English Reading Textbook for Biology Department Students of Islamic University

by M. Zaini Miftah

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FOREWORD

The English Reading Textbook for Biology Department Students of Islamic University has been developed and adapted based on Islamic Content. The materials of the book are projected to meet the students' needs and expectations in learning English language at Biology Department of Islamic University.

The English Reading Textbook covers seven chapter which is used for one semester. The activities presented in the book include the four language skills – listening, speaking, reading, and writing – which are expected to encourage students to develop their competences in discourse and cultural levels without ignoring the grammatical levels. The materials of the book are organized as an integrated sequence of activities around a text typed being discussed.

The main objective of the English Reading Textbook is to provide information level of literacy, i.e.: to be able to get involved in communication using both spoken and written English. Besides transactional and interpersonal purposes, the materials are also composed

for accessing information in this global information era. Furthermore, students should be able to create English text type in various contexts and adjust themselves to new communication demands. **So, HAVE A FUN!**

Palangka Raya, September 2019

Writers

CONTENTS

UNIT 1

READING TECHNIQUES

Instructional Objectives

After studying this unit, the students are able to correctly:

1. clarify the meaning of a certain word using phrases
2. find the subject matter of the passage by several techniques of reading

Pre-Reading Tactics

1. Scanning

Scanning is very high-speed reading. It is a reading technique you use when you want to locate a single fact or a specific bit of information without reading every part of a story, article, list, or document. When you scan, you have a question in mind. You do not read every word, only the words that answer your question.

Scanning is applied by moving our eyes quickly over the passage until we find the specific piece of information which we need. This technique, for example, is used for looking up a name from the telephone guide book.

2. Skimming

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading material. When the readers are skimming, they should move their eyes quickly over the text or passage. Look at the important parts of the passage: the beginning, the end, the titles and the first sentence in each paragraph (if there is more than one paragraph), which usually contains the main idea.

It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading it in detail.

3. Detailed reading

Reading carefully to aid understanding. When reading for information, detailed reading usually follows

scanning. Some texts, such as instructions, need to be read in detail throughout.

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4. Structure-Proposition-Evaluation

This is an interesting reading technique suggested by Mortimer Adler in his book How to Read a Book. This reading technique is mainly applicable to non-fiction writing. This technique suggests reading as per the three following patterns: (i) studying the structure of the work; (ii) studying the logical propositions made and organized into chains of inference; (iii) evaluating the merits of the arguments and conclusions.

5. Reading Techniques: Survey-Question-Read-Recite-Review

This technique aims to facilitate a clear understanding of the text that the reader would be able to teach whatever he has learned during the process of reading. The process involves five different steps, which are as follows:

a. **SURVEY**

Survey involves getting a quick idea on the whole writing piece. For example, reading the introduction or summary of a book will be enough to get an idea on that book.

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Why?

If you give your mind a general framework of main ideas and structure, you will be better able to comprehend and retain the details you will read later.

How?

1. Look quickly over the following key parts of your textbook to see what it's all about and how it is organized:
   - Title
   - Front and back cover info.
   - Author's biographical data
   - Publication date
   - Table of Contents
   - Introduction or Preface
   - Index
   - Glossary

2. Before you read each chapter, look over:

- Title
- Introduction
- Sub-headings
- First sentences of each paragraph (should give main idea).
- Any diagrams, charts, etc.
- Conclusions or summaries

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b. QUESTION

We are not just reading the words or looking at the words but are actually trying to make out the underlying meaning of the text. So we should prepare questions in our mind and look for the answers while reading the text.

c. READ

The reader should read selectively if they are looking for any specific.

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Why?

Being an active reader will involve you in understanding the material, combat boredom, and will increase retention.

How?

1. Set realistic time goals and number of pages to be read.
2. Divide your chapter into small sections, rather than try to read the whole chapter non-stop.
3. Ask yourself a question before each paragraph or section, then look for its answer. This will give you a definite purpose for your reading. Try turning the sub-heading or first sentence into question form, using "who," "what," "when," or "how" if necessary.
4. Take breaks when you feel unable to stay with the material due to day-dreaming, drowsiness, boredom, hunger, etc. After a short break, you can return to your reading with more energy and alertness.

d. RECITE

The reader should answer the questions in his own words using only the key words that are required to sum up the complete idea.

Why?

Research shows that 40 - 50% of the material we read is forgotten very shortly (about 15 minutes) after we read it. Immediate recall is an essential first step toward continued retention of the material.

How?

After reading each small section of material, choose one (or more) of the following methods:

1. Recall mentally or recite orally the highlights of what you have read.
2. Ask yourself questions (maybe the same ones you used before you read the section) and answer them in your own words.
3. Underline and make notes in the margin of the key words or phrases in the section. Underlining after you read is the best way to

decide what's the most important information to remember.

4. Make separate notes or outlines of what you have read. This technique often works for more technical material which you need to put into your own words.

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e. REVIEW

The reader should review the entire things in his mind.

Exercise 1

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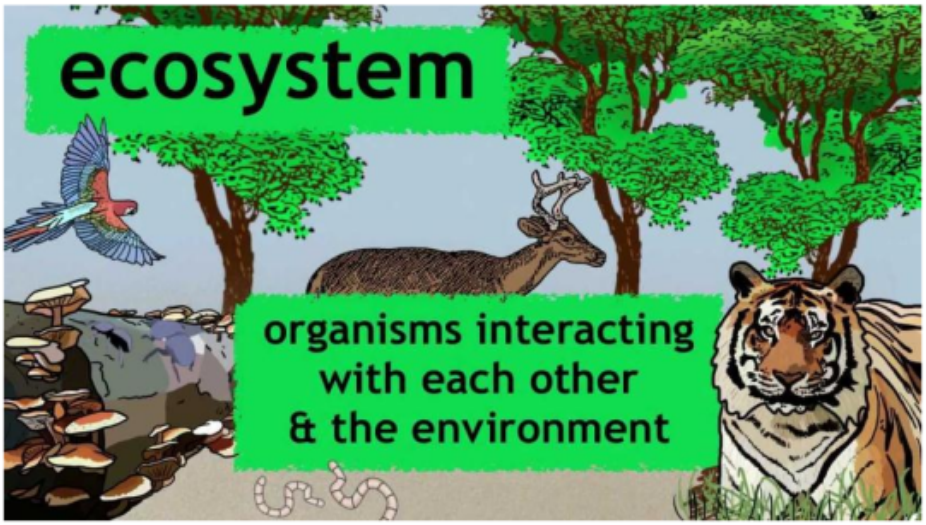
Read the passage and answer the questions

Ecosystems

An ecosystem is all the things that interact in a specific area, whether they are living or non-living. Some examples of non-living things that support life in an ecosystem are light, air, soil and water. Living things are the plants and animals, called organisms, that use those resources.

Each of the specifi c ecosystems in the world has its own conditions created by the non-living things.

These conditions determine what kinds of living things will be able to thrive there. Organisms can only thrive where their needs are being met. Everything in an organism's environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area



where the conditions never become too hot or too cold.

All the living things in an ecosystem are called a community. All of one specifi c kind of organism living in a community is called a population. All the tree frogs in a rainforest community are one population within the community. All the white birch trees are another population within the same community. All the jaguars are yet another rainforest community population.

All living organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

(Source: http://www.k12reader.com).

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1. What is one example of a non-living thing in an ecosystem?
2. What are three of the life processes that living organisms do?
3. What does population mean in a community?
4. When does an organism thrive?
5. Why does a temperate zone support many varieties of organisms?

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Exercise 2

Read the passage and answer the questions

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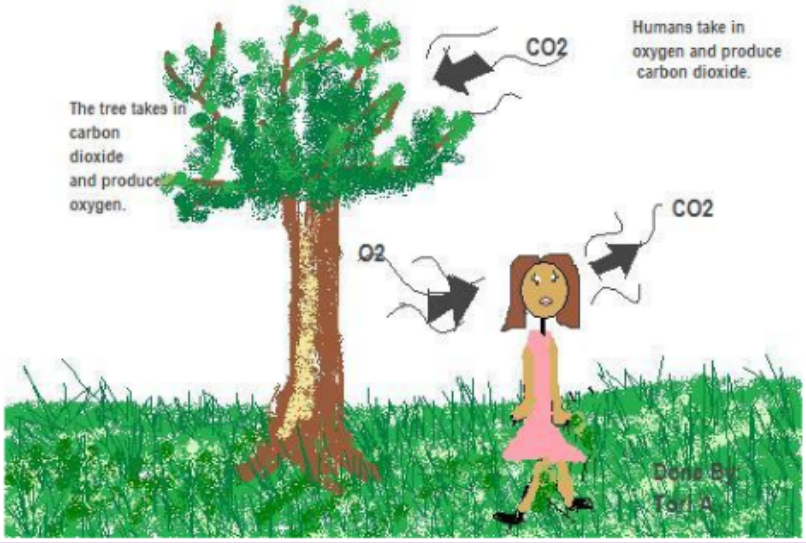
Plants Are Producers

People are consumers. We have to spend large parts of our days finding, buying, cooking and eating our food. Did you ever think it might be nice to be able to make your own food like plants do? Plants are producers and perform a process called photosynthesis using light from the sun, water and carbon dioxide. Carbon dioxide is



the gas we exhale when we breathe. The end result of this chemical reaction is sugar for the plant to "eat." The

plant releases water and oxygen, a gas all animals need to breathe, into the air.

So how do plants do it, and why can't we? Plants have special structures called chloroplasts that animals don't have. Chloroplasts are round, flat organelles that are arranged in stacks called grana. These stacks are filled with chlorophyll. Chlorophyll is what gives leafy green plants their green color. Their main job is to absorb light from the sun. Chloroplasts can absorb every color except green. Light activates the chlorophyll. It creates an energy that splits molecules of water, separating them out into hydrogen and oxygen. Chemical reactions take place. Hydrogen from the water combines with carbon from the carbon dioxide we breathe out. Oxygen is released into the air.

People and plants make perfect partners. Plants rely on the carbon dioxide that we breathe out, and we rely on the oxygen that they "breathe" out. This is one good reason for protecting plant life on Earth. Algae fields near the poles produce a constant supply of oxygen for us. So do the many plants of Earth's rainforests. We need plants in order to survive.

Conservation projects around the globe are aimed at protecting our natural resources, including numerous species of plants. Our quality of life and the very quality of the air we breathe depends upon our green plant partners.

(Source: http://must.edu.mn/uploads/2017/10/18/reading-texts-for-the-masters-exam-at-must.docx)

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1. Why are plants called producers?
2. Where do plants get their green color?
3. Explain the relationship between people and plants. Why are we good partners?
4. What would happen if there were not enough plants on Earth?
5. What is a chloroplast?

Post-Reading Activities

Find a plant community consisting several plants sharing the same habitat in your surroundings.

1. what species are there in the above plant community?

2. Which species are dominant and which are recessive?

Discuss this in groups of four to five students and report your finding.

UNIT 2

SKIMMING THE MAIN IDEA

Instructional Objectives

After studying this unit, the students are able to correctly:

1. detect and recognise the main ideas of the paragraph by skimming

Pre-Reading Tactics

HOW TO COMPREHEND TEXT

The followings are some steps that can be apllied by reader to comprehend a paragraph.

1. **Orientation**

   Goal: Pre-reading preparation.

Look carefully at anything that can give you information on the reading: table of contents, the introduction to the story, the title, subheadings within the story, glosses, vocabulary. Try to find some of this type of information:

- what kind of text it is (fairy tale, report?);
- whether it is mainly action or dialogue;
- whether it is mainly internal (thinking) or external (interaction among characters);
- whether it is in chronological order; etc.

Next, think about what you might associate with any of the results of your orientation. For example, if you have decided the text is a drama, think about what you expect from a drama. If there is a certain word that occurs often or in a central location, think about what one normally associates with that word.

2. Skimming.

Goal: To get the general meaning (gist) of the story without trying to decode exactly what each word means.

- Read the first paragraph.

  Suppose you are skimming a factual article with several thousand words. To get started, read the first paragraph in order to identify the topic of the article, the subject, a little of the author's style, the author's viewpoint, and so on. Leave nothing out, but read at your top speed. Frequently, an author will give an introduction in the first few paragraphs; this will help to give you an overall picture of the article.

- Leave out material.

  Once you have a general overview of the article, you should begin to leave out material right away if you are to achieve a high skimming rate. So, on the fourth or fifth paragraph you may read only the key sentences to get the main idea and skip the rest

of the paragraph. Perhaps you will read the key sentences and let your eyes jump down through the paragraph, picking up one or two important words, phrases, or numbers.

- Find the main ideas.

  In skimming, try to get the main idea of every paragraph plus a few facts. You cannot hope to pick up all the facts in the article, but you might pick up some facts, names, or numbers.

- Read fast.

  Skimming must be done "against the clock." That is, you must try to skim as fast as you possibly can while leaving out large chunks of material. Be careful to avoid getting too interested in the Subject or the story, since this might slow you down and cause you to read unnecessary details. Skimming is done when you do not have much time and when you wish to cover material at the fastest possible rate. Remember that the purpose of skimming is to get the author's main ideas at a very fast speed.

3. **Scanning.**

Goal: To extract specific pieces of information.

In "real life" you might scan a train schedule for one kind of information, a travel brochure for different information, and a theater program for a third type.

From the literary texts in this course, you will extract certain basic facts by **scanning** it:

Read through the text again **very quickly**, scanning for the things listed below. To focus your attention more clearly, underline (preferably in different color ink/pencil)

4. **Decoding.**

Goal: Thorough comprehension.

After you have skimmed and scanned, there will still be stretches of text that offer vocabulary or grammatical difficulties you can't overcome easily. In those cases, intensive reading (detailed, word-by-word decoding) is necessary. So, now read the text again, this time slowing down and decoding these sections, i.e. carefully analyzing each word

unit. Remember to think about structure as well as vocabulary when you are working.

Now you should be able to paraphrase the author, but not necessarily evaluate the ideas or tell the "why" about the text. When you are finished reading, try to retell events in the text in your mind. Make yourself notes so that you could retell it.

5. Global Understanding.

Goal: To understand and critically evaluate the "why" of the text.

Some examples of questions you should ask yourself after all your readings:

- Why did the author put this remark or description in this place and not in another?
- What is the meaning of a fact alone? in relation to other facts in the text?

Exercise 1

Read the passage and answer the questions

Fungi are Alive!

You might think that all living things are classified as either plants or animals, but there are some mysterious little organisms which are neither, yet are still alive. Many are invisible, hiding deep in the ground or fl oating silently on the air. Unlike plants, they do not rely on the heat or light of the sun for survival. They have no chlorophyll and do not create food through photosynthesis. They must fi nd a source of nutrients outside themselves. They are very adaptable to any weather conditions. If temperatures fall too low to support life, they go into a deep sleep. This sleep is like the hibernation state that some animals use during the coldest part of the winter. In this

inactive state, they wait for living conditions to get better.

These mysterious little creatures are all around us. We call them **fungi**, and we even use their extraordinary abilities to help us produce some of our favorite foods. If you enjoy biting into a nice, fl uffy piece of bread, you can thank the yeast that helped the bread rise. Yes, yeast is a **fungus**. If you like mushrooms on your pizza or in your salad, you are eating fungi, too.

Because of fungi, we are able to control nasty infections with antibiotics. You may have heard of the most common antibiotic: penicillin. Dr. Alexander Fleming discovered penicillin in 1928 completely by accident. He left his science experiment out on the counter instead of cleaning up after himself. When he came back from his vacation, a strange bluish fungus was growing on it. Penicillin had been discovered.

As people become more aware of better ways to meet our survival needs without harming our planet, we are fi nding more and more uses for fungi. We can create pesticides to control insects and make detergents that are more Earthfriendly. It makes sense

that fungi can do things without harming Earth. They have been turning dead plant materials into rich soil for thousands of years. They eat the nutrients that would otherwise be wasted. Without them, we'd be walking around on thick layers of dead leaves and other discarded plant materials.

Although there are many good things about fungi, we must not forget that some fungi are harmful. There are certain varieties that will make us sick or give us skin reactions, like athlete's foot. It is important to be aware of the various types of fungi. We can benefi t from the good fungi and protect ourselves from the harmful ones.

(Source: https://www.k12reader.com/worksheet/fungi-are-alive)

1. Why can't fungi make their own food using photosynthesis?
2. Name at least two ways that fungi can be beneficial for us.
3. Give an example of one way that fungi can be harmful for us.

4. What do fungi do when it gets too cold for them?
5. Imagine a world with no fungi. How would their absence impact your life?

Exercise 2

Read the passage and answer the questions

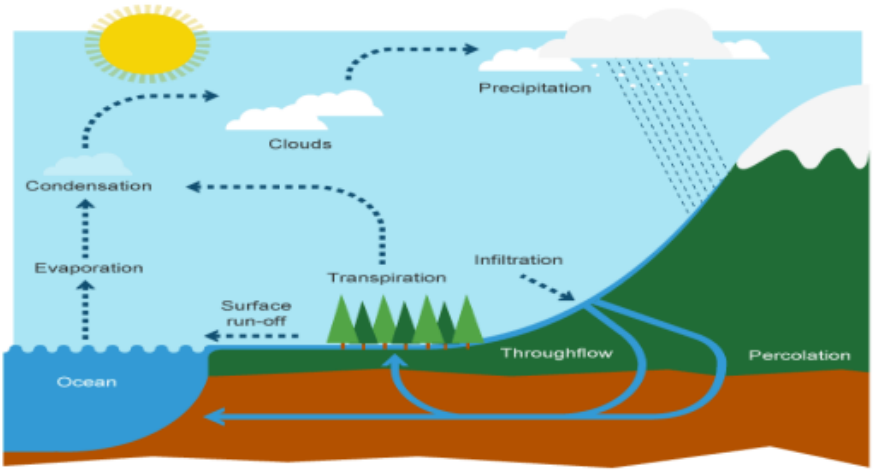
The Water Cycle

Water on Earth can be found in three different forms, or states. These states are solid, liquid and gas. When it is frozen, it is solid ice. When it is liquid, it is liquid water. When it is a gas, it is water vapor. The water cycle is the set of processes that water goes through as it changes from one state to another.

When the heat of the sun shines on the water in oceans, lakes, rivers and streams, the water evaporates, rising up into the air as water vapor. As it moves higher into the sky, it cools. The cooled water vapor begins to form liquid drops, which gather together as clouds. This process is called condensation. Little by little, more microscopic drops of water join together in the cloud. Finally, the cloud becomes so heavy that the drops start

to fall. Any form of water that falls from the sky is called precipitation.

Precipitation will take on different forms. The form depends on the conditions that exist inside the clouds and the condition of the air the water travels through on its way to the ground. Drops of liquid water fall as rain, the most common form of precipitation. If the drops of water fall through air that is warmer than



water's freezing point, they will remain as rain. Sometimes cold temperatures inside clouds produce ice crystals that melt in warmer air on their way down, ending up as rain as well.

If raindrops fall through air that is below the freezing point of water, they form tiny frozen drops

known as sleet. If the air inside the cloud and the air on the way down are both below the freezing point, ice crystals will form and fall as snowfl akes. There is a lot of variation in snow, depending on how cold it is when it falls. Warmer temperatures mean "wetter" snow, while colder temperatures mean drier, fluffier snow.

Perhaps the most interesting form of precipitation is hail. Hail forms when windy conditions combine with freezing temperatures. Drops of frozen rain begin to fall, and are then repeatedly caught up by the wind and pushed back up through the clouds where they gather more and more layers of ice. When they become too heavy for the wind to lift, they fall to the ground as hail.

No matter what form the precipitation takes, much of it will become runoff and find its way back to the sea. Most of the rest will join surface water in lakes and streams or soak into the ground and become groundwater. Some will spend some time atop tall mountains as ice and snow. All water awaits its turn to participate once again in each state of the water cycle.

Water continually changes from one state to another. The water cycle never ends.

(Source: http://denbyscience.weebly.com/uploads/4/3/6/8/43683713/request_water_cycle.pdf).

Post-Reading Activities

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1. How does the water cycle ensure that we have water?
2. What are the three stages of the water cyle?
3. Describe the conditions that are necessary for snow to fall.
4. How does precipitation return to the water cycle?
5. What is your favorite form of precipitation? Why?

UNIT 3

MAKING INFERENCES

Instructional Objectives

After studying this unit, the students are able to correctly:

1. Detect Nouns and Pronouns
2. Make inferences based on thr information in the passage

Pre-Reading Tactics

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Nouns and pronouns

Nouns and pronouns in English are said to display *case* according to their function in the sentence. They can be **subjective** or **nominative** (which means they act as the subject of independent or dependent clauses), **possessive** (which means they show

possession of something else), or **objective** (which means they function as the recipient of action or are the object of a preposition).

Except for the **possessive forms** (usually formed by the addition of an apostrophe and the letter *s*), nouns do not change form in English. (This is one of the few ways in which English is easier than other languages.) Pronouns, however, do change form when they change case; these changes are most clearly illustrated among the personal pronouns. The chart below illustrates the different forms among the cases.

	Subjective	Possessive	Objective
Nouns			
Singular			
	Frog	frog's	Frog
	Mary	Mary's	Mary
Plural			

	Frogs	frogs'	Frogs
	Witches	witches'	Witches
Personal Pronouns			
Singular			
1st person	I	my, mine	Me
2nd person	You	your, yours	You
3rd person	he, she, it	his, her, hers its	him, her, it
Plural			
1st person	We	our, ours	Us
2nd person	You	your, yours	You

3rd person	They	their, theirs	Them
Relative and interrogative pronouns			
	Who	whose	Whom
	Whoever		Whomever
	which/that/what		which/that/what
Indefinite pronouns			
	Everybody	everybody's	Everybody

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http://grammar.ccc.commnet.edu/grammar/cases.htm

Examples:

1. Alex wants to meet his friends at campus to do their group assignment. They will do it together.
2. Bridgitta makes a cake by herself. After that, she serves it on the dinning table.
3. I think this pen is yours. It is not mine. My pen's color is blue.

4. When students arrive on the first day of school, they need help finding the right classroom.
5. Francine edited her paper because it was full of errors.

1. Structure Exercises

Label nouns and pronouns found in the passage above!

Use the correct personal pronoun.

1. ☐ often reads books. **(Leila)**
2. ☐ are on the wall. **(the pictures)**
3. ☐ is running. **(the cat)**
4. ☐ are watching TV. **(my sister and I)**
5. ☐ is driving his car. **(John)**

Choose the right pronoun

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1. "Your son is making a lot of noise!"

   "I'll ask _____ to be quiet."

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2. "Where are my glasses?"

   "You are wearing _____!"

3. "Do you like apples?"

   "I love _____!"

4. "Why is he always talking about Liza?"

   "He obviously likes _____!"

5. "Where is my book? Oh, dear! I've lost _____!"

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Replace the personal pronouns by possessive adjectives:

1. Where is (I) _____ book?
2. Here is (we) _____ teacher.
3. She goes to school with (she) _____ brother.
4. (They) _____ father works in a car factory.
5. (You) _____ laptop is very expensive.

Choose the right possessive adjective:

1. Farid and Nadia go to a high school. _____ little brother goes to primary school.
2. Mr O'Brian has a van. _____ van is very old.
3. We go to a high school. _____ high school is fantastic.
4. I like singing. _____ mother sings with me.
5. François and Alain are French. _____ family are from France.

B. Making Inferences

Critical readers have to learn to make inferences based on the information in the passage. To make inferences based on the information in the passage, the critical readers may ask, "what inferences do the author expect to make?", or "Does the passage suggest something of importance beyond what is stated in it?"

READING PASSAGE

The Islamic Scholars

When studying the Islamic contribution to the history of biology, a few Islamic scholars made telling contributions in the field, drawing together knowledge from all over the known world. Their systematic classifications and exposing of new plants and techniques to the Middle East and Europe cements their place in the distinguished history of biology.

The Islamic scholar, Al-Dinawari (828 - 896), is one of the leading botanists from this period and his work, 'The Book of Plants,' was a landmark book, earning him the epithet, 'The Father of Islamic Botany.' He related plant evolution and related how plant species developed and diversified over time. This very important part of botany helped farmers to breed the best and most productive cultivars selectively, a technique that has existed since the dawn of agriculture. He also described the life cycle of plants,

including their growth, reproduction and fruiting, making the Book of Plants an excellent reference guide.

In the 13th Century, the Andalusian Islamic scholar, Abu al-Abbas al-Nabati, took the scientific methods developed by the Muslim thinkers and applied them to botany, concentrating upon medicinal plants. The work of Al-Nabati was soon overshadowed by that of his pupil, Ibn Al-Batar, who wrote a book that became the reference work for botanists until well into the 19th Century. His book contained detailed descriptions of over 1400 plant species, many of them essential food sources or of use as drugs. Importantly, at least 300 of these plants were entirely his own discovery.

Abu Zakariya Yahya Ibn Muhammad Ibn Al-Awwan, a 12th Century Islamic scholar based in Seville, Spain, was one of the most important contributors to the history of biology, namely in the field of agriculture. His Kitab al-Filaha instructed agriculturalists on the care of nearly 600 plant species, including over 50 types of fruit trees. This work discussed the techniques,

preferred growing conditions, manure and the diseases and pests afflicting the plants.

There is little doubt that the Islamic scholars contributed greatly to the history of biology and, as well as preserving the knowledge of the ancients, added a wealth of new information. As well as meticulously documenting plant and animal species, they contributed to sophisticated agricultural advances and generated interesting proto-evolutionary theories.

This knowledge would slowly filter into Europe and, as the Islamic Age went into decline, this knowledge became the bedrock of the Renaissance and influenced the thinking of European scholars for many centuries.

(Source: https://explorable.com/islamic-scholars-and-biology)

Vocabulary Building

Define the meaning of the following words by using phrases. Look them up in dictionary, use Bahasa Indonesia if necessary.

1. Islamic Scholars
2. Life cycle
3. Scientific Methods
4. Empirical Techniques
5. Scientific Experimentation

3. Getting The Subject Matter

The general understanding of the reading passage above can be checked by the following exercise: write T (true) of F (false) on the lines.

1. _____ The Islamic scholar, Al-Dinawari described the life cycle of plants, including their growth, reproduction and fruiting, making the Book of Plants an excellent reference guide.
2. _____ Al-Nabati believed that empirical techniques and scientific experimentation should be used to test the effectiveness of medicinal plants.
3. _____ Ibn Al Batar book's contained detailed descriptions of over 1400 plant species, many of them essential food sources or of use as drugs.

4. _____ Importantly, at least 500 of these plants were entirely his own discovery.
5. _____ Islamic scholars contributed greatly to the history of biology and, as well as preserving the knowledge of the ancients, added a wealth of new information.

Answer this question

What is the subject matter of the whole passage?

POST-READING

1. Find another Islamic scholars and their contribution in the field of Biology. Discuss this in groups of four to five students and report your finding!

UNIT 4

IMPLIED MAIN IDEA

Instructional Objectives

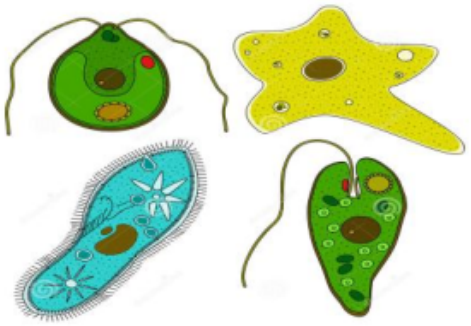
After studying this unit, the students are able to correctly:

1. Infer meaning from context
2. Deduce the implied main idea of the passage

Pre-Reading Activities

A. Background Information

Look at the pictures below!



a. what is the name of the object shown in the pictures?

b. write down the description of the object in a paragraph consist of 10 sentences!

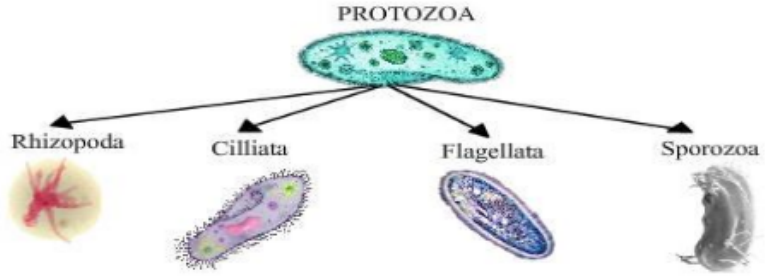
B. Implied Meaning

The main ideas can be expressed indirectly the meaning of a paragraph is implied, not directly stated in it. Formulate or think about a main idea sentence. This can be represented by one sentence + a word or a phrase from another sentence (of the subject matter), or ideas + interpretation. Express the implied main ideas of the paragraphs in the following passage.

1

Protozoa

Organisms that are single celled, swim in water and consume food are generally called protozoa. They belong to the Kingdom Protista and are



classified into different phyla based on how they

move. If you take a drop of pond water and observe it under the microscope, you can often see tiny little organisms swimming around. In fact, Anton van Leeuwenhoek, one of the first scientists to observe these creatures under the microscope gave them the name "animalcules", as if they were a combination of animals and molecules. Though protozoa may be tiny and unicellular, they have fascinating complexity.

Take for instance, the amoeba, which belongs to the Phylum Sarcodina. This single-celled protist can be any shape it wants because its membrane is flexible and it can push its cytoplasm around to change its shape. The word "amoeba" means "to change". When you first look into the microscope for an amoeba, you may miss it because it does move slowly. It seems to take a lazy approach to life by casually stretching out its cytoplasm into extensions called pseudopodia. These extensions can also trap smaller protists within them, which create a food vacuole where the amoeba can digest them. In this case, slow doesn't mean harmless – the smaller protists really don't even sense the danger.

Another interesting protozoan is the paramecium. It moves using tiny hair-like structures on its surface called cilia. In fact, the paramecium belongs to a whole group of protists that move using cilia, the Phylum Ciliophora. Compared to the amoeba, the paramecium is fast swimmer. It is so fast that when looking for it under the microscope it may zoom right over your viewing field before you have a chance to really even see it. For this reason, biologists add a thickening agent to the water to slow the paramecium down so it can be seen more clearly. You can also place obstacles on the slide to get in its way, such as cotton fibers. Once you have the paramecium slowed or trapped, you can see many amazing features within it.

The paramecium has two nuclei. One nucleus controls the cells activities, and the other functions in sexual reproduction. As the paramecium swims forward, it will roll its body so you can see both sides. On one side is an indentation called the oral groove. The paramecium sweeps food into this opening, which then forms a food vacuole within the

cell where digestion occurs. Like the amoeba, paramecium generally eat protists that are smaller than they are. The oral groove is also used in sexual reproduction, where two paramecia join together and exchange DNA. Once they separate and divide by mitosis, the new paramecia are different from the original parent.

Both the amoeba and the paramecium live in fresh water, and due to osmosis, water will tend to enter their cells. These two protists must have a strategy for removing the excess water (or they might explode!). The organelle called the contractile vacuole does the job. It serves as a water pump to remove the extra water that builds up in the cell. Under the microscope, the contractile vacuole will often look like a clear air bubble within the cell.

The amoeba and paramecium are just two of the many protozoa you can find living in pond water. There are other groups like the Zoomastigina phylum which include protists that move using a tail like structure called a flagella. The euglena has a

flagella, but it is sometimes classified as an algae because it can photosynthesize – use light to create food like a plant.

There is even a group of protists that are parasitic and live within a host. Malaria is an illness caused by a protist that infects the blood through the bite of a mosquito. If a person is infected by malaria, they will suffer from chills and fever and overall weakness, and could even die. Generally, most protists are harmless and can be studied safely in a biology laboratory.

(Source: https://www.biologycorner.com/worksheets/articles/protozoa.html).

1. Recognizing the Main Topics

There are 7 paragraphs in the above reading passage. In the following exercise, write the main topic of each paragraph.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:

Paragraph 7:

POST READING

Discuss (in groups of four or five students) about protozoa from the point of view of health factor!

UNIT 5

SCANNING THE SUPPORTING DETAILS

Instructional Objectives

After studying this unit, the students are able to correctly:

1. Comprehend technical terms found in the passage
2. Infer the supporting details of the main idea of the passage by scanning

Pre-Reading Activities

B. Implied Meaning

1. Technical terms

Mention and study the following technical terms used in the passage

2. Scanning for the Supporting Details

As scanning is glancing rapidly through a passage, we can get initial impression whether the passage has a certain purpose, for example to describe something. Scanning of this kind can be learnt by catching a few words only. The additional information the author wants the students to understand more about the main idea can be traced by scanning.

Scientific Benefits of Fasting (Ramadan)

Most Submitters (Muslims) do not fast because of medical benefits but because it has been ordained to them in the Quran. The medical benefits of fasting are as a ***result*** of fasting.

Fasting in general has been used in medicine for medical reasons including weight management, for rest of the digestive tract and for lowering lipids. There are

many adverse effects of total fasting as well as so-called crash diets. Islamic fasting is different from such diet plans because in Ramadan fasting, there is no malnutrition or inadequate calorie intake. The caloric intake of Muslims during Ramadan is at or slightly below the national requirement guidelines. In addition, the fasting in Ramadan is voluntarily taken and is not a prescribed imposition from the physician.

Ramadan is a month of self-regulation and self-training, with the hope that this training will last beyond the end of Ramadan. If the lessons learned during Ramadan, whether in terms of dietary intake or righteousness, are carried on after Ramadan, it is beneficial for one's entire life. Moreover, the type of food taken during Ramadan does not have any selective criteria of crash diets such as those which are protein only or fruit only type diets. Everything that is permissible is taken in moderate quantities.

The only difference between Ramadan and total fasting is the timing of the food; during Ramadan, we basically miss lunch and take an early breakfast and do

not eat until dusk. Abstinence from water during this period is not bad at all and in fact, it causes concentration of all fluids within the body, producing slight dehydration. The body has its own water conservation mechanism; in fact, it has been shown that slight dehydration and water conservation, at least in plant life, improve their longevity.

The physiological effect of fasting includes lower of blood sugar, lowering of cholesterol and lowering of the systolic blood pressure. In fact, Ramadan fasting would be an ideal recommendation for treatment of mild to moderate, stable, non-insulin diabetes, obesity and essential hypertension. In 1994 the first International Congress on "Health and Ramadan," held in Casablanca, entered 50 research papers from all over the world, from Muslim and non-Muslim researchers who have done extensive studies on the medical ethics of fasting. While improvement in many medical conditions was noted; however, in no way did fasting worsen any patients' health or baseline medical condition. On the other hand, patients who are suffering from severe diseases, whether diabetes or coronary artery disease,

kidney stones, etc., are exempt from fasting and should not try to fast.

There are psychological effects of fasting as well. There is a peace and tranquility for those who fast during the month of Ramadan. Personal hostility is at a minimum, and the crime rate decreases. ... This psychological improvement could be related to better stabilization of blood glucose during fasting as hypoglycemia after eating, aggravates behavior changes. ... Similarly, recitation of the Quran not only produces a tranquility of heart and mind, but improves the memory.

[2:185] Ramadan is the month during which the Quran was revealed, providing guidance for the people, clear teachings, and the statute book. Those of you who witness this month shall fast therein. Those who are ill or traveling may substitute the same number of other days. GOD wishes for you convenience, not hardship, that you may fulfill your obligations, and to glorify GOD for guiding you, and to express your appreciation.

(Source: Excerpts from Shahid Athar, M.D (Dr Athar's website is: http://www.islam-usa.com *)*

Answer the following questions

1. What are the differences between Ramadan and total fasting?
2. What are the physiological effects of fasting according to the passage?
3. How are the psychological effects of fasting according to the passage?
4. When was the first International Congress on "Health and Ramadan"?
5. What kind of improvement in many medical conditions was noted through fasting in Ramadhan?

Post-Reading Activities

Suppose you want to have a healthy Ramadhan fasting, what kinds of meals and activities can be used as support for fasting? Discuss in groups and report the result of the discussion!

UNIT 6

CRITICAL THINKING IN READING

Instructional Objectives

After studying this unit, the students are able to correctly:

1. Detect the meaning of words using prefixes
2. Think the passage critically

Pre-Reading Activities

Affixes

Words can be formed using prefixes. The followings are some prefixes often found in textbooks and journals in english. Study them carefully!

Prefix	Meaning	Examples
re-	again or back	restructure, revisit, reappear, rebuild, refinance
dis-	reverses the meaning of the verb	disappear, disallow, disarm, disconnect, discontinue
over-	too much	overbook, oversleep, overwork
un-	reverses the meaning of the verb	unbend, uncouple, unfasten
mis-	badly or wrongly	mislead, misinform, misidentify
out-	more or better than others	outperform, outbid
be-	make or cause	befriend, belittle
co-	together	co-exist, co-operate, co-

		own
de-	do the opposite of	devalue, deselect
fore-	earlier, before	foreclose, foresee
inter-	between	interact, intermix, interface
pre-	before	pre-expose, prejudge, pretest
sub-	under/below	subcontract, subdivide
trans-	across, over	transform, transcribe, transplant
under-	not enough	underfund, undersell, undervalue, underdevelop

In the passage that follow, various vocabulary items are using the above prefixes. Before you try the meaning of prefixed words in the passage, please try to detect the meaning of the following words using prefixes.

1. coordination
2. unable
3. subordination
4. imperfect
5. discontinue
6. illogical
7. rebound
8. endanger
9. missunderstand
10. irresponsible

B. Thinking Critically

Thinking critically involves going beyond determining subject matter, main idea, and supporting details. Critical readers learn to distinguish opinion from facts and recognise conclusions stated by the author.

Opinions are the author's judgements, evaluations, or interpretations that they use special words or phrases

that follow are typical of those hat signal the reader that he is reading an option: *perhaps, apparently, presumably, many experts believe, according to, in our view, in most cases.*

Conclusions contain essensial information. Often the information contained in the conclusion is apart from the formulated main idea for that paragraph. When a paragraph contain stated coclusion, it typically appears at the end of the paragraph, although they may not always do so. There are certain words and phrases that signal a conclusion, suc has: *in conclusion, thus, therefore, finally, as a result, consequently, it seems like,* and many others.

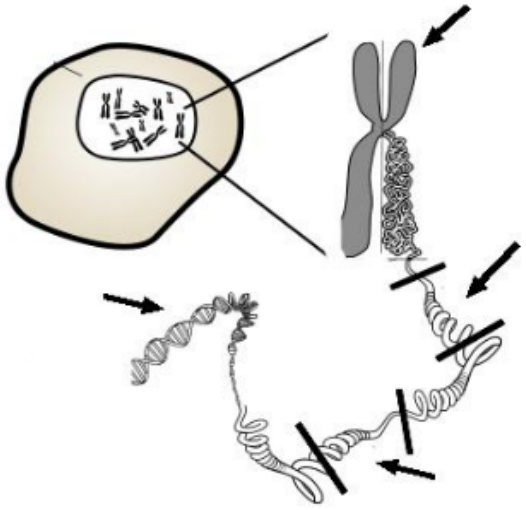
Try to infer a conclusion from the passage that follow!

Reading Passage

6

Cancer: Out of Control Cells

Cells do not live forever, and they will reach a point where they will divide through mitosis, or die through a process called **apoptosis**. Cancer cells are the exception, these cells do not die and divide uncontrollably as they crowd out healthy, productive cells. Cancer can have many causes, but most are thought to be related to **carcinogens** in the environment.



Carcinogens are chemicals that can damage DNA and interfere with a cell's normal cycle, thus disrupting the cells ability to control when and how often it divides.

While most cells do not live forever, cancer cells do continue to divide as long as they are provided with nutrients. Research has been conducted for many years on an immortal line of cells called **HeLa cells**, named after Henrietta Lacks, who was a female with cervical cancer. All HeLa cells are derived from the original sample taken from her when she was a patient in 1951; Henrietta Lacks died that same year.

How Cancer Works

Cancerous transformation results from changes of the DNA and the genes that control the cell cycle. Two types of genes normally control the cell cycle: **proto-oncogenes**, which start cell division and **tumor-suppressor** genes which turn off cell division. These two genes work together, one turning on cell division when the body needs to repair or replace tissue, and the other turning off cell division when the repairs have been made. If the proto-oncogenes become mutated, they can become oncogenes, genes that lead to uncontrolled cell division. **Mutations** in the tumor-suppressor genes result in the cell not having the ability

to turn off cell division. Oncology is a branch of medicine that deals specifically with cancer.

Cancer Cells

When a cell becomes cancerous, it develops traits that normal cells do not have. For instance, a cancer cell can have unusual number of chromosomes due to incomplete mitosis or cytokinesis. Cancer cells may be abnormally shaped or larger than normal cells. Cancer cells also can lose their attachment to nearby tissue and travel to other parts of the body, where they continue dividing and causing problems at other locations. Secondary growths of cancer at a distance from the primary site are referred to as **metastasis**. Once a cancer has metastasized, aggressive therapies may be needed to treat the disease. Cancer cells take essential nutrients from the blood to grow and divide and crowd out other cells that have important jobs. In the case of leukemia, white blood cells grow uncontrollably and crowd out the red blood cells, thus reducing an individual's ability to deliver nutrients to

the body and affecting the blood's ability to clot and repair wounds.

(source: https://www.biologycorner.com/worksheets/articles/cancer.html).

Comprehension

1. Formulate the conclusion of each paragraph above. Bahasa Indonesia can be used in the formulation.

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Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

POST-READING

Find environmental conditions for the growth of cancer. Report your findings in group of four or five students!

UNIT 7

ENRICHMENT

Instructional Objectives

After studying this unit, the students are able to:

1. recognize indirectly-stated topics, main ideas and supporting details of the paragraphs.

Pre-Reading Tactics

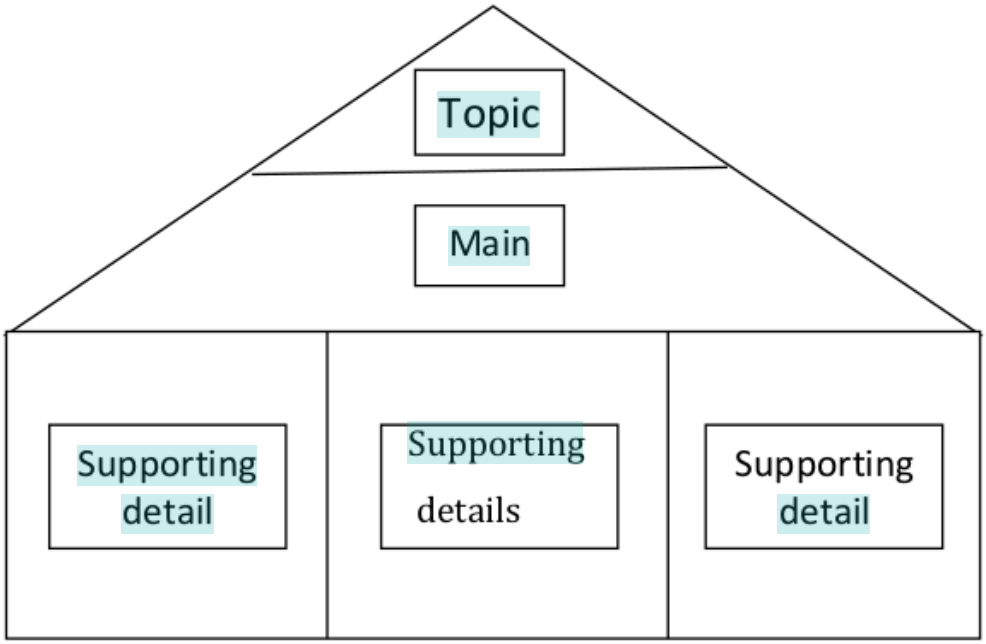
TOPICS, MAIN IDEAS, AND SUPPORTING DETAILS

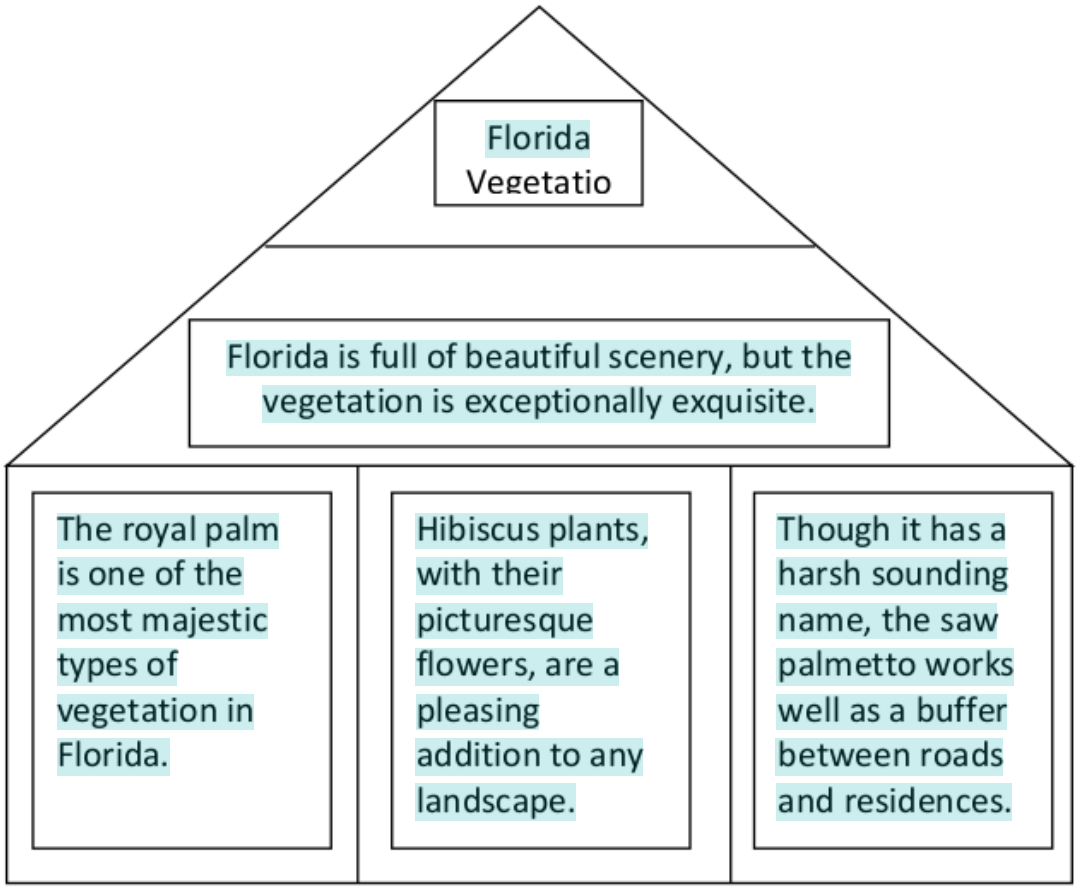
Topics, main ideas, and supporting details work together. The main idea tells the author's point about the topic, and the details offer support for the main idea.

Supporting detail

4

They are support each other throughout the paragraph much like the frame of a house supports the roof.





Florida is full of beautiful scenery, but the vegetation is exceptionally exquisite. Shopping plazas, residential areas, and highway medians are often elaborately decorated with grand palm trees and tropical plants. Of the many types of vegetation found in Florida, one of the most majestic is the royal palm. Growing to nearly ninety feet tall, it towers over many shopping centers

and hotels with splendor. Hibiscus plants, with their picturesque flowers, are a pleasing addition to any landscape. Adorned with pink, red, or orange flowers, the hibiscus sets a tropical scene to homes and businesses alike. Finally, the saw palmetto, though it has a harsh sounding name, works well as a buffer between roads and residences.

7.1. TOPIC

The **topic** is the overall subject, or what the text is about. The topic is supposed to be in the simplest form. It should only be composed of one word if possible. Examples of this are: cat, my grandmother, your mistakes, her comb, and many others. Just bear in mind that topics are supposed to be stated in a simple single word or phrase.

To know the topic of a sentence, you must first understand what the sentence is all about. You must know what place, thing, animal, or person the sentence is talking about. In a paragraph, the topic is usually

stated repeatedly. A topic is not too specific or too general as well.

7.1.2 HOW TO FIND THE TOPIC

To find clues to topic:

a. Look at the title.

b. Look at the first and last paragraph—the topic is usually named.

c. Ask yourself: What is discussed throughout the whole text? What subject spreads across the whole text? What or who is this text about?

d. Look at captions, pictures, words in bold, and so forth for clues to topic. What do all of these have in common?

e. Remind yourself: The topic must include all the major details and events from the selection.

Caution: Not every detail has something to do with the topic. The topic is the common element or connection between major details.

f. What do all major details share in common?

7.1.3 CHECK YOURSELF: IT'S NOT THE TRUE TOPIC IF…

a. It's too general or too big.
b. It's off the mark, totally missing the point.
c. It only captures one detail, rather than all of the key details.
d. It captures only some of the details, for example, maybe you didn't think about the ending.

7.1.4 QUESTIONS TO CHECK YOURSELF:

a. Does the topic I've identified give an accurate picture of what the whole selection is about?
b. Was I as specific as possible?
c. After naming the topic, can I now specifically picture in my mind what happened or was communicated in the text? or might I picture something different that also fits my topic statement? If so, how can I change my topic statement to correct the problem?

Example:

Consumers concerned about the hazards or noise can reduce noise pollution in many ways. They can

purchase noisy products such as lawn mowers with reduced noise levels. They can also use sound-absorbing materials in their home. Carpeting can be installed instead of hard flooring, and cork and fabric can be used in rooms that tend to be noisy. Also, people can become less noisy themselves. They can learn to avoid shouting, to close doors without slamming them, and to play radios, TV sets, and stereos at moderate levels.

TOPIC OF THIS PARAGRAPH: noise pollution or noise pollution in the home.

Exercise 1

Read the paragraph and identify the topic.

1. Smoking has been proven dangerous to people's health, yet many continue to smoke for various reasons. For young people, smoking often represents maturity and individuality. Many smoke as a way to reduce tension. In addition, the regular smoker becomes addicted psychologically and physically to the nicotine in cigarettes.

What is the topic of the passage?

a. Health c. Addiction

b. Smoking d. Nicotine

2. Fire ants are painful and destructive pests. The fire ant earned its name because of its venom. The insect uses a wasp-like stinger to inject the venom, which causes a painful burning sensation and leaves tiny, itching pustules. The ants will swarm over anyone or anything that disturbs their nests. In addition to causing pain, fire ants damage many crops by eating the plants and by protecting other insects that damage crops. Fire ants are attracted to soybeans, eggplant, corn, okra, strawberries, and potatoes.

What is the topic of the passage?

a. Ant bites c. Farming

b. Fire ants d. Pests

3. Fish are vertebrate animals, that is, they all have a vertebral column or 'spine'. There are two main groups of fish, bony fish (***Teleosts***) and cartilaginous fish (***Elasmobranchs***). As the common names imply,

the skeletons of teleosts are made of bone while the elasmobranchs have cartilaginous skeletons. The elasmobranchs comprise sharks, rays and dogfish which differ from teleosts in many respects. The teleosts are far more numerous, with a greater diversity of species than the elasmobranchs.

Topic of this passage is …

24

4. The word Biology is made up of two smaller words, "bio" and "logy." Bio means life. Logy means a study of science. When we put these two words together, what do we get? Bio-logy, or Biology, the science of life. But wait a minute, what is life? What kinds of things are alive? Well, to begin with, you and I are alive. Your families, friends and neighbors are also alive, so are your pets, your lawn, trees, plants, the food you eat, and the bugs that you watch crawl on the sidewalk. Life is all around us. From gigantic whales that live in the oceans, to tiny germs that crawl around on your computer keyboard.

   Topic of this passage is …

5. Bacteria are small living things that can be found almost everywhere. They live on the ground, in oceans, in the food that we eat and even in our bodies. They have been on earth long before there were any other **organisms** .Bacteria are so small you can only see them with the help of a microscope. They have only one cell and very simple **structures.**

Topic of this passage is ...

7.2 MAIN IDEA

Before we start, let us define some useful terms:

- The main idea statement is called a **topic sentence** in a paragraph.
- The main idea statement is called a **thesis or thesis statement** in an essay or article.
- In literature, the main idea is referred to as the **theme.**

7.2.1 THE NATURE OF MAIN IDEA

- The main idea is the central, or most important, idea in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage.

- The main idea is the "key concept" being expressed. The main idea statement is called a **topic sentence** in a paragraph. The main idea statement is called a **thesis or thesis statement** in an essay or article. In literature, the main idea is referred to as the **theme.**
- The main idea may be stated or it may be implied.
- Even though main idea can be found in some places, when the main idea of a paragraph is stated, it is most often found in the first or last sentence of the paragraph.
- When we identify the main idea, it is usually in a sentence; if we say just a word, we are probably referring only to the topic.

7.2.2 HOW TO FIND MAIN IDEA

To find the main idea of any paragraph or passage, ask these questions:

1. Who or what is the paragraph about?
2. What aspect or idea about the 'who' or 'what' is the author concerned with?

7.2.3 TOPIC VS MAIN IDEA

1. Topic is what the sentence or the paragraph is about, while main idea is what the writer is trying to convey in his entire message.
2. Topic is simpler and only use a word or a phrase; main idea is stated as an entire sentence.
3. Topic must not be specific nor should it be general, while main idea must be complete.
4. Main idea may appear in the beginning, the middle or the last of the paragraph, while topic can be found in the sentence or in a paragraph.

Example:

Read and think about the following sample paragraphs, in which the main idea sentences are underlined.

1.

All living organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to

things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

(Notice that the first sentence tells what the paragraph is about; the next sentences support the idea stated in the first sentence.)

2.

Many medicines are made from plants found in rainforest. Scientists have used them to make some promising drugs for treating cancer and AIDS. Food sources are very rich, too. There are over 3,000 fruits alone. Rainforests also grow the vegetables and grains that make up most of the world's daily diet. You can find corn, potatoes, rice and squash there. Spices like ginger, cinnamon, and chocolate grow alongside coffee and a variety of nuts. The rainforests produce all this in addition to providing oxygen for Earth. The rainforests are very valuable to the planet.

(Note that the first eight sentences give details to explain why it is very valuable to the planet.)

Exercise 2

Read the paragraph and identify the main idea (topic sentence).

1. Smoking has been proven dangerous to people's health, yet many continue to smoke for various reasons. For young people, smoking often represents maturity and individuality. Many smoke as a way to reduce tension. In addition, the regular smoker becomes addicted psychologically and physically to the nicotine in cigarettes.

   What is the main idea of the paragraph?

   a. Smoking has been proven dangerous to people's health in various ways.

   b. Regular smokers become addicted to nicotine.

   c. Although smoking is dangerous, people continue doing it for various reasons.

   d. Nicotine is what smokers become addicted to, both psychologically and physically.

2. (1)Fire ants are painful and destructive pests. (2)The fire ant earned its name because of its venom. (3)The insect uses a wasp-like stinger to inject the venom,

which causes a painful burning sensation and leaves tiny, itching pustules. (4)The ants will swarm over anyone or anything that disturbs their nests. (5)In addition to causing pain, fire ants damage many crops by eating the plants and by protecting other insects that damage crops. (6)Fire ants are attracted to soybeans, eggplant, corn, okra, strawberries, and potatoes.

4

Which sentence contains the main idea?

a. 2 c. 5

b. 1 d. 4

3. (1)Some snakes are poisonous. (2)They have fangs in their jaw. (3)When they bite they inject poison through these fangs into the body of a victim. (4)About 15% of all snakes have venom that is harmful to people. (5)In some cases, bites can even be deadly.

4

Which sentence contains the main idea?

a. 4 c. 2

b. 5 d. 1

4. (1)During the process of getting energy, cells convert sugar (called glucose) and oxygen into water and carbon dioxide. (2)Carbon dioxide is the gas we breathe out. (3)This whole process releases energy for the cell to use. (4)The energy is stored as ATP. (5)The cell keeps ATP in storage, like "back up power." (6)It can be taken out to be used as needed. (7)This process is called cellular respiration.

Which sentence contains the main idea?

a. 1 c. 5

b. 3 d. 7

7.3 SUPPORTING DETAIL

Supporting detail is the specific information about the main idea. Supporting detail contains facts, statements, examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea.

7.3.1 Types of Supporting Details

1. **COMPARISONS** in which one thing is shown to be like another.

EXAMPLE: Skilled college students are like the unskilled students in their desire for a diploma.

2. **CONTRASTS** in which one things is shown to differ from another.

EXAMPLE: Skilled students are different from unskilled students in that they use a method to read a textbook.

3. **STATISTICS**

EXAMPLE: 75 percent of the students who do not attend class regularly receive grades of C or worse.

4. **QUOTATIONS** from authorities

EXAMPLE: Professor Smity admits, "I tell students they don't need to attend my class if they don't want to. I know, however, that if they don't come, they won't pass."

5. **VIVID DESCRIPTIONS**

EXAMPLE: The students took the exam from the professor's hand, quickly looked at the grade, gave a sigh or relief and began to smile.

7.3.2 Major and Minor Details

There are two kinds of supporting details: ***major*** and ***minor.*** The main idea and its major supporting details form the basic framework of paragraphs. The **major details** are the primary points that support the main idea. Paragraphs often contain **minor details** as well. While the major details explain and develop the main idea, they, in turn are expanded upon the **minor supporting details.**

Example 1: *Main Idea* and Major Detail

> *The paramecium has two nuclei*. One nucleus controls the cells activities, and the other functions in sexual reproduction.

Example 2: *Main Idea* and Major and **Minor Detail**

> *Florida is full of beautiful plants, but there are two plants that are exceptionally exquisite.* The first most beautiful plant is royal palm. **Growing to nearly ninety feet tall, it towers over many shopping centers and**

hotels with splendor. The second most beautiful plant is Hibiscus. **Adorned with pink, red, or orange flowers, the hibiscus sets a tropical scene to homes and businesses alike**.

7.3.3 How to Find Supporting Details

1. Decide which details help to further the story line.
2. Decide which details help you to understand the main idea.
3. Answer question raised by the main idea (*who, what, when, why, where or how*).

7.3.4 Check Yourself: It's Not a Key Detail if...

a. It's interesting, but it doesn't develop the topic/lead to the central focus.

b. It remind us of something and is even personally important, but if you were to remove it from the piece, the piece wouldn't lose any significant meaning or impact.

7.3.5 Questions to Check Yourself:

a. Are all the details related to the topic?

b. How do the key details relate to each other?

c. What pattern do they make?

d. What point do they repeat or add up to?

Exercise 3

I. Read the following paragraph and identify if each sentence is main idea or supporting detail.

(1)A tissue is a large group of cells that all have the same purpose or function. (2)Each kind of cell has unique characteristics such as shape, size, fl exibility, color and texture. (3)Nerve cells combine with other nerve cells to make nerve tissue. (4)Muscle cells combine with other muscle cells to make muscle tissue. (5)Bone cells combine with other bone cells to make bone tissue and so on.

1. Sentence 5 is a ...

   a. Main Idea b. Supporting Detail

2. Sentence 3 is a ...

   a. Main Idea b. Supporting Detail

3. Sentence 1 is a ...

   a. Main Idea b. Supporting Detail

4. Sentence 2 is a ...

a. Main Idea b. Supporting Detail

5. Sentence 4 is a ...

a. Main Idea b. Supporting Detail

II. Read the following paragraph and identify the topic, the main idea and the details.

There are several different organ systems constantly working in most multi-cellular organisms. The respiratory system includes the lungs and all the body parts that allow us to breathe in oxygen and exhale carbon dioxide. The circulatory system includes the heart and all the body parts that help move blood around the body. The blood, in turn, carries nutrients and oxygen to all the cells of the body. The respiratory and circulatory systems work very closely together. The digestive system helps the body get nutrients from food that is eaten, and store energy for future use. The excretory system helps remove waste products that would otherwise harm the body.

1. What is the topic?
2. What is the main idea?
3. What are the details?

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