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ENGLISH FOR ISLAMIC STUDIES: ENGLISH FOR SOPHOMORE



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ENGLISH FOR SOPHOMORE**

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Darussalam Publishing

Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)
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PO. 978-602-013

English for Islamic Studies: English for Sophomore

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ISBN: 978-602-71602-9-3

Diterbitkan oleh:

Darussalam Publishing

Anggota IKAPI

Jln. Pakuningratan, Gang 5 JT. II, No. 12, RT. 05, RW. 02

Kel. Cokrodiningratan, Jetis, Yogyakarta

Kode Pos : 55233

Telp. : 081360562066/ 08116818656

E-mail : darussalam_publishing@yahoo.com

Editor : Habiburrahim

Desain Cover & Layout : Ruslan

Cetakan Ketiga : Februari 2019

ISBN: 978-602-71602-9-3

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P R E F A C E

Bismillahirrahmanirrahim

Praise be to Allah, the most exalted, whose mercy and blessings have enabled us to complete this book on *English for Islamic Studies: English for Sophomore*. Heartiest appreciation to the Prophet Muhammad (p.b.u.h) who carried the message of Allah and took all troubles to pass it on to mankind providing, among other things, the norms and the values of Islamic teachings.

As a matter of fact, this book is a starting point of our effort to contribute a supplementary reading on Islamic studies to meet the demand of lack of English literature which is in line with the general aim of English teaching programs at the Islamic Higher Education.

This book covers various short texts on Islamic studies. Some of which are adapted from several sources and have been fitted to the Islamic Higher Education syllabus. Its contents are focused more on reading comprehension, vocabulary building, along with structure items and exercises.

We greatly realize that this book is still far from perfectness. Therefore all constructive criticism and responses to rectify any defects and errors are highly appreciated.

May Allah always bless us.

Safrul Muluk
Luthfi Aunie

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READING ONE

THE FEATURE OF ISLAM

The most distinctive feature of Islam is probably the name 'Islam' itself! Almost all other religions of the world are known by the names of their founders, places of origin, nations, tribes or communities to which they are preached. On the other hand, Islam is the only religion known by an ideal - the ideal of total submission to the Creator and Sustainer of the worlds, Allah.

Islam views the whole humanity from a vantage point located outside the boundaries of time, region, religion, language, colour and race. It draws out the unique and exquisite relationship between man and God, who is his Creator, Protector and Supreme Law-giver.

This holistic philosophy of Islam on humanity as one integral unit was upheld and propagated by Allah's prophets. The Holy Qur'an declares:

"Mankind was just one single nation, and Allah sent messengers with glad tidings and warnings, and with them He sent the Book in Truth, to judge between people in matters wherein they differed". (Qur'an, 2: 213).

"And verily, We have sent among every community a messenger (proclaiming) '(Worship Allah alone and eschew tyrant (false deities etc.)" (Qur'an, 16:36)

(Source: *The Muslim World League Journal*, November 1999)

B. WORDS TO MEMORIZE

Feature : Ciri

Founder : Pendiri

Tribes	: Suku
Ideal	: Prinsip
Vantage	: Menguntungkan, positif
Point	: Sisi/Sudut
Exquisite	: Indah sekali
To uphold	: Menegakkan, memperkuat
Tidings	: Khabar, berita
To preach	: Berdakwah
To eschew	: Menjauhkan diri dari

C. COMPREHENSION

1. According to the passage what is the main feature of Islam that makes it different from other religions ? Explain !
2. What is the ideal of Islam mentioned in the text?
3. What is the view of Islam about humanity ?
4. What does the word *it* in paragraph two line three refer to?
5. What does the word *We* in the last paragraph refer to?

D. Language Focus: ARTICLES

Look at this sentence!

Islam is **the** only religion known by **an** ideal – **the** ideal of total submission to **the** Creator and Sustainer of **the** Worlds, Allah.

Types of Articles

There are two articles in English:

a/an : Indefinite Articles

the : Definite Article

1. We use **a** and **an** with singular nouns. We use **a** before a consonant sound:

Example: **a** pear- a house- a university (u=you')

We use **an** before a vowel sound:

Example: **an** apple - **an** hour - **an** honest woman

We make the plural of these phrases with **some** or **any**:

Example: **some/any** pears – **some/any** apples

We also use **some** and **any** with uncountable nouns

Example: **some/any** bread - **some/any** information

2. We use **a/an** when we do not need to make clear which person or thing we are talking about:

Example: Yesterday I bought **a** blouse and **a** skirt.

*Have you ever seen **a** rainbow?*

***A** climber has died in Tibet.*

Notice that we use **a/an** with professions:

*My mother is **an** architect.*

*Junaidi is **a** doctor.*

3. We also use **some** and **any** when we do not need to make clear which people or things we are talking about:

Example: I bought **some** shoes today.

*I didn't meet **any** nice people at the party.*

4. We use **the** with singular, plural and uncountable nouns: *the girl* - *the girls* - *the information*

5. We use **the** when it is obvious which person or thing we are talking about because:

- we have already mentioned it or something related to it:

A : I've bought **a** blouse and **a** skirt.

B : What color is **the** blouse?

We took our children to **a** circus. **The** clowns were very good.

- the situation makes it clear:

The moon is bright tonight.

Is **the** radio in **the** kitchen?

Let's meet at **the** station.

6. We also use **the** when we make it clear which person or thing we mean with words that identify it:

This is **the** skirt **that I bought**.

Do you know **the girls in this photo**?

7. We do not use **the** with a noun and a number:

Do **Exercise 3** on **page 29**.

But we use **the** with **first, second** etc. + noun:

Do **the third** exercise.

E. EXERCISES

I. Put **a** or **an** in the gaps.

Example: An hour is a long time.

1. Take umbrella if you are going for ... walks.
2. Would you prefer orange or banana?
3. We sawinteresting TV program about woman who lives alone on island.

II. Put **a**, **an** or **the** in the dialogues.

Example: A: Have Ani and Maimun got any pets?

B: Yes, they've got **a** dog and **a** cat.

A: Does **the** dog like **the** cat?

1. A: I'm reading interesting book.

B: Who's author?

A: Jane Sinclair -you know, she'swoman who has her own show on TV.

2. A: Have you got ruler that I can borrow?

B: I've got plastic one andwooden one. But wooden one is broken.

A: Well, lend meplastic one then, please.

3 A: We sawwonderful film last weekend.

B: Who was director?

A: Bob Pine. He's never made film before.

4. A: Why is earth hottest at equator?

B: Because that is part of earth that is closest to sun.

READING TWO

THE WORSHIP OF GOD

At the heart of Islam is the worship of God. The Arabic word Islam means “submission”. The word Muslim designates the one who practices or is the doer of Islam. Muslims believe that the God whom they worship (the Arabic word for God is *Allah*) is the same God worshiped by Jews and Christians. This is the God of Abraham. The same God whose self-revelation was given through the prophets beginning with Adam and continuing through Moses, Jesus, and finally Muhammad.

In speaking about God, Muslims use the phrase, “I bear a witness that there is no God but God and that Muhammad is his messenger.” In this phrase God’s unity (*tawhid*) is emphasized. God is one. God is not begotten and does not beget.

The unity of God asserts the transcendence of God as the creator of the world. Nothing can be compared to God. Nothing is like God. The greatest sin in Islam is therefore *shirk*, or “association”. All idolatry is rejected. To abrogate the unity of God is to deny that God is the Omnipotent, Omniscient creator, and the Lord and Sovereign ruler of all worlds.

B. WORDS TO MEMORIZE

Worship	: Sembah, ibadah
To designate	: Menunjukkan, menandakan
Revelation	: Wahyu
To emphasize	: Menekankan
Beget	: Memperanakan, melahirkan
To assert	: Menyatakan, menegaskan

Transcendence	: Keutamaan
Idolatry	: Pemujaan berhala.
To abrogate	: Mencabut, Tidak mengakui

C. COMPREHENSION

1. According to the text, what is the real meaning of Islam?
2. Is the God worshiped by Muslims different from the God worshiped by Jews and Christians ?
3. What is the emphasis of the Shahadah?
4. Can you differentiate between Islam and Muslim ?
Explain!
5. What is one of the biggest sins in Islam mentioned in text?
6. What are some attributes of God mentioned in the text ?

D. Language Focus: **PRESENT SIMPLE TENSE**

Look at these sentences!

At the heart of Islam **is** the worship of God.

The Arabic word Islam **means** "submission".

We form the Present Simple in this way:

Positive

I	}	start at eight o'clock
You		
We		
They		

He
She
It

starts at eight o'clock.

Negative

I
You
We
They

do not
don't

start at eight o'clock.

He
She
It

doesn't start at eight o'clock.

Interrogative

Do

I
We
They
you

start at 8?

Does

She
he
It

start at 8?

2. With he/she/it, we add -s to most verbs:

walk → walks get → gets leave → leaves

But there are some exceptions:

- We add -es to verbs which end with -sh, -ch, -ss, or -o :
Finish → finishes Catch → catches

Do → does

Go → goes

- We change some verbs that end with -y in this way :

Cry → cries Worry → worries Study → studies

- But we add -s to verbs that end with -ay, -ey, oy, or uy :

Pay → pays play → plays buy → buys

3. We use the present Simple for facts:

Secretaries work in offices.

Ruth does all her works very well.

It doesn't snow in this country.

4. We use the Present Simple for repeated actions (e.g. habits, and events on a timetable):

I usually play tennis at weekends.

Lessons start at 9 o'clock every morning.

E. EXERCISES

I. Put the verbs in brackets () into the correct forms of the Present Simple. For negative verbs, use the short forms (*don't*, *doesn't*). Sometimes you do not need to change the verb in the brackets.

1. Anisah ... (catch) the bus to school at about 9 o'clock.
2. I often ... (not/drive) to work. I go by bus.
3. She usually (have) lunch at about 1 o'clock.
4. He (not/earn) much money in his job.
5. This problem (not/happen) very often.
6. My father (fly) to the USA regularly.
7. Trains to Oxford (leave) every hour in the morning.

8. You (not/do) your work carefully enough.
9. She (read) a newspaper every day.
10. We (not/listen) to the radio very often.
11. He often (arrive) at work late.
12. They (go) to a lot of concerts.

II. Complete the questions in the Present Simple.

Example : A: Does Amir use a computer?

B: Yes, Amir uses a computer.

1. A: in an office?
B: No, Miftah works in a factory.
2. A: Where your games?
B: We play our games in the local park.
3. A: the bus to school?
B: Yes, I take the bus to school every morning.
4. A: When?
B: The shops close at 5 o'clock in the afternoon.
5. A: ... abroad on holiday every year?
B: Yes, we go abroad every year.
6. A: a lot of coffee every day?
B: Yes, I drink about ten cups of coffee every day.
7. A: What kind of car?
B: He drives an old German car.
8. A: When?
B: The lessons finish at 4.30 every day.

III. Complete the dialogues using the Present Simple. For negative verbs, use short forms (*doesn't, don't*).

1. A: Do you watch TV every evening?
B: No, we don't watch TV every evening.
2. A: Does Anna take the bus to work?

- B: Yes, she ... the bus to work at 7 o'clock every morning.
3. A: What time do you have dinner in the evening?
B: We usually ... dinner at about 8 o'clock in the evening.
4. A: Do you often eat in restaurants?
B: Yes, we often ... in restaurants.
5. A: Where does Ali teach?
B: He ... at the university.
6. A: here very often?
B: No, I don't come here very often.
7. A: When in the morning?
B: The post arrives at 8 o'clock in the morning.
8. A: Do you play any sports?
B: No, I any sports. I don't like sport.
9. A: to the office at weekends?
B: No, she doesn't go to work at weekends.
10. A: Where your car every evening?
B: I park my car in the street outside my apartment.

READING THREE

SOURCES OF ISLAM

The original principles of Islam are drawn from the Holy book called Al Qur'an. This book was revealed to Prophet Muhammad (peace be upon him), piecemeal over a priority of twenty three years of the Holy Prophets's life.

The *Sunnah* and *Hadith* of the Prophet is the second source of Islam. In its original sense, *Sunnah* indicates the doing and *Hadith* the sayings of the Holy Prophet. In the terminology of Islamic law, however, *Sunnah* and *Hadith* are used interchangeably. It purports to convey any saying of the Holy Prophet, or any action or practice or his silent approval of an action or practice of another person.

The third source of the Islamic teachings is *Ijtihad* of Muslim Scholars (ulamas). This is done in accordance with the spirit and the general scheme of the *Shari'ah* in respect of matters which have not been decided by Al Qur'an and Al Hadith.

(Source: *English Comprehension for Islamic Studies*, Language Center IAIN Sunan Kalijaga)

B. WORDS TO MEMORIZE

To draw	: Menarik, mengambil
Piecemeal	: sedikit demi sedikit, berangsur-angsur
Source	: Sumber
Manner	: Sikap, tindak tanduk
To convey	: Menyampaikan, berarti
To purport	: Berisi pokok-pokok
Approval	: Persetujuan

Scheme : Kerangka

In respect of : Jika

C. COMPREHENSION

1. Where are the principles of Islam drawn from?
2. To whom was the Holy Book revealed?
3. How was al-Qur'an revealed to Prophet Muhammad?
4. Are Sunnah and Hadits similar or not? Please explain!
5. How long was al-Qur'an revealed to Prophet Muhammad?
6. Why is *ijtihad* needed ?

D. Language Focus: ACTIVE AND PASSIVE VOICE (Past and simple Forms).

Study these sentences!

This book **was revealed** to Prophet Muhammad.

Sunnah and *Hadith* **are used** interchangeably.

ACTIVE : *Ahmad took these photos.*

PASSIVE : These photos were taken by Ahmad.

The object **(these photos)** in the active sentence corresponds to the subject in the passive sentence. The subject **(Ahmad)** in the active sentence corresponds to the phrase with **by** in the passive sentence **(by Ahmad)**. Here are some passive tenses:

Subject + be + Past Participle

Present Simple	: it is taken, they are taken
Past Simple	: it was taken, they were taken
Present Perfect	: it has been taken, they have been taken
Future	: it will be taken, they will be taken

Main Points

- We use the passive voice to focus on the person or thing affected by an action.
- We form the passive by using a form of 'be' and a past participle.
- Only verbs that have an object can have a passive form. With verbs that can have two objects, either object can be the subject of the passive.

1. When we want to talk about the person or thing that performs an action, we use the active voice.

Example: *Mr. Abduh locks the gate at 6 o'clock every night.*
The storm destroyed dozens of trees.

When we want to focus on the person or thing that is affected by an action, rather than the person or thing that performs the action, we use the passive voice.

Example: *The gate is locked at 6 o'clock every night.*
Dozens of trees were destroyed.

2. The passive is formed with a form of the auxiliary 'be', followed by the past participle of a main verb.

Example: *Two new stores were opened this year.*

The room had been cleaned.

Continuous passive tenses are formed with a form of the auxiliary 'be' followed by 'being' and the past participle of a main verb.

Example: *Jobs are still being lost.*

It was being done without his knowledge

3. After modals we use the base form 'be' followed by the past participle of a main verb.

Example: *What can be done?*

We won't be beaten.

When we are talking about the past, we use a modal with 'have been' followed by the past participle of a main verb.

Example: *He may have been given the car.*

He couldn't have been told by Jimmy.

4. We form passive infinitives by using 'to be' or 'to have been' followed by the past participle of a main verb.

Example: *He wanted to be forgiven.*

5. In informal English, 'get' instead of 'be' to form the passive.

Example: *Our car gets cleaned every weekend.*

He got killed in a plane crash.

6. When we use the passive, we often do not mention the person or thing that perform the action at all. This may be because we do not know or do not want to say who it is, or because it does not matter.

Example: *Her friend was shot in the chest.*

Your application was rejected.

Such items should be carefully packed in tea chest.

7. If we are using the passive and we do want to mention the person or thing that performs the action, we use 'by'.

Example: *He had been poisoned by his enemy.*

We use 'with' to talk about something that is used to perform the action.

Example: *A circle was drawn in the dirt stick.*

He was killed with a knife.

8. Only verbs that usually have an object can have a passive form. We can say "people spend money" or "money is spent".

Example: *An enormous amount of money is spent on books.*

The food is sold at local markets.

With verbs which can have two objects, we can form two different passive sentences. For example, we can say "The secretary was given the key" or "The key was given to the secretary".

E. EXERCISES

I. Each of the following sentences tells us something about a person. Express the same fact in a sentence that tells us about the thing and that has a passive verb. Use *by*.

Example : Picasso painted 'Guernica'.

'Guernica' was painted by Picasso

1. Alexander Fleming discovered the drug penicillin.
2. The Beatles wrote the song 'Yesterday'.

3. Agatha Christie created the detective Hercule Poirot.
4. Beethoven composed the 'Eroica' symphony.
5. Margaret Mitchell wrote 'Gone with the Wind'.
6. Alexander Bell invented the telephone.
7. Frank Whittle designed the jet engine.
8. Steven Spielberg directed 'Jurassic Park'.
9. Leonardo da Vinci painted the 'Mona Lisa'.

II. Use a passive sentence to say the same as the sentence in brackets, but do not say who did the action. Use the correct tense.

Example : They asked Aminah a lot of difficult questions.
 Aminah was asked a lot of difficult questions.

1. They gave Mariani some flowers.
2. They offered Jamilah a wonderful job.
3. He will give all the children a present.
4. Somebody sent me a strange letter.
5. They will pay Mrs. Nurma over five hundred pounds.
6. Her parents have promised Aina a bicycle for her birthday.
7. They gave Madame Curie the Nobel Prize for Chemistry in 1911.

III. These sentences are taken from job adverts. Put the verb in brackets after the modal in the sentences, using the correct passive form of the verb.

1. Application forms should by 12 December.
 (return).
2. Further particulars may from the Senior Tutor.
 (obtain)

3. Only candidates with relevant experience can
(consider)
4. You would to take part in some sports. (expect)
5. This post will initially for three years. (fund)
6. Names of two referees should (give)
7. Interviews will in early January. (hold)
8. Applications should on this form only. (make)
9. Teachers might accommodation in college.
(offer)
10. He can... to deliver a seminar in our university
(invite)

READING FOUR

THE QUR'AN

The Qur'an is the book of Allah. It means "recitation" or "reading". It refers directly to the manner on how the Qur'an was revealed. Allah the Almighty revealed the Qur'an through the angel Gabriel. Gabriel passed on Allah's words (*wahyu*) to the Prophet Muhammad (p.b.u.h). Then the Prophet Muhammad (p.b.u.h) asked his subordinates to write down exactly what Gabriel told him.

These writings were then collected to form the Qur'an. Muslim believe that the Qur'an contains the exact words, recorded and transmitted without error. It guides humanbeings to happy life both in the world and hereafter.

The Qur'an, as a holy book, consists of 114 chapters or *Surahs*. Each Surah contains verses called *ayat* or "signs" of God. The *Surahs* are not in the order in which the revelation was received. In general, the longer Surahs were revealed in Medina; the shorter in Mecca. It is God's miracle. It is incapable of being imitated and sublime in its form and content.

B. WORDS TO MEMORIZE

Manner	: Cara, sikap
To pass on	: Menyampaikan
To collect	: Mengumpulkan
Error	: Kesalahan
To receive	: Menerima
Miracle	: Mukjizat
Sublime	: Agung, maha mulia

C. COMPREHENSION

1. What is the Qur'an?
2. What does the Qur'an mean?
3. How did Allah send the Qur'an to Prophet Muhammad?
4. What did the Prophet Muhammad do when he received a revelation from Gabriel?
5. How many chapters does the Qur'an have?
6. What is the difference between the *Surahs* revealed in Medina and Mecca?

D. Language Focus: **NOUNS (Countable and Uncountable)**

Look at the following examples!

The **writings** were then collected to form the Qur'an.

The Qur'an, as **a Holy book**, consists of 114 **chapters** or **Surahs**.

Each Surah contains **verses** called ayat.

1. Countable Nouns

- Count nouns have two forms, singular and plural.
- They can be used with numbers.
- Singular count nouns always take a determiner.
- Plural count nouns do not need a determiner.
- Singular count nouns take a singular verb and plural count nouns take a plural verb.

In English, some things are thought of as individual items that can be counted directly. The nouns which refer to these countable things are called count nouns. Most nouns in English are count nouns.

1. Count nouns have two forms. The singular form refers to one thing or person.

a book - the teacher.

The plural form refers to more than one thing or person.

books - some teachers.

2. You add '-s' to form the plural of most nouns.

Books → books school → schools

You add '-es' to nouns ending in '-ss', '-ch', '-s', '-sh' or '-x'.

class → classes watch → watches

gas → gases dish → dishes

fox → foxes

Some nouns ending in '-o' add '-s', and some add '-es'.

Photo → photos piano → pianos

Hero → heroes potato → potatoes

Nouns ending in a consonant and '-y' change to '-ies'.

Country → countries party → parties

Nouns ending in a vowel and '-y' add an '-s'.

Boy → boys day → days

Some common nouns have irregular plurals.

child → children foot → feet

man → men mouse → mice

3. Count nouns can be used with numbers.

... one table - two cats - three hundred pounds.

4. Singular count nouns cannot be used alone, but always

take a determiner such as **a, another, every, each** or **the**.

We've killed a pig.

He was eating another apple.

She had read every book on the subject.

I parked the car over there.

5. Plural count nouns can be used with or without a determiner. They do not take a determiner when they refer to things or people in general.

Does the hotel have large rooms?

The film is not suitable for children.

Plural count nouns do take a determiner when they refer precisely to particular things or people.

Our computers are very expensive.

These cakes are delicious.

6. When a count noun is the subject of a verb, a singular count noun takes a singular verb.

My son likes playing football.

The address on the letter was wrong.

A plural count noun takes a plural verb.

Bigger cars cost more.

I thought more people were coming.

2. Uncount Nouns

- Uncountable nouns have only one form, and take a singular verb.
- They are not used with 'a', or with numbers.
- Some nouns can be both uncountable nouns and count

nouns.

1. English speakers think that some things cannot be counted directly. The nouns which refer to these uncountable things are called uncountable nouns. Uncountable nouns often refer to:

Substances : coal, food, ice, iron, rice, steel, water.

Human qualities : courage, cruelty, honesty, patience.

Feelings : anger, happiness, joy, pride, relief.

Activities : aid, help, sleep, travel, work.

Abstract ideas : beauty, death, freedom, fun, life, luck.

The donkey needed food and water.

Soon, they lost patience and sent me to Durban.

I was greeted with shouts of joy.

All prices include travel to and from London.

2. Uncountable nouns have only one form. They do not have a plural form.

I needed help with my homework.

The children had great fun playing with the puppets.

Some nouns which are uncountable nouns in English have plurals in other languages.

Advice	homework	machinery
baggage	information	money
news	knowledge	equipment
furniture	luggage	traffic

*We want to spend more money on roads,
They carried so much equipment that they were barely
able to move.*

3. Some uncountable nouns end in '-s' and therefore look like plural count nouns. They usually refer to:

Objects of study : mathematics, physics.

Activities : athletics, gymnastics.

Games : cards, darts.

Illnesses : measles, mumps.

Mathematics is too difficult for me.

Measles is in most cases a harmless illness.

4. When an uncountable noun is the subject of a verb, it takes a singular verb.

Electricity is dangerous.

*Intelligence develops very slowly in these children. Food was
very expensive in those days.*

5. Uncountable nouns are not used with 'a'.

They resent having to pay money to people like me.

My father started work when he was ten.

Uncountable nouns are used with 'the' when they refer to something that is specified or known.

*I am interested in the education of young children. She buried
the money that Hilary had given her. I liked the music, but the
words were boring,*

6. Uncountable nouns are not used with numbers. However, you can often refer to a quantity of something which is expressed by an uncountable noun by using a word like ‘some’

Please buy some bread when you go to town. Let me give you some advice.

Some uncountable nouns that refer to food or drink can be count nouns when they refer to quantities of the food or drink.

Do you like coffee? (uncountable)

We asked for two coffees. (countable)

Uncountable nouns are often used with expressions such as ‘a loaf of’, ‘packets of’, or ‘a piece of’, to talk about a quantity or an item. ‘A bit of’ is common in spoken English.

I bought two loaves of bread yesterday.

He gave me a very good piece of advice.

They own a bit of land near Cambridge.

7. Some nouns are uncountable nouns when they refer to something in general and count nouns when they refer to a particular instance of something.

Victory was now assured. (uncountable)

In 1960, the party won a convincing victory. (countable)

E. EXERCISES

I. Give the plurals of the following nouns.

cow.....	child	tooth
glass	wish	lorry
story	friend	bus

tomato	parent	monkey
box	piano	House
mouse	key	way

II. Rewrite these sentences in the plural.

1. A train is much quicker than a bus.
2. A lion is a dangerous animal.
3. A lawyer generally earns more than a teacher.
4. A computer is an expensive piece of equipment.
5. A student has to work hard.
6. A policeman only does what he is told.
7. A cat is supposed to have nine lives.
8. A bus is the best way of getting into town.
9. A woman tends to live longer than a man.
10. A good book helps to pass the time.

III. Complete these sentences with a singular or plural count noun.

1. The stops right outside our house. (bus / buses)
2. The were waiting for me. (child / children)
3. The are in the cupboard. (dish / dishes)
4. The have gone bad. (tomato / tomatoes)
5. The is full. (box/ boxes)
6. Do you know the that lives next door? (man / men)
7. The who were here have gone home. (person / people)
8. The dentist pulled out the that was hurting. (tooth/ teeth)
9. Have you washed the that were in the kitchen? (dish / dishes)

READING FIVE

FIQH AND FAQIH

The word *fiqh* is used to denote an understanding of Islam as a whole. The Qur'an has used it, in general, to denote the spirit of the Islamic religion (di}n). Early Muslim *jurists* (*fuqaha*) also used the term in a general sense for the same purpose. Today, it is limited to understanding the law of a given legal school of thought. A jurist (*faqih*, pl., *fuqaha*) is now understood to be a person who knows the Qur'an, the Sunnah, and the Arabic language. His main task is to interpret and apply the law of his school.

In the history of Muslim world there have been four well-known Islamic schools of thought. They have survived to the present day. These are all named after their founders namely Hambali, Maliki, Hanafi and Syafii.

B. WORDS TO MEMORIZE

As a whole	: Menyeluruh
In general	: Secara umum
Term	: Istilah
Limited	: Terbatas
Legal	: Hukum
Schools	: Mazhab
To apply	: Menerapkan
Well-known	: Terkenal
To survive	: Bertahan

C. COMPREHENSION

1. What does the word *figh* refer to ?
2. What does the word *faqih* denote to ?
3. What is the main task of a *faqih*?
4. What are three requirements to be a *faqih* based on the text?
5. Where were the names of the four famous Islamic schools of thought derived from?

D. Language Focus: **PRESENT PERFECT TENSE**

Study these sentences !

1. The Qur'an **has used** it, in general, to denote the spirit of Islamic religion.
2. In the history of Muslim world there **have been** four well-known Islamic schools of thought.

Main points:

- We use the present perfect to relate the past to the present.
- We use the past perfect to talk about a situation that occurred before a particular time in the past.

1. We use the present perfect tense when we are concerned with the present effects of something which happened at an indefinite time in the past.

I'm afraid I've forgotten my book.

Have you heard from Jill recently?

Sometimes, the present effects are important because the events are very recent.

Sarah has just passed her exams.

We also use the present perfect when we are thinking of a time which started in the past and is still continuing.

Have you really lived here for ten years?

He has worked here since 1987.

You also use the present perfect in time clauses, when you are talking about something which will be done at some time in the future.

Tell me when you have finished.

I write to you as soon as I have heard from Jenny.

2. When we want to emphasize the fact that a recent event continued to happen for some time, we use the present perfect continuous.

She's been crying.

I've been working hard all day.

3. We use the past perfect tense when we are looking back from a point in past time, and we are concerned with the effects of something which happened at an earlier time in the past.

I apologized because I had forgotten my book.

He felt much happier once he had found a new job.

They would have come if we had invited them.

We also use the past perfect when we are thinking of a time which had started earlier in the past but was still continuing.

I was about twenty. I had been studying French for a couple of years.

He hated games and had always managed to avoid children's parties.

4. We use the future perfect tense when we are looking back from a point in the future and we are talking about something which will have happened at a time between now and that future point.

In another two years, you will have left school. Take these tablets, and in twenty-four hours the pain will have gone.

We also use the future perfect when we are looking back from the present and guessing that an action will be finished.

I'm sure they will have arrived home by now.

It's too late to ring Doni. He will have left the house by now.

5. We can also use other modals with 'have', when we are looking back from a point in time at something which we think may have happened at an earlier time.

I might have finished work by then.

E. EXERCISES.

I. Say what has happened in each situation. Use the words in brackets and the Present Perfect.

Example : Your bike is not where you left it.
(somebody/take/my bike)

Somebody has taken my bike.

1. The garage door was closed; now it is open.

(somebody/open/the garage door)

2. There are no biscuits in the cupboard.

(somebody/eat/all the biscuits)

3. The kitchen window was all right; now it is smashed.

(somebody/break/the kitchen window)

4. Mariam's watch is not where she left it.
(somebody/steal/Mary's watch)
5. Your orange juice was in the fridge; it isn't there now.
(somebody/drink/my orange juice)
6. Your shoes are not where you left them.
(somebody/take/my shoes)

II. Make complete questions and answers from the words in brackets.

Example : (have/you/see/Khatijah this week?)

Have you seen Khatijah this week?

No, I haven't seen her since last month

1. (have/Santi/win/any tennis competitions this year?
Yes, she/have/ win/three this year)
2. (have/you/shave/today? No, I/have/not/shave/since
yesterday)
3. (have/you/sell/many TVs this month? Yes, we/have/
sell/23 this month)
4. (have/you/play/tennis this week? No, I/have/not/play/
for a month)

READING SIX

ISLAM: THE RELIGION OF MODERATION

Islam as a complete code of life upholds moderation as a basic principle. Because of this, it could be possible for Islam to spread from the Arabian peninsula to all nooks and corners of the world.

There are three courses that can be taken in any affair or on any issue. They are the two extremes: overdoing it: or doing- too little of it. The third is the middling course, doing just enough or what is required.

The middle course is the best course and this is the position of Islam. The Noble Prophet (peace be on him) says “The best position in all affairs is the middling one.” The Qur’an, the Glorious Book of Islam, says:

“Thus have We made of you an Ummah justly balanced (a mid nation) that you might be witnesses over the nations and the Apostle a witness over you.” (Qur’an, 2:143).

(Source: *The Muslim World League Journal*, November 1999)

B. WORDS TO MEMORIZE

Code	: Hukum, aturan
To uphold	: Menegakkan, menjunjung tinggi
Nooks	: Sudut-sudut
Courses	: Tingkat.
Extremes	: Sangat berlebihan
Middling	: Tengah

Noble : Mulia

Witness : Saksi

C. COMPREHENSION

1. What does the word *this* in paragraph one line two refer to ?
2. Mention three courses in all affairs or issues in the text and then explain the position of Islam.
3. What are the principles used by the author to rely his opinion on Islam as the religion of moderation ?
4. To whom does the word Noble Prophet refer ? How do you know ?

D. STRUCTURE

Language Focus: **PERSONAL PRONOUNS**

Look at the following examples:

1. **They** are the two extremes: overdoing **it**; or doing too little of **it**.
2. “thus **We** made of **you** an Ummah justly balanced (a mid nation) that **you** might be witness over the nations and the Apostle a witness over **you**.”

You use personal pronouns to refer back to something or someone that has already been mentioned.

- You also use personal pronouns to refer to people and things directly.
- There are two sets of personal pronouns: subject pronouns and object pronouns.
- You can use ‘you’ and ‘they’ to refer to people in general.

1. When something or someone has already been mentioned, you refer to them again by using a pronoun.

Junaidi took the book and opened it.

He rang Mariam and invited her to dinner

In English, 'he' and 'she' normally refer to people, occasionally to animals, but very rarely to things.

2. You use a pronoun to refer directly to people or things that are present or are involved in the situation you are in.

Where shall we meet, Santi?

Send us a card so we'll know where you are.

3. There are two sets of personal pronouns, subject pronouns and object pronouns. You use subject pronouns as the subject of a verb.

I	you	he	she	it	we	they
---	-----	----	-----	----	----	------

Note that 'you' is used for the singular and plural form.

We are going there later.

I don't know what to do.

4. You use object pronouns as the direct or indirect object of a verb.

Me	you	him	her	it	us	them
----	-----	-----	-----	----	----	------

Note that 'you' is used for the singular and plural form.

The nurse washed me with cold water.

The ball hit her in the face.

Note that, in modern English, you use object pronouns rather than subject pronouns after the verb 'be'.

There were only Andy, Rahmat, and me in the room.

Who is it? It's me.

You also use object pronouns as the object of a preposition.

We were all sitting in a cafe with him.

Did you give it to them?

5. You can use 'you' and 'they' to talk about people in general.

They say she's very clever.

6. You can use 'it' as an impersonal subject in general statements which refer to the time, the date, or the weather.

'What time is it?' - 'It's half past three.'

It is rainy and cold.

You can also use 'it' as the subject or object in general statements about a situation.

It is too far to walk

I like it here. Can we stay a bit longer?

7. A singular pronoun usually refers back to a singular noun group, and a plural pronoun to a plural noun group. However, you can use plural pronouns to refer back to:

- indefinite pronouns, even though they are always followed by a singular verb.

If anybody comes, tell them I'm not in.

- collective nouns, even when you have used a singular verb.

His family was waiting in the next room, but they had not yet been informed.

E. EXERCISES

I. Choose the correct answer for each questions !

1. The teacher wanted Andi and (I/me) to solve the problem.
2. He did the job because of (she/her).
3. He is not as good at mathematics as (she/her)
4. I was talking to (him/he) just now.
5. He likes to help others but not (she/her)
6. Take it from (I/me), don't trust (she/her) too much.
7. Everyone has passed the test except (him/he).
8. Try to be kind to (her/she) for a change.
9. It is (me/I) who made it all possible.

READING SEVEN

THE TRIBES OF AUS AND KHAJRAJ

During the eleventh year of the Islamic mission, the Prophet and the Muslims found it difficult anymore to communicate with the people in Mecca. As a matter of fact, the persecution was becoming so relentless that Muhammad (p.b.u.h.) was becoming more or less isolated.

It was during that period that he talked to a group of six people from Medina. On going back to Medina, those six people spread the news about him. This aroused the curiosity of many people in Medina. As a result and by the following year, twelve men came for the main purpose to meet with him. They represented the two main tribes from Medina, called Aus and Khazraj. They met with Prophet Muhammad (p.b.u.h.) at Aqaba. He talked in details about Islamic teachings and answered many questions they asked. The visitors became very impressed with what they had heard, and they all changed to Islam.

(Source: A.S. Hashim, M.D. *Life of Prophet Muhammad*)

B. WORDS TO MEMORIZE

Tribe	: Suku
Persecution	: Penganiayaan
Relentless	: Tdk menaruh kasihan
Spread	: Meyebarkan
Curiosity	: Keingintahuan
Purpose	: bertujuan
Represented	: Mewakili
Change	: Berubah

C. COMPREHENSION

1. Why did Prophet Muhammad and the Muslims find it difficult to communicate with the people in Mecca?
2. When did Prophet Muhammad meet with a group of twelve people?
3. Where did they come from ?
4. What was the result of the meeting?
5. What does the word 'Agaba' denote to? Where is it?

D. Language focus: **SIMPLE PAST TENSE**

Look at the following sentences !

1. This **aroused** the curiosity of many people in Medina.
2. They **met** with prophet Muhammad at Aqaba.

Regular Verbs

2. Form the past tense regular verbs by adding -ed to their simple forms.

I worked	We worked
You worked	You worked
He worked	She worked
It worked	They worked

I/you/he/she/it/we/they walked	Positive form
I/you/he/she/it/we/they didn't walk.	Negative form
Did I/you/he/she/it/we/they walk?	Question mark

Short answer: Yes, /you/he/she/it/we/they **did.**

No, I/you/he/she/it/we/they **didn't**

There are some **exceptions** :

- verbs ending with -e

example: live → lived like → liked

- verbs ending with a consonant and -y
example: apply → applied try → tried
- most verbs ending with one vowel and one consonant.
example: stop → stopped plan → planned

Irregular Verbs

Irregular verbs, like regular verbs, have the same form in a// persons of the past tense:

I ate	We ate
You ate	You ate
He/She/It ate	They ate

Memorize and practice the past tense forms of these irregular verbs:

Begin → began	feel → felt	hear → heard
Cost → cost	give → gave	put → put
Drink → drank	go → went	read → read

We use the Past Simple for single complete events in past time. We often use it with time expressions like at 4 o'clock, yesterday, in 1993 etc:

A. When **did you win** the cup?

B: We **won** the cup **in 1993**.

C. We **went** to a **concert yesterday**

We use the Past Simple for complete events, even when they

continued for a long time:

A: How long **did** the First World War **last**?

B: It lasted for about 5 years I think.

My parents **lived** in Japan for three years. Then they went to live in Australia.

5. We also use the Past Simple to talk about repeated events, or habits in the past.

*When Habib was young, he always **walked** to school.*

He always smoked a cigarette before he began reading a book.

6. We use the Past Simple to tell a story in past time.

*We **left** home early on Saturday morning and **drove**, without stopping, to the Scottish border. It **took** about 6 hours to get there. After we crossed the border, we **stopped** in a little village, and **had** something to eat...*

E. EXERCISES

I. Use the words in brackets () to make a question and an answer. Use the Past Simple.

1. (Where/Amiruddin/live?)
(He /in Sibreh)
2. (When/Margaret Thatcher/become/Prime Minister?)
(She/Prime Minister in 1979)
3. (What/Alexander Bell/invent?)
(He /the telephone)
4. (How many books/Agatha Christie/write?)
(She /over a hundred books)
5. (When/Mariam/move/to the United States.)
(She /there in 1999)

II. Make sentences using the correct form of the Past Simple

Example : (When / you / leave / the party?)

When did you *leave* the party?

1. (When / you / finish / your exams?)
2. (I / wait / for an hour, but he / not / phone.)
3. (You / watch / the news on TV last night?)
4. (Asakir / stop / smoking last month, and he / start / playing tennis again last week.)
5. (He / ask / me a question, but I / not / know / the answer.)
6. (I / live / there for a few years, but I / not / like / the place.)
7. (She / come to my house yesterday, but she / not / stay.)
8. (What / you say? / I / not / hear / you.)
9. (What / you do / yesterday? / you / go / to school?)

III. Supply the past tense form of the verbs in parentheses.

Example: We (work) in our garden all day yesterday.

(We worked in our garden all day yesterday.)

1. I (listen) to the stereo until twelve o'clock last night.
2. Aina and I (talk) on the telephone yesterday.
3. He always (want) to learn English.
4. They (live) in France for many years.
5. We (expect) to go to Europe in June.
6. The meeting (last) about two hours.
7. We (change) planes in Seattle.
8. We both (like) the movies last night very much.

IV. It's the beginning of a new term at college. Two students, Nina and Ayyub, are talking about the summer holidays. Complete their conversation using the correct Past Simple form of the words in brackets.

Nina : What did you do (you/do) in the summer?

Ayyub : I (take) a trip around Europe by train.

Nina : (it/be) expensive?

Ayyub : No, I(buy) a railcar, and it
(be) quite cheap.

Nina : (you/go) on your own, or with some
friends?

Ayyub : A couple of friends (come) with me.

Nina : How many countries (you/visit)

Ayyub : I (go) to six or seven countries. I
(have) a great time, and I really (love)
all of them.

Nina : Which one (you/like) most?

Ayyub : Sweden, I think. The countryside
(be) marvelous, and I (take) lots of
photographs.

Nina : When (you/arrive) back home?

Ayyub : Last week. I'm still rather tired.

READING EIGHT

FASTING

Fasting or *sawm* is the forth pillar of Islam. This takes place during the Muslim month of Ramadhan, and starts at dawn and continues until dark each day of the month.

The aim of ordering people to fast is to learn how to be patient, to have good morals, to purify their hearts, to elevate their characters, and to be gentle with people.

During the days in Ramadhan, nothing may pass between the lips of the worshipper, including marital relations. In short, fasting can be defined as abstaining from eating, drinking, smoking and having sexual intercourse from dawn to sunset.

By this ritual, Muslims demonstrate their dependence only upon God. Muslims are encouraged to do good deeds. The month of Ramadhan, as a result, becomes one of great devotion for many Muslims. Extra prayers are performed. Acts of charity toward the poor are encouraged. The entire Qur'an may be recited both at homes and in mosques. At the end of Ramadhan is a celebration called the Id al-Fithr, "the feast of fast breaking". It is one of the two most important Muslim festival days.

B. WORDS TO MEMORIZE

Pillar	: Tiang
To take place	: Terjadi, berlangsung.
Dawn	: Fajar
To order	: Memerintahkan.
To purify	: Membersihkan.
To elevate	: Meningkatkan, memuliakan.

Marital	: Kawin
Dependence	: Menggantungkan diri
Devotion	: Ketaatan
Charity	: Sedeqah, Zakat
Pressure	: Tekanan
Remarkable	: Luar biasa

C. COMPREHENSION.

Answer the following questions based on the reading.

1. What does the word *this* in paragraph one line one refer to?
2. In what month is fasting obligatory?
3. What is the purpose of fasting?
4. What is the definition of fasting?
5. Why is the month of Ramadhan becoming a great devotion for Muslim?

D. Language Focus: *Prepositions of place and direction.*

1. Fasting starts **at** dawn and continues until dark.
2. During the days **in** Ramadhan, nothing may pass **between** the lips of the worshipers including marital relations.
3. Fasting can be defined as abstaining **from** eating, drinking, smoking and having sexual intercourse **from** dawn **to** sunset.

Words like: **above, below, down, from, to, towards, up,** etc are called prepositions in English

Main points

- ☐ We normally use prepositional phrases to say where a person or thing is, or the direction they are moving in.
- ☐ We can also use adverbs and adverb phrases for place and

direction.

- Many words are both prepositions and adverbs.

1. You use prepositions to talk about the place where someone or something is. Prepositions are always followed by a noun group, which is called the object of the preposition.

above	below	in	opposite
among	beneath	inside	outside
at	beside	near	over
underneath	behind	on	between
round	through	under	upon

He stood near the door.

Two minutes later we were safely inside the taxi.

Note that some prepositions consist of more than one word.

In between in front of next to on top of

There was a man standing in front of me.

The books were piled on top of each other.

2. You can also use prepositions to talk about the direction that someone or something is moving in, or the place that someone or something is moving towards.

across	into	past	to
along	onto	round	towards
back to	out of	through	up

down

They dived into the water.

She turned and rushed out of the room.

3. Many prepositions can be used both for place and direction.

The bank I just across is on the High Street. (place)

I walked across the room. (direction)

We live in the house over the road. (place)

I stole his keys and escaped over the wall. (direction)

4. You can also use adverbs and adverb phrase adverbs for place and direction.

Abroad	underground	everywhere	indoors
upstairs	nowhere	downstairs	outdoors
somewhere	there	anywhere	here

Santi was here a moment ago.

Can't you go upstairs and turn the bedroom light.

Note that a few noun groups can also be used as adverbs of place or direction.

Steve lives next door at number 23.

I thought we went the other way last time.

5. Many words can be used as prepositions and as adverbs, with no difference in meaning. Remember that prepositions have noun groups as objects, but adverbs do not.

Did he fall down the stairs?

Please sit down.

Always put a sheet of paper underneath.

Prepositions of place - at, in, on

Main points

You use 'at' to talk about a place as a point.

You use 'in' to talk about a place as an area.

You use 'on' to talk about a place as a surface.

1. You use 'at' when you are thinking of a place as a point in space.

She waited at the bus stop for over twenty minutes.

'Where were you last night?' - At Muhammad's house.'

2. You also use 'at' with words such as 'back', 'bottom', 'end', 'front', and 'top' to talk about the different parts of a place.

Mrs. Umar was waiting at the bottom of the stairs.

They escaped by a window at the back of the house.

I saw a taxi at the end of the street.

You use 'at' with public places and institutions. Note that you also say 'at home' and 'at work'.

I have to be at the station by ten o'clock.

We landed at a small airport.

A friend of mine is at Training College.

She wanted to stay at home.

You say 'at the corner' or 'on the corner' when you are talking about streets.

The car was parked at the corner of the street.

There's a telephone box on the corner.

You say 'in the corner' when you are talking about a room.

She put the chair in the corner of the room.

3. You use 'in' when you are talking about a place as an area.

You use 'in' with:

- a country or geographical region

When I was in Mecca, it was terribly hot.

A thousand homes in the east of Madina suffered power cuts.

- a city, town, or village

I've been teaching at a college in Darussalam.

- a building when you are talking about people or things inside it

They were sitting having dinner in the restaurant.

You also use 'in' with containers of any kind when talking about things inside them.

She kept the cards in a little box.

4. Compare the use of 'at' and 'in' in these examples.

I had a hard day at the office. ('at' emphasize office as a public place or institution)

I left my coat behind in the office. ('in' emphasize the office as a building)

There's a good film at the cinema. ('at' emphasize the cinema as a public place)

It was very cold in the cinema. ('in' emphasize cinema as a building.)

5. When talking about addresses, you give the house number, and 'in' when you just give the name of the street.

They used to live at 5, Syiah Kuala Road.

She got a job in Panglima Polem Street.

Note that American English uses 'on':

'He lives on Penn Street.'

You use 'at' when you are talking about someone's house.

I'll see you at Halim's house.

6. You use 'on' when you are talking about a place as a surface. You can also use 'on top of'

I sat down on the sofa.

She put her keys on top of the television.

You also use 'on' when you are thinking a point on a line, such as a road, a railway line, a river, or a coastal line.

Scrabster is on the north coast.

E. EXERCISES

I. Use these words to complete the sentences below.

Back	bottom	bus car	corner	door
Flat	left	phone box	picture	table
floor	Park Street	front row		

1. There's someone at the
2. There's a on the wall above the TV set in a of the room
3. I waited at the of the queue.
4. I wanted to use the phone on the of the street but there was an old lady in the
5. I had a seat on the in the
6. Sulaiman lives in a In on the third
7. There was a note on the It was from Elsie. She had signed her name at the
8. Jenny went to work in the and I went home on the

READING NINE

THE MUSLIM WOMAN

Islam demands that a woman should remain a reasonable being. It does not expect her to become either an angel or a demon. “The golden means is the best of things” said Prophet Muhammad. If one wants to compare or contrast her position in Islam with that in other civilizations, one must consider all the facts, and not merely isolated practices. We can see that in regard to certain aspects of morality, Islam is more rigid and more puritan than certain other systems of life.

The position of a mother is exalted in Islamic tradition. Prophet Muhammad has gone so far as to say: “Even Paradise lies underneath the feet of your mothers.” Al-Bukhari reports: Somebody asked the Prophet which work pleases God most’, He replied: “The service of worship at the appointed hour.” And when it was continued: “And what afterwards? the Prophet replied: “To be bounteous to your father and mother.” The Qur’an usually reminds man that he must respect his mother. His mother had borne him in her womb, suffered much on his account and brought him up after making all kind of sacrifices.

As regards the woman as wife, the saying of the Prophet is well known: “The best among you is the one who is best towards his wife.”

(Source: DR. Muhammad Aminullah, *The Muslim Women*)

B. WORDS TO MEMORIZE

Demand	: Menuntut
Reasonable	: Masuk akal, biasa saja.

Demon	: Iblis, setan.
Means	: Alat, pertengahan
Civilization	: Peradaban.
Isolated	: Terpisah
In regard to	: Berkenaan dengan
Puritan	: teguh pendirian
Exalted	: Mulia, agung.
Appointed	: Yg ditentukan, ditetapkan.
Bounteous	: Yang pemurah
To suffer	: Menderita

C. COMPREHENSION

1. What is the view of Islam towards woman ?
2. In what case is Islam considered more rigid and puritan towards woman ?
3. According to the passage what is the second act in Islam that pleases God most ?
4. How should a Muslim act toward his mother? Why?
5. The author uses the Prophet Hadits to support his writing on the position of a mother in Islam. Why? Give your comment.

D. Language Focus: MODALS

Look at these sentences !

1. Islam demands that a woman **should** remain a reasonable being.
2. We **can** see that in regard to certain aspect of morality, Islam is more rigid and puritan.
3. The Qur'an usually reminds man that he **must** respect his mother.

Can, could, must, will, may, should, would, might are called Modals in English.

1. We use **can, could, be able to** and **may** with an infinitive (e.g. **be, go, swim**):

She can swim

2. Ability

She < (can/could) > swim.
She < (will be able to) > swim.

Ahmad can swim 1,000 meters now.

Last year she couldn't swim at all.

She'll be able to swim the English Channel soon.

When we talk about a person's ability to do something, we normally use **can** (negative **cannot** or **can't**) for present time, **could** for past time, and **will be able to** for future time.

For something that happened on a particular occasion, we use **was able to** or **managed**:

The boat was in difficulties, but in the end it managed to reach the port. (or it was able to reach ... ; not ... it could reach)

3. Permission

Can I
Could I leave
May I > this here?

We use **Can I** etc. to ask for permission. Note that **Could**

I and **May I** are more formal and polite than **Can I**. We use **can** or **may** to give permission: *You **can leave** your bag here. (or **may leave**)*

We use **can** or **may** to give permission:
*You **can leave** your bag here. (or... **may leave** ...)*

If we talk about what is allowed in general (i.e., not by a particular person), we use **can**:
*People **can drive** on the roads when they are 17.*

But official notices often use **may**:
*BAGS **MAY BE LEFT** HERE.*

4. Request

Can you
Could you
Would you-  **help** me?

We use **Can you**, **Could you**, and **Would you**, (but not **May you**) when we ask someone to do something. **Could** and **would** are more formal and polite than **can**.

5. Offers

I'll do it.
Shall I do it?
I'll post that letter for you.
Shall I open the door?

We use **shall I** and **I'll** to offer to do something. Note that **shall I** is a question:

A: *Shall I open the door?*

B: *Yes, please or No, thank you.*

E. EXERCISES

I. Choose the right word from the words in brackets, and put it in the gap.

Example: May (May/Will/Would) I take one of these forms, please?

1. In the street:

Excuse me, officer, (could/may/shall) you tell me how to get to the station?

2. In an office:

A: (Shall/Could/Would) I speak to Mrs. Yusuf, please?

B: I'm afraid she's in a meeting.

A: I see. (Will/Would/Shall) I come back later?

B: Yes, come back in about an hour.

3. At a railway station:

A: Do you think we (may/can/would) eat our sandwiches here?

B: (Couldn't/Can't/Wouldn't) you read? Look at the notice; it says: 'F O O D (WOULD/MAY/COULD) NOT BE EATEN IN THIS WAITING ROOM.'

4. A: Somebody must tell Rini about next week's meeting.

B: (Will/Would/Shall) I phone her?

A: No, you (may not/can't/will not) phone her because she hasn't got a phone.

B: Oh, I see. Tell me her address again, and I (may/'ll) take a message to her.

A: Are you sure you (could/may/ 'll be able to) find her house?

B: Well, I (could/would/managed to) find it the last time that I went there, without any problem.

READING TEN

THE PROHIBITION OF APPROACHING ADULTERY (ZINA)

All revealed religions have prohibited fornication and adultery (zina). Islam, the last of the divinely revealed religion, is very strict in prohibiting zina. It leads to confusion of lineage, child abuse, the breaking-up of families, and bitterness in relationships. It also spreads venereal diseases and causes a general laxity in morals. Moreover, it opens the door to a flood of lusts and self-gratification. In line with this, Allah Ta'ala decrees : *“And do not come near **zina**; indeed, it is an abomination and an evil way.”*(17:32).

When Islam prohibits something, it closes all the avenues of approach to it. This is achieved by prohibiting every step and every means which lead to the unlawful deed (haram.) Accordingly, whatever excites passions, opens ways for illicit sexual relations between a man and a woman, and promotes indecency and obscenity, is (*haram* or unlawful). That is why Islam prohibits privacy between man and woman without a *Mahrem*.

The Prophet (peace be upon him) said:

“Whoever believes in Allah and the Last Day must never be in privacy with woman without there being a mahrem.”

A *Mahrem* denotes a relationship either by marriage or by close blood ties of such degree that marriage is permanently prohibited. With reference to a woman, a *mahrem* is either her husband or any male relative with whom marriage is permanently

forbidden, such as her father, grandfather, son, brother, uncle or nephew.

B. WORDS TO MEMORIZE

Fornication	: Zina
Strict	: Ketat, keras
Confusion	: Kekacauan, kebingungan.
Lineage	: Keturunan
Venereal	: Penyakit kelamin
Lust	: Nafsu
Gratification	: Kepuasan
Abomination	: Yang sgt dibenci
Avenues	: Jalan
Passion	: Nafsu
Illicit	: Gelap, haram.
Indecency	: Tdk senonoh
Obscenity	: Kecabulan
Reference	: Rujukan.

C. COMPREHENSION

1. Is Islam the only religion that prohibits adultery (*zina*)?
2. Why does Islam strictly prohibit *zina*?
3. How does Islam apply its rule when it prohibits a certain unlawful act?
4. What are some situations that may lead to adultery?
5. What is a *mahrem* ?

D. Language focus : ADJECTIVES

Look at the following sentences !

1. All **revealed** religion have prohibited fornication and adultery.

2. Islam, ..., is very **strict** in prohibiting zina.
3. Zina can spread **venereal** diseases

Adjectives is used to give more information about nouns and pronouns.

A. Position of adjectives

Main points

- There are two main positions for adjectives: in front of a noun, or as the complement of a linking verb.
- Most adjectives can be used in either of these positions, but some adjectives can only be used in one.

1. Most adjectives can be used in a noun group, after determiners and numbers if there are any, in front of the noun.

He had a beautiful smile.

She bought a loaf of white bread.

There was no clear evidence.

2. Most adjectives can also be used after a linking verb such as be, become, feel, seem, look, appear, get, etc.

I felt cold.

I felt angry.

Nobody seemed amused.

3. Some adjectives are normally used only after a linking verb.

afraid	asleep	due	ready	unable
alive	aware	glad	sorry	well
alone	content	ill	sure	

For example, you can say ‘She was glad’, but you do not talk about ‘a glad woman’.

I wanted to be alone.

We were getting ready for bed.

I’m not quite sure.

Fatimah didn’t know whether to feel glad or sorry.

4. Some adjectives are normally used only in front of a noun.

Eastern	existing	neighboring
northern	atomic	indoor
occasional	southern	countless
introductory	outdoor	western
digital	maximum	

For example, you talk about ‘an atomic bomb’, but you do not say ‘The bomb was atomic’.

He sent countless letters to the newspapers.

This book includes a good introductory chapter on forests.

5. When you use an adjective to emphasize a strong feeling or opinion, it always comes in front of a noun.

absolute	outright	pure	true
complete	perfect	real	utter
entire	positive	total	

Some of it was absolute rubbish.
He made me feel like a complete idiot.

6. Some adjectives that describe size or age can come after a noun group consisting of a number or determiner and a noun that indicates the unit of measurement.

Deep	long	tall
high	old	

He was about six feet tall.
The water was several meters deep. The baby is nine months old.

Note that you do not say ‘two pounds heavy’, you say ‘two pounds in weight’.

7. A few adjectives are used alone after a noun.

designate	elect	galore	incarnate
-----------	-------	--------	-----------

She was now the president elect.
There are empty houses galore.

E. EXERCISE I

Complete the definitions using the adjectives below.

afraid	asleep	aware	ready
content	due	glad	sorry
sure	unable		

1. If you are afraid to do something, you feel fear because you think it will hurt you in some way.
2. If you are about something, you are pleased and happy about it.
3. If you are to do something, it is impossible for you to do it.
4. If something is at a particular time, *it is* expected to happen *or arrive* at that time.
5. If you feel about something, you are sad or disappointed about it.
6. If you say that someone is ... of himself or herself, you mean that they are very confident.
7. If you are of something, you know that it exists or that it is important.
8. If you are half you are not listening or paying attention because you are very tired.
9. If you are to do something, you are willing to do it.
10. If you are you are fairly happy.

B. Order of adjectives

Main points

- We put opinion adjectives in front of descriptive adjectives.
- We put general opinion adjectives in front of specific opinion adjectives.
- We can sometimes vary the order of adjectives.
- If you use two or more descriptive adjectives, you put them in a particular order.
- If you use a noun in front of another noun, you put any adjectives in front of the first noun.

1. When you use two or more adjectives in front of a noun, you usually put an adjective that expresses your opinion in front of an adjective that just describes something.

You live in a nice big house.

He is a naughty little boy.

2. When you use more than one adjective to express your opinion, an adjective with a more general meaning such as ‘good’, ‘bad’, ‘nice’, or ‘lovely’ usually comes before an adjective with a more specific meaning such as ‘comfortable’, ‘clean’, or ‘dirty’.

I sat in a lovely comfortable armchair in the corner.

He put on a nice clean shirt.

It was a horrible dirty room

3. We can use adjectives to describe various qualities of people or things. For example, we might want to indicate their size, their shape, or the country they come from.

Descriptive adjectives belong to six main types, but we are unlikely ever to use all six types in the same noun group. If we did, we would normally put them in the following order

Size	shape	age
colour	nationality	material

This means that if you want to use an ‘age’ adjective and a ‘nationality’ adjective, **you** put the ‘age’ adjective first.

We met some young Chinese girls.

Similarly, a 'shape' adjective normally comes before a 'colour' adjective.

He had round black eyes.

Other combinations of adjectives follow the same order. Note that 'material' means any substance, not only cloth.

There was a large round wooden table in the room.

The man was carrying a small black plastic bag.

4. When you use two adjectives as the complement of a linking verb, you use a conjunction such as 'and' to link them. With three or more adjectives, you link the last two with a conjunction, and put commas after the others.

The day was hot and dusty.

The room was large but square.

The house was old, damp and smelly.

We felt hot, tired and thirsty.

EXERCISES II

Are the adjectives in these phrases in the normal order?

Answer

'Yes' or 'No'.

1.a long hot day.
2. ... a big juicy steak
3. ... a large black dog

4. ... a slim graceful woman
5. ... a tall handsome young man
6. ... a grey woolen pullover
7. ... short fat legs
8. ... a large comfortable armchair
9. ... a new red dress
10. ... a long difficult journey

C. Adjectives ending in ‘-ing’ or ‘-ed’

Main points

- Many adjectives ending in ‘-ing’ describe the effect that something has on someone’s feelings
- Some adjectives ending in ‘-ing’ describe a process or state that continues over a period of time.
- Many adjectives ending in ‘-ed’ describe people’s feelings.

1. You use many ‘-ing’ adjectives to describe the effect that something has on your feelings, or on the feelings of people in general. For example, if you talk about ‘a surprising number’, you mean that number surprises you.

alarming	charming	embarrassing
surprising	amazing	confusing
exciting	terrifying	

He lives in a charming house just outside the town.

She always has a warm welcoming smile.

2. You use some ‘-ing’ adjectives to describe something that continues over a period of time.

Aging	decreasing	Existing	Living
Booming	Dying	Increasing	Remaining

Britain is an aging society.

Increasing prices are making food very expensive

3. Many ‘-ed’ adjectives describe people’s feelings. They have the same form as the past participle of a transitive verb and have a passive meaning. For example, ‘a frightened person’ is a person who has been frightened by something.

alarmed	delighted	frightened	surprised
amused	depressed	interested	tired etc.

She looks alarmed about something.

A bored student complained to his teacher.

She had big blue frightened eyes.

Note that the past participle of irregular verbs do not end in ‘-ed’, but can be used as adjectives.

The bird had a broken wing.

His coat was dirty and torn.

4. Like other adjectives, ‘-ing’ and ‘-ed’ adjectives can be :

- used in front of a noun.

They still show amazing loyalty to their parents.

This is the most terrifying tale ever written

- used after linking verb.

It's amazing what they can do.

The present situation is terrifying.

- Modified by adverbs such as 'quite', 'really', and 'very'.

The film was quite boring.

There is nothing very surprising in this

- Used in the comparative and superlative.

His argument was more convincing than mine.

He became even more depressed after she died.

5. A small number of '-ed' adjectives are normally only used after linking verbs such as 'be', 'become', or 'feel'. They are related to transitive verbs, and are often followed by a prepositional phrase, a 'to' infinitive clause, or a 'that'-clause.

convinced

interested

prepared

tired

delighted

involved

scared

touched

pleased

thrilled

The Brazilians are pleased with the results.

He was always prepared to account for his actions.

EXERCISES III

I. Use the '-ing' adjectives below to complete the sentences which follow.

aging

existing

growing

increasing

living

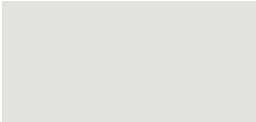
rising

1. The *main problem* is raising prices. Things are getting much too expensive.
2. Factories in Japan are becoming even more automated, making use of robots.
3. Things will have to change. The system simply doesn't work.
4. Mohammed Ali, the former heavyweight champion of the world, has been described as a legend.
5. The young folk have all gone. There is no one left in the village apart from a few people.
6. Unemployment is on the increase. A number of young people, in particular, are finding themselves out of work.

II. Use the '-ed' adjectives below to complete the definitions which follow.

alarmed	amused	astonished
bored	depressed	satisfied

1. When you find something funny, you are amused by it.
2. If something makes you sad and unhappy, you feel
.....
3. If you are, you feel very surprised.
4. If something makes you very worried, you are by it.
5. If you are reasonably content with something, you feel
.....
6. When you are, you feel tired and impatient because you have nothing to do.



READING ELEVEN

HEALTH CARE AND MEDICAL PRACTICE IN ISLAM

Islam has many constructive ideas to offer in the field of health care and medical practice. In Islamic sense, the health care practitioner must consider himself as an agent through which Allah acts. He must not delude himself into a position of exaggerated self-important.

The health in view of Islam as demonstrated clearly in Quran and Sunnah is that mankind should be sound mentally, physically and socially. This greatly corresponds to the WHO definition of Health. Medicine and Health in Islam are part and parcel of Worship or subservience. A weak person may not perform his duties towards Allah, his family and community as the strong healthy one can do.

Medicine is both art and science. It encompasses prevention of diseases and treating them. Preventive medicine is especially important in health care. Most of the health gains in modern medicine are principally due to advancements in sanitation and diet. The curative medicine is also as important as the preventive medicine.

Preventive and Curative approaches have been used by man to keep himself healthy, happy and strong. The teachings of Islam about Health and Medicine can be known by reading the Quran and the Prophet's Sunnah.

B. WORDS TO MEMORIZE

To offer	: Menawarkan
Agent	: Wakil, khalifah
To delute	: Memperdaya, menipu
Exaggerated	: Membesar-besarkan
Sounds	: Sehat, sahih
Subservience	: Kepatuhan
To encompass	: Mencakup, meliputi
Advancement	: Kemajuan
Sanitation	: Kebersihan

C. COMPREHENSION

1. What is the view of Islam on the health care practitioner?
2. Why does Islam put medicine and health as part of our worship?
3. What is the use of medicine according to the text?
4. In your own words, please briefly explain which one is more important - preventive or curative medicines.
5. What are two main sources of Islam about health which can be used by Muslims?

D. Language Focus: ADVERBS OF MANNER

Study these sentences !

1. ..., mankind should be sound **mentally, physically, and socially**.
2. This **greatly** corresponds to the WHO definition of health.
3. Preventive medicine is **especially** important in health care.

Main points

- Most adverbs of manner are formed by adding '-ly' to an adjective, but sometimes other spelling changes are needed.
 - You cannot form adverbs from adjectives that end in '-ly'.
 - Some adverbs have the same form as adjectives.
 - You do not use adverbs after linking verbs, you use adjectives.
 - Adverbs of manner are sometimes prepositional phrases or noun groups.
1. Adverbs of manner are often formed by adding '-ly' to an adjective.

Adjectives

bad

beautiful

careful

quick

quiet

soft

Adverbs

badly

beautifully

carefully

quickly

quietly

softly

2. Adverbs formed in this way usually have a similar meaning to the adjective.
- She is as clever as she is beautiful.*
- He talked so politely and danced so*
- 'We must not talk. We must be quiet, said Sita.*
- She wanted to sit quietly, to relax.*

3. There are sometimes changes in spelling when an adverb

is formed from an adjective.

	Adjectives	Adverbs
‘-le’ changes to ‘-ly’	: gentle	gently
‘-y’ changes to ‘-ily’	: easy	easily
‘-ic’ changes to ‘-ically’	: automatic	automatically
‘-ue’ changes to ‘-uly’	: true	truly
‘-ll’ changes to ‘-lly’	: full	fully

Note that ‘public’ changes to ‘publicly’, not ‘publically’.

You cannot form adverbs from adjectives that already end in ‘-ly’. For example, you cannot say ‘He smiled at me friendlily’. You can sometimes use a prepositional phrase instead: ‘He smiled at me in a friendly way’.

4. Some adverbs of manner have the adjective forms and have similar meaning ‘fast’, ‘hard’, and ‘late’.

I’ve always been interested in fast cars (adjective)

The driver was driving too fast. (adverb)

Note that ‘hardly’ and ‘lately’ are not adverbs of manner and have different meanings from the adjectives ‘hard’ and ‘late’.

It was a hard decision to make.

I hardly had any time to talk to her.

The train was late as usual.

Have you seen John lately?

5. The adverb of manner related to the adjective ‘good’ is ‘well’.

He is a good dancer. He dances well.

Note that ‘well’ can sometimes be an adjective it refers to someone’s health.

‘How are you?’-‘I am very well, thank you.’

6. You do not use adverbs after linking verb ‘be’, ‘become’, ‘feel’, ‘get’, ‘look’, and an adjective after these verbs. For example, you do not say ‘Sue felt happily’, you say ‘Sue felt happy’.
7. You do not often use prepositional noun groups as adverbs of manner. However, you occasionally need to use them, for example when there is no adverb form available. The prepositional phrases and noun groups usually include a noun such as ‘way’, ‘fashion’, or ‘manner’, or a not refers to someone’s voice.

*She asked me in such a nice manner that I couldn’t refuse.
He did it he right way.*

Prepositional phrases with ‘like’ are also used as adverbs of manner.

*I slept like a baby.
He drove like a madman.*

E. EXERCISES

I. Use the adjective *or adverb* in brackets to complete each of the following pairs of sentences correctly.

1. It's an easy question.
You should be able to answer it quite(easy/easily)
2. I can type a bit but I'm very I'm afraid I can only type very (slow/ slowly)
3. Mr. Robbins shouted at the children. *The children made* Mr. Robbins very (angry / angrily)
4. Use this chair if you want to sit Use this chair.
It's very..... (comfortable / comfortably)
5. Mary sang at the concert last night. Mary sang a song at the concert last night. (beautiful / beautifully)

II. Complete the following with either an adjective or an adverb.

Example : She has a **loud** voice; she talks **loudly**.

1. They are hard workers; They work
2. It's a train; It goes very fast.
3. They are happy children; they play together.
4. She was wearing a pretty dress; she was dressed very
.....
5. He did a bad job. In fact, he did the job very

READING TWELVE

SMOKING IS A SLOW SUICIDE

Smoking is also considered an up to date catastrophe. It is harmful in all aspects, a waste of health, money and properties, disturb the social relations of the members of the family. But most often the smoker refuses to stop it even though he knows that tobacco is injurious to health and to family income. He doesn't realize that each cigarette he lights contains both nicotine and tar which will ultimately poison his health and life. Smoking is the quickest way to contract various diseases, e.g. cardiac, respiratory, and lung cancer. Smokers seem to be as if they dig their tombs by their nails.

Tobacco is a foul thing to be consumed because it is injurious to health. In addition, consuming tobacco is a waste of money which is spent neither for religious nor for secular benefit. The Prophet (p.b.u.h) forbade wasting of property. This becomes more serious when the money is otherwise needed for the sustenance of oneself or one's family.

Says Allah Almighty:

And do not cast into ruin by your own hands (2:195)

And His Messenger (p.b.u.h) said:

"Do not harm yourself or others."

(Source: DR. Suleiman Qush, *The Scientific Discoveries in Correlation to Glorious Islam*)

B. WORDS TO MEMORIZE

Catastrophe : Malapetaka

Properties : Harta benda

Injury	: Luka, penyakit
Light	: Membakar
Tombs	: Kuburan
Nail	: Kuku
Secular	: Duniawi
Benefit	: Keuntungan, manfaat.
Sustenance	: Makanan

C. COMPREHENSION

1. Why is smoking considered a modern catastrophe?
2. What are some diseases that may be caused by smoking?
3. What are two main bad things in tobacco that can affect someone's health?
4. What is the Islamic principle used by the author to support his idea in the text?
5. Why the use of tobacco is a foul thing to do?

D. Language focus: COMPARISON

Look at the following sentences !

1. Tobacco is **injurious** to health. (positive)
2. This becomes **more serious** (comparative degree)
3. Smoking is **the quickest** way to contract various diseases. (superlative)

Main points

1. You add 'er' for the comparative and 'est' for the superlative of one-syllable adjectives and adverbs. If they end in 'e', you add 'r' and 'st'.

cheap	→	cheaper	→	cheapest
safe	→	safer	→	safest

They work **harder**.
I've found a **nicer** hotel.

2. With two syllable adjectives ending in a consonant followed by '-y', you change the '-y' to '-i' and add '-er' and '-est'.

Happy → happier → happiest

It couldn't be **easier**
This is the **funniest** bit of the film.

3. You use 'more' for the comparative and 'most' for the superlative of most two-syllable adjectives, all longer adjectives and adverbs in 'ly'.

careful → more careful → most careful
beautiful → more beautiful → most beautiful
seriously → more seriously → most seriously

Be more careful next time.

They are the most beautiful gardens in the world.

It affected Raihan most seriously.

Note that for 'early' as an adjective or adverb, you use 'earlier' and 'earliest', not 'more' and 'most'.

4. With some common two-syllable adjectives and adverbs, you can either add '-er' and '-est', or use 'more' and 'most'.

Common	gentle	cruel
Simple	narrow	stupid

Note that 'clever' and 'quiet' only add '-er' and '-est'.

It was quieter outside.

He was the cleverest man / ever met.

5. You normally use 'the' with superlative adjectives in front of nouns, but you can omit 'the' after a linking verb.

It was the happiest day of my life.

It was one of the most important discoveries.

I was happiest when I was on my own.

When 'most' is used without 'the' in front of adjectives and adverbs, it often means almost the same as 'very'.

This book was most interesting.

6. A few common adjectives and adverbs have irregular comparative and superlative forms.

good/well	→	better	→	best
bad/badly	→	worse	→	worst
far	→	farther/further	→	farthest/furthest
old	→	older/elder	→	oldest/eldest

She would ask him when she knew him better.

She sat near the furthest window.

Note that you use 'elder' or 'eldest' to say which brother,

sister, or child in a family you mean.

Our eldest daughter couldn't come.

That is the funniest bit of the film.

Comparatives and superlatives: uses

Main points

- Comparative adjectives are used to compare people or things.
- Superlative adjectives are used to say that one person or thing has more of a quality than others in a group or others of that kind.
- Comparative adverbs are used in the same way as adjectives.

1. You use comparative adjectives to compare one person or thing with another, or with the same person or thing at another time. After a comparative adjective, you often use 'than'.

She was much older than me.

I am happier than I have ever been.

2. You use a superlative to say that one person or thing has more of a quality than others in a group or others of that kind.

Tokyo is Japan's largest city.

He was the tallest person there.

3. You can use comparative and superlative adjectives in front of a noun.

I was a better writer than he was.

He had more important things to do.
It was the quickest route from Rome to Naples.

You can also use comparative and superlative adjectives after linking verbs.

My brother is younger than me.
He feels more content now.
The sergeant was the tallest.
This book was the most interesting.

4. You can use adverbs of degree in front of comparative adjectives.

a bit	a great/good deal	a lot
rather	far a little	much
slightly		

This car's a bit more expensive.
Now I feel a great deal more confident.
It's a rather more complicated story than that.

You can also use adverbs of degree such as 'by far', 'easily', 'much', or 'quite' in front of 'the' and superlative adjectives.

It was by far the worst hospital I had ever seen.
She was easily the most intelligent person in the class

'the' and a superlative adjective ending in '-est'.

It was of the very highest quality.

5. When you want to say that one situation depends on another, you can use 'the' and a comparative followed by 'the' and another comparative.

The smaller it is, the cheaper it is to post.

*The larger the Organization is, the greater the *problem of administration becomes*.*

When you want to say that something increases or decreases, you can use two comparatives linking by 'and'.

It's getting harder and harder to find a job. Cars are becoming more and more expensive.

6. After a superlative adjective, you can use a prepositional phrase to specify the group you are talking about.

Henry was the biggest of them.

These cakes are probably the best in the world.

He was the most dangerous man in the country.

7. You use the same structures in comparisons using adverbs as those given for adjectives:

- 'than' after comparative adverbs

Prices have been rising faster than incomes.

- 'the' and a comparative adverb followed by 'the' and another comparative adverb

The quicker we finish, the sooner we will go home.

- two comparative adverbs linked by 'and'

He sounded worse and worse.

He drove faster and faster till we told him to stop.

E. EXERCISES

A. Make sentences with a comparative adjective and '**than**', using the words given.

- 1 Tokyo - big - New York. / Tokyo is bigger **than** New York
2. My sister - old - me. /
3. Our new house - big - the one we used to live in. /
4. Travelling by train - comfortable - travelling by bus. /
.....
5. Shopping at a store - cheap - going to the local shops./
.....

B. Complete these sentences using the comparative of the adjectives in brackets and **than**.

1. You certainly look much happier than you did yesterday. (happy)
2. He is obviously in sport I am. (interested)
3. The game will certainly be much it was last year. (exciting)
4. Children nowadays seem to be much they used to be. (noisy)
5. She's actually a good deal she looks. (old)

C. Form the comparative of the adjectives in these phrases and use the phrases in the sentences below.

A good idea a big house a healthy climate
a young man a good job

1. California certainly has a healthier climate than New York.
2. I'm getting too old. This is a job for
3. When the children get a bit older we'll really need
4. I'm sure it won't work. Can't you come up with ?
5. Perhaps we could afford it if I could get

D. Complete these sentences using a superlative adjective in each one.

1. I've never heard a more ridiculous story.
That's the most ridiculous story I've ever heard.
2. We had never stayed in a more expensive hotel.
It was we had ever stayed in.
3. I had never had such a tiring journey before.
It was I had ever had.
4. I've never had nearly such a tasty meal before.
That was I have ever had.
5. It's years since I saw a game as good as that.
That's I've seen for years.

READING THIRTEEN

ANSWER TO AN ENEMY OF ISLAM

Our Prophet declares, *“Every child comes to the world with a pure soul, later their parents make them irreligious”*. This means to say that it is necessary to teach Islam to children. Their pure souls are suitable for Islam. If a child doesn’t learn Islam correctly, he will misunderstand Islam. And he will be easily deceived by the enemies of Islam. If an ignorant person of the religion has never received any good and valid religious information, he will fall into the traps of the lies and slanders of unbelievers. He will learn Islam as a quite different, altogether reverse thing. He will be the victim of the poisonous inoculations of the insolently fabled writings. As a result, he will not find ease in the world. And he will be caught in the endless disasters and torments in the next world.

Every Moslem has to know the efforts of the enemies of Islam that try to deceive the Muslim youngsters. Otherwise, they will be dragged into disasters by believing in the lies propagated by the unbelievers. In reverse, a vigilant and cultured person who has understood Islam correctly and well will not believe in the lies of the enemies of Islam.

B. WORDS TO MEMORIZE

Soul	: Jiwa
Lies	: Tipuan
Slanders	: Fitnah, hujatan
Ignorant	: Ingkar, Kafir
Trap	: Jebakan

Reverse	: Terbalik
Inoculations	: Suntikan
Insolently	: Angkara murka
Torments	: Siksaan
Vigilant	: Waspada
Cultured	: Terpelajar

C. COMPREHENSION

1. Why is Islam necessary to teach to children?
2. What happens if a child does not learn Islam correctly?
3. What is the main source used by the author to support his view in this writing.
4. How can a man fall into the traps of enemies of Islam?
5. What is the main purpose of the text above?

D. Language Focus : CONDITIONAL

Observe the following examples !

1. *If* a child doesn't learn Islam correctly, he *will* misunderstand it.
2. *If* an ignorant person of the religion *has* never *received* any good and valid religious information, he *will* fall into the traps of the lies and slanders of unbelievers.

The conditional is used when we want to express a situation which is dependent on a certain condition or conditions.

The conditional can be expressed by:

- If + the simple present and shall/will + the basic form of the verb.
- If + the simple past and should/would + the basic form of the verb

- If + 'were' and would + the basic form of the verb.
- If + the past perfect and would + the present perfect.

The Real Condition

If + the simple present and shall/will + the basic form of the verb.

The real condition is used for a likely event, the fulfillment of which is dependent on another.

If it rains this afternoon, I *will* not *attend* the meeting.

If we find the time, we *shall* *go* to the museum.

If I have money, I *will* *buy* a car.

The Unreal Condition I

If + the simple past and should/would + the basic form of the verb.

The unreal condition I is used for an unlikely event.

If she came, I *would be* happy

(It is unlikely for her to come)

If he believed me, he *would pass* the test.

(It is unlikely for him not to believe)

The Unreal Condition II

If + were and would + the basic form of the verb

The unreal condition II is used for an impossible assumption; a situation that can never arise.

If I were you, I *would* not *do* such a fool thing.

If you were here, I *would* not *do* this job.

The Unreal Condition III

If + the past perfect and would + the present perfect

The unreal condition III is used for an irrevocable event.

If they had worked hard, they would have passed their final examination.

If I had had enough money, I would have gone abroad.

E. EXERCISES

Fill in the blanks with suitable verbs to express the Conditional.

For example :

If I (be) a few minutes early, I ... (get) the last copy of the book.

If I had been a few minutes early, I would have got the last copy of the book.

1. If he ... (take) my advice, he (succeed) in the business venture.
2. If I (be) you , I (drive) him out of the house.
3. If he (go) to the airport earlier, he (met) his childhood friend.
4. If I see her, I (give) her the book.
5. If he goes into that field, the fierce dog (chase) him.
6. If the time is not convenient, I (change) it.
7. If I find your bag, I (inform) you.
8. If I knew her address, I (give) it to you.
9. If she had listened to my directions, She (find) the place.
10. If you pass your examination, we (have) a celebration

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SUPPLEMENTARY WORDS

A.

Abomination	: Yang sangat dibenci
Advancement	: Kemajuan
Agent	: Wakil, khalifah
Appointed	: Yg ditentukan, ditetapkan.
Approval	: Persetujuan
As a whole	: Menyeluruh
Avenues	: Jalan

B.

Beget	: Memperanakan, melahirkan
Benefit	: Keuntungan, manfaat.
Bounteous	: Yang pemurah

C.

Catastrophe	: Malapetaka
Change	: Berubah
Charity	: Sedeqah, Zakat
Civilization	: Peradaban.
Code	: Hukum, aturan
Confusion	: Kekacauan, kebingungan.
Courses	: Tingkat.
Cultured	: Terpelajar
Curiosity	: Keingintahuan

D.

Dawn	: Fajar
Deities	: Kedewaan
Demand	: Menuntut

Demon	: Iblis, setan.
Dependence	: Menggantungkan diri, menyerahkan diri.
Devotion	: Ketaatan

E.

Error	: Kesalahan
Exaggerated	: Membesar-besarkan
Exalted	: Mulia, agung.
Exquisite	: Indah sekali
Extremes	: Sangat berlebihan

F.

Feature	: Ciri
Fornication	: Zina
Founder	: Pendiri

G.

Gambling	: Perjudian, Taruhan
Game	: Permainan
Grace	: Anggun
Gratification	: Kepuasan

I.

Ideal	: Prinsip
Idolatry	: Pemujaan berhala.
Ignorant	: Ingkar, Kafir
Illicit	: Gelap, haram.
In general	: Secara umum
In regard to	: Berkenaan dengan
In respect of	: Jika
Indecency	: Tdk senonoh

Injury	: Luka, penyakit
Inoculations	: Suntikan
Insolently	: Angkara murka
Isolated	: Terpisah

L.

Legal	: Hukum
Lies	: Tipuan
Light	: Membakar
Limited	: Terbatas
Lineage	: Keturunan
Lust	: Nafsu

M.

Manner	: Cara, sikap
Manner	: Sikap, tindak tanduk
Marital	: Kawin
Means	: Alat, pertengahan
Middling	: Tengah
Miracle	: Mukjizat

N.

Nail	: Kuku
Noble	: Mulia
Nooks	: Sudut-sudut

O.

Obvious	: Jelas, Terang
Obscenity	: Kecabulan

P.

Passion	: Nafsu
Persecution	: Penganiayaan
Piecemeal	: sedikit demi sedikit, berangsur-angsur
Pillar	: Tiang
Point	: Sisi/Sudut
Pressure	: Tekanan
Properties	: Harta benda
Puritan	: teguh pendirian
Purpose	: bertujuan

R.

Reasonable	: Masuk akal, biasa saja.
Reference	: Rujukan.
Relentless	: Tdk menaruh kasihan
Remarkable	: Luar biasa
Represented	: Mewakili
Revelation	: Wahyu
Reverse	: Terbalik

S.

Sanitation	: Kebersihan
Scheme	: Kerangka
Schools	: Mazhab
Secular	: Duniawi
Slanders	: Fitnah, hujatan
Soul	: Jiwa
Sounds	: Sehat, sah
Source	: Sumber
Spread	: Meyebarkan
Strict	: Ketat, keras

Sublime	: Agung, maha mulia
Subservience	: Kepatuhan
Sustenance	: Makanan

T.

Term	: Istilah
Tidings	: Khabar, berita
To abrogate	: Mencabut, Tidak mengakui
To apply	: Menerapkan
To assert	: Menyatakan, menegaskan
To collect	: Mengumpulkan
To convey	: Menyampaikan, berarti
To delute	: Memperdaya, menipu
To designate	: Menunjukkan, menandakan
To draw	: Menarik, mengambil
To elevate	: Meningkatkan, memuliakan.
To emphasize	: Menekankan
To encompass	: Mencakup, meliputi
To eschew	: Menjauhkan diri dari
To offer	: Menawarkan
To order	: Memerintah.
To pass on	: Menyampaikan
To preach	: Berdakwah
To purify	: Membersihkan.
To purport	: Berisi pokok-pokok
To receive	: Menerima
To suffer	: Menderita
To survive	: Bertahan
To take place	: Terjadi, berlangsung.
To uphold	: Menegakkan, memperkuat
To uphold	: Menegakkan, memperkuat

Tombs	: Kuburan
Torments	: Siksaan
Transcendence	: Keutamaan
Trap	: Jebakan
Tribe	: Suku
Tribes	: Suku

V.

Vantage	: Menguntungkan, positif
Venereal	: Penyakit kelamin
Vigilant	: Waspada

W.

Well-known	: Terkenal
Witness	: Saksi
Womb	: Rahim
Worship	: Menyembah, ibadah



Diterbitkan oleh:

Darussalam Publishing

Anggota IKAPI

Jln. Pakuningratan,

Gang 5 JT. II, No. 12, RT. 05, RW. 02

Kel. Cokrodiningratan, Jetis,

Yogyakarta, Kode Pos : 55233

Telp. : 081360562066/ 08116818656

E-mail : darussalam_publishing@yahoo.com

ISBN 978-602-71602-9-3

