prescribes unto human kind* from the interpretation and practice *that Muslims do in Islamic civilization*. As stated in Al-Quran, human kind *whom Allah created in diversity* has a fundamental right by virtue of his or her humanity. The diversity of humanity into many races and ethnicities is a testament to God's majesty and wisdom. Therefore, racial superiority and discrimination is prohibited in Islam and contradicts its essence. Moreover, life in Islam is a sacred trust from God and the most basic right *that every human being must recognize*. No individual *whom no legal process is administered by competent court* can be stripped from the gift of life.

Adapted from: <https://www.whyislam.org/islam123/human-rights-in-islam/>

Disparities = perbedaan
Oppression = penindasan

Misogynistic = kebencian pada perempuan
Diversity = keberagaman

Text Discussion

Discuss the following questions related to the text.

Why do you think many non-Muslims believe that Islam does not recognize human right?
What do you think the importance of human rights in religious life? Do you think Islam practice human rights? (why/why not?)



Text Noticing

Read the text again but this time pay attention to bold sentences. What can you learn from those?

2. Noticing Task

Adjective clause is a subordinate clause functions as an adjective (modifying noun). This type of clause is found after the noun it modifies. **The connectors used to indicate adjective clause to replace object are whom (for person), which (for noun person), and that (for both).** In this case, these connectors cannot function as the subject for the adjective clause, so it must be followed by another subject. See the following example:

Women in Islam must follow divine order. God promised them to be placed in heaven like men.

→ Women in Islam whom God promised to be placed in heaven like men must follow divine order.

Read the previous passage and identify the main clause and subordinate clause along with their subject, verb and connector of the bold sentences. After that, put the identified sentences into the following tables.

No	Main Clause	Subordinate Clause (Adjective Clause)
1.		
2.		
3.		
4.		
5.		
6.		



3. Analyzing Task

Read the following text and identify adjective clauses within the text.

ISLAM AND RELIGIOUS FREEDOM

One of the most important aspects of the Human Rights issue is the respect and tolerance which society must show towards the religions of other people; this, of course, includes the issue of freedom of religion. Islam, like Judaism and Christianity, believes in prophets and messengers of God. One interesting way that we can use to understand the Islamic view on freedom of religion is to look at the role of the prophets and messengers whom God send to human kind. Al-Quran mentioned that the obligation for His prophets is only the deliver the divine message. From the Qur'anic point of view, the mission of the prophets and messengers of God was not to forcefully impose their teachings which they preach on the people but to guide them and ask them to accept God with their own will. The Qur'an also clearly says that religion cannot be forced on anyone. The prophet of Islam whom Meccan opposed and oppressed during his mission in this city always approached the unbelievers of Mecca with tolerance. In fact, at the time of Meccan conquest, the prophet did not massacre the unbelievers of Mecca who had treated him badly before.

Adapted from: <https://www.al-islam.org/articles/religious-tolerance-islam-sayyid-muhammad-rizvi>

4. Checking Task

Decide whether the following sentences true (T) or false (F).

1. Human rights which many people consider the most important issue in the modern period stem from two foundation principles in Islam: dignity and equality. ____
2. Islam does not recognize racial superiority because the whole human are the children of Adam which Allah created from clay. _____
3. Human beings whom Allah created in diverse races, colors, and ethnicities have the right not to be harmed and to be safeguarded from harm by divine will. _____
4. Even during war whom Muslims are involved in, the life of non-combatants such as women, children, the elderly, monks must be guaranteed security.



5. During their reign in Palestine, Muslim invited the Jewish people which previous rulers had expelled to live in Jerusalem after 500 years of exile. ____

Choose the sentences in the right column as the correct combination for the sentences on the left.

<p>1. Muslims managed to retake Palestine from the Christians. They treated them with honor despite the brutality from the Crusaders.</p>	<p>a. Muslim managed to retake Palestine from the Christians whom they treated them with honor despite the brutality from the Crusaders.</p> <p>b. Muslim managed to retake Palestine from the Christians whom they treated with honor despite the brutality from the Crusaders.</p> <p>c. Muslim managed to retake Palestine from the Christians whom treated them with honor despite the brutality from the Crusaders.</p> <p>d. Muslim managed to retake Palestine from the Christians which they treated with honor despite the brutality from the Crusaders.</p>
<p>2. Under Muslim rule in Spain, the city of cordova was considered the intellectual center of Europe. Many people from different races, religions, ethnicities visited it and studie in it.</p>	<p>a. Under Muslim rule in Spain, the city of Cordova which many people from different races, religions, and ethnicities visited and studied in was considered the intellectual center of Europe.</p> <p>b. Under Muslim rule in Spain, the city of Cordova who many people from different races, religions, and ethnicities visited and studied in was considered the intellectual center of Europe.</p>



	<p>c. Under Muslim rule in Spain, the city of Cordova that visited and studied in was considered the intellectual center of Europe.</p> <p>d. Under Muslim rule in Spain, the city of Cordova which many people from different races, religions, and ethnicities visited it and studied in was considered the intellectual center of Europe.</p>
<p>3. Thousands of Jews and Christians lived in safety and harmony with their Muslim overlords in Spain. The historians mentions them in their books.</p>	<p>a. Thousands of Jews and Christians that the historians mention them in their book lived in safety and harmony with their Muslim overlords in Spain.</p> <p>b. Thousands of Jews and Christians that the historians mention in their book lived in safety and harmony with their Muslim overlords in Spain.</p> <p>c. Thousands of Jews and Christians who the historians mention in their book lived in safety and harmony with their Muslim overlords in Spain.</p> <p>d. Thousands of Jews and Christians whom mention in their book lived in safety and harmony with their Muslim overlords in Spain.</p>
<p>4. It is the duty to give their wealth to eradicate poverty from society and to bring economic equality. Islam demands it to every Muslim.</p>	<p>a. It is the duty which Islam demands to every Muslim to give their wealth to eradicate poverty from society and to bring economic equality.</p> <p>b. It is the duty which Islam demands it to every Muslim to give their wealth</p>



- d. Which every Muslim believe it
2. In essence, the life of each individual whom Islam teaches as the part of divine creation _____ and, therefore, should be treated with the utmost care.
- a. It is comparable to that of an entire community
- b. Is comparable to that of an entire community
- c. Which is comparable to that of an entire community
- d. That it is comparable to that of an entire community
3. The Quran deems all human beings _____ of all creation to be worthy of respect.
- a. Whom Allah trust the freedom of will
- b. Trust the freedom of will
- c. Who Allah trust the freedom of will
- d. Which Allah trust the freedom of will
4. _____ Quranic decree that modern society must favor because it mentions that no one can limit human freedom but God.
- a. The greatest guarantee of personal freedom for a Muslim lies in
- b. That The greatest guarantee of personal freedom for a Muslim lies in
- c. Whom The greatest guarantee of personal freedom for a Muslim lies in
- d. Which Muslim lies in
5. According to Quranic teaching, every man and women has the right to work _____ fit for them.
- a. Which they see to be
- b. Who they see to be
- c. It is
- d. That see to be



5. Production Task

Rewrite the text in attending task or analyzing task by using your own language employing adjective clauses with object replacement.





C. Adjective Clause with Object Possession, Time, and Place

1. Attending Task*Text Reading*

Read the following passage.

ISLAM AND VIOLENCE

The day *when the tragedy of September 11, 2001 took place* has clouded the reality of Islam in the western world. Many equate Islam as the rites of violence against those *whose lifestyle do not conform to what Islamic teaching idealizes*. There have been a number of questions regarding Islam and these appalling acts of murder. The most common ones are if these extremist attackers represent “true Islam” and if such violent attacks are consistent with the Qur’an? The first question assumes that Islam is some kind of static, monolithic reality by which the actions of all Muslims can be judged. In fact, within the communities *where Islam thrives as the major religion*, It is a dynamic and various religious tradition. In a real sense, Islam is what Muslims think, say, and do—as Muslims. Since the population *whose actions are based on this religious teaching* exists in a very large number, nearly a billion, clearly what is “true Islam” to one Muslim is not to another. The teaching of the Qur’an with regard to violence is also a matter of some dispute among Muslims. What Muslims believe the Qur’an means varies widely from community to community and from individual to individual. The era *when the Qur’an was revealed* was known as the time of warfare, and the area *where Islam was firstly developed* also forced first Muslims to engage in violence against the unbelievers. Seen from this context, the existence of verses about violence in Quran is understandable.

Adapted from: <https://www.namb.net/apologetics/islam-and-violence>

Cloud = mengaburkan
Equate = menyamakan
Conform = sesuai

Appaling = keji
Thrive = berkembang
Dispute = pertentangan



Text Discussion

Discuss the following questions related to the text.

Why do you think many non-Muslims believe that Islam is inherently violent? What do you think about the verses in Quran regarding to violence? Do you think Islam is a violent religion [why/why not?]

Text Noticing

Read the text again but this time pay attention to bold sentences. What can you learn from those?

2. Noticing Task

Adjective clause is a subordinate clause functions as an adjective (modifying noun). This type of clause is found after the noun it modifies. **The connectors used to indicate adjective clause to show possession is whose (for person and non-person), where to show place, and when to show time.** In this case, these connectors cannot function as the subject for the adjective clause, so it must be followed by another subject. See the following example:

Muslims must follow divine order. Their life is the most precious gift from Allah → Muslims **whose life is the most precious gift from Allah** must follow divine order

The Masjidil Haram is the most sacred place in Islam. Muslims perform Hajj here → The Masjidil Haram **where Muslims perform Hajj** is the most sacred place in Islam.

The year is 675 CE. The prophet Muhammad was born at this time → The year **when the prophet Muhammad was born** is 675 CE.

Read the previous passage and identify the main clause and subordinate clause along with their subject, verb and connector of the bold sentences. After that, put the identified sentences into the following tables.



No	Main Clause	Subordinate Clause (Adjective Clause)
1		
2		
3		
4		
5		
6		

3. Analyzing Task

Read the following text and identify adjective clauses within the text.

MUSLIMS AND VIOLENCE

During this recent period when most “outsiders” view Islam as inherently violent with the spirit to subjugate the world, there are two parallel camps within Muslims. One camp where the misquotation and misinterpretation of Quranic teaching dominates over the contextual understanding of this holy book has no qualms in taking a public position that Islam enjoins fighting and subduing the non-Muslims, and this is a sublime religious duty. They urge the Muslims to take up a combative struggle – armed if necessary – to resist the evil of the “infidels” (kuffar) and to facilitate Islam’s victory over others. Opposing this group whose religious goal is to clear out the world from the unbelievers, there is the broader Muslim community would like the world to know that Islam means peace and Islam is peaceful. This group is very much troubled by the hate-mongering and violent posturing of the fringe extremists among Muslims. Thus, they would like to underscore and highlight the essential dimension of Islam, which in their view is peace.

Adapted from:

<http://www.islamicity.org/3769/does-the-quran-or-muhammad-promote-violence/>



4. Checking Task

Complete the following sentence by selecting the correct option a, b, c, or d.

1. Virtually, _____ most people participate in their surroundings are both violent and religious to one degree or another.
 - a. All societies who
 - b. All societies
 - c. All societies where
 - d. All societies where they
2. _____ simple violence done by people whose daily behavior is guided by divine teachings.
 - a. Religious violence is not
 - b. Religious violence whose is not
 - c. Religious violence
 - d. Religious violence where is
3. During the medieval era _____ the whole continent of Europe, persecuting people with defiant lifestyle from the Christianity such as heretics, witches, homosexuals etc. was a common practice, so religious violence is not limited to Islam.
 - a. The rule from the Church dominated
 - b. When dominated the rule from the Church
 - c. The Church when dominated the rule
 - d. When the rule from the Church dominated
4. _____ had been institutionalized in the West, religious actors and institutions no longer could employ the power of the state to achieve their goals through religiously driven violence.
 - a. By the 20th century the secularization
 - b. By the 20th century when the secularization
 - c. The 20th century when the secularization
 - d. By the 20th century when
5. The modern world where the freedom of each individual is granted by the global law of human rights _____ acts against innocent persons in the name of Islam.
 - a. It faces the reality of Islamic terrorism and repeated violent
 - b. Faces the reality of Islamic terrorism and repeated violent
 - c. When faces the reality of Islamic terrorism and repeated violent
 - d. The reality of Islamic terrorism and repeated violent

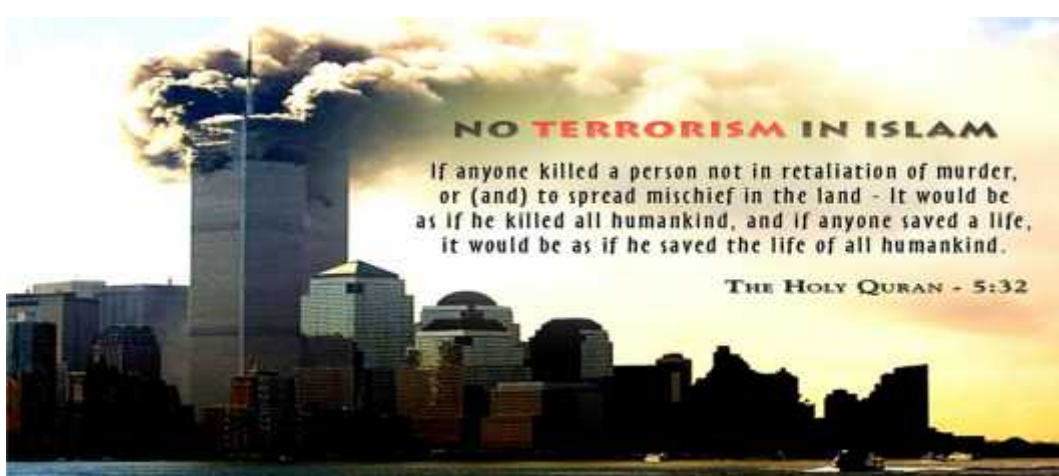


6. George Bush _____ led him to declare Islam as a religion of peace asserted that the September 11 terrorist had hijacked Islam.
 - a. His noble motives
 - b. Whose his noble motives
 - c. Whose noble motives
 - d. His whose noble motives
7. The theological construct of Jihad is the component of the Islamic faith that the extremists misuse during the time _____ their violent acts religiously.
 - a. When they want to sanctify
 - b. When want to sanctify
 - c. want to sanctify
 - d. When they to sanctify
8. For almost _____ the most military powerful and economically successful, Islam began to spread across much of the globe through imperial expansion with political agenda, so it is often misunderstood as spreading Islam through warfare.
 - a. Nine hundred years when was
 - b. When nine hundred years Islamic civilization was
 - c. Nine hundred years when Islamic civilization was
 - d. When Islamic civilization was
9. In the area where the extremist makes as the operation target _____ at non-combatants.
 - a. Suicide attacks aim
 - b. Where suicide attacks aim
 - c. Suicide attacks when it aims
 - d. It aims suicide attacks
10. Suicidal bombing _____ in the recent movement of terrorism has no scriptural or historical precedent in Islam.
 - a. Whose attacking method is widely practiced
 - b. Is widely practiced
 - c. Attacking method is widely practiced
 - d. Whose is widely practiced.



5. Production Task

Rewrite the text in attending task or analyzing task by using your own language employing adjective clause with object possession, time and place.





D. Reduction of Adjective Clause

1. Attending Task*Text Reading*

Read the following passage.

ISLAM AND THE WEST (I)

There are no two world civilizations whose histories have been as closely intertwined as Islam and the West. It is a history *filled with clashes and confrontation, competition and challenge, admiration and hatred, acceptance and rejection, and a host of other conflicting feelings, attitudes, and experiences.* No matter how one defines the terms "Islam" and "the West, the self-perceptions and identity claims of those *living in Muslim and Western societies* have been shaped by these histories. As a member of Abrahamic monotheistic faith traditions, Islam shares many commonalities with Jews and Christians, the major religious traditions in the western world. *motivated by their will to prevent the spreading of Islam in the west,* the medieval Christian theologians interpreted the themes common to Islam and the Biblical tradition not as a matter of "creative borrowing," as nineteenth-century Orientalists would call it, but as a sign of outright heresy. St. John of Damascus, *known in Arabic as Y ann al-Dimashq (d.749),* called Islam the "heresy of the Ishmaelites,". The Christian apocryphal literature *referring to Arab Muslims as descendants of Abraham's son Ishmael* called the Prophet of Islam an "impostor." The influence of Islamic culture and civilization on medieval Europe was decisive and largely irresistible. Medieval Europeans *hating Islam as a religion* admired it as a culture and civilization. The works of Muslim philosophers, theologians, scientists, poets, storytellers, artists, and mystics penetrated the European cultural landscape from the ninth to the sixteenth century. This bittersweet relationship still occurs until today.

Adapted from: http://www.oxfordislamicstudies.com/Public/focus/essay0409_west.html

Clash	= pertentangan	Heresy	= ajaran sesat
Commonality	= persamaan	Impostor	= pendusta
Interpret	= menafsirkan		



Text Discussion

Discuss the following questions related to the text.

Why do you think many westerners misconceive about Islam? What do you think that inspire western people hate Islam? Do you think Islam and The West live in harmony (why/why not?)

Text Noticing

Read the text again but this time pay attention to bold sentences. What can you learn from those?

2. Noticing Task

Adjective clause can be reduced if the connector functions as the subject too. To reduce it, see the following rules:

- **With to be**
Muslims who are in the western world are often discriminated
➔ Muslims in the western world are often discriminated
Muslims who are often discriminated by other community are often minority
➔ Muslims often discriminated by other community are often minority
- **Without to be**
People who discriminate Muslims usually misunderstand about the teaching of Islam ➔ People discriminating Muslims usually misunderstand about the teaching of Islam
V3 indicated (Passive) V.ing (Active) see noun it modifies.
The reduced adjective clause can be moved to the beginning of the sentence
Discriminating Muslims, People usually misunderstand about the teaching of Islam

Read the previous passage and identify the reduced noun clause within and then write the unreduced form.

- 1.
- 2.
- 3.
- 4.
- 5.



6.

3. Analyzing Task

Read the following text and identify the reduced adjective clauses within the text.

ISLAM AND THE WEST (II)

Culture is another contested area in the history of Islam-West relations. Even the Crusaders, among the first European Christians to set foot in the lands of Islam, could not help but admire the advanced, vibrant, and clean cities of the Muslim east. The captivating stories and descriptions of Usamah ibn Munqidh's *Kitab al-Itibar* are as much a testimony to the Muslim views of the Crusaders as the European perceptions of Muslims in the twelfth century. Christian West delighting in the poems and romances of the Arabs studies the works of Islamic theologians and philosophers, not in order to refute them, but to acquire a correct and elegant Arabic style. Enamored by the beauty of Arabic, they read and study with avidity Arabic books, amass whole libraries of them at a vast cost, sing the praises of Arab lore everywhere. The relations existing between Islam and the West took a drastically new turn when Europe arose as the dominant and unchallenged force of the modern era. Combining a Judeo-Christian past with a secular present, Western culture has created a rift between Westernized elites and traditional communities in the Muslim world. Relations between Islam and the West are constantly changing. A new element in this long and varied history is the rise of Muslim communities living in the West. While seeking to be active participants in their societies, the Muslim communities of the West are also struggling with issues of integration, discrimination, and minority rights.

Adapted from: http://www.oxfordislamicstudies.com/Public/focus/essay0409_west.html



4. Checking Task

Decide whether the following sentences true (T) or false (F).

1. John of Segovia convincing Muslims to embrace Christianity in Medieval West proposed an interfaith dialog between the two religions.
2. Respond to the sudden change of the Western modernity, The Muslims world has adopted different position from totally embracing to abhorring it.
3. The position rejected and denouncing the Western culture as cultural imperialism is found in the attitude of conservative Islam.
4. The third position is critical engagement with Western cultural values and institutions advocated by reformist Muslim thinkers
5. This critical assumption was based on a clear distinction between an objective material civilization, represented by the modern West, and spiritual values, which the Muslim world did not need to borrow from the West.
6. The last position describing as traditional Islam believe that a more elevated ethical and spiritual dialogue with the West (and the rest of the world) is possible while maintaining one's cultural tradition.
7. Western and Muslim worlds having different historical experiences and cultural traditions can trace their religious history to a shared spirituality.
8. The Muslim world is confronted today with the steady invasion of Western culture shares with the rest of the world a sense of cultural loss and disempowerment.
9. The events of September 11th and the invasions of Afghanistan and Iraq have further increased tensions between various Muslim and Western groups feeling hatred toward one another.
10. Many Westerners believed extremist groups in the Muslim world as a threat to the existence of international security and to the future of Western civilization is misunderstood by the Muslims to support a war on Islam and Muslims rather than the war on terror.



Choose the correct words in the parentheses to complete the following text.

ISLAM AND THE WEST (III)

Future relations (¹exist/existing/existed) between Muslim and Western societies will be shaped by three differing views. The first view is held by those (²are seen/see/seeing) Islam and the West as locked on an unalterable collision course with the two holding irreconcilable worldviews and political theologies. (³base/based/basing) their arguments on historical tensions between these two worlds, they see clash and confrontation as the only path between the two, and there is no shortage of either on the Western or the Muslim side. The second view, (⁴holding/hold/held) by Westernized elites and governments, considers the current tensions as useless and based on old-fashioned theologies. (⁵assuming/assumed/is assumed) Muslim societies has not entered international community of "civilized" nations, it holds that the remedy for the Muslim world is more modernization and more secularization. The third view, (⁶holding/is held/held) by scores of scholars, intellectuals, and community activists in both Muslim and Western worlds, argues for critical engagement and eventual reconciliation between the worlds of Islam and the West.

Adapted from: http://www.oxfordislamicstudies.com/Public/focus/essay0409_west.html

5. Production Task

Rewrite the text in attending task or analyzing task by using your own language employing reduced adjective clauses.





Suggested Activities

A. Searching Word Puzzle

This puzzle is intended to expand students' vocabulary. Make a search word puzzle by using vocabulary in reading texts. Here is sample for Unit 1.

1. Prepare four same search word puzzles on the whiteboard
2. Divide students into four groups
3. Ask each group to find as many as words possible in the puzzle on the white board by coming to the whiteboard one by one
4. While the one in whiteboard finding the words, the other members in the group create a sentence with the word found
5. The group that finishes finding out and making a sentence from all the words first will be the winner

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



B. Find Your Soulmate I

This activity is intended to increase students' ability to know the use of coordinating conjunction in compound sentence.

1. Prepare 26 compound sentences that are written into three different pieces of paper (independent clause 1, coordinator, independent clause 2).
2. Divide the class into three group, each consists of 8 students (group independent clause 1, group coordinator, group independent clause 2) If there are some students left out, group them into subsequent group for the next.
3. Give each student in each group the three different pieces of paper which have been prepared before.
4. Ask group independent clause 1 to say out loud their sentence and if the group independent clause 2 think their sentence matches the group 1, they are asked to run toward them (the first who gets them will be the soul mate).
5. Ask the two group to say their sentences out loud, and if the group coordinator think their coordinator can link the two clauses, they are asked to run toward them (the first who gets them will be the soul mate)
6. Do it until 24 sentences
7. The other two who cannot find their soul mate will be given punishment.

C. Find Your Soulmate II

This activity is intended to increase students' ability to know the use of subordinators in adverbial clause.

1. Prepare 26 complex sentences (adverbial clause) that are written into three different pieces of paper (independent clause 1, subordinator, dependent clause).
2. Divide the class into three group, each consists of 8 students (group independent clause 1, group subordinator, group dependent clause 2) If



there are some students left out, group them into subsequent group for the next.

3. Give each student in each group the three different pieces of paper which have been prepared before.
4. Ask group independent clause 1 to say out loud their sentence and if the group dependent clause think their sentence matches the group 1, they are asked to run toward them (the first who gets them will be the soul mate).
5. Ask the two group to say their sentences out loud, and if the group subordinator think their coordinator can link the two clauses, they are asked to run toward them (the first who gets them will be the soul mate)
6. Do it until 24 sentences
7. The other two who cannot find their soul mate will be given punishment.

Sample of sentences:

- a. Since I usually get one million rupiah for my salary from part-time job, I give *zakat* twenty-five thousands to the needy.
- b. Because I don't have any money for tomorrow, I plan to do *sunnah* fasting.
- c. I take *wudhu* before I do every prayer.
- d. My mother usually makes neat her *ruknen* after she finishes her prayer.
- e. She prays for her children so that they are always in good condition.
- f. Even though I don't have much money, I still have intention to go Hajj.

D. Tic-Tac-Toe

This activity is intended to increase students' ability to know the create noun clause from question

1. Provide students with nine tic-tac toe squares.
2. Each square accompanied with the paper containing the question.
3. Divide students into several groups in the even number.
4. Each group chooses the question in the square in turn and changes it into noun clause.
5. If they are correct, they can play but if they aren't another group will play.



E. Word Race

This activity is intended to increase students' ability to group the vocabulary to its context:

1. Write the words from the passages in unit 1 until unit 3 on the whiteboard.
2. Divide students into several groups.
3. Tell students that they are going to find out the word related to the context as many as possible.
4. Say out loud the context for example, five pillars of Islam, upon hearing this one member from each group come to the whiteboard to find the word related to this context for only 30 second.
5. Continue the similar steps with other contexts.
6. The group that can find the most words will be the winner.

F. Guess Who or What

This activity is intended to increase students' ability to use adjective clause.

1. Ask each student to come up with one idea that everyone is familiar with, either a famous person, a famous place, a famous tourism object, a famous thing or others.
2. After choosing the idea, ask each student to come forward to share it with their friend. They are not allowed to inform it directly, but explain it by using adjective clause. For example, this person who is an actor has played many movies that are very famous. The movies which he played are horror movie, etc.
3. The rest of their friend will have to guess who are what is being discussed by using the explanation given in adjective clause.



G. Whiteboard Composition

This activity is intended to increase students' ability to use the correct sentence structure in their writing:

1. Have the students come up with one idea to write.
2. Do brainstorming about the idea with them by writing it down on the whiteboard.
3. After all the ideas are collected through the brainstorming activity, ask them to choose the most relevant ideas to develop into the paragraph or essay.
4. Do outlining with the students on the whiteboard.
5. Ask each student to develop the idea into the paragraph or essay.
6. Choose the best paragraph or essay the student writes in terms of sentence structure.
7. Write this on the whiteboard and ask the students to copy this and analyze its sentence structure.

GLOSSARY

A	
Accord	= menyesuaikan
Adherent	= pemeluk agama
Appling	= keji
Analyzing task	= menganalisis teks
Ancient	= kuno
Arabia	= negeri Arab
Assert	= menyatakan
Assimilate	= menyatu
Attain	= memperoleh
Attending task	= membaca teks



B

Belief	= keyakinan
Birth	= kelahiran
Body of people	= umat
Branch	= cabang

C

Caliphate	= khalifah
Celebration	= perayaan
Checking task	= menguji pemahaman teks
Clash	= pertentangan
Cloud	= mengaburkan
Commonality	= persamaan
Community	= masyarakat
Compliance	= kepatuhan
Conform	= sesuai
Compulsory	= wajib
Conquered	= taklukan
Cope with	= menghadapi
Crescent	= bulan sabit

D

Degrading	= merosot
Derived	= diambil
Descendant	= keturunan
Deserve	= pantas
Devote	= mengabdikan
Devout	= saleh
Dignified	= dimuliakan
Disbeliever	= non-muslim
Disparities	= perbedaan
Dispute	= pertentangan
Distinction	= perbedaan
Diverse	= beragam
Divine being	= wujud ilahiah
Divine entity	= wujud ilahiah

E

Enhancement	= penguatan
Emerge	= muncul
Equate	= menyamakan
Escape	= melarikan diri

F

Faith profession	= pengakuan iman
Fasting	= puasa
Follower	= pengikut
Flourished	= berhasil
Freedom	= kebebasan

G



Gender equality	= kesamaan gender
Golden age	= masa kejayaan
Guarantee	= menjamin
H	
Heresy	= ajaran sesat
Human beings	= manusia
Hajj	= haji
Human right	= hak azazi manusia
I	
Interpretation	= penafsiran
Inhabit	= menempati
Impostor	= pendusta
J	
Jews	= Yahudi
Judaism	=
K	
L	
M	
Manifest	= perwujudan
Morality	= nilai-nilai etika
Misogynistic	= kebencian pada perempuan
Meccan	= penduduk Mekah
N	
Noticing task	Mengamati teks
O	
Obligation	= kewajiban
Observance	= ibadah
Opponent	= penentang
Oppressed	= ditekan
Overrun	= menduduki
P	
Peninsula	= semenanjung
Pillar	= tiang
Pilgrimage	= perjalanan
Populate	= menghuni
Prayer	= sholat
Preach	= berdakwah
Profess	= mengakui
Prophet	= nabi
Prosper	= berkembang biak
Q	
Quraysh tribe	= suku Quraisy
R	
Reasoning	= penalaran
Recited	= diucapkan



Refuge	= pengungsian
Reign	= pemerintahan
Religion	= agama
Rite of Passages	= ritual peralihan
S	
Science	= ilmu pengetahuan
Sin	= dosa
Sight	= penglihatan
Successor	= pengganti
T	
Terrorism	= tindakan teror
Testify	= mengakui/ bersaksi
Thrive	= berkembang
Torment	= siksaan
Transgression	= pelanggaran
U	
Universe	= alam semesta
Unravel	= menguak, membuka
Utter	= mengucapkan
V	
Victorious	= kemenangan
Violence	= kekerasan
W	
Waged war	= berperang
Well-being	= kebaikan
Y	
Z	
Zakat	= memberikan sebagian harta kepada yang membutuhkan