



INSIDE ISLAM:

ENGLISH
FOR FRESHMEN

Dr. Safrul Muluk, S.Ag, M.A., M.Ed
Dr. Luthfi Aunie, MA

**INSIDE ISLAM:
ENGLISH FOR FRESHMEN**

**Undang-undang Republik Indonesia Nomor 19 Tahun 2002
tentang Hak Cipta
Lingkup Hak Cipta**

Pasal 2:

1. Hak Cipta merupakan hak eksklusif bagi Pencipta atau Pemegang Hak Cipta untuk mengumumkan atau memperbanyak ciptaannya, yang timbul secara otomatis setelah suatu ciptaan dilahirkan tanpa mengurangi pembatasan menurut peraturan perundangundangan yang berlaku.

Ketentuan Pidana

Pasal 72:

1. Barangsiapa dengan sengaja atau tanpa hak melakukan perbuatan sebagaimana dimaksud dalam Pasal 2 ayat (1) atau Pasal 49 ayat (1) dan ayat (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan/atau denda paling sedikit Rp 1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp 5.000.000.000,00 (lima milyar rupiah).
2. Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu Ciptaan atau barang hasil pelanggaran Hak Cipta atau Hak Terkait sebagaimana dimaksud pada ayat (1) dipidana dengan pidana penjara paling lama 5 tahun dan/atau denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).

INSIDE ISLAM: ENGLISH FOR FRESHMEN

Dr. Luthfi Aunie, MA
Dr. Safrul Muluk, S.Ag, M.A., M.Ed

Darussalam Publishing

Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)
CopyRight©2016, Aunie, L & Muluk, S
PO. 978-602-016

Inside Islam: English for Freshmen

Dr. Luthfi Aunie, MA
Dr. Safrul Muluk, S.Ag, M.A., M.Ed

ISBN: 978-602-71602-8-6

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 : Juni 2018

Hak cipta dilindungi Undang-undang.

*Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.*

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 *Inside Islam: English for Freshmen*. 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.

May Allah always bless us.

Luthfi Aunie
Safrul Muluk

TABLE OF CONTENTS

Preface ~ v

Reading One : The Final Devine Message ~ 1

Reading Two : State Institute of Islamic Studies Ar-Raniry
in a Nutshell ~ 9

Reading Three: Qur’anic Teaching: A Blessing
for Mankind ~ 19

Reading Four : Universality and Humanism
in Islam ~ 25

Reading Five : The Faith and Belief ~ 31

Reading Six : Human Emotion ~ 37

Reading Seven: Shalat ~ 43

Reading Eight : Zakat ~ 49

Reading Nine: Sleep is a Temporary Departure of
the Spirit ~ 55

References ~ 61



READING ONE

A. Understanding a Passage

Read through the passage and find the answers to the questions

The Final Divine Message

Prophet Muhammad (Peace be upon him) is the seal of all prophets. His mission is not essentially different from the mission of the previous prophets but it is the complete and final form of the Divine Message. It will last till the Day of Judgment and no more prophets are going to come. Some people might say that Prophethood is a great blessing of Allah and a sign of His Mercy to mankind; therefore it should never have been discontinued. They might say that the coming of Prophet Muhammad (Peace be upon him) has closed the door to Allah's Mercy. Such beliefs are based on misconception.

The finalization of the Prophets' Mission simply means that it has come to the world in its complete and perfect form. Its example is that of the sun the greatest source of physical light. The moon and the stars, big or small all emanate light at night. But with the dawn of the day they disappear and with the appearance of the sun their light merges into the light of the day. It would be meaningless to say that the sun is the cause of darkness because with its coming the light of the stars had disappeared. When the prophet (Peace be upon him) said that he was the last prophet it meant that the mission of prophethood became perfect and final. His mission is definitive message of Allah. Allah is the source of all Light. When Islam, His final message came, the light of all the previous divine religions merged into its light. They have

been protected and preserved in the form of the Holy Qur'an.
The Holy Qur'an says:

To thee We sent the Scripture
In Truth, confirming
The scripture that came
Before it, and guarding it
In safety.
(Surah Al Maida, verse 51)

Seal	: stempel, penutup
Day of Judgment	: hari hisab
Blessing	: rahmat, anugerah
Appearance	: muncul, kedatagan
Disappear	: lenyap, hilang
Preserved	: terjaga, tersimpan
Scripture	: kitab suci, Wahyu
Guarding	: Melindungi , Menyelematkan

B. Comprehension

1. Why is Prophet Muhammad called the last prophet?
2. Does the author agree with the statement that the coming of Prophet Muhammad has closed the door of Allah's mercy?
3. What is the analogy used by the writer in describing the mission of Prophet Muhammad?
4. What happened to the previous religions, when Islam came?

C. Vocabulary Building

Some of the following words are found in the passage. Try

to complete the empty table. Check your dictionary for help and leave the space blank if they are not found.

Verb	Noun	Adjective	Adverb
	Judgment		
discontinue			
		Complete	
			Finally
protect			
preserve			
	Meaning		

D. Language Focus: Adjectives

Adjectives tell us something about a noun or pronoun.

Adjectives do not have a plural form. We use the same form for singular nouns (a **beautiful** lady), plural nouns (beautiful ladies) and mass nouns (beautiful weather).

Forms of Adjectives

Adjectives are classified into two forms: *Simple and Compound*.

A *simple adjective* is an adjective that cannot be separated into meaningful parts. It may contain one or more than one syllable.

Examples: **good, brave, easy, sad, sweet, glad, lucky, cold, long, etc.**

A *compound adjective* consists of two parts. Each part can function as separate word and sometimes the component parts of the compound adjectives are joined by hyphen.

Examples: **homesick, airsick, open-wide, break-loose, over-blow, overdue, overgrown, etc.**

Formation of Adjectives

1. Adjectives Formation with Prefixes

Adjectives with Prefix **dis-**, **in-**, **im-**, **non-**, and **ir-**

E.g. **dishonest**, **disloyal**, **dissimilar**, **impossible**, **immortal**, **inactive**, **invalid**, **irregular**, **irrational**, **nonalcoholic**, **nonessential**, **unafraid**, **unhappy**, **unwise**, **etc.**

2. Adjective Formation from Verbs with Derivational Suffixes: **-able**, **-ible**, **-ent**, **-ant**, **-ing**, **-ed**, **-ive**, **-tive**

E.g. agree**able**, valu**able**, sens**ible**, respons**ible**, excell**ent**, differ**ent**, interest**ing**, amus**ing**, tired**ed**, experienced**ed**, crowd**ed**, creat**ive**, effect**ive**, destruct**ive**, sensit**ive**, select**ive**, imagin**ative**, etc.

3. Adjective Formation from Verbs with Miscellaneous Pairs.

E.g. **awake**, **alive**, **asleep**, quarrel**some**, trouble**some**, forget**ful**, imagin**ary**, continu**ous**, slipper**ry**, satisfactor**ry**, etc.

4. Adjective Formation from Nouns with Suffixes: **-y**, **-ly**, **-ful**, **-less**, **-ous**, **-ious**, **-al**, **-tal**, **-tial**, **-etic**, **-ic**, **-atic**, **-ish**, **-like**, **-ed**, **-en**, **-ar**, **-ate**, **-ory**, **-ary**.

E.g. hilly, dirty, bloody, wonderful, law**ful**, end**less**, home**less**, man**ly**, lovely, earthly, lifel**ike**, warl**ike**, child**ish**, boy**ish**, horn**ed**, talent**ed**, wool**en**, famo**us**, dangero**us**, monument**al**, critical, horizont**al**, colon**ial**, artist**ic**, system**atic**, bas**ic**, circular, famili**ar**, fortun**ate**, satisfactor**ry**, element**ary**.

Position of Adjectives

Adjectives can be classified according to their position in the sentences as **Attributive**, **Appositive**, and **Predicative**.

1. An Attributive Adjective is an adjective, which is placed before the noun it qualifies or between a determiner and a noun.

Examples: He has **blue eyes**.

My sister makes **a serious mistake**.

My grandfather is **a heavy smoker**.

A graceful girl came to my house yesterday.

2. An Appositive Adjective is an adjective that stands after the noun it qualifies, or follows its noun.

Examples: **A well fifteen deep** was found in my garden.

She has **a ruler twelve inches long**.

The paragraph three of this book is interesting.

3. A Predicative adjective is an adjective that stands immediately after a linking verb, such as: be, seem, become, remain, appear, taste, sound, feel, look, etc.

Examples: She **looked tired**.

It **smells good**.

My neighbor **is helpful**.

He **seems angry**.

They **are young**.

Some Other Positions and Patterns

- *Before **an infinitive***

E.g. It is **good** to be home again.

It is **easy** to say but hard to do.

It is **nice** to see you again.

It is **kind of** you to help me.

- *Between **too** and **an infinitive***

E.g. She was too **young** to understand the problem.

This car is too **cheap** to be sold.

I am too **tired** to do this work.

These books are **too** heavy to bring.

- **With *So* and *Such***

E.g. That rose is **so** lovely. That is **such a** lovely rose.

Those gowns are **so** nice. Those are **such** nice gowns.

That food is **so** delicious. That is **such** delicious food.

We use **so** with an adjective alone, and we also use **so** with much or many. Here we use **so** to emphasize something.

E.g. There are **so** many students here.

There was **so** much food in the kitchen.

We use **such (a)** with an adjective and a noun. We need **a** or **an** only with a singular countable noun, e.g. a book, an idol.

- **Between *so ...that* and *such (a) ... that***

E.g. The dog was so hungry that it ate everything.

Syarifah is so excited that she cannot speak fluently.

My son was so careless that he broke my expensive eyeglasses.

He is such a handsome man that every one wants to meet him.

This is such hot coffee that I refuse to drink it.

Order of Adjectives

1	2	3	4	5	6
Quantity	Age/Quality	Size	Shape/ Color	Nouns as adjectives	Nouns
A		wide	white	Italian	house
Several	Useful	small	blue	Arabian	carpets
Twelve		huge	yellow	Gayonese	oranges

E. Exercise

- I. Find all adjectives in the passage above.
- II. Complete the following in the same way:
 1. Our house is small. **We have a small house.**
 2. His shoes are brown. He has
 3. My family is big. I have a
 4. Her garden is pretty. She has a
 5. His daughter is clever. He has a
- III. Put the words in brackets in the correct order:
 - A. Was the -----? (book, expensive)
 - B. Yes, it was a very ----- . (book, expensive)
 - A. Is your -----? (English, teacher)
 - B. No, we have a ----- . (Canadian, teacher)
 - A. They have a ----- . (Japanese, car)
 - B. Is their -----, as well? (Japanese, television)
- IV. Put so, such, such a or such an in the following:
 1. My sister is ----- clever girl.
 2. The students are ----- clever.
 3. She is ----- tall.
 4. Ismail bought ----- many new dresses.
 5. Their neighbors are ----- helpful.
 6. They are ----- helpful neighbors.
 7. My uncle brings ----- interesting book.
- V. Make adjectives from the following words.
miracle - nerve - friend - ice - finance - wind - love -
suspicion- energy - help - hill - hair - world - interest
- use
- VI. Give the opposite of these adjectives.
Expensive - dark - superior - gentle - pure - dirty - polite
- direct - boring - loud

VII. Insert one of the words in bracket in the blank space.

Example: Nurbayani wore a ---(**different, difference**) blouse each day.

Nurbayani wore a **different** blouse each day.

1. It was indeed a --- (happy, happiness) day for everyone.
2. The world is full of --- (beautiful, beauty) for us.
3. Funerals are --- (sorrowful, sorrow) on the day of his death.
4. --- (happy, happiness) is a state that all human beings hope to attain.
5. He was an old and --- (silent, silence) man.
6. The title of the book was of --- (interesting, interest) to me.

VI. Arrange the following scrambled words into good order.

1. Elephants-a-hundred-white-huge
2. grey-a solitary-country-house
3. The- coffee-strong-black-Gayonese
4. A-yellow-huge-Achehnese-dress-traditional
5. A-girl-tall-beautiful



READING TWO

A. Understanding a Passage

Read through the passage and find the answers to the questions.

State Institute of Islamic Studies Ar-Raniry in a Nutshell

IAIN Ar-Raniry is a state-run institute under the Department of Religious Affairs. This institute came into being as a realization of the will and aspiration of the Acehnese community which comprises the majority of the population to prepare leaders of Islam for the purpose of promoting the development of Islamic education in this area. In short, basically IAIN has two main aims in running its teaching program. First, it provides education and teaching of Islam at the level of university and as a central study and development of Islam. Second, it produces Muslim scholars in Islamic studies and its liaison sciences to support it, steadfast in faith, good conduct, capable and skillful and having high sense of responsibility upon the social prosperity and the community development.

IAIN Ar-Raniry is characterized by its Islamic studies as a “basic knowledge” which comprises various fields of studies or disciplines. To this end, five faculties are established, namely, Syari’ah (Islamic Law), Tarbiyah (Education), Ushuluddin (Islamic Theology), Dakwah (Islamic Mission), and Adab (Literature). In addition to this, today IAIN Ar-Raniry also has run a graduate program (S2) in meeting the demand of this era of promoting higher education in this region, especially in Islamic studies.

In a Nutshell	: Sepintas, secara singkat
Come into being	: Muncul, lahir
Scholars	: Sarjana, pakar
Sense of responsibility	: Rasa tanggung jawab
To this end	: Untuk tujuan ini
In addition to	: Disamping itu, selanjutnya
In meeting	: Untuk mencapai, meraih

B. Comprehension

1. What was the background of the establishment of IAIN Ar-Raniry?
2. Explain briefly the purposes of IAIN Ar-Raniry in the field of education?
3. What is some basic knowledge promoted by IAIN Ar-Raniry in its effort to develop Islamic studies in the institute?
4. If someone wants to deepen his or her knowledge in Islamic Jurisprudence, what faculty must he or she enter?
5. If someone would like to pursue his/her study in teaching methodology, what faculty should he or she go?
6. If someone wants to study about Islamic poetry and Arabic letters, which destination should he or she register to?

C. Vocabulary Building

Some of the following words are found in the passage. Try to complete the empty table. Check your dictionary for help and leave the space blank if they are not found.

Verb	Noun	Adjective	Adverb
	leader		
	education		
teach			

develop			
		good	
establish			
	name		
characterize			
			interestingly
		beautiful	

D. Language Focus: *Articles—Definite and Indefinite*

Kinds of Articles

There are two articles in English.

- ❖ The (definite article)
- ❖ a/an (indefinite articles)

The definite article, the, is used with nouns which have a definite or particular sense.

- ❖ That cake in **the** box costs a dollar.
- ❖ Which T-shirt in **the** cupboard belongs to you?

The is used because we are referring to a particular cake—the one in the box and to a particular T-shirt-- the one in the cupboard.

The indefinite articles—a and an—are used with nouns that have an indefinite or general sense.

- ❖ She is going to buy a dress tomorrow.
- ❖ How much does an umbrella cost?

A is used because no particular dress is referred to—we are going to buy a dress—any dress. Similarly, we ask how much **an** umbrella costs, any umbrella.

When do we use *the*?

From general to specific

The is not used when we refer to nouns used in a general or

universal sense.

- ❖ Rice is grown in many countries.
- ❖ Gold is an expensive commodity.
- ❖ Oranges are sold in the market.
- ❖ Man is a rational creature.

But **the** is used if we are referring to a particular kind.

- ❖ **The** rice we eat is exported from many countries.
- ❖ **The** gold sold at that jeweler's is of a high quality.
- ❖ **The** oranges we buy every day are brought from Takengon.
- ❖ **The** man standing under the tree is your English teacher.

Building

The is not used when we refer to the purpose for which the building exists.

- ❖ Aminah and her two friends are going to school.
- ❖ Every Friday, we go to mosque.
- ❖ They are at sea. (in a ship)

But **the** is used when we refer to the building itself.

- ❖ The motorist went to **the** school to ask for direction.
- ❖ They went to **the** mosque to ask for donations.
- ❖ We are at **the** sea. (at the seaside)

Road

The is not used before names of roads, streets, lanes, drives, crescents, avenues, ways, etc.

- ❖ There is a famous coffee shop at Uleekareng Street.
- ❖ Along Tgk. Daud Bereueh Road, you will find several shopping complexes.

However, when we are referring to a nameless road, lane or path which leads somewhere, we use **the**.

- ❖ Can we use **the** lane beside IAIN campus?
- ❖ **The** road beside General Hospital is flooded.
- ❖ **The** path in our campus is dirty and full of various grasses.

Business and Government Departments

The is used before the names of government departments, associations, hotels, banks, shops, business or industrial concerns.

- ❖ **The** Ministry of Education is building more schools.
- ❖ **The** Automobile Association is an association for motorists.
- ❖ **The** Overseas Union Bank has many branches here.

But **the** is not used when these places begin with a personal name.

- ❖ Have you ever eaten at Macdonald's?
- ❖ He is s graduate of Unsyiah University.

Games

Do not use **the** before the names of games.

- ❖ Are you playing football today? (not *the football*)
- ❖ Tennis is becoming an increasingly popular game here. (*not the tennis*)

Similarly: baseball, cards, soccer, snake and ladders, volleyball, etc.

The Superlatives

The superlative requires the use of **the**.

- ❖ She is **the** tallest girl in our class.
- ❖ He was one of **the** best teachers in our university.
- ❖ Maskur is **the** most intelligent student in Arabic lesson.

A/An

The Difference between **a** and **an**

A is used before a consonant sound.

- ❖ **a** heavy table, **a** ruler, **a** book, **a** radio
- ❖ **a** motorcycle, **a** building, **a** hospital
- ❖ **a** university, **a** united effort, **a** European
(although the last three examples begin with a vowel when written they start with a consonant sound 'yew' when spoken)

An is used before a vowel sound (a, e, I, o, u).

- ❖ **an** apple, **an** umbrella, **an** order, **an** idea, **an** engineer
- ❖ **an** opening, **an** honest girl, **an** elephant, **an** SAF soldier
(*'an honest girl'* has the same sound as the 'o', while *'an SAF soldier'* has the same sound as the 'e'.)

When to use A/An

Countable and uncountable nouns

A/An is used before a noun which can be counted e.g. watch, radio, tree, valley, school, book, pencil, etc.

- ❖ **A** book is under the magazine.
- ❖ **A** great man is difficult to find.
- ❖ He is as brave as **a** lion.
- ❖ She was given **a** reward for her honesty.
- ❖ Fathimah has **a** new bag.

A/An is not used before uncountable nouns (nouns have no

plurals).

- ❖ Democracy is important in our life.
- ❖ Sleep is necessary for health.
- ❖ They have fun.
- ❖ My son is as tough as leather.

Some Exception

There are some exceptions for the use of **a/an** in uncountable nouns. The expressions ‘**a lot of**’, ‘**a little**’, ‘**a type of**’, and ‘**a number of**’ may be used before uncountable nouns.

- ❖ There is *a little ink* in the bottle.
- ❖ Our teacher gave us *a lot of advice*.

In addition, **a/an** is also used for uncountable nouns if the **reference** is to a particular sort of thing.

- ❖ We need **a metal** which is very hard.
- ❖ I like **a paint** that lasts a long time.

A or The

If something has not been referred to earlier, use **a**, but if something has been referred to or even merely thought of, use **the**.

- ❖ There is **a** pen, **a** ruler, and a pencil on the table.
The pen was a gift from my uncle in Meulaboh.
- ❖ My mother bought **a** new blouse. **The blouse** was bought in Montreal when she went there in 1998.

E. Exercise

- I. Find all articles in the passage above!
- II. Insert **the** wherever necessary.
 1. Darwin believed that ... man is descended from the

apes.

2. ... man from the school comes here today.
3. ... silver sold in Pasar Aceh is of the same quality as that sold elsewhere.
4. ... silver is a precious commodity.
5. ... airplanes are made from special metal.
6. ... Concorde is a fast airplane.
7. Wood pulp is used in making ... paper.
8. I took ... paper from his file.
9. The *ustadz* went to ...mosque to inspect the damage to the building.
10. My father goes to ... mosque every day.
11. His arm was injured and he was sent to ... hospital.
12. She went to ... to visit her friend who is a nurse.
13. ... school begins at half past seven.
14. They took a short cut through ... school.
15. ...dinner at our party will commence at 9.30 p.m.
16. We enjoy ... dinner she gave us.
17. ... Banda Aceh is the capital city of Aceh Province.
18. ... Netherlands is famous for tulips and windmills.
19. Which part of ... Canada you going to visit?
20. My house faces ... East Coast Road.
21. ... road that leads to Darussalam is always crowded.
22. Reza's shop is in ... Mohd. Jam street.

III. Insert either **a** or **an** whenever necessary in the blank spaces.

1. ... MAS airplane took part in the air show.
2. ... Malaysian Airlines System plane took part in the air show.
3. There is ... 'n', ... 'b' and ...'f' in the mystery word.

4. My brother is ... union worker.
5. Rabumah works for ... Airline Company.
6. She asked me to wait ... hour for her.
7. She is suffering from ... diabetes.
8. We should all strike for knowledge.
9. It was ... tiring day.
10. The chief is as slippery as ... eel.
11. ... Jealousy is a destructive emotion.
12. ... gold is found mainly in South Africa.
13. I prefer ... tea to ... coffee.
14. ... iron is a durable metal.
15. ... iron is used for ironing clothes.



READING THREE

A. Understanding a Passage

Read through the passage and find the answers to the questions

Qur'anic Teaching: A Blessing for Mankind

With the advent of Islam, humanity had fully grown and reached its prime. It was no longer divided into small, independent tribes who had no contact with each other. The world had become closer and it was like a family once again and was in need of guidance and a way of life, which called for justice for every one and a universal brotherhood. It was in need of a comprehensive code of life that could solve the problems of the contemporary world as well as those of its future. It was in need of a way of life that could answer all its problems and create a world society wherein people of different races; colors and temperaments could live like brothers in peace. This code of life came in the form of the Holy Qur'an. The Qur'an is word and His revelation. The holy Qur'an is the last and complete form of the Divine Code and will suffice till the Day of Judgment. It is a gift of the highest of God's Mercies. In it there is a healing for mankind, a hope for its spiritual future and a joy in the forgiveness of its sins. All who believe in it will share in these privileges. We can have a glimpse of its glory, its majesty and purity in the following few verses:

There is a message for mankind;
Let them take warning there from,
And let them know that He
Is (No other than) One God:

Let men of understanding
Take heed.

(Surah Ibrahim, verse 52)

We send down (stage by stage)
In the Qur'an that which
Is a healing and a mercy
To those who believe:

(Surah Al-Isra, verse 82)

O mankind! There hath come
To you a direction from your Lord
And a healing for the (diseases)
In your hearts, -- and for those
Who believe, a Guidance
And a Mercy.

(Surah Yunus, verse 57)

Prime	: Utama
Guidance	: Petunjuk
Brotherhood	: Persaudaraan
Code of life	: Tuntunan Hidup
Contemporary	: Sekarang
In peace	: Dalam damai
Day of Judgement	: Hari hisab
Healing	: Obat
Glimpse	: Memandang
Warning	: Pringatan
Mercy	: Karunia, rahmat

B. Comprehension

- 1. What is the concept of Islam on humanity?
- 2. What was the form of life code of Islam mentioned in the passage?
- 3. State briefly three aspects in al Qur'an mentioned by the author.
- 4. What is the word *it* in line 16 refer to?
- 5. What are the main sources used by the author to support his essay. Mention clearly.

C. Vocabulary Building

Some of the following words are found in the passage. Try to complete the empty table. Check your dictionary for help and leave the space blank if they are not found.

Verb	Noun	Adjective	Adverb
	leader		
	education		
Teach			
Develop			
		good	
Establish			
	Name		

C. Language Focus: Gerunds

Gerund = the -ing form of the verb used as a noun.

The Gerund has the value of nouns in sentences and can be used in most functions like a noun.

As a subject:

Gerund + Verb + O/C

Examples: **Swimming** is my favorite hobby.

This writing book is expensive.

After a preposition:

Subject + Verb + Preposition + O/C

Examples: He is not good **at cooking**.

We walk **instead of going** by bike.

After certain verbs:

Subject + Certain Verbs + Gerund + O/C

Examples: We enjoyed **working** together.

He stops **smoking**.

As a complement of to be:

Subject + be + Gerund

Examples: Syahminan's habit is **sleeping** in the room.

One of his favorites is **eating** peanuts.

After special expressions:

It is no use, busy, worth, let's go, fancy, can't help

Sub. + be + Special Expressions + Gerund + O/C

Examples: It is no use **waiting** for someone who has gone.

Syarifah couldn't help **laughing** when she
watched the funny show on the TV.

After Possessive pronouns:

Possessive Pronouns + Gerund + Verb + O/C

Examples: **Her carrying** touches **his feeling**.

Our visiting made him happy.

Certain Verbs Followed by Gerund:

Avoid – admit – anticipate – appreciate – consider – deny
– defer – delay detest – dislike – dread – enjoy – finish –
forgive – imagine – involve – keep – loathe – mean – mind
– miss – pardon – propose – quit -remember – resist – risk
– save – stop – suggest

There are also some certain verbs such as *agree, allow, begin, continue, dread, forget, hate, intend, learn, plan, prefer* that may be followed by both Gerunds and to infinitives, with little or no change in meaning.

Examples: We agreed having party in campus.
We agreed to have party in campus.
Ridwan forgets calling his friend.
Ridwan forgets to call his friend.
Etc.

E. Exercise

- I. Find all Gerunds and Infinitive in the text above.
- II. Complete the following sentences by using gerunds.
 1. ... (walk) in the morning is a good exercise.
 2. My sister is good at ... (sing).
 3. He admits ... (do) the work.
 4. The teacher admired his ... (talk) useless.
 5. Ratu like ... (listen) to Acehnese music.
 6. Marhaban is interested in ... (decorate) his room.
 7. Zulfikar suggested ... (save) the money in Bapeda Bank.
 8. ... (go) abroad gave a lot of new experiences.
 9. This ... (draw) book is not expensive.
 10. His great interest in study is ... (master) English.

- III. Build up ten sentences that include gerunds in them.
- IV. Complete these sentences with an appropriate verb from the list in the **-ing** form: do, drive, leave, live, lose, play, sit, speak, spend, use. Use each verb once only.
1. Before ... the office, there is something I'd like you to do for me.
 2. They didn't say a word. They just sat in the corner without
 3. He's very fond of ... the guitar.
 4. He returned to Takengon after ... several years in Banda Aceh.
 5. I'm a good driver but I wouldn't be capable of ... a racing car.
 6. I like this city. I've never thought of ... anywhere else.
 7. Why don't you do something, instead of ...there in the armchair?
 8. He solved the problem by ... a different method.
 9. She must put this umbrella in a safe place. She is afraid of ... it.
 10. Our fee for ... this job will be Rp. 100.000.

READING FOUR

A. Understanding a Passage

Read through the passage and find the answers to the questions:

Universality and Humanism in Islam

The message of Islam is for the whole of the human race. Allah, in Islam, is the God of the entire world, and the prophet is a Messenger for the whole of mankind. In the words of the Qur'an:

“O People! I am but a Messenger from Allah to you all.”

(7:18), and

“We have sent you only as a mercy for everybody in the universe.” (21:107).

In Islam, all men are equal, whatever be their color, language, race or nationality. It addresses itself to the conscience of humanity and banishes all false barriers of race, status and wealth. There can be no denying the fact that such barriers have always existed, and do exist today in the so-called enlightened age. Islam removes all these impediments and proclaims the ideal of the whole of humanity being one family of Allah.

Islam is international in its outlook and approach and does not admit barriers and distinctions based on color, clan, blood or territory as was prevalent before the advent of Muhammad (peace be upon him) and which are rampant in different forms even in this modern age. It wants to unite the entire human race under one banner. To a world torn by national rivalries and feuds, it presents a message of life and hope and of a glorious future.

(Source: “Islam: Basic Principles & Characteristics-II,” The

Entire	: Seluruh
Equal	: Sama, sejajar
Deny	: Menolak, Membantah
Distinction	: Perbedaan
Feud	: Perselisihan

B. Comprehension

1. According to the text what is the mission of Islam towards humanity?
2. What are the original names of *Surahs* referring to *Surah* 7 and 21. Can you explain?
3. What kind of barriers on humanity needs to be destroyed in order to reach the ideal of Islamic teaching?
4. Does the writer clearly mention some barriers existing in this modern life?
5. Why does Islam, according to the text, have universal nature?

C. Vocabulary Building

Some of the following words are found in the passage. Try to complete the empty table. Check your dictionary for help and leave the space blank if they are not found.

Verb	Noun	Adjective	Adverb
	leader		
	education		
Teach			
Develop			
		good	
Establish			
	name		

D. Language Focus: Agreement of Subject and Verb

Agreement has the function to show grammatical relationship among the words in sentences.

1. Agreement of Subject and Verb: The verb must agree with the subject in person and number. A singular subject takes a singular verb and a plural subject takes a plural verb.

Examples: **She is** ready – **you are** going home.

The man drives to work – **Aulia and Rita work** together.

2. When the subject is followed by a phrase, the verb ordinarily agrees with the subject, not the noun in the phrase.

Examples: *The package of cigarettes is* on the table.

The boxes of the books are under the bed.

3. When the subject consists of two nouns connected by **and**, the plural form of the verb is used.

Examples: *Ridwan and Rukaiyah are* friends.

Marissa and Ratu go home together.

4. When the subject consists of two or more nouns joined by **or**, **either ... or**, **and** **neither ... nor**, the verb ordinarily agrees with the noun nearer to the verb of the sentence.

Examples: *Herlina or her sisters are going to* help me.

Either her sisters or Herlina writes a letter to me.

Neither her hat nor her gloves go with this dress.

5. When a collective noun, such as committee, class, etc, is regarded as a singular unit, the verb in singular form is usually used. But when it is regarded as a collection of separate units, the verb in plural form is used.

Examples: *The committee agrees* on the plan.

The committee do not agree on the plan.

The jury has been selected.

The jury have been selected.

Some other important English collective nouns are: army, offspring, public, rest, team, majority, audience, couple, group, band, crowd, etc.

6. When a demonstrative pronoun (**this** or **that**) becomes the subject, the third singular form of the verb is used. And if **these** or **those** becomes the subject, the plural form the verb is used.

Examples: *This is* a good work. *That is* an expensive umbrella.

These are nice pencils. *Those are* expensive umbrellas.

7. When indefinite pronouns (each, everybody, everyone, everything, someone, something, one, no one, nothing, no body, another, etc) become the subject, the third singular form the verb is usually used.

Examples: *Each sings* a song. *Someone is* in front of the door. etc.

8. When the phrase **the number of** precedes the subject, it takes the singular form of the verb. But if the phrase **a number of** precedes the subject, it takes the plural form of the verb.

Examples: *The number of* students in this class *is* ten.

A number of old books *are sold* in the library.

9. When words such as (**with**, **together with**, **in addition to**, **as well as**, **along with**) intervene between the subject and the verb, the verb of the sentence must agree with its subject.

Examples: *My wife, together with my children, has*

gone to Langsa.

Syraifah, **with Dewi and Maskur**, *is*
attending the concert.

10. When the sentences introduced by the Expletive (**There**), the form of the verb must agree with the noun following the verb.

Examples: *There* **is a book** on the table.

There **are two books** on the table.

There **was a good film** on TV last night.

There **were a lot people** in the reception.

E. Exercise

- I. Fill in the blank with the correct answer.

1. He ... busy yesterday.

a. is b. has c. was

2. Neither the novel nor magazine ... interesting.

a. was b. are c. is

3. The box of the pencils ... broken.

a. were b. have been c. is

4. Everybody ... having a good time.

a. is b. were c. has

5. The engine ... smoothly.

a. run b. running c. ran

6. Rita, Maskur and Nurbayani ... tired after their morning work.

a. were b. was c. is

7. Someone ...to listen to worries.

a. care b. cares c. caring

8. The number of teachers who teach here ... twenty.

a. are b. is c. being

9. There ... ten writing books on the selves.

- a. is b. are c. has been

10. A number of students ... sick after having a camping last week.

- a. got b. get c. gets

II. Put **there is, there was, is there, there are, there were** or **are there** in the following sentences.

1. ... a pen under that book? Yes,
2. What ... in the corner of the room?a bed.
3. How many chairs ... in the class? fifteen.
4. ... some water on the floor.
5. ... many students at the bus stop? No, only one.
6. ... three bottles of ink in the cupboard.
7. ... several buses to Pasar Aceh every day.
8. ... a lot of work at the office of LDC.
9. ... no houses here when I was young.
10. ... a lot of trouble in the last few days.



READING FIVE

A. Understanding a Passage

Read through the passage and find the answers to the questions:

The Faith and Belief

The religion of Islam- which term literally means “submission (to God our Creator,” - teaches the following dogmas:

- a). To believe that there is no God if not God Himself. He has no parents, no mate, and no child. He is unique and eternal in the past and in the future; and He rests invisible to us.
- b). That God has many celestial servants, the angels, some of them bring messages of the Lord and communicate them to prophets.
- c). That God has sent from time to time a number of human messengers, (prophets) to guide their peoples to the path of the pleasure of God. One must believe in all of them, but must practice the commandments of only the last of them, Muhammad, after whom there is to be no new prophet. The divine orders revealed to many prophets have been recorded in book form for the benefit of the posterity, but one must abide by only the latest and last of them, the Holy Qur'an.
- d). A Muslim has also to believe in the Hereafter. After our ineluctable death, God is going to resurrect us all and demand account of our behavior during the earthly life in order to reward or punish according to what each one merits.

- e). Regarding free will and predestination, one must believe that God is the creator of all, and that each man is responsible for what he performs.

The creed in Islam is as follows: I believe in God, in His angels, in His revealed books (commandments); in His human messengers (prophets), in the Hereafter, and that God determines all Good and Evil.

(Source: Muhammad Hamidullah, *Islam in a Nutshell*, Hyderabad House, Inc., 3437 Germantown Ave, Philadelphia, 1990.)

Submission	: Penyerahan diri
Unique	: Satu, Esa
Celestial	: Langit
Path	: Jalan
Devine orders	: Wahyu, Aturan
Posterity	: Anak cucu / Keturunan
Abide	: Mematuhi
Hereafter	: Hari Kiamat
Ineluctable	: Tidak dapat dihindari
Merits	: Kebaikan / manfaat
Predestination	: Takdir :

B. Comprehension

1. In your own words, mention briefly five dogmas taught by Islam.
2. What is the *Surah* closely related to the first dogma.
3. What was the main duty of the angels towards prophets?
4. What was the main duty of prophets towards people?
5. Is there any life after death based on the passage above? How do you explain.

C. Vocabulary Building

Some of the following words are found in the passage. Try to complete the empty table. Check your dictionary for help and leave the space blank if they are not found.

Verb	Noun	Adjective	Adverb
communicate		communicative	
	revelation		
please	pleasure		
			creatively
		believable	
			responsibly

D. Language Focus: Personal Pronouns

Pronouns are words to replace nouns. They help avoid needless repetition.

Personal Pronouns can come in several forms.

❖ Subjective Case: I, you, they, he, she, we, and it.

Examples: **I** did this homework last week.

She speaks English fluently.

They are new comers in this area.

❖ Objective Case: me, you, them, him, her, us, it

Examples: He gave the book to **her**.

We see **them** in the market.

Our teacher called **us** to complete the test.

❖ Possessive Case:

1. Possessive adjectives: my, your, their, his, her, our, its

Examples: This is **my** book.

The cat is nice. **Its** tail is long.

Their house is located in the middle of the city.

2. Possessive Pronouns: Mine, yours, theirs, his, hers, ours,

Examples: This book is **mine**.

That house is **ours**.

Ummi Kalsum is a friend of **theirs**.

- ❖ Reflexive Case: myself, yourself, yourselves, themselves, himself, herself, ourselves, itself

Examples: Armia has hurt **himself**.

I made it **myself**.

We finished the job **ourselves**.

E. Exercise

- I. Find all personal pronouns in the passage above.
- II. Insert the correct pronouns and possessive adjectives in the following sentences.
 1. She makes the cake because of ...(he/him).
 2. I was talking to ...(she/her).
 3. This is not ... (yours/your) umbrella.
 4. It could not be ... (he/him).
 5. Take it from ... (their/them) right now.
 6. This bookstore is ... (our/ours).
 7. Everyone has passed the test except ... (you/yourself)
 8. The teacher called Syarifah and ... (me/myself).
 9. It is impossible for ...(her/herself) to finish her work on time.
 10. It is ... (I/me) who visited Ani yesterday.
- III. Complete these sentences. Follow the example.
 - A. Did Muslim shout at Rabumah?
 - B. No, **she** shouted at **him**.
 1. A. Have Mr. and Mrs. Asakir invited Mr. Umar?

- B. No, has invited
2. A. Did you and your friends work for Mr. and Mrs. Safrul?
B. No, worked for
3. A. Did you build a house for your sister?
B. No, built a house for
4. A. Does your brother owe Syahminan some money?
B. No, owes some.
5. A. Did you and your wife visit your uncle last week?
B. No, visited last week.



READING SIX

A. Understanding a Passage

Read through the passage and find the answers to the questions:

Human Emotion

What distinguishes man from other creatures of the universe and gives him an exalted position over them are emotions that can lead him either to the highest or to the lowest. The noblest of these emotions are love, compassion, self-sacrifice, etc. The center of these emotions is human heart. Man's likeness is that of a machine which if used properly and for the purpose intended by its maker, gives the best result. But if the maker's instructions are not followed the result is disastrous, both for the machine and its user. Human heart is a precious and delicate machine. According to Prophet Muhammad (Peace be upon him) there is a lump of flesh in the human body. If it remains healthy (physically as well as spiritually) the whole body will be healthy. If it goes wrong the whole body will be ruined. That piece of flesh Prophet Muhammad (Peace be upon him) pointed out here is the human heart. That means man's actions are determined by his emotions. If his heart is the seat of higher emotions, noble deeds will follow and if it is full of baser emotions, the result will be evil actions with ruinous results. Therefore human heart needs to remain pure at all times.

In order to guide man to his noble destiny Allah, the Most Merciful, has not only warned him of the presence of evil that can mislead him but also sent numerous prophet throughout history to show man the right way. Equipped with Divine knowledge and

the highest standard of personal conduct these noble messengers of Allah have shown humanity the right way, the way of peace and eternal success, the way of devotion and obedience to Allah.

Distinguish	: Membedakan
Exalted	: Mulia
Compassion	: Keharuan
Delicate	: Lembut
Flesh	: Daging
Ruin	: Hancur
Pure	: Murni, bersih
Noble	: Mulia
Presence	: Kehadiran, Keberdaan
Numerous	: Banyak
Obedience	: Kepatuhan

B. Comprehension

1. Why does the human emotion play a very vital role in human life?
2. How does the author compare the human emotion to a machine?
3. What happens if a lump of flesh in human body goes wrong?
4. What is exactly the lump of flesh referred to?
5. How did Allah show man the right path in order to avoid him or her from bad deeds? Explain.

C. Vocabulary Building

Some of the following words are found in the passage. Try to complete the empty table. Check your dictionary for help and

leave the space blank if they are not found.

Verb	Noun	Adjective	Adverb

D. Language Focus: The Conditional

The conditional is used when someone wants to express a situation that is dependent on a certain condition or conditions.

The conditional can be expressed by:

The Real Condition

❖ If + s + the simple present, s + the simple future +

The Unreal Condition I

❖ If + s + the simple past, + s + the past future +

The Unreal Condition II

❖ If + s + were + s + the past future +

The Unreal Condition III

❖ If + s + the past perfect, + s + past future perfect+

The Real condition:

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

E.g. If it **rains** tomorrow, I **will** stay in.

If he **has** time, he **will** visit his grandmother.

If we **are** free, we **will** come to your house.

The Unreal Condition I

The Unreal Condition I is used for an unlikely event.

E.g. If she **came**, I **would** be very happy.

(It is unlikely for her to come)

If he **had** time, he **would** come to your house.

(It is unlikely for him to have time)

The Unreal Condition II

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

E.g. If **were** rich, I **would** not work.

If I **were** a bird, I **would** fly all over the world.

If she **were** alive, she **would** not be so unhappy.

The Unreal Condition III

The Unreal Condition III is used for an irrevocable event.

E.g. If he **had had** time, he **would have visited** us.

(Unfortunately, he had no time therefore he didn't visit us)

If we **had attended** the party, we **would have met** him.

(We didn't go to the party therefore we didn't meet him)

E. Exercise

- a. Find all conditional sentences in the passage above.
- b. Fill in the blanks with suitable verbs to express the Conditional.
 1. If he ... (take) my advice, he ... (succeed) in the business venture.
 2. If he ... (go) to the airport earlier, he ...(met) his childhood friend.
 3. If I see her, I ... (give) her the book.

4. If the time is not convenient, I ... (change) it.
5. If we found your umbrella, we ...(inform) you.
6. If he had been punctual, he ... (not miss) her.
7. If I had known, I ... (vote) for him.
8. If you cut your hair, you ... (look) more tidy.
9. If you had tried, you ... (be) successful.
10. If my father knew your address, he ...(give) it to me.
11. My friend ... (know) what to do if he ... (be) here.
12. My sister had passed the examination, if she ...(study) hard.
13. They ... (come) to your party, if you invite them.
14. They ... (buy) a new house, if they had had a lot of money.
15. If she were tall enough, she ... (take part) in the artist contests.

READING SEVEN

A. Understanding a Passage

Read through the passage and find the answers to the questions:

Shalat

The second pillar of Islam is prayer, specified by the term Shalat. It means worship. Muslims are to pray each day according to a prescribed pattern and at five prescribed times; at dawn, at midday, in the afternoon, at sunset, and at night. The recitation of these prayers does not automatically bring God's favor, for the intent of the heart and mind and condition of the body must be pure, devoid of self-interest and indifference, uncontaminated by the world. One must prepare for prayer by both a spiritual and physical washing so that God alone may be praised. Prayer in Islam is not merely a mental and verbal activity. Because the whole person must praise God, Muslim prayer includes physical activity such as requiring various body postures at specified places in the prayer ritual. Because the prayer cycle begins before sunrise and concludes after sunset, worshipers are enabled to remember throughout the whole day that they are servants of God.

It is good for these prayers to be performed in the mosque. But, Muslims are also allowed to perform these prayers in any good place when the prescribed times are at hand. The noon prayer on Friday should, however, be performed in the mosque. The person who leads prayer at the mosque is called the *imam*. Along with *salat*, Muslims are encouraged to perform *do'a*, or nonobligatory prayers. Whether obligatory or voluntary, all prayers are offered

facing Mecca. Finally, in the act of prayer Muslims approach God directly. In Islam no mediator is postulated because no mediator is necessary.

Pillar	: Tiang
Worship	: Ibadah
Prescribed	: Tertentu
Recitation	: Bacaan
Devoid	: Terhindar
Washing	: Pensucian
The whole	: Seluruh, seutuhnya
Require	: Membutuhkan
Posture	: Gerakan
Throughout	: Sepanjang
Lead	: Memimpin
Obligatory	: Wajib
Encourage	: Mendorong (semangat)

B. Comprehension

1. What are some requirements that a Muslim needs to prepare when performing prayers in order to meet God's favor?
2. Why must a Muslim have a good preparation before praying?
3. According to the text, why is a Muslim intended to do in his/her daily prayers?
4. Is the mosque the only good place for prayers? Give your explanation.

C. Vocabulary Building

Some of the following words are found in the passage. Try to complete the empty table. Check your dictionary for help and leave the space blank if they are not found.

Verb	Noun	Adjective	Adverb
	Prayer		
Specify			
		Pure	
Prepare			
		Performed	
	Mediator		

D. Language Focus: The Conditional

A preposition is a linking word. It relates one word to another word or phrase in the same sentence. It is good to remember that if the word not linked to another word or phrase, it is not a preposition.

- E.g. He sits **on** the chair. (**on** links ‘sit’ to the chair)
We find many verses **in** Al-Qur’an.
The interesting lady walked **in**. (in modifies ‘walk’, it is an adverb.)

When we are talking about the position of somebody or something, we use **in** for a volume; and for an area.

- E.g. **in a shop, in a factory, in a room, in a house, in a car, in the air; in Banda Aceh, in town, in a village, in the country, in a garden, in the north, in the class, in the west.**

We use **on** for a surface or line.

- E.g. **on a table, on the floor, on a wall, on a roof, on a**

**line, on the coast, on a bus, on a bike, on a train,
on holiday, on the left, on the right.**

We use **at** for other cases.

E.g. **at home, at school, at work, at the bus stop, at the station.**

We use **on** with days.

E.g. **On Monday, on Friday afternoon, on your birthday,
on 7th September,** etc.

We use **in** for months, seasons, and for years.

E.g. **in August, in winter, in 2001.**

We also use **in** such as in: **in the morning, in the afternoon,
in the evening.**

Types of Prepositions: Simple and Complex

Simple prepositions are single words such as **between, for,
in, on, at, with, against,** etc.

Complex prepositions consist of two or more words such as
**along with, in front of, owing to, in addition to, in the
back of, etc.**

Functions of Prepositions

❖ Locate the place of the activities.

E.g. Mr. Aribuan is **at** home.

Maskur went swimming **in** the pool.

Syarifah looked for her lost jewelry **under** the bed.

A little bird fell **from** a branch **of** that tree.

Main library of IAIN Ar-Raniry is **near** the Language

Center.

❖ Indicate the time or duration of the activities.

E.g. We have not met Ummi Kalsum **since** 1999.

We will have to wait **until** tomorrow.

The baby has been crying **for** three hours.

❖ Indicate directions

E.g. The students ran **out of** the school together.

The teacher is walking **towards** the university gate.

The girl moves **away from** the barking dog.

He sent a letter **to** me.

❖ Introduce phrases

E.g. He went to school **in spite of** being sick.

The young mother wore a *Kebaya* **of** many colors.

She has always lived **in** fear of death.

E. Exercise

I. Find all Prepositions in the passage above.

II. Put of the propositions in each of the spaces:

1. She works ... a big shop ...Banda Aceh.

2. There is a book ...the floor. Put it ...the table.

3. I often see Mr. Umar Latif ... the station.

4. Aceh is ... the very tip ... Sumatra Island.

5. There were several students ... the bus stop.

6. When I was ... the bus this morning, I saw to students
...the mosque roof.

7. My mother teaches ... a school ... Takengon.

8. The children were waiting ...the car parked ... the shop.

9. My brother went ... school ... bike.

10. My grandmother kept her dress ... cupboard because

there were many children ... the room.

11. We walked ... the road ... the village because it was too wet to go ... the wood.
12. She is not Acehnese. She comes... Medan.
13. They go ... work ...bus.
14. Ratu was born ...2 o'clock ...15th August. She was born ... 1997.
15. Our friends came to see us ...last Friday, and they are going back to Sigli ...next Saturday.
16. He usually goes for a drive ...Sunday. He leaves home early ...the morning, and he comes back late ... the evening.
17. Sometimes we have to work ... night.
18. I often see Rahmi ...the morning, but Syahminan met her ...last Saturday afternoon.
19. My sister will leave ... Sunday morning ...7 o'clock; she will probably catch the bus early ... Monday and get to Bireuen ... the evening.
20. He lives ... that house, ... the second floor.

READING EIGHT

A. Understanding a Passage

Read through the passage and find the answers to the questions:

Zakat

The third pillar of Islam is *Zakat* or almsgiving. *Zakat* is an Arabic word literally means purification. It is used to express a portion of the property bestowed in alms, as a sanctification of the remainder to the proprietor. It is an institution of Islam and founded upon an express command in the Holy Qur'an.

Islam makes *Zakat* an obligatory charity and binding upon all those who embrace the Muslim faith. This act of worship reminds Muslims that they are but stewards of God, having oversight and responsibility for the preservation and well being of all that has been entrusted to them. Those who have been blessed are called upon as stewards to bless those less fortunate than themselves. Taxing those who have made profit and distributing the tax to those who are in need accomplish this. In this way are met the needs of the poor, the widowed, the orphaned, and the sick; and the stewards themselves are, in a sense, purified from the evils of greed and selfishness. Their stewardship is thus authenticated. The amount of tax that one must pay is determined by a set of rules. Another set of regulations governs its distribution so that all is done fairly and justly, according to divine provision. As in the case of prayer, there is also a voluntary form of almsgiving called *sadaqah*. Muslims should always respond in this way to human need, thereby demonstrating a loyalty not only to their fellow human beings but also to God.

Remind	: Mengingat
Fortunate	: Beruntung
Profit	: Keuntungan
Widowed	: Janda
Orphaned	: Yatim
Purify	: Membersihkan
Regulation	: Peraturan, tuntunan

B. Comprehension

1. Why is *zakat* called the act of worship?
2. To whom *zakat* is directed?
3. How is *zakat* distributed ? Why is it given based on divine provision.
4. What is a Muslim always encouraged to perform *zakat* or *sedakah* in his or her life? Explain clearly.

C. Vocabulary Building

Some of the following words are found in the passage. Try to complete the empty table. Check your dictionary for help and leave the space blank if they are not found.

Verb	Noun	Adjective	Adverb
Purify			
		Obligatory	
Accomplish			
		Authenticated	
	Determination		
	Act		

D. Language Focus: Passive Voice

- ❖ All sentences are either active or passive. When we change an active sentence into passive, we change the verb formation and the word order. Notice that all passive formations have the verb **be** before a past participle and only verbs that usually have an object can have a passive form.
- ❖ Compare the active and passive forms of different tenses in the table below.

Tenses	Active	Passive
Present Simple	They sell bread here.	Bread is sold here.
Present Continuous	They are building a house.	A house is being built .
Future Simple	They'll do it tomorrow.	It will be done tomorrow.
Past Simple	Yoga painted it.	It was painted by Yoga.
Past Continuous	They were playing games.	Games were being played .
Present Perfect	They have sold the car.	The car has been sold .
Modals	You can buy tickets here	Tickets can be bought here

- ❖ Double Object Verbs: **Direct Object and Indirect Object**
 1. We prefer the Passive sentences when we are not especially interested in the doer of the action (e.g. someone), but rather in the object (e.g. the money). Example: **Someone** gave the money to Amir. (Active)

The money was given to Amir. (Passive)

2. When we are more interested in the person to whom the action was done, we can begin the Passive sentence with the indirect object.

Example: Someone gave Amir the money. (Active)

Amir was given the money. (Passive)

Note: Other verbs that can be used in this form are:
ask, tell, owe, pay, promise, send, teach, and show.

E. Exercise

- I. Find all passive sentences in the passage above.
- II. Change the following sentences into passive constructions.
 1. You must return the book quickly.
 2. Rita will make bread for our party.
 3. Someone has broken the door.
 4. Someone wrote this essay three years ago.
 5. They are repairing their car.
 6. You can play this game indoors or outdoors.
 7. They were laying the table when we arrived at the restaurant.
 8. A friend of hers sang the song. (by ...)
 9. You may bring a dictionary to the class.
 10. She gives me the book when I am on my way home.
- III. Rewrite the following sentences in the Passive forms beginning with the indirect objects.
 1. They gave me three hours to make my decision.
 2. People often ask Marlina questions about her work.
 3. Someone showed us how to do it.
 4. Nobody owed her any money.

5. We paid Eva too much.

IV. Each of these sentences is incorrect. Correct it based on the passive construction.

1. Sometimes I am waking up by loud noise.
2. The Olympic Games are hold every four years.
3. The road to campus will be improve soon.
4. New students are give English matriculation program every year.

READING NINE

A. Understanding a Passage

Read through the passage and find the answers to the questions

Sleep is a Temporary Departure of the Spirit

It is stated in the Holy Qur'an that sleep is a state in which there is a temporary departure of the soul from the body. When Allah S.W.T uses His Supreme Will and decides to end someone's life, then the individual is not going to recover his sleep and he will pass away. And for those who will awake from sleep according to Allah's will, one day will come when they will die.

Allah S.W.T said:

"It is Allah S.W.T. that takes the souls (of men) at death, and those that die not (He takes) during their sleep. Those on whom He has passed the decree of death, He keeps back (from returning to life), but the rest He sends (to their bodies). For a term appointed. Verily in this are Signs for those who reflect." (Surah AZ-Zumar (XXXIX), Verse 42.)

Modern science is in full agreement with the Qur'anic view and the opinion of the Modern science has been expressed in Dr. Hudson Tettle's book about incorporeal secrets. Dr. Tettle mentioned that a woman who was born blind was able to see things clearly while she was sleeping and she was able to tell a detailed description of what she saw. After her death the autopsy showed that the nerve which is responsible for the eye-sight (optic nerve) was dead.

Professor Arthur Alison who has been the chairman of the British society for psychological and spiritual studies has done

quite a lot of work in the field of sleep and Qur'an has been very helpful to him in his search. He reached to some conclusions, which were mentioned in Qur'an i.e. sleep is a temporary death and now the Para-psychology is going in the same direction. Following his scientific work Professor Arthur Alison decided to embrace Islam. This is because he has no doubt what Muhammad (PBUH) has said in the seventh century is absolutely true.

(Adapted from: Dr. Sulaiman Qush, *The Scientific Discoveries in Correlation to the Glorious Qur'an*, Islamic Da'wah Council of the Philippines, 1988, 117-118)

Temporary	: Sementara
Soul	: Jiwa
To recover	: Sembuh
Appointed	: Tertentu, ditetapkan
To express	: Mengungkapkan
Description	: Penjelasan, keterangan
To embrace	: Memeluk (agama)

B. Comprehension

1. Why do sleep is considered a temporary death? How does the author support his opinion?
2. What is the opinion of modern science towards sleep in correlation to Qur'anic point of view?
3. What was the experiment depicted by the author to relate to scientific finding about sleep secret? Explain!
4. According to the passage, what was the opinion of Professor Arthur Allison?
5. Did para-psychology agree with the opinion of Professor Arthur Allison? If yes, explain!

6. Why did then Professor Arthur Allison become a Muslim?

C. Vocabulary Building

Some of the following words are found in the passage. Try to complete the empty table. Check your dictionary for help and leave the space blank if they are not found.

Verb	Noun	Adjective	Adverb
		Fundamental	Fundamentally
Use		Useful	
Die		Dead	
	Protection		Protectively
		Descriptive	
	Help		Helpfully
	Doubt		

D. Language Focus: Simple Past Tense and Present Perfect Tense

1. The Simple Past Tense

The Simple Past Tense is used for a completed event or a number of completed events that happened at a specific time in the past time. Now it is finished.

❖ A completed action

E.g. We won the first place in the football competition.
Did the lady take her children to the hospital?
She did not write a drama script.

❖ A definite point of time

E.g. She borrowed the books from the library last week.
We did not leave the office at 6.30 p.m.
Did the answer of our job application come on June 5?

❖ Imagining

E.g. I wish I had a lot of money. If I did I would travel around the globe.

She wishes she were rich.

❖ Polite Requests and Suggestions

E.g. I thought we could go to the cinema together.

You should not walk on the grass.

2. The Present Perfect Tense

We make the Present Perfect tense with have or has and the Past Participle of the verb, e.g. **I have been here; She has taken her books** (Affirmative). **How long have you been here?** (Interrogative), **She has not taken her books yet.** (Negative)

The Present Perfect Tense is used for:

❖ A past action that still affects the present.

E.g. She **has worked** in the office since 1998.

He **has read** many English books.

Has he read many English books?

❖ A completed activity at some recent indefinite time.

E.g. **Have** they finished reading their storybooks?

The student **has** not yet completed his homework.

❖ **Already, not yet, since, and for** expressions.

E.g. He has already finished his study program.

She has not yet eaten her lunch.

I have not accepted any news from her since February.

He has been ill for weeks.

E. Exercise

1. Find all the Simple Past Tense and Present Perfect Tense in the text above.
2. Complete the following using the verb in brackets in the

Simple Past tense.

1. They ...(buy) their house in 1997.
 2. My sister ... (cry) a lot when she ...(miss) her ring.
 3. Marbahan ... the guitar a lot when he ... (be) a member of the band.
 4. Last week we ...(take) some photos of Takengon view.
 5. Several years ago Mr. Azhari ... (visit) our village.
 6. We ... (have) dinner at Mayasari restaurant last Friday.
 7. Did he ... (attend) the meeting a week ago?
 8. Rabumah and Rosita did not ...(come) to the class.
 9. ...(be) he invited to the party of the club members?
 10. The student did not... (submit) his homework to his teacher.
3. Complete the following with the Past Participle of the verb in brackets:
1. Someone has ...(take) a cup.
 2. I haven't ...(buy) any new clothes for years.
 3. Have you ever ...(eat) kangaroo meat?
 4. I am sorry; I've ...(forget) your name.
 5. Has Rabumah ...(drive) her car today?
4. Filling the blank with using the Present Perfect Tense.
- A. What ... today?
 - B. I ... (write) some letters.
 - A. ...(send) the plans?
 - B. No, they ...(send) them.
 - A. ... (rain) much this week?
 - B. No, it ...(rain) at all.
 - A. How many cakes ... (have) the child ...(eat)?
 - B. I think he ...(have) two pieces.
5. Fill in the blanks using the Simple Past Tense or the

Present Perfect Tense.

1. You ... (miss) the train. It ... (leave) ten minutes ago.
2. She ... (live) in Lamtamot for three years. She once ... (live) in Sigli.
3. ... you (finish) preparing for the English test.
4. When he ... (hear) voices he ... (rush) to the door, but he ... (find) no one there.
5. It ... (not rain) for weeks.
6. The play ... (just begin).
7. She ... (leave) three months ago and I ... (not hear) from her since.
8. He ... (buy) a new car yesterday, but he ... (not sell) his old one yet; so now he has two cars.
9. Everything ... (change) in this city since I ... (be) a boy.

REFERENCES

Al-Qur'an

Al-Hadith

Abduil Basit Quraishi. *Islam the Universal Divine Message*, Islamic Da'wah Council of the Philippines, Manila, 1986.

Fowler, W.S., and Norman, C. *Test and Practice Your English*. Thomas Nelson and Sons, Ltd, Honking, 1990.

Luthfi Aunie. *The English Articles*, Center for Language and Teaching Staff Development, IAIN Ar-Raniry, Banda Aceh, 1999.

-----, *The English Personal Pronoun*, Center for Language and Teaching Staff Development, IAIN Ar-Raniry, Banda Aceh, 1999.

-----, *The Features of English Adjectives and Its Implication in English Sentence Structures*, Center for Language and Teaching Staff Development, IAIN Ar-Raniry, Banda Aceh, 1998.

Muhammad Hamidullah, *Islam in a Nutshell*, Hydrabad House, Inc., 3437 Germantown Ave, Philadelphia, 1990.

Sulaiman Qush, *The Scientific Discoveries in Correlation to Glorious Qur'an..* Islamic Da'wah Council of the Philippines, Manila, 1988.

The Muslim World League Journal, "Islam Basic Principles and

Characteristics,” vol. 28, No. 7, 2000.

Ilyas Ismail. *Fundamental Teaching of Islam*, R.P. Garcia Publishing Co, Ltd., 903 Quezon Ave, Philippines, 1984.

Warriner, E. John, et.al. *English grammar and Composition*, Harcourt Brace Jovanovich, Inc., New York, 1977.

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. In order to enrich English skill, 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.



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 978-602-71602-8-6

