

**MODUL**

**ENGLISH FOR PRACTICE**



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**KIAI HAJI ACHMAD SIDDIQ JEMBER**

**2022**

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Mata Kuliah : English for Practice  
Semester : Genap  
Tahun Akademik : 2021/2022  
Program Studi : Ilmu Al-Qur'an dan Tafsir  
Fakultas : Ushuluddin, Adab, dan Humaniora  
Institusi : UIN Kiai Haji Achmad Siddiq Jember  
  
Disahkan pada : 15 Februari 2022

Mengesahkan

An. Dekan,

Wakil Dekan Bidang Akademik



Imam Boniol Juhari

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# UNIT 1

## VOCABULARY FOR BASIC REQUIREMENTS

### Learning Objectives:

- The students are able to ENRICH VOCABULARY in a word class.
- The students are able to understand word class and synonym.

### A. PRE ACTIVITY

- Do you like reading? What book do you like to read?
- Have you got the word to understand the meaning?
- How many words do you know?

## LET'S LEARN!

## READING BASIC SKILL

## A. LEARN PART OF SPEECH

Discuss the following sentences!

- ✓ *It's an interesting **bag**.* (noun)
- ✓ *We ought to **book** a holiday soon.* (verb)
- ✓ *He loves **fast** cars.* (adjective)
- ✓ *Don't drive so **fast**!* (adverb)

- English has four major word classes: nouns, verbs, adjectives and adverbs. They have many thousands of members, and new nouns, verbs, adjectives and adverbs are often created. Nouns are the most common type of word, followed by verbs. Adjectives are less common and adverbs are even less common.
- Many words belong to more than one word class. For example, *book* can be used as a noun or as a verb; *fast* can be used as an adjective or an adverb:

**Part of Speech or Word Class:**

- **Noun:**  
A person, animal, place, object or abstract idea, such as *house*, *dog*, *city*, or *happiness*.
- **Pronoun:**  
A word that can replace a noun in a sentence, such as *he*, *her*, or *mine*.
- **Verb:**  
An action word, such as *runs*, *drank*, or *reading*, or a word that shows a state of being, such as *loves*.
- **Adjective:**  
A word that describes a noun, such as *red*, *old*, or *sad*.

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➤ **Adverb:**

A word that gives more information about how an action is carried out, such as *quickly, late, or well*.

➤ **Preposition:**

A word that shows the relationship between one part of a sentence and another, such as *behind, towards or after*.

➤ **Conjunction:**

A word that joins two words, phrases, or clauses in a sentence, such as *because, but or whereas*.

Source: <https://dictionary.cambridge.org/grammar/british-grammar/word-classes-and-phrase-classes>

### Typical Word-Class Suffixes

A suffix can often, but not always, tell us if a word is a noun, verb, adjective or adverb:

Nouns	Verbs	Adjectives	Adverbs
station	soften	drinkable	carefully
government	identify	Japanese	easily
cruelty	industrialize	useless	sadly

Additional Part of speech is **Interjection:**

It is for exclaim words, such as *ah, dear, eh, ah, owh, umm, wow, my goodness, and so on*.

**B. LEARN SYNONYM**

syn·o·nym /'si-nə-,nim /

Do you know, the closest meaning to these words?

Big = .....

Do = .....

Make = .....

Synonym is one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses.

Source: <https://www.merriam-webster.com/dictionary/synonym>

**C. ACTIVITIES**

**Activity 1**

Identify the parts of speech of the words in the table and find the meaning!

No	Word	Parts of speech	Meaning
1	Information		
2	Enable		
3	Fast		
4	Careless		
5	Manage		
6	Design		
7	Umm!		
8	though		
9	Particularly		
10	Match		

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### Activity 2

Look for the synonym from the following words:

- Use :.....
- Practice :.....
- Worry :.....
- Work out :.....
- Task :.....

### Activity 3

Game: Think of a word:

- ✓ Pick an ADVERB AND NOUN .....
- ✓ Something bigger .....
- ✓ Something smaller .....
- ✓ An adjective to describe the bad character. ....

### Activity 4

**Please read this article then circle the adjective ( O ), underline the verb ( \_ ), check the adverb ( ✓ )**

The Prophet's Birth Muhammad, son of Abdullah, son of Abdul Muttalib, of the tribe of Quraysh, was born in Makkah fifty-three years before the Hijrah. His father died before he was born, and he was protected first by his grandfather, Abdul Muttalib, and after his grandfather's death, by his uncle Abu Talib. As a young boy he traveled with his uncle in the merchants' caravan to Syria, and some years afterwards made the same journey in the service of a wealthy widow named Khadijah. So faithfully did he transact the widow's business, and so excellent was the report of his behavior, which she received from her old servant who had accompanied him, that she soon afterwards married her young agent; and the marriage proved a very happy one, though she was fifteen years older than he was. Throughout the twenty-six years of their life together he remained devoted to her; and after her death, when he took other wives he always mentioned her with the greatest love and reverence. This marriage gave him rank



among the notables of Makkah, while his conduct earned for him the surname Al-Amin, the “trustworthy.”

Source: <https://islamonline.net/en/life-prophet-muhammad-in-makkah/>

### Activity 5

**Look at the picture and complete the sentences with the correct word from the parentheses!**

This woman is a..... (lecture, lecturer, lecturing). She..... (presenter, presents, presenting). She explains the main ..... (ideas, ide, idea) in the first paragraph to be finished for a new project. The..... (study, student, studying) asks to have a meeting related to the planning of the project in the Language laboratory. .... (He, She, They) makes a group of students. It’s an ..... (amaze, amazon, amazing) explanation.



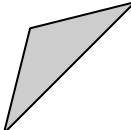
## Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below. Submit your reflection to your lecturer.

What I like best in this unit?  
.....  
.....  
.....  
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.....  
.....  
.....  
.....

What I don't like in this unit?  
.....  
.....  
.....  
.....  
.....  
.....

The improvement I have made after learning English in this unit:  
.....  
.....  
.....  
.....  
.....



# UNIT II

## FINDING TOPIC AND MAIN IDEA

### Learning Objectives:

- The students are able to find topic
- The students are able to find main idea

### A. PRE ACTIVITY

Please find out an article that you wanna read, and discuss the title or the first sentence in the beginning sentence of each paragraph!

### Topic vs Main Idea

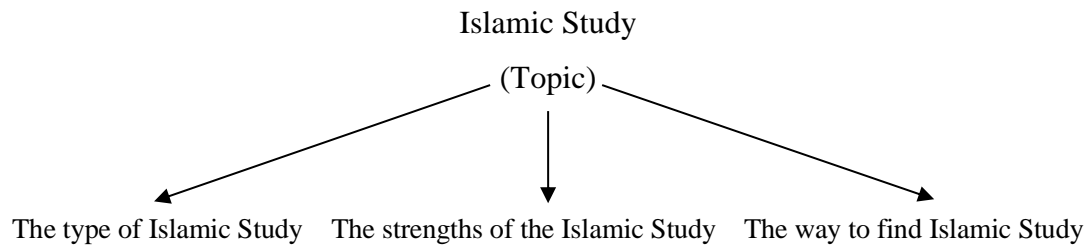
- What is the Topic of the text?
- What is the text about?
- What does the text tell us about?

Those questions are often used in the reading comprehension.

- **Topic** is the general idea of a reading passage. To find it, you can ask yourself: “what is the passage about?”
- **Main Idea** is the writer’s idea about the topic. It is always a complete sentence that includes the topic and the idea that the writer wants to express about the topic.

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We can describe from this case:



Note: from the topic is about Islamic Study. We can elaborate the topic into three possible main ideas. Each main idea can be developed into one paragraph with some supporting sentences.

### How to Find the Main Idea

**Try these specific tips to pinpoint the main idea of a passage.**

#### 1) Identify the Topic

Read the passage through completely, then try to **identify the topic**. Who or what is the paragraph about?

#### 2) Summarize the Passage

After reading the passage thoroughly, summarize it in your own words in **one sentence**. Pretend you have just ten to twelve words to tell someone what the passage is about—what would you say?

#### 3) Look at the First and Last Sentences of the Passage

Authors often put the main idea in or near either **the first or last sentence of the paragraph** or article, so isolate those sentences to see if they make sense as the overarching theme of the passage. Be careful: sometimes the author will use words like *but*, *however*, *in contrast*, *nevertheless*, etc. that indicate that the second sentence is actually the main idea. If you see one of these words that negate or qualify the first sentence that is a clue that the second sentence is the main idea.

#### 4) Look for Repetition of Ideas

If you read through a paragraph and you have no idea how to summarize it because there is so much information, start looking for **repeated words, phrases, or related ideas.**

#### **Read this example paragraph:**

The Hijrah counts as the beginning of the Muslim era. He went to Abu Bakr's house and called to him, and they two went together to a cavern in the desert hill and hid there till the hue and cry was past, Abu Bakr's son and daughter and his herdsman bringing them food and tidings after nightfall. Once a search party came quite near them in their hiding-place, and Abu Bakr was afraid; but the Prophet said: "Fear not! Allah is with us." Then, when the coast was clear, Abu Bakr had the riding-camels and the guide brought to the cave one night, and they set out on the long ride to Yathrib. Such was the Hijrah, the Flight from Makkah to Yathrib, which counts as the beginning of the Muslim era. The thirteen years of humiliation, of persecution, of seeming failure, of prophecy still unfulfilled, were over

*Source: <https://islamonline.net/en/life-prophet-muhammad-in-makkah/>*

#### **What does this paragraph consistently talk about?**

In the first paragraph that is talking about Hijrah of Prophet Muhammad and the last paragraph explain more the Hijrah history. So that the consistently paragraph talks about The Hijrah.

**C. ACTIVITIES**

**LET’S READ!**

**ACTIVITY 1**

**Find the topic and main idea of each paragraph**

**Text 1**

The Arabic modernist experimentations produced two main poetic forms or two proposals for the Arabic poem: the free verse poem (qaṣīdat al-tafīlah) and the prose poem (qaṣīdat al-nathr) which are best understood in contrast to each other. While formal issues and especially meter appear to be the main point of distinction between these two forms, they are in fact two distinct positions on issues that begin with the form of the poem on the page but reach far beyond that to broader political and ideological issues of identity, otherness, inclusion/exclusion, and relationship with tradition and its inherited cultural and literary institutions.

Most literary histories mark 1947 as the launch of modernism in Arabic poetry with the publication of the first two free verse poems by two pioneers of the movement, the Iraqis, Nāzik Malā’ikah (1923–2007) and Badr Shākir al-Sayyāb (1926–1964). However, the path to these two poems was paved by ongoing formal and structural experimentations which only came to a head in the first half of the 20th century.

Source: Form and History in Modern Arabic Poetics

Topic:

.....  
.....

Main Idea:

.....  
.....

**Text 2**

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to

public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asia domination.

Source: Longman Complete TOEFL Practice

Topic:

.....  
 .....

Main Idea:

.....  
 .....

**ACTIVITY 2**

**Read and choose the best answer!**

**Text 1**

The subject matter of classical Arabic literary theory was first and foremost poetry, i.e., metred and rhymed verse. The Quran, and – on occasion – some prose writing and oratory, were also the subject of literary analysis. The earliest literary uses of the Arabic language date back to pre-Islamic Arabia, where by the 6th century CE, a highly developed poetic tradition had already been formed. Some of the earliest statements about the quality of poetry were pronounced in that period by judges at poetic competitions, which took place at the annual fair of ‘Ukāz outside of Mecca. While initially a primarily oral tradition, this poetry began to be collected in anthologies in the first centuries after Islam. These anthologies in themselves already represent a system of aesthetic judgment. It is in this way that seven long pre-Islamic odes (sometimes ten, depending on the anthology), known as the mu‘allaqāt (the suspended ones), came to be held in highest esteem.

As an Arabic writing culture began to develop after Muslim expansion to largely non-Arabic speaking territories, pre-Islamic poetry came to represent a repository of pure Arabic,

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unadulterated by contact with other languages. It therefore garnered much attention from the burgeoning fields of lexicography and grammar

1. What is the main idea of the 2<sup>nd</sup> paragraph?

- A. Culture of Arabic writing in the Beginning of Muslim Expansion
- B. The Muslim spoke Arabic over territories
- C. Islamic poetry influences the Arabic language
- D. The lexicography and grammar have role in the Arabic writing.

### Text 2

Romantic poets in Arab countries - such as the Lebanese Ilyas Abu-Shabaka (1903-1947), the Syrian 'Uman Abu Risha (Born 1910), the Egyptian Ibrahim Naji (1898-1953) and 'All Mahmud Taha al-Muhandis (1902-1949), and the Tunisian Abu '1-Qasim al-Shabbi (1909-1934) - went on working in this way. As a result of social and political circumstances, and feeling the impact of European literature, other poets turned to such trends as realism, symbolism, surrealism and socialist realism, while others used poetry as a vehicle for their left-wing or Arab nationalist social theories. These trends went alongside the liberation of the traditional Arabic verse from metre and rhyme: they moved from strophic poetry to poetry which embodied the free use of Arabic metres, so that the poet was not tied to any fixed or defined number of feet to each stanza, nor bound by an unchanging rhyme-pattern.

Source: An Outline of the Development of Modern Arabic Literature

2. Which of the following is the best title for this passage?

- A. Romantic poet
- B. The development of Arabic poet
- C. The famous poets in the poetry era
- D. The change of poetry in every year



**Text 3**

I have two brothers. The oldest is Azzam. Yassin is the youngest in our family. He is eleven years old but three years younger than I. He has short, straight, black hair. He is tall and slim, rather spoiled. He never does the household chores. He is lucky to have me as his sister as I usually help him with his homework.

Yassin is interested in sport very much. He likes to spend his spare time playing basketball and futsal with Azzam our elder brother. Once a week he goes swimming. I love Yassin and Azzam, although we don't have the same interest. They are fun to be with.

3. What is the text mostly about?

- A. Yassin.
- B. Azzam.
- C. Yassin's hobby.
- D. The writer's family.

4. What is the main idea of the second paragraph?

- A. Yasin likes sport so much.
- B. Yasin is interested in swimming.
- C. Azzam goes swimming once a week.
- D. The writer and her brothers have the same hobby.

**ACTIVITY 3**

**1. Discuss the main idea from the following passage with you friend in pair!**

Muhammad, the Messenger of Islam, was sent as a blessing to all the creations of the world so that he could be the one who upholds racial harmony with all people. They lived in racial harmony with all the people of holy Mecca who lived there before and after their life was to be blessed by the Apostle of Allah. Known for his true honesty, he was a mediator for tribal arbitration when tribal conflicts arose. The golden literary voice of the Apostle, the words uttered by him took precedence and received an overwhelming response from the people. When the Messenger of Allah prophet Muhammed, may Allah bless him and grant him peace, is referred to having said, "I have been given concise and clear narration Jawami' ul-Kalim with

concentration and consciousness “and "I am the best narrator and (the) clear speaker of the Arabs.

Source: Contribution of Modern Arabic Literature

**2. What title is appropriate and what can you learn from the following text?**

Literature in general can be seen to have made a massive contribution internationally and nationally to the building of racial peace throughout its historical period. It can be seen that Arabic literature, especially with its rich historical traditions and literary traditions, has built ideologies such as peace, inter-racial harmony and coexistence from its antiquity to the present day.

Literature is capable of improving human life by exposing the experiences and greatness of man in life. Literature can build social cohesion, unity, coexistence and peace. Ethnicity can be enhanced through the components of literature, such as poetry and prose, and their subdivisions. Comparative literature plays an important role in the courses taught in universities and other educational institutions today, with the aim of helping all races, regardless of their differences, to understand their literature and live in harmony with others. Ethnic relations had been severely disrupted as a result of the Crusades between the Christian and Muslim communities in the Middle Ages, the Mongolian invasion of Baghdad, the colonial domination, the fall of the Islamic uprising, the Great World Wars, the New World Order, globalization and the activities of Zionism against humanity.

Source: Contribution of Modern Arabic Literature

**Title:**

.....  
.....

**Notes after reading:**

.....  
.....  
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**ACTIVITY 4**

Find the article or journal related to Arabic literature or Arabic subject after that present the passage by explaining the topic, main idea, and the important thing to share from the passage in the class.

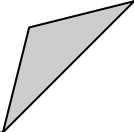
# Let's Make a Reflection

**Reflect on your learning in this unit and write down your reflection in the space below. Submit your reflection to your lecturer.**

What I like best in this unit:  
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What I don't like in this unit:  
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The improvement I have made after learning English in this unit:  
.....  
.....  
.....  
.....



## UNIT III

### TEXT TYPES

#### Learning Objectives:

- The students are able to know KIND OF READING TEXT.
- The students are able to analyze academic and common reading text

#### A. PRE-ACTIVITY

1. Have you ever read the book, article or journal?
2. What is the text about?
3. Is it about the beautiful place, biography, news or science?

#### Let's see this text!

The London Eye is a giant Ferris wheel on the South Bank of the River Thames in London. The structure is 443 feet (135 m) tall and the wheel has a diameter of 394 feet (120 m). When opened to the public in 2000, it was the world's tallest Ferris wheel. Its height was surpassed by the 525-foot (160 m) Star of Nanchang in 2006, the 541-foot (165 m) Singapore Flyer in 2008, and the 550-foot (167.6 m) High Roller (Las Vegas) in 2014. Supported by an A-Frame on one side only, unlike the taller Nanchang and Singapore wheels, the Eye is described by its operators as "the world's tallest cantilevered observation wheel".

Source: <https://slideshare.net/jocose/types-of-academic-texts-2063947>

**What information do you get?**

**What kind of text is it? So, we can learn more through this reading skill:**

## B. READING SKILL

### 1) Types of Academic Texts

- Present and explain information
- Persuade the audience to accept a new argument
- Describe a process

**A. Typical structure and organizational patterns of a text, its intended audience and its purpose:**

- a. Introduction to the research
- b. Literature review
- c. Background to the research and method
- d. Results or main findings
- e. Discussion, including authors' interpretation of the results
- f. Recommendations: ideas for future research
- g. Conclusion
- h. Bibliography
- i. Appendix (optional) to give information such as tables of raw data from the research

***B. Identifying the structure, audience and purpose of academic texts:***

**1. Reports:** Describe what happened (e.g. in a piece of research) and discuss and evaluate its importance

A report is a written account of something that one has observed, heard, done, or investigated

- present a claim
- offer citations to support the claim

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- provide explanation and examples to help understanding
- evaluate this material

### 2. Genre: a style or category of art, music or literature

- a. Context/Overview (Title, Contents, etc.)
- b. Introduction
- c. Methodology/Description of the event (e.g. piece of research)
- d. Findings/Main points
- e. Discussion/Evaluation
- f. Conclusion

### 3. Analytical

There are 3 steps for analyzing analytical text:

1. **The thesis** contains about the statement that is a certain problem. It begins: *I personally think, In my opinion, I believe, and so on.*
2. **Arguments**, contains about the reasons to thesis that becomes problem. It begins word or phrase: *First, Second, Furthermore, In addition, the last, and so on.*
3. **Reiteration**, contains about conclusion from Thesis, and argumentation from the topic. The words are usually used: *In my conclusion, Based on the arguments above, and so on.*

### **DO YOU KNOW?**

Longer student texts: dissertations and theses

- ✓ Master's level: result of a long period of reading, research and reflection
- ✓ 10,000–20,000 words

Academic Texts:

- ✓ Types, Structure, and Strategies for reading doctoral level (PhD)
- ✓ 60,000–80,000 words

2) Common Text Types



We often find and read the text such as: Descriptive, discussion report, explanation, recount and etc.

C. ACTIVITIES

LET'S READ!

ACTIVITY 1

Study the analytical text below! Read the steps in the analytical text in the reading skill.

Find out the thesis, arguments, reiteration from the following text:

Modern Arabic poetic forms developed in conversation with the rich Arabic poetic tradition, on one hand, and the Western literary traditions, primarily English and French, on the other. In light of the drastic social and political changes that swept the Arab world in the first half of the 20th century, Western influences often appear in the scholarship on the period to be more prevalent and operative in the rise of the modernist movement. Nevertheless, one of the fundamental forces that drove the movement from its early phases is its urgent

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preoccupation with the Arabic poetic heritage and its investment in forging a new relationship with the literary past. The history of poetic forms in the first half of the 20<sup>th</sup> century reveals much about the dynamics between margin and center, old and new, commitment and escapism, autochthonous and outside imperatives. Arabic poetry in the 20<sup>th</sup> century reflects the political and social upheavals in Arab life. The poetic forms which emerged between the late 1940s and early 1960s presented themselves as aesthetically and ideologically revolutionary. The modernist poets were committed to a project of change in the poem and beyond. Developments from the qaṣīdah of the late 19<sup>th</sup> century to the prose poem of the 1960s and the notion of writing (kitābah) after that suggest an increased loosening or abandoning of formal restrictions. However, the contending poetic proposals, from the most formal to the most experimental, all continue to coexist in the Arabic poetic landscape in the 21st century. The tensions and negotiations between them are what often lead to the most creative poetic breakthroughs.

### ACTIVITY 2

**Fill in the blank of the following text! And answer the questions!**

#### FLOOD

Sometimes a river 1) ..... a lot of extra water. When this happens. The water overflows its normal path in the 2) .....possibly onto dry land. This is called a flood. Flooding is usually caused by a volume of water within a body of water, such as a lake, overflowing. The result is that some of water 3)..... to land, and floods the area. Floods can also 4).....in rivers, when the strength of the river is so high it flows out the river channel, particularly at bends or meanders and causes damage to homes and businesses alongside the river. During a flood, people should move themselves and their most 5).....belongings to higher ground quickly. The process of leaving homes behind in search of a safe place is called evacuation.

It is very important to evacuate yourself during the flood.

- a. Riverbed      b. Precious      c. Receives      d. Travels      e. Occurs

Answer these questions according to the text above!

1. What is the type of the text?
2. What is the function or purpose of the text?
3. How is the generic structure of the text?







# UNIT IV

## SCANNING AND SKIMMING STRATEGIES

### **Learning Objectives:**

The students are able to:

- Understand scanning and skimming strategies
- Apply skimming and scanning strategies to strengthen their skill

### **A. PRE-ACTIVITY**

- What is skimming strategy on reading comprehension?
- What is scanning strategy on reading comprehension?

## NOTIONS OF SKIMMING AND SCANNING

Skimming and scanning are two very different strategies for *speed reading*. They are each used for different purposes, and they are not meant to be used all the time. Skimming and scanning are at the fast end of the *speed reading* range, while studying, without understanding how to speed up your reading is at the slow end.

People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time. When using skimming and scanning you do not read every single word which is what increases your reading speed. Once you understand these two skills, your expertise will lie in knowing what specific information to read and which method to use. Both will help you in school and in business when you need to learn new material.

### 1. Notions of Skimming

Skimming is one of the tools you can use to read more in less time. **Skimming** refers to looking *only* for the general or main ideas, and works best with non-fiction (or factual) material. You hone in on what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas. Many people think that skimming is a haphazard process placing the eyes where ever they fall. However, to skim effectively, there has to be a structure but you don't read everything.

*What you read is more important than what you leave out.* So what material do you read and what material do you leave out? Let's say you are doing research on a long chapter or a web site. By reading the first few paragraphs in detail, you will get a good idea of what information will be discussed. Once you know where the reading is headed, you can begin to read only the first sentence of each paragraph. Also called *topic sentences*, they give you the main idea of the paragraph. If you do not get the main idea in the topic sentence or if the paragraph greatly interests you, then you may want to skim more. At the end of each topic sentence, your eyes should drop down through the rest of the paragraph, looking for important pieces of information, such as names, dates, or events. Continue to read only topic sentences, dropping down through the rest of the paragraphs, until you are near the end. Since the last few paragraphs may contain a conclusion or summary, you should stop skimming there and read in detail.

Remember that your overall comprehension will be lower than if you read in detail. If while skimming, you feel you are grasping the main ideas, then you are skimming

correctly. Suppose you are taking a presentation skills class and have to deliver an oral report in a few days about the first computers ever made. You locate six books and four newspaper articles about this topic. Because you must be ready soon, you do not have time to read each word, but you need a large quantity of solid information. Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your research. Suppose you have an exam in a few days. You need to review the material you learned, but you don't want to reread everything. By skimming, you can quickly locate the information you haven't mastered yet and study only that material.

While reading, ask yourself the following questions to help you decide whether or not to skim. If you answer yes to any of these, then skimming is a useful tool.

- ✓ Is this material non-fiction?
- ✓ Do I have a lot to read and only a small amount of time?
- ✓ Do I already know something about this?
- ✓ Can any of the material be skipped?

If you have sufficient background knowledge or believe you don't need the information, then skip it! That's right—don't read it at all! Believe it or not, skipping material may sometimes be the best use of your time. Just because someone wrote something doesn't mean you have to read it. *If you pick and choose carefully what you skim and skip, you will be pleasantly surprised at the large amount of information you can get through in a short period of time.*

## 2. Notions of Scanning

Scanning is another useful tool for speeding up your reading. Unlike skimming, when **scanning**, you look *only* for a specific fact or piece of information without reading everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

Because you already scan many different types of material in your daily life, learning more details about scanning will be easy. Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential. The material you scan is typically arranged in the following ways: alphabetically,

## MODUL

chronologically, non-alphabetically, by category, or textually. **Alphabetical** information is arranged in order from A to Z, while **chronological** information is arranged in time or numerical order. Information can also be arranged in **non-alphabetical** order, such as a television listing, or by **category**, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a **textual** sense, as in an encyclopedia entry.

Learning to use your hands while scanning is very helpful in locating specific information. Do you do anything with your hands to locate a word in a dictionary? To find a meeting time on your calendar? To read a train or bus schedule? Using your hand or finger is extremely helpful in focusing your attention and keeping your place while scanning a column of material.

Your peripheral vision can also help you scan effectively. When your hand moves down a list of names, you see not only the name your finger is pointing to, but also the names above and below. Let your eyes work for you when searching for information. Keep the concept of key words in mind while scanning. Your purpose will determine the key words. Your aim is to find specific pieces of information. If you were doing the research for an oral presentation, you could scan the index of books, websites, and reference materials. You would discover whether they contain any information you want and the pages where the information can be found.

**Learn the text below and some related vocabularies!**

### **Aesthetics of Arabic literary**

The poetic critical tradition, with its focus on the innovations of the modern (muḥdath) style of poetry, in contrast to the ideal style of the ancients, culminated by the end of the 10<sup>th</sup> century with the establishment of a classical aesthetic. Besides the correct employment of good-sounding words, the adherence to conventional meanings and imagery, and the proper use of meter and rhyme, this—what one may term—“old school of criticism” based its evaluation of poetry on criteria of truthfulness and naturalness. The works on eloquence and the inimitability of the Quran from this early period were also influenced by this aesthetic.<sup>65</sup> However, a different framing of literary quality began to emerge in philosophy and out of the bayān and Quranic critical traditions that looked at linguistic components from the perspective of how they elucidate meaning. Instead of focusing on the characteristics of the old style as opposed to the new, whose relative quality ultimately depended on personal preference for

realistic or fantastic imagery, philosophy and works of bayān and i‘jāz started investigating what about eloquent language in general makes it beautiful. Significantly, this inquiry into literary beauty was linked with an emphasis on aesthetic experience.

**ACTIVITY 1**

- Find out 5 terms of Arabic poetic and aesthetic of literary on the article above
- Find out 4 sentences which become the main idea of the article

**Look up the meaning!**

**Words corner**

**Please kindly retrieve oxfordlearnersdictionaries.com to find out the meaning of each vocabulary below!**

Vocabularies	Meaning
tablet	
poetic	
program	
literary	
project	
aesthetic	
philosophy	
imagery	

Source: <http://oxforddictionaries.com/definition/english>

## LANGUAGE FOCUS

### Coordinate Conjunction

As there are only seven of these words, there are just a few rules for using coordinating conjunctions correctly:

1. It's a good idea to use the mnemonic "FANBOYS" to memorize coordinating conjunctions so you'll never forget them. They are:
  - ✓ **F** = for
  - ✓ **A** = and
  - ✓ **N** = nor
  - ✓ **B** = but
  - ✓ **O** = or
  - ✓ **Y** = yet
  - ✓ **S** = so
2. Coordinating conjunctions always connect phrases, words, and clauses. For example: *This batch of mushroom stew is savory **and** delicious.*
3. Some instructors warn that starting a sentence with a coordinating conjunction is incorrect. Mostly, this is because they are attempting to help prevent you from writing fragments rather than complete sentences; sometimes though, it's just a personal preference. The fact is, you can begin sentences with coordinating conjunctions as long as you follow these three rules for doing so:
  - ✓ Ensure that the coordinating conjunction is immediately followed by a main clause
  - ✓ Don't use coordinating conjunctions to begin all of your sentences. Do so only when it makes your writing more effective.
  - ✓ Although commas typically follow coordinating conjunctions used in areas other than the beginning of a sentence, they should not be used after coordinating conjunctions used to open sentences unless an interrupter immediately follows.

In the following examples, the coordinating conjunctions have been italicized for easy identification.

1. You can eat your cake with a spoon *or* fork.



2. My dog enjoys being bathed *but* hates getting his nails trimmed.
3. Bill refuses to eat peas, *nor* will he touch carrots.
4. I hate to waste a drop of gas, *for* it is very expensive these days.

## ACTIVITY 2

The following exercises will help you gain greater understanding about how coordinating conjunctions work. Choose the best answer to complete each sentence.

1. Would you rather have cheese \_\_\_\_\_ bologna on your sandwich?
  - a. For
  - b. Nor
  - c. Or
  - d. So
2. His two favorite sports are football \_\_\_\_\_ tennis.
  - a. Or
  - b. And
  - c. Nor
  - d. For
3. I wanted to go to the beach, \_\_\_\_\_ Mary refused.
  - a. But
  - b. Or
  - c. So
  - d. For
4. I am allergic to cats, \_\_\_\_\_ I have three of them.
  - a. Or
  - b. For
  - c. Yet
  - d. So
5. I am a vegetarian, \_\_\_\_\_ I don't eat any meat.
  - a. So
  - b. Yet
  - c. Nor
  - d. But

**ACTIVITY 3**

**Fill in the blank spaces with appropriate coordinate conjunction!**

1. Thomas will be late to work, \_\_\_\_\_ he has a dental appointment.
2. Jennifer does not like to swim, \_\_\_\_\_ does she enjoy cycling.
3. Jackson wanted to eat another piece of cake, \_\_\_\_\_ he was on a diet.
4. I'm going to go shopping on Sunday, \_\_\_\_\_ buy some new clothes.
5. I've just eaten dinner, \_\_\_\_\_ I'm not hungry
6. Why don't you ring Sue, \_\_\_\_\_ find out what time she's coming over tonight?
7. Don't tell John about his birthday party, \_\_\_\_\_ you'll spoil the surprise
8. I have been saving my money this year, \_\_\_\_\_ next year I plan to take a long holiday in Europe.
9. Secretary to Boss: Do you want anything else, \_\_\_\_\_ can I go home now?
10. I love to travel, \_\_\_\_\_ I hate travelling by bus
11. I'm bored! Let's go out to dinner, \_\_\_\_\_ see a movie
12. I like living in the city, \_\_\_\_\_ my brother prefers living in the country
13. Bettys just got a promotion at work, \_\_\_\_\_ she's very happy
14. Father to Son: You're thirty now. Don't you think it's time that you settled down, \_\_\_\_\_ got married?
15. Tom got a great Christmas bonus from work this year, \_\_\_\_\_ he and his family can have a good vacation this year
16. It's late. You should go to bed now, \_\_\_\_\_ you'll be tired tomorrow
17. The taxi stopped at the train station, \_\_\_\_\_ two men got out of it.
18. I was in the area, \_\_\_\_\_ I thought I'd drop in and say hello
19. I really hate to have to sell my car, \_\_\_\_\_ I need the money.
20. My friend fell down the stairs, \_\_\_\_\_ sprained his ankle
21. I won't be home for Christmas, \_\_\_\_\_ I will be there for New Year's.
22. Julia was very angry with Tom, \_\_\_\_\_ she went for a long walk to cool down
23. Can you stop at the shop, \_\_\_\_\_ get some milk on your way home from work?
24. Are you busy this weekend, \_\_\_\_\_ do you have some free time? I need some help moving to my new house.
25. You've been working hard in the garden all day. Why don't you sit down, \_\_\_\_\_ I'll bring you a nice cold drink

## ACTIVITY 4

The following sentences are missing am/is/are. Rewrite each of them correctly.

English Unite


### BASIC COORDINATING CONJUNCTIONS

and

but

or

so



Complete the sentence with the correct conjunction:

1. She says that she loves her dog, \_\_\_\_\_ she never plays with it.
2. You must study for the test, \_\_\_\_\_ you will fail.
3. Mom said we must wash the dishes, \_\_\_\_\_ clean our rooms.
4. Would you like apples, \_\_\_\_\_ do you prefer bananas?
5. I feel sick, \_\_\_\_\_ I can still work.
6. I am a vegetarian, \_\_\_\_\_ I don't eat any meat.
7. I was shopping all day, \_\_\_\_\_ I did not have time to do my homework.
8. I like to eat healthy, \_\_\_\_\_ I find it very difficult.
9. I was late for school, \_\_\_\_\_ my teacher made me stay after class.
10. He took me to the shop, \_\_\_\_\_ bought me a new dress.

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**LET'S READ!**

**ACTIVITY 5**

I am Siska Lestari. My friends call me Siska, I am 25 years old. I am a Qur'an teacher; I am slim and beautiful so many men love me. I am 170 cm tall and my weight is 55 kg. My hair is long and black. I have black and beautiful eyes. I am Indonesian girl. I am from Yogyakarta. Now I work at the multinational company. I am very happy to work there because I have many lovely friends. I have some roles there as a teacher. I am always patient to teach because it's my compulsory as a Muslim.

**Write down one sentence whenever it is possible to represent the paragraph above!**

.....

.....

.....

.....

.....

.....

# Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.  
Submit your reflection to your lecturer

What I like best in this unit:

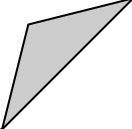
.....  
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What I don't like in this unit:

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The improvement I have made after learning English in this unit:

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# UNIT V

## READING ARTICLE

### Learning Objectives:

The students are able to:

- Know how to read articles and the types
- Know how to use subordinate conjunction
- Identify the main element of articles

### A. PRE-ACTIVITY

- What do you think about text?
- How many types of text do you know?

### B. NOTIONS OF ARTICLES

#### 1. Definition of Text

In linguistics, the term *text* refers to:

The original words of something written, printed, or spoken, in contrast to a summary or paraphrase. A coherent stretch of language that may be regarded as an object of critical analysis.

Text linguistics refers to a form of discourse analysis—a method of studying written or spoken language—that is concerned with the description and analysis of extended texts (those beyond the level of the single sentence). A text can be any example of written or spoken language, from something as complex as a book or legal document to something as simple as the body of an email or the words on the back of a cereal box.

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In the humanities, different fields of study concern themselves with different forms of texts. Literary theorists, for example, focus primarily on literary texts—novels, essays, stories, and poems. Legal scholars focus on legal texts such as laws, contracts, decrees, and regulations. Cultural theorists work with a wide variety of texts, including those that may not typically be the subject of studies, such as advertisements, signage, instruction manuals, and other ephemera.

Traditionally, a text is understood to be a piece of written or spoken material in its primary form (as opposed to a paraphrase or summary). A text is any stretch of language that can be understood in context. It may be as simple as 1-2 words (such as a stop sign) or as complex as a novel. Any sequence of sentences that belong together can be considered a text.

Text refers to content rather than form; for example, if you were talking about the text of "Don Quixote," you would be referring to the words in the book, not the physical book itself. Information related to a text, and often printed alongside it—such as an author's name, the publisher, the date of publication, etc.—is known as paratext.

The idea of what constitutes a text has evolved over time. In recent years, the dynamics of technology—especially social media—have expanded the notion of the text to include symbols such as emoticons and emojis. A sociologist studying teenage communication, for example, might refer to texts that combine traditional language and graphic symbols.

Source: [www.thoughtco.com](http://www.thoughtco.com)

### **Texts and New Technologies**

The concept of the text is not a stable one. It is always changing as the technologies for publishing and disseminating texts evolve. In the past, texts were usually presented as printed matter in bound volumes such as pamphlets or books. Today, however, people are more likely to encounter texts in digital space, where the materials are becoming "more fluid," according to linguists David Barton and Carmen Lee:

"Texts can no longer be thought of as relatively fixed and stable. They are more fluid with the changing affordances of new media. In addition, they are becoming increasingly multimodal and interactive. Links between texts are complex online, and intertextuality is common in online texts as people draw upon and play with other texts available on the web."

An example of such intertextuality can be found in any popular news story. An article in The New York Times, for example, may contain embedded tweets from Twitter, links to



outside articles, or links to primary sources such as press releases or other documents. With a text such as this, it is sometimes difficult to describe what exactly part of the text is and what is not. An embedded tweet, for instance, may be essential to understanding the text around it—and therefore part of the text itself—but it is also its own independent text. On social media sites such as Facebook and Twitter, as well as blogs and Wikipedia, it is common to find such relationships between texts.

## Text Linguistics

Text linguistics is a field of study where texts are treated as communication systems. The analysis deals with stretches of language beyond the single sentence and focuses particularly on context, i.e. information that goes along with what is said and written. Context includes such things as the social relationship between two speakers or correspondents, the place where communication occurs, and non-verbal information such as body language. Linguists use this contextual information to describe the "socio-cultural environment" in which a text exists.

### 2. Types of Text

The text classification may differ from one theory to another. Based on generic structure and language feature dominantly used, English texts are divided into 13 types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. See the illustrative picture below.



Kinds of text which students of high schools should study when learning English

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These variations are known as GENRES, types of text, or kinds of text but NOT text forms.

Now we will see the summary of all kinds of text.

### **Text Types 1: NARRATIVE**

#### **Purpose:**

To amuse/entertain the readers and to tell a story

#### **Generic Structure:**

1. Orientation
2. Complication
3. Resolution
4. Reorientation (optional)

#### **Dominant Language Features:**

1. Using Past Tense
2. Using action verb
3. Chronologically arranged

### **Text Types 2: RECOUNT**

#### **Purpose:**

To retell something that happened in the past and to tell a series of past event

#### **Generic Structure:**

1. Orientation
2. Event(s)
3. Reorientation

#### **Dominant Language Features:**

1. Using Past Tense
2. Using action verb
3. Using adjectives

Narrative and recount in some ways are similar. Both are telling something in the past so narrative and recount usually apply PAST TENSE; whether Simple Past Tense, Simple Past Continuous Tense, or Past Perfect Tense. The ways narrative and recount told are in chronological order using time or place. Commonly narrative text is found in story book; myth, fable, folklore, etc. while recount text is found in biography.

### **Text Types 3: DESCRIPTIVE**

#### **Purpose:**

To describe a particular person, place or thing in detail.

#### **Dominant Generic Structure:**

1. Identification
2. Description

#### **Language Features:**

1. Using Simple Present Tense
2. Using action verb
3. Using adverb
4. Using special technical terms

### **Text Types 4: REPORT**

#### **Purpose:**

To presents information about something, as it is.

#### **Generic Structure:**

1. General classification
2. Description

#### **Dominant Language Feature:**

1. Introducing group or general aspect
2. Using conditional logical connection
3. Using Simple Present Tense

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### **Text Types 5: EXPLANATION**

#### **Purpose:**

To explain the processes involved in the formation or working of natural or socio-cultural phenomena.

#### **Generic Structure:**

1. General statement
2. Explanation
3. Closing

#### **Dominant Language Features:**

1. Using Simple Present Tense
2. Using action verbs
3. Using passive voice
4. Using noun phrase
5. Using adverbial phrase
6. Using technical terms
7. Using general and abstract noun
8. Using conjunction of time and cause-effect

### **Text Types 6: ANALYTICAL EXPOSITION**

#### **Purpose:**

To reveal the readers that something is the important case

#### **Generic Structure:**

1. Thesis
2. Arguments
3. Reiteration/Conclusion

#### **Dominant Language Features:**

1. Using modals
2. Using action verbs
3. Using thinking verbs
4. Using adverbs

5. Using adjective
6. Using technical terms
7. Using general and abstract noun
8. Using connectives/transition

### **Text Types 7: HORTATORY EXPOSITION**

#### **Purpose:**

To persuade the readers that something should or should not be the case or be done

#### **Generic Structure:**

1. Thesis
2. Arguments
3. Recommendation

#### **Dominant Language Features:**

1. Using Simple Present Tense
2. Using modals
3. Using action verbs
4. Using thinking verbs
5. Using adverbs
6. Using adjective
7. Using technical terms
8. Using general and abstract noun
9. Using connectives/transition

### **Text Types 8: PROCEDURE**

#### **Purpose:**

To help readers how to do or make something completely

#### **Generic Structure:**

1. Goal/Aim
2. Materials/Equipment
3. Steps/Methods

## MODUL

### **Dominant Language Features:**

1. Using Simple Present Tense
2. Using Imperatives sentence
3. Using adverb
4. Using technical terms

### **Text types 9: DISCUSSION**

#### **Purpose:**

To present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons')

#### **Generic Structure:**

1. Issue
2. Arguments for and against
3. Conclusion

### **Dominant Language Features:**

1. Using Simple Present Tense
2. Use of relating verb/to be
3. Using thinking verb
4. Using general and abstract noun
5. Using conjunction/transition
6. Using modality
7. Using adverb of manner

### **Text Types 10: REVIEW**

#### **Purpose:**

To critique or evaluate an art work or event for a public audience

#### **Dominant Generic Structure:**

1. Orientation
2. Evaluation
3. Interpretative Recount
4. Evaluation

5. Evaluative Summation

**Dominant Language Features:**

1. Focus on specific participants
2. Using adjectives
3. Using long and complex clauses
4. Using metaphor

**Text Types 12: SPOOF**

**Purpose:**

To tell an event with a humorous twist and entertain the readers

**Generic Structure:**

1. Orientation
2. Event(s)
3. Twist

**Dominant Language Features:**

1. Using Past Tense
2. Using action verb
3. Using adverb
4. Chronologically arranged

**Text Types 13: NEWS ITEM**

**Purpose:**

To inform readers about events of the day which are considered newsworthy or important

**Dominant Generic Structure:**

1. Newsworthy event
2. Background events
3. Sources

**Dominant Language Features:**

1. Short, telegraphic information about story captured in headline
2. Using action verbs
3. Using saying verbs
4. Using adverbs: time, place and manner

**ACTIVITY 1**

**Vocabularies**

Word	Meaning
Cohesive	
Coherent	
Purpose	
Feature	
Remark	

**LANGUAGE FOCUS**

**B. SUBORDINATIVE CONJUNCTIONS**

A subordinating conjunction is a word or phrase that links a dependent clause to an independent clause. This word or phrase indicates that a clause has informative value to add to the sentence’s main idea, signaling a cause-and-effect relationship or a shift in time and place between the two clauses.

A dependent clause, also known as a subordinate clause, is a clause with two specific qualities. Firstly, it does not express a complete unit of thought on its own; it cannot stand as its own sentence. Secondly, it *depends* upon an independent clause—one that can stand on its own as a complete sentence—to form a complete idea. If independent and dependent clauses could be likened to Batman and Robin, the dependent, or *subordinate* clause would be Robin, Batman’s assistant. The independent, main clause would be Batman, his superhero boss.

The subordinating conjunction that is simplest to explain is *because*. *Because* is a conjunction with just one purpose: to show a cause-and-effect relationship between a



subordinate clause and a main clause. On its own, a clause beginning with *because* is incomplete.

- Because he wouldn't wear a seat belt.

We have the sense that there is something missing here. Let's add an independent clause so this statement has something to lean on.

- Robin wasn't allowed in the Batmobile any longer.
- Now we will combine the two in a complex sentence.
- Robin wasn't allowed in the Batmobile any longer because he wouldn't wear a seatbelt.

In this sentence, "Robin wasn't allowed in the Batmobile any longer" is an independent clause. It could stand on its own as a complete sentence. A clause that shows a causal relationship such as "because he wouldn't wear a seatbelt" (answering the question "Why?" or "For what purpose?") is often referred to as a *clause of purpose*.

Other subordinating conjunctions that can show cause-and-effect relationships and function in the same way are **for, as, since, therefore, hence, as a result, consequently, though, due to, provided that, because of, unless, as a result of, and so/so that**.

- Batman required strict compliance with seat belt rules, hence Robin was not allowed to ride in the Batmobile.
- Since Robin refused to wear his seat belt, Batman has banned him from the Batmobile.

Another function of subordinating conjunctions is to show a relationship between two clauses involving a transition of time or place. Some examples of such subordinating conjunctions are **once, while, when, whenever, where, wherever, before, and after**.

Once Batman learned that Robin had not been wearing his seatbelt, he took away his keys to the Batmobile.

- Robin looked regretfully at the Batmobile whenever he passed it in the Batcave.
- After Batman was done working for the night, Robin took a secret ride in the Batmobile.
- Before Robin gets his job in the Batcave back, he must promise to stop playing with the Batmobile.

Subordinating conjunctions that fall in the middle of a sentence are generally not preceded by a comma. This is the opposite of what is done with coordinating conjunctions, or words that join two independent clauses (**for, and, nor, but, or, yet, and sometimes so**).

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When a subordinate clause begins a sentence, however, the whole clause (but not the subordinating conjunction itself) is followed by a comma.

- Whenever, Batman was away, Robin drove the Batmobile.
- Whenever Batman was away, Robin drove the Batmobile.
- Robin drove the Batmobile, whenever Batman was away.
- Robin drove the Batmobile whenever Batman was away.

### **A Handy List of Subordinating Conjunctions**

- after
- although
- as
- as if
- as long as
- as much as
- as soon as
- as though
- because
- before
- by the time
- even if
- even though
- if
- in order that
- in case
- in the event that
- lest
- now that
- once
- only
- only if
- provided that
- since
- so

- supposing
- that
- than
- though
- till
- unless
- until, when
- whenever
- where
- whereas
- wherever
- whether or not
- while

## ACTIVITY 2

**Choose the correct conjunction to form a proper sentence!**

1. \_\_\_ he worked hard all year long, he wasn't able to buy his father an expensive gift.
  - a. Because
  - b. Even though
  - c. Since
  
2. \_\_\_ he didn't have much money, he wasn't able to buy his father an expensive gift.
  - a. Because
  - b. Although
  - c. Even though
  
3. \_\_\_ he didn't have much money, he was still able to buy an expensive gift for his father.
  - a. As long as
  - b. Although
  - c. Unless
  
4. \_\_\_ he works hard all year long, he won't be able to buy his father an expensive gift.
  - a. Once
  - b. Since
  - c. Unless
  
5. \_\_\_ he worked hard all year long and was able to earn a lot of money, he bought his father a very expensive gift.
  - a. Since
  - b. Although
  - c. Though

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6. \_\_\_ spend a lot of money on a gift, he made a present for his father.
  - a. Before
  - b. If only
  - c. Rather than
7. \_\_\_ he buys his father an expensive gift, he won't buy anything for himself.
  - a. When
  - b. While
  - c. Until
8. \_\_\_ he was shopping for an expensive gift for his father, he realized he didn't have any money.
  - a. While
  - b. Unless
  - c. Even if
9. \_\_\_ he bought an expensive gift for his father, he felt tremendous joy.
  - a. When
  - b. Till
  - c. Unless
10. \_\_\_ he buys his father an expensive gift, he needs to make sure he has enough money.
  - a. After
  - b. Before
  - c. Unless

## ACTIVITY 3

**Complete the following sentences using appropriate subordinating conjunctions.**

1. I make it a point to visit the Taj Mahal ..... I go to Agra.
2. This is the place ..... I used to stay when I was studying at college.
3. .... you get the first rank, I will buy you a car.
4. .... you work hard, you can't pass the entrance test.
5. I am leaving tomorrow ..... or not you give me the permission.
6. He could not get a seat, ..... he came early.
7. The players delivered a splendid performance ..... they had rehearsed well.
8. Parents should give enough attention to children ..... they will not feel neglected.
9. He is ..... dishonest ..... no one trusts him.
10. I will note it down ..... I should forget.

# Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.  
Submit your reflection to your lecturer.

What I like best in this unit:

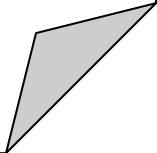
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What I don't like in this unit:

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The improvement I have made after learning English in this unit:

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# UNIT VI

## READING JOURNALS

### Learning Objectives:

- The students are able to know about notions of journal and its types
- The students are able to realize the importance of journal

### A. PRE-ACTIVITY

What do you know about journals?

### B. NOTIONS OF JOURNALS

A journal is a scholarly publication containing articles written by researchers, professors and other experts. Journals focus on a specific discipline or field of study. Unlike newspapers and magazines, journals are intended for an academic or technical audience, not general readers.

### Most journal articles...

- Are peer reviewed
- Have original research
- Focus on current developments
- Cite other works and have bibliographies
- Can be in print, online or both

## MODUL

Journals are published on a regular basis (monthly, quarterly, etc.) and are sequentially numbered.

Each copy is an **issue**; a set of issues makes a **volume** (usually each year is a separate volume). Like newspapers and magazines, journals are also called periodicals or serials.

### **Types of journal manuscripts**

There are several different types of journal manuscripts, including Rapid Communications, Original Research, Review Articles, and Case Studies.

#### **Original Research:**

This is the most common type of journal manuscript. It may be called an Original Article, Research Article, or just Article, depending on the journal. The Original Research format is suitable for many different fields and different types of studies. It includes full Introduction, Methods, Results, and Discussion sections.

#### **Rapid Communications:**

These papers communicate findings that editors believe will be interesting to many researchers, and that will likely stimulate further research in the field. Rapid Communications are usually published soon after submission to the journal, so this format is useful for scientists with results that are time sensitive (for example, those in highly competitive or quickly-changing disciplines). This format often has strict length limits, so some experimental details may not be published until the authors write a full Original Research manuscript.

Many journals also refer to this type of manuscript as a Letter.

#### **Review Articles:**

Review Articles provide a comprehensive summary of research on a certain topic, and a perspective on the state of the field and where it is heading. They are often written by leaders in a particular discipline after invitation from the editors of a journal. Reviews are often widely read (for example, by researchers looking for a full introduction to a field) and highly cited. Reviews commonly cite approximately 100 primary research articles.



If you would like to write a Review but have not been invited by a journal, be sure to send a presubmission enquiry letter to the journal editor to propose your Review manuscript before you spend time writing it.

## **Case Studies**

These articles report specific instances of interesting phenomena. A goal of Case Studies is to make other researchers aware of the possibility that a specific phenomenon might occur. This type of study is often used in medicine to report the occurrence of previously unknown or emerging pathologies.

## **Types of Indexed Journals**

Looking to get your academic journal added to relevant indexes and wondering where to start? There are many indexes for journals to seek inclusion in, spanning general and discipline-specific options. Each index your journal pursues will have its own requirements for entry and likely take time to get set up, so it's best to pick a few to start with, then follow through with the necessary steps to be added to those indexes before moving on to new ones. (You don't want to overwhelm your team with indexing tasks!)

Aim to prioritize indexes based on your journal discipline and where you fit into the market. If your journal is an especially niche publication appealing to a limited audience that you know to use certain academic indexes, then you'll likely want to start with those discipline-specific indexes. However, more broad-reaching interdisciplinary journals may want to start with general indexes. All journals should make search engine indexing a priority. Keep in mind that the way scholars conduct research is changing. Many early-career researchers are now starting their research via free online search engines that they can access anywhere, so it's no longer enough to just have your journal added to scholarly citation indexes.

How should you determine which types of indexes to seek inclusion in first? Below we outline four common index types and the benefits of each for your journal.

### **1. Primary Search Engines**

Regardless of which academic indexes you choose to focus on for your journal, you must, must, must make search engine indexing a priority. We can't stress this enough. Scholars are increasingly starting their research online via either a primary or scholarly internet search

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engine and many want to know that their articles, if published in your journal, will appear in general searches easily accessible to the public - not hidden away in academic indexes only. This is particularly paramount for open access publications.

Another general benefit of search engine indexing for academic journals is that it's free and any journal can be added to search engine indexes regardless of years published, citation count, or any other specifications academic indexes may require. Since your journal can be added to search engines right away, this is a great starting point.

There are two layers of search engine indexing to consider to make your journal more discoverable:

- Being indexed by primary search engines like Google and Bing
- Being included in mainstream scholar search engines, the big two being Google Scholar and Microsoft Academic.

We'll tackle part 1 in this section and then move on to part 2.

Your publication website will be picked up by primary search engines first. This occurs via top search engines like Google and Bing sending out search engine programs commonly referred to as "crawlers," "spiders," or "bots." These programs scan the web for new content and create new entries for the search engine's index. In order to be included in primary search engine indexes, you'll need to be sure that your website is visible to search engines. Depending on where you host your journal website this may automatically be the case or you may need to enable web crawling - you'll need to determine what the case is and take any necessary steps to start getting crawled.

Once you know your website can be crawled, you'll want to follow search engine optimization (SEO) best practices to improve your journal's chances of showing up at the top of search results. Some places to start are:

- Ensure your website has logical navigation for visitors and search engines
- Have a sitemap for your journal website
- Set up a Google and/or Bing Webmaster Tools account and add your sitemap to it
- Ensure you have descriptive, quality content on all of your journal's main web pages - use long tailed keywords for better search results
- Make sure all of your pages (main webpages and article pages) have meta-descriptions

## 2. Scholar Search Engines

As you're working on your journal website SEO in order to get picked up by primary search engines, you'll also want to start working towards being added to mainstream scholar search engines. As mentioned, the primary scholar search engines are Google Scholar and Microsoft Academic. Getting added to these indexes will require some more steps than primary search engines. You can find the information you need for Google Scholar [here](#) and Microsoft Academic [here](#).

For journal teams new to website setup and management, following all the necessary steps to optimize your journal to be crawled by primary search engines and to be added to scholar search engines can be overwhelming, and with good reason - it can be a lot of work! Knowing this, you'll need to have a serious conversation with your fellow editors and publisher (if you're working with a society or other institution) to determine if building a journal website and maintaining the code for it is something your team is prepared to pay someone to do or to handle internally. If you want to save costs of time and money that come with building a journal website, there are other options out there such as using a website builder. Scholastica just introduced the first customizable website templates designed specifically for academic journals, which enable journals to get a discoverable site up and running in minutes. You can learn more [here](#).

## 3. General scholarly indexes

In addition to search engine indexing, as your publication becomes established you'll want to start applying for inclusion in scholarly indexes. You can have your publication added to general indexes that cover all or multiple disciplines, or to discipline-specific indexes. Most publications will seek a mix of both. As noted, since these index applications can take time, you'll want to prioritize general and disciplinary index applications based on where scholars are more likely to be searching for and using your journal.

There are many general indexes to consider. Some of the most popular include:

- Ulrich's - general database for periodicals of all types
- Directory of Open Access Journals (DOAJ) - open access journals in all disciplines
- Scopus - general database of peer-reviewed literature

As a rule of thumb, if your journal is an open access publication you'll want to make getting added to DOAJ a top priority. From there you'll want to base the general indexes you apply for on which are most widely used by scholars in your discipline. In all of this remember your goal is to get indexed where potential readers are looking for content.

General academic indexes will have varying levels of quality control. For example, Web of Science has more requirements for inclusion than Ulrich's. Keep this in mind when you're deciding which indexes to apply to and in what order as some indexes will require you to have published a certain number of issues or other specifications that may impact the order in which you apply.

#### **4. Discipline-specific**

Finally, your journal will want to look into discipline-specific indexes and apply for inclusion in any that are frequented by your potential readers. If you're not sure which indexes are the most widely used start to ask around? Query your authors, editors, reviewers, and readers to find out which discipline-specific indexes they use.

There are many discipline-specific databases out there to look into, many of them contained within larger databases, from Aerospace & High Technology Database for aerospace and space science publications to PubMed for journals in the life sciences.

Wikipedia has a long list of academic indexes, both general and discipline-specific, that you can check out here.

#### **Finding your indexing path**

There's no one way to go about getting your journal added to scholarly indexes - you can apply for indexes in any order and which indexes you choose to apply for will depend on where scholars in your journal's discipline are conducting their research. As you explore journal indexing you will also find other sub-categories of indexes such as databases of all journals specific to a particular region of the world, which may also influence your indexing plan. You'll need to create an indexing plan for your journal based on the search engines and databases your readers care most about and those for which your journal currently meets the inclusion criteria. If you don't meet the criteria for a particular database, you can visit their website or contact their support staff to find out what you need to do to be eligible. Another great indexing resource is your university library. Reach out to the scholarly communication department and

subject-specific librarians to find out what they recommend. Many libraries are well-versed in helping journals get indexed.

### ACTIVITY 1

Using [Oxfordlearnersdictionaries.com](http://oxfordlearnersdictionaries.com) to find out the following vocabularies!

**Vocabularies:**

Vocabularies	Meaning
Submit	
Peer review	
Corresponding author	
Accepted	
Published	
Index	
Impact	

Source: <http://oxforddictionaries.com/definition/english/>

## CORRELATIVE CONJUNCTION

As suggested by their name, correlative **conjunctions** correlate, working in pairs to join phrases or words that carry equal importance within a sentence. Like many of the most interesting parts of speech, correlative conjunctions are fun to use. At the same time, there are some important rules to remember for using them correctly.

- When using correlative conjunctions, ensure **verbs** agree so your sentences make sense. For example: *Every night, **either** loud music **or** fighting neighbors wake John from his sleep.*
- When you use a correlative conjunction, you must be sure that **pronouns** agree. For example: ***Neither** Debra **nor** Sally expressed her annoyance when the cat broke the antique lamp.*
- When using correlative conjunctions, be sure to keep parallel structure intact. Equal grammatical units need to be incorporated into the entire sentence. For example: ***Not only** did Mary grill burgers for Michael, **but** she **also** fixed a steak for her dog, Vinny.*

In the following examples, the correlative conjunctions have been italicized for easy identification.

1. She is *both* intelligent *and* beautiful.
2. I will *either* go for a hike *or* stay home and watch TV.
3. Jerry is *neither* rich *nor* famous.
4. He is *not only* intelligent, *but also* very funny.
5. Would you *rather* go shopping *or* spend the day at the beach?

**ACTIVITY 2**

The following exercises will help you gain greater understanding about how correlative conjunctions work. Choose the best answer to complete each sentence.

1. She is neither polite \_\_\_\_\_ funny.
  - a. Or
  - b. Nor
  - c. Not
  - d. Yet
2. \_\_\_\_\_ that is the case, \_\_\_\_\_ I'm not surprised about what's happening.
  - a. If / then
  - b. No sooner / than
  - c. Scarcely / when
  - d. Whether / or
3. Have you made a decision about \_\_\_\_\_ to go to the movies \_\_\_\_\_ not?
  - a. If / then
  - b. Either / or
  - c. Whether / or
  - d. What with / and
4. \_\_\_\_\_ had I put my umbrella away, \_\_\_\_\_ it started raining.
  - a. No sooner / than
  - b. If / then
  - c. What with / and
  - d. Neither / nor
5. This salad is \_\_\_\_\_ delicious \_\_\_\_\_ healthy.
  - a. Whether / or
  - b. Both / and
  - c. Scarcely / when
  - d. Rather / than
6. I like \_\_\_\_\_ to sing opera, \_\_\_\_\_ to spend my spare time practicing ballroom dances.
  - a. not only / but also
  - b. whether / or
  - c. neither / nor

- d. not / but
7. The test was \_\_\_\_\_ very short \_\_\_\_\_ quite easy.
- a. not / but
  - b. both / and
  - c. whether / or
  - d. scarcely / when
8. \_\_\_\_\_ Joe \_\_\_\_\_ his sisters could understand what their parents were saying when they spoke French.
- a. Whether / or
  - b. No sooner / than
  - c. Rather / than
  - d. Neither / nor

### ACTIVITY 3

**Fill in the blank spaces with the appropriate correlative conjunction!**

1. He was stung \_\_\_\_\_ by a jellyfish \_\_\_\_\_ by a wasp we don't know which.
2. \_\_\_\_\_ my father \_\_\_\_\_ my mother like to go waterskiing they are real athletes.
3. \_\_\_\_\_ my brother \_\_\_\_\_ I want to go trekking in the Himalayas this summer way too difficult and boring besides.
4. You can choose \_\_\_\_\_ the chocolate cupcake \_\_\_\_\_ the lemon one.
5. \_\_\_\_\_ my aunt \_\_\_\_\_ my uncle went camping last summer they hate the outdoors.
6. At camp you can choose \_\_\_\_\_ bird watching \_\_\_\_\_ basketball for an extra sport.
7. \_\_\_\_\_ the army \_\_\_\_\_ the navy protect our country from enemies.
8. \_\_\_\_\_ bees \_\_\_\_\_ wasps sting you. Watch out!
9. If I were you, I would study \_\_\_\_\_ Chinese \_\_\_\_\_ Spanish as a foreign language.
10. At last the film started! \_\_\_\_\_ my friend, George \_\_\_\_\_ my brother, Sam couldn't wait for Shrek 10 to begin.



11. When on vacation in Greece, you can go \_\_\_\_\_ sightseeing \_\_\_\_\_ sunbathing in your free time.
12. \_\_\_\_\_ sheep \_\_\_\_\_ goats live together in groups and forage in fields for food.
13. In class we are going to discuss \_\_\_\_\_ about the height of the world's mountains \_\_\_\_\_ about the powerful rulers who conquered many lands.
14. If I could live anywhere, I would live \_\_\_\_\_ in Spain \_\_\_\_\_ in Thailand.
15. Of course, \_\_\_\_\_ my dog \_\_\_\_\_ my cat want to play together. They don't get along.

#### ACTIVITY 4

**Make up sentences, linking these ideas. Use both...and, either...or, neither...nor. Example: Kate plays the violin. And she sings. Kate both plays the violin and sings.**

1. We can watch TV or we can play computer games now.

We can either \_\_\_\_\_

2. Alan couldn't read Chinese. And he couldn't write it.

Alan could neither \_\_\_\_\_

3. I didn't know Sam's address. My sister didn't know his address.

Neither I \_\_\_\_\_

4. My new flat is larger than my old flat. And it is closer to my office.

My new flat is both \_\_\_\_\_

5. Dan didn't meet Tom's sister. And he didn't meet Tom's brother.

He didn't meet either \_\_\_\_\_

6. It was a very boring lecture. It was very long too. The lecture \_\_\_\_\_

7. Jill is on holiday and so is her sister. Both \_\_\_\_\_

# Let's Make a Reflection

**Reflect on your learning in this unit and write down your reflection in the space below.**

**Submit your reflection to your lecturer.**

What I like best in this unit:

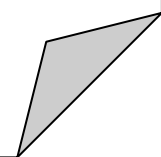
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What I don't like in this unit:

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The improvement I have made after learning English in this unit:

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