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**Р.Р. НУРМИЕВА
Р.Р. ШАНГАРАЕВ**

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Научный редактор –

Кандидат филологических наук, доцент,
проректор по научной работе, профессор кафедры филологии и страноведения
ЧУ ВО «Российский исламский институт»

Р.Р. Закиров

Рецензенты:

Доктор педагогических наук, доцент,
заведующий кафедрой иностранных языков для социально-гуманитарного направления
Института международных отношений, истории и востоковедения
ФГАОУ ВО «Казанский (Приволжский) федеральный университет»

А.В. Фахрутдинова

Доктор филологических наук,
ведущий научный сотрудник Института языка, литературы и искусств им. Г.Ибрагимова
Академии наук Республики Татарстан.

И.Г. Закирова

Нурмиева Р.Р.

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Данное учебное пособие предназначено для студентов, обучающихся в образовательных учреждениях высшего образования, высшего профессионального религиозного мусульманского образования, и содержит материалы по специальности, дополняющие основной курс английского языка.

Целью учебного пособия является развитие навыков и умений чтения, двустороннего перевода, профессионально-ориентированной устной речи, введения дискуссии, а также расширение лексического запаса студентов в области профессиональной терминологии.

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Предисловие

Одной из важнейших характеристик компетентного специалиста является умение работать с оригинальными источниками на иностранном языке. Для этого требуется умение не только читать и переводить текст, но и владеть лексикой в рамках своей специальности.

Учебное пособие «English for Students of Theology and Religious Studies» призвано обучить будущих религиозных деятелей со специальными текстами и расширить их словарный запас.

В пособии представлены адаптированные тексты для развития различных умений коммуникативного чтения, сопровождаемые до- и послетекстовыми заданиями. Лексические упражнения позволяют проработать необходимую лексику и дополнить словарный запас обучаемых.

Пособие состоит из 19 разделов, каждый из которых включает в себя текст, который предназначен для изучающего чтения, а также упражнения на отработку лексики, развитие навыков языковой догадки, поиска информации, закрепления грамматического материала, словообразования, анализа и развития мышления на английском языке.

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I. Pre-Reading Tasks.

Look at the title of this unit and answer the questions.

1. You will read about a famous woman who lived in Egypt at the time of Moses (*AS*). What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Asiah in order of importance.
3. Compare your list with other groups. How are they similar or different?

II. Reading .

Develop your reading skills: *As you read, try to find the information you listed above in the text.*

In the Palace of the Pharaoh.

One day a servant from the palace of the Pharaoh saw a chest floating in the river. She waded out to take a closer look. She was surprised to find a baby boy inside. She took it to the palace and showed it to the Pharaoh. The queen, whose name was Asiah, looked at the baby and immediately fell in love with it. She wanted to protect it. She asked the Pharaoh, "Please let me keep the baby, Sire. It can do no harm here. We can bring it up here in the palace as an Egyptian prince".

The Pharaoh reluctantly agreed to her request. She named the baby Moses.

Moses (*AS*)

Moses grew up with many servants, plenty of jewellery, and fine clothes to wear. One day, he got into a fight with an Egyptian. The Egyptian was beating an Israelite. He told the Egyptian to stop, but he would not. In the struggle, Moses killed the Egyptian. Terrified, Moses ran away to the Midianite Arabs in the Sinai desert.

Moses (*AS*) Returns

Many years later, Moses returned to the palace. He had become a prophet of Allah (*SWT*). He told the Pharaoh about Allah (*SWT*). Moses said that there was only one God and that He created everything. The Pharaoh was angry because he thought he was a god. When Moses asked the Pharaoh to let the Israelites leave Egypt he refused. The Pharaoh wanted to kill Moses, but God protected Asian's adopted son.

The Magicians.

The Pharaoh called his magicians. He wanted them to show Moses their magical powers. The magicians changed some ropes and rods into snakes.

Allah (*SWT*) then spoke to Moses. "Take your stick and throw it onto the floor." Moses obeyed. Suddenly his stick changed into a giant serpent. Everybody was surprised. The serpent attacked all the snakes and swallowed them.

The magicians were surprised. They asked Moses to tell them about his God. This made the Pharaoh angry. He did not want them to worship Allah (*SWT*). He ordered his soldiers to kill the magicians. Then he said to Moses, "If you do not stop talking about this God, I will kill you, too!"

Suddenly, a man named Ezekiel spoke up. Like Moses, he also believed in the One True God. "Would you kill a man who says Allah (*SWT*) is his God?"

This made [he Pharaoh even angrier. Immediately, he ordered his soldiers to take out their swords and kill Ezekiel.

Ezekiel and His Family.

Ezekiel was a pious man. He told his wife about Allah (*SWT*) and she believed in Him also. His wife was an important person in the Pharaoh's court. She was the Royal Comber. She combed the hair of the Pharaoh's daughter.

Asiah knew Ezekiel and his wife. She often talked with them about Allah (*SWT*). Soon Asiah also believed in the One True God. However, she did not tell the Pharaoh about this. She was afraid of him.

After the Pharaoh killed Ezekiel, Asian often visited Ezekiel's wife and children. Haman, the Chief Minister, told him about her visits. "The Royal Comber is a dangerous woman. Sire", he said. "She believes in this One God, like her husband did".

The Pharaoh's Cruelty.

The Pharaoh called the Royal Comber to his palace. "Who is your God?" he asked her, "Is it your Pharaoh?"

The woman was afraid as she said, "No. Sire. It is not you. It is Allah (*SWT*)".

The Pharaoh tried to make her change her mind. He ordered his soldiers to put a large copper oven in the courtyard. He told them to heat it up. Then he ordered his strongest soldier to pick up one of her children. Even though Asiah asked the Pharaoh to stop, he wouldn't. He told the soldier to throw the child into the oven.

The Pharaoh continued to have all of the woman's children thrown into the oven – even her baby. Finally, the Pharaoh killed the woman as well.

The Death of Asiah.

After he had killed the woman, the Pharaoh went to Asiah, who was weeping. He couldn't understand why she was crying. "May Allah's (SWT) wrath be upon you!" she shouted.

The Pharaoh was surprised. He ordered the soldiers to take her to her room. Then he called her mother. "Your daughter has gone mad. She believes in another God, If you don't make her believe that I am her god, she will die". The mother tried hard to persuade Asiah to stop believing in Allah (SWT), but Asiah refused. "I would rather die", Asiah told her mother. "I cannot live happily without my God".

Finally the Pharaoh lost patience and decided to execute his queen. He ordered his soldiers to take her to the courtyard. He told them to tie her arms and legs and whip her. It was very painful for her. Finally she died. This brave woman was the first martyr of the Abrahamic Faith. Asiah is referred to in the Quran in Surat Al-Tahrim: 11: *And Allah gives the example of the wife of the Pharaoh who said: Oh, Lord, build me a place in Heaven near You, and save me from the wicked Pharaoh and all wrong-doers*".

III. Meaning Focus.

a) True/False Statements.

Read

the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Moses ran away from the palace after killing an Egyptian.
2. The Pharaoh summoned his magicians to show Moses their magical powers.
3. Moses' stick turned into a serpent, which killed all the magicians.
4. The Pharaoh killed Ezekiel's wife because she did not believe that he was a god.
5. Asiah was the first martyr of the Abrahamic Faith.

b) Information Search.

Answer the questions using information from the text.

1. Why did Moses kill the Egyptian? Because the Egyptian....
 - had many privileges.
 - ran away.
 - was beating an Israelite.
 - was terrified.
2. Who protected Moses when he returned to the palace?

- The Pharaoh
- The Pharaoh's soldiers
- The magicians
- God

3. Why did the Pharaoh order his soldiers to kill the magicians?
4. How did the Pharaoh kill the children of the Royal Comber?

c) Information Management

Complete the chart with as much information as possible about the main characters in the story of Asiah.

NAME	SEX	POSITION	HOW HE/SHE DIED
Asian			
		Pharaoh of Egypt	
Moses			
Haman			
		Husband of the Royal Comber	
			Killed after seeing her children killed by Pharaoh's soldiers

d) Learner Activity.

1. Work in groups. Imagine you are important officials in the palace of the Pharaoh. You saw what happened when Moses met the magicians.
2. Imagine you're going to tell a friend about what you saw. Decide what you're going to say and select one person in the group to report your information to the class.
3. Listen to the other groups' stories. How are they similar or different?

e) Vocabulary in Context

Match each word from the text with the correct meaning.

- | | |
|----------------|--|
| 1. protect | a. very religious |
| 2. reluctantly | b. keep safe from harm and danger |
| 3. request | c. the act of asking for something |
| 4. struggle | d. hesitantly, unwillingly |
| 5. terrified | e. a large snake |
| 6. prophet | f. a person who dies for a cause or certain beliefs |
| 7. obeyed | |
| 8. serpent | g. great anger |
| 9. pious | h. beat someone with a piece of rope or feather |
| 10. court | i. extremely frightened |
| 11. wrath | j. convince, make someone agree |
| 12. persuade | k. a religious person who predicts the future |
| 13. execute | l. did what was asked or ordered |
| 14. whip | m. place where a ruler lives <i>or</i> meets with others |
| 15. martyr | n. put to death, carry out a killing |
| | o. a difficult task using effort and energy |

Use some of the words from the previous task to complete the passage below.

Use the words in their correct form.

When Moses was a baby, the Pharaoh's wife, Asiah, adopted him. She (1) him from any harm that might happen to him. The Pharaoh was (2) to allow Asiah to keep the baby, but she (3)..... him to let Moses live in his (4) When he was a young man, one day, Moses saw an Egyptian beating an Israelite. He tried to (5) the Egyptian to stop. When the Egyptian refused Moses' (6) to stop beating him. Moses joined in the (7) and killed the Egyptian. He had to run away to avoid the (8) of the Pharaoh. When he came back, he had become a (9) of Allah (SWT). He proved the greatness of Allah (SWT) in a contest with the Pharaoh's magicians when his (10)..... attacked and killed all their snakes.

IV. Language Focus.

Grammar in Context

- possessive forms

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common! What is the difference between the sentences in Set 1 and Set 2 Discuss your answers in groups.

Set 1

- She was an important person in the **Pharaoh's court**.
- He wanted to show Moses the magicians' magical powers.

Set 2

- Ezekiel told **his** wife about Allah (*SWT*).
- He ordered **his** soldiers to take out their swords and kill Ezekiel.

b) Analysis.

Pharaoh's is an example of a possessive noun. *His* is an example of a possessive adjective. Usually, once a noun has been mentioned, a possessive adjective is used. For example: The *Pharaoh* had all *his* captives put to death.

Complete the following sentences from the passage with the correct possessive adjective, following the example. Be careful to check who each possessive adjective refers to.

When the Pharaoh killed Ezekiel, Asiah often visited *his* wife and children. Haman, the Chief Minister, told him about..... visits. The Pharaoh called the Royal Chamber to palace. "Who is..... God?" he asked her. "Is it Pharaoh?"

In which cases can either the possessive noun or the possessive adjective be used? In which sentences is it better to use only one of the two forms?

c) Comparing Structures

Compare the following sentences.

- The Pharaoh reluctantly agreed to her request.
- The Pharaoh reluctantly agreed to Asiah's request.

Rewrite the following sentences. If the sentence uses a possessive noun, change to a possessive adjective. If the sentence uses a possessive adjective, change to a possessive noun.

1. Suddenly Moses's stick changed into giant serpent.
2. The serpent ate all of their snakes.
3. Ezekiel's wife was an important person in the Pharaoh's court.
4. He told them to tie her arms and legs and whip her.

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. Nouns, including names of people, can be made possessive by adding
If a noun ends in plural -s, only an is added to make it possessive..
2. If a name ends in -s, however should be added to make the name possessive, e.g., *Moses's*.
3. are words such as my, your,,,, or These can normally replace a possessive noun in a sentence, though sometimes the possessive noun is needed to make the meaning clear.

e) Grammar Cloze Task.

Fill the gaps in the passage below.

One day a servant of Asiah, the (1)wife, found a baby in a basket floating in the river. She asked the Pharaoh if she could keep the baby as (2) own, and he gave (3) statement to (4) request. When he grew into a man, Moses became (5) (SWT) prophet. He tried to persuade the Pharaoh to accept Allah (SWT) the only God, but the (6) people believed that the Pharaoh himself was a god, and so they could (7) Moses's God. At the time, the Israelites (8) the slaves of the Egyptians, so Moses asked the Pharaoh to let (9) people leave Egypt. This made the Pharaoh angry and he wanted to kill Moses, but God protected (10) adopted son.

V. Critical Thinking.

Both Asiah and the Royal Comber were executed for their belief in the One True God. Check back in the text to read through the details of the death of each woman.

1. In groups, discuss why Asian, and not the Royal Comber, is considered the first martyr of the Abrahamic Faith. In what ways was her contribution greater? Write a list of points to support the case of each woman to help you. List them in order of importance.
2. One member of your group will report your findings to the class. Be ready to answer questions from other groups. Listen to the findings of other groups and be ready to ask questions.
3. Try to arrive at a class answer.

UNIT 2

BALQIS, QUEEN of SHEBA.

II. Pre-Reading Tasks.

Look at the title of this unit and answer the questions.

1. You will read about a famous queen from ancient Yemen who learned about Allah (*SWT*). What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Balqis in order of importance.
3. Compare your list with other groups. How are they similar or different?

III. Reading.

Develop your reading skills: *As you read, try to find the information you listed above in the text.*

The Sun Worshippers.

Balqis was the young and beautiful Queen of Sheba. The city of Sheba has been located in the Hadhramaut territory of what is now known as Yemen. Although she was young, she was also very wise. She knew how to solve most of the problems that her people brought to her.

The people of Sheba were very happy. They had a wise and beautiful queen. There was plenty of work and, most importantly there was peace. There was one problem, however: they worshipped the sun. They believed that the sun was a god.

They knew nothing about Allah (*SWT*). They did not know that there is no God but Allah (*SWT*).

Solomon (*AS*).

Hundreds of miles to the north, there was a prophet of Allah (*SWT*). He was King Solomon. At his court, there were many animals and jinns to serve him. He could talk to them and understand them when they spoke. One day, he noticed that one of his birds was missing “Where is the hoopoe?” he asked. “Why is he not here?” The king was very angry.

Finally, the hoopoe returned. “Please forgive me. Sire,” he pleaded. “Let me tell you about the interesting country I have just visited. The name of the country is Sheba. They have a beautiful queen whose name is Balqis. She is a good queen. She is fair, wise, and virtuous and has a beautiful throne. Unfortunately, she and her people worship the sun. They do not know about Allah (*SWT*). Satan has kept them from hearing about Him.”

The king was pleased with the bird. Even Satan could not stop the bird from returning to his country with news of the Queen of Sheba, “Go back to Sheba,” he commanded the bird. “Take a letter to the queen.”

The hoopoe flew back to Sheba and gave the letter to Balqis. She read it. It said, “In the Name of Allah, the Compassionate, the Merciful. Do not be too proud when you read this letter. Do not ignore my command. Come to me and submit to Allah (*SWT*) the Almighty.”

A Peace Offering.

The queen’s advisors told her to ignore the letter. “We will fight King Solomon’s army,” they said. “We are strong enough. We have a lot of soldiers. We will fight hard!”

However, the queen knew that Solomon’s army was very strong. She was worried, “If they defeat our army,” she said, “they will enter our towns and cities and ruin them. Finally, she decided to send her messengers to the great king. She wanted to show him that she wanted peace. She sent him gifts of great beauty and value. However, the king was not happy. He wanted the queen herself to visit him. He wanted to tell her about the One True God.

“You cannot buy my friendship!” he shouted. “I do not want your valuable presents. The love of Allah (*SWT*) is more valuable than money or wealth.” The queen’s messengers were surprised. They did not want to make the king angry. “Go back to your country!” shouted the king. “Tell your queen that I will send a large army to her country. Tell her that we shall defeat her army and take over her country and put her in prison.”

The messengers quickly returned to Sheba and told the queen the bad news. The queen immediately decided to visit the great king in person. Before she left, she told her soldiers to guard her throne with their lives.

The Throne.

The messengers left the king's court. The king said to his advisors. "I want to see the Queen of Sheba's throne. Who can get it for me?"

One of the jinns replied confidently, "I will bring it, Sire, before you can even stand up!"

Another jinn, however, who was a believer, was even quicker. "I will bring it, Sire, in the blink of an eye!" he said, and within a fraction of a second, the throne was in front of the king. It was a magnificent throne, made of gold and precious stones. The king admired it and ordered his courtiers to change its appearance.

A few days later, the Queen of Sheba arrived. She went immediately to see the king. The king asked her a question. "Does your throne look like this?"

She looked at it carefully. She touched it. Finally, she answered, "This is my throne! But it looks different now! How can this be?"

The Palace of Glass.

Balqis quickly realised that Solomon was no ordinary king. She thought he had magical powers. The king told her that all his power came from Allah (*SWT*). He told Balqis about Allah (*SWT*). He said that Allah (*SWT*) was the One True God and that there was no other.

Later, he invited Balqis to visit his Palace of Glass. As they entered the palace, the glass seemed to change into water. Balqis could see fish swimming around her feet. Quickly, she *raised* her dress to prevent it from getting wet. As a result she revealed her legs to Solomon. The king pointed out that there was no need to uncover her legs. The palace was made of glass, not water. Balqis looked around. The water seemed to change back into glass. She was amazed. Suddenly, she realised Solomon's God was the One True God.

She said, "I was wrong to worship another god. Now I am ready to submit with Solomon to Allah (*SWT*), the Lord of all there is." Later, Balqis married the great King Solomon and spread the word of Allah (*SWT*) to all her people. And so she became famous as the Queen of Sheba, whose great wisdom led her and her people to Allah (*SWT*).

The story of the Queen of Sheba is told in the Quran (*Surat Al-Naml: 22-44*).

III. Meaning Focus.

a) True/False Statements.

Read

the text quickly and look at the following statements. Do you agree with these statements? Why? Why not?

1. King Solomon could understand what animals said to him.
2. The hoopoe said that Balqis and the people of Sheba worshipped Allah (*SWT*).
3. The advisors of Balqis told her not to fight King Solomon's army.
4. King Solomon told Balqis that he had magical powers.
5. Balqis raised her dress in the Palace of Glass because she thought it would get wet.

b) Information Search.

Answer the questions using information from the text.

1. Why did Balqis decide not to fight with King Solomon's army?
 - She ignored King Solomon's letter.
 - The Shebans had lots of soldiers.
 - She did not know how strong King Solomon's army was
 - She was afraid of defeat.

2. Why was King Solomon angry when Balqis sent him gifts?
 - The gifts were not valuable enough.
 - He wanted Balqis to visit him in person.
 - The queen's messenger made him angry,
 - The gifts were not beautiful.

3. What surprised Balqis when she saw her throne in King Solomon's palace?

c) Information Management

The sentences below are about Balqis, Queen of Sheba. Number them in the correct order.

..... The queen's advisors told her to ignore the letter.

..... A few days later the Queen of Sheba visited King Solomon in person.

..... The hoopoe told King Solomon about a place called Sheba

..... Balqis couldn't understand why her throne looked different.

..... Balqis submitted with Solomon to Allah (SWT), the Lord of the Worlds.

..... Balqis realized that Solomon was no ordinary king.

..... The king commanded the bird to take a letter lo the Queen of Sheba.

..... The messengers returned and told the queen that Solomon would attack Sheba.

..... King Solomon told Balqis about the One True God.

..... However, Balqis decided to send her messengers to the king with great gifts.

..... A jinn brought the queen's throne to the king, and his courtiers changed its appearance.

..... The king was angry and told the messenger they couldn't buy his friendship.

d) Learner Activity.

Read the story of Balqis, Queen of Sheba, again. The story can be divided into the following parts:

- the story of the hoopoe
 - in the court of the queen
 - the visit of the messengers
 - the arrival of Balqis
 - in the Palace of Glass
2. Work in groups. Each group chooses one part of the story and retells it to the class. Listen to the other groups and check their information.

e) Vocabulary in Context

Match each word from the text with the correct meaning.

- | | |
|---------------|---|
| 1. worshipped | a. very surprised |
| 2. virtuous | b. extremely valuable |
| 3. throne | c. believing that something can be done |
| 4. proud | d. people who give opinions on what to do |

- | | |
|-----------------|--|
| 5. ignore | e. people who are present in a royal court |
| 6. submit | f. showed great respect |
| 7. advisors | g. pay no attention to |
| 8. wealth | h. a decorated chair used by a ruler |
| 9. confidently | i. how something looks on the outside |
| 10. magnificent | j. very beautiful or impressive, splendid |
| 11. precious | k. pleased, satisfied with oneself |
| 12. courtiers | l. uncovered something hidden |
| 13. appearance | m. a large amount of money and property |
| 14. revealed | n. having good morals and behaviour |
| 15. amazed | o. give in to a greater power |

Use some of the words from the previous task to complete the passage below.

Use the words in their correct form.

King Solomon's (1) flew in the land of Sheba and brought back to its master a report of a (2) queen whose people worshipped the sun. Solomon sent a letter to the Queen of Sheba hoping that she would not be too (3) to accept his advice. He wanted her to (4) to Allah (SWT). Her (5) wanted to fight Solomon's army, but she decided in the end to go and see him herself. When she reached Solomon's palace, she was (6) to find her own (7) there, but changed in (8) She realised that King Solomon had magical powers as well as great (9) She could not (10) the wisdom and power of Solomon and so she agreed to marry him and to spread the word of Allah (SWT) to her people.

IV. Language Focus.

Grammar in Context

- forms of the simple past tense.

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common! What is the difference between the sentences in Set 1 and Set 2

Discuss your answers in groups.

Set 1

- The people of Sheba were very happy.
- They knew nothing about Allah (*SWT*).
- The hoopoe flew back to Sheba and gave the letter to Balqis.

Set 2

- The king admired it and ordered his courtiers to change its appearance.
- She looked at it carefully.
- Later, he invited Balqis to visit his Palace of Glass.

b) Analysis.

Examples of regular simple past tense verbs are *admired, ordered, looked*.
Examples of irregular simple past tense verbs are: *were, knew, flew*.

Read the passage and underline all the verbs in the simple past tense. Then write *R* for regular simple past tense verbs, and *I* for irregular simple past tense verbs.

She decided to send her messengers to the great king. She sent him gifts of great beauty and value. However, the king was not happy. He wanted the queen herself to visit him. "You cannot buy my friendship!" he shouted. The queen's messengers were surprised. The messengers quickly returned to Sheba and told the queen the bad news.

c) Comparing Structures

Compare the following sentences.

- One day, he noticed that one of his birds is missing.
- One day, *he* noticed that one of his birds was missing.

Rewrite the following sentences, changing the verbs to the simple past tense.

1. She knows how to solve most of the problems that her people bring to her.
2. Balqis quickly realizes that this is no ordinary king.

3. As they enter the palace, the glass seems to change into water.

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. Verbs like *were, flew, gave, admired, looked, and decided* are examples of verbs in the tense.
2. Verbs in this tense such as *wanted* and *returned* are sometimes called This means that they are formed by adding to the end of the verb.
3. However, some verbs in this tense are not formed by adding They change their spelling instead. They are called verbs. Some examples are *told, sent* and *was*.

e) Grammar Cloze Task.

Fill the gaps in the passage below.

The people of Sheba (1) a young and beautiful queen called Balqis, They (2) very happy, as she was so wise that she (3) solve any problem they (4)to her. It was (5) peaceful country, but surprisingly, the people (6) the sun. They (7)not know about Allah (*SWT*). When King Solomon (8)out about this country of Sheba, he (9) determined to persuade the queen (10) submit to Allah the Almighty.

V. Critical Thinking.

King Solomon sent a letter to Balqis. The letter said, "In the Name of Allah (*SWT*), the Compassionate, the Merciful. Do not be too proud when you read this letter. Do not ignore my command. Come to me and submit to Allah (*SWT*) the Almighty."

Remember the following facts:

- Balqis was the queen of a peaceful, happy country.
 - She and her people worshipped the sun.
 - Her country had lots of soldiers.
 - King Solomon lived hundreds of miles away.
1. In groups imagine you are Balqis. Write a list of reasons for and against visiting King Solomon in person.
 2. Why do you think Balqis decided not to visit King Solomon herself, but sent messengers?

UNIT 3

MARIAM bint IMRAN.

IV. Pre-Reading Tasks.

Look at the title of this unit and answer the questions.

4. You will read about a woman from Jerusalem who gave birth to a prophet of Allah (*SWT*). What do you know about this person? What people or events do you think of when you hear this person's name?
5. Work in groups. List your pieces of information about Mariam bint Imran in order of importance.
6. Compare your list with other groups. How are they similar or different?

II. Reading .

Develop your reading skills: *As you read, try to find the information you listed above in the text.*

Hannah was an old woman who wanted to have a baby. Every day she prayed to Allah (*SWT*) to let her become pregnant. She promised that if He gave her a child, she would send him to the temple. Her child would dedicate himself to Allah (*SWT*).

Allah (*SWT*) granted Hannah her wish. She became pregnant. Every day she went to the temple to give thanks to God. Eventually, she gave birth to a beautiful baby girl. Hannah called the baby Mariam (Mary).

Hannah went to the temple to speak to the rabbis. The rabbis were all sons of Aaron. She was worried because the temple normally only accepted boys. She asked them if they wanted to take her daughter into the temple. She expected them to say “no”. However, they knew that Mary was a gift from God. They accepted her. Hannah was pleased.

A rabbi named Zakaria became Mary’s teacher. He built a room in the temple that was suitable for a girl. When Mary was old enough, she moved into the room. During the day she fasted. During the night she prayed and sang praises to God.

Every night Zakaria unlocked the door. He brought her food and drink, but she did not need it. She always had food in the room. Somehow, Zakaria knew that the food had come from God.

Eventually, Zakaria became too old to look after Mary. He looked for a new guardian for her. Finally, he asked Joseph to be her guardian. Joseph was a carpenter. He was poor, but he was honest and respected by everyone.

A Visit from Jibril.

One night while Mary was praying, the room suddenly lit up. Mary was afraid to find a man standing next to her. “Do not be afraid”, he said. “I am God’s messenger, Jibril. I bring you good news. God is with you. You will have a child. You shall call him ‘Isa (Jesus).”

“I cannot have a child!” shouted Mary. “I am not married. No man has ever touched me”. “Do not worry!” said the angel. “Allah (*SWT*) will make you a child. The child will be God’s gift to all mankind”.

Mary and Joseph.

Several months later Mary was pregnant. She was worried because she knew the other Israelites would not understand why she was pregnant. She knew they would hate her. Joseph was also worried. He knew that she was pregnant, too. He

asked her, “Can a plant grow without a seed? Can a tree grow without water?”
Mary replied, “Yes.”

Joseph continued, “Can a child be born without a man?”

“Yes”, Mary replied again. “Remember, Allah (*SWT*) first made all trees and plants without water or seeds. He created Adam and Eve, but they had no mother or father”.

Baby ‘Isa (Jesus)

When Mary was ready to have the baby, Allah (*SWT*) told her to go alone to Bethlehem. As she approached Bethlehem, she felt tired. She sat down under a palm tree. She thought about the Israelites. A few hours later, she gave birth to a baby boy. She called him ‘Isa (Jesus) (*AS*). “They will hate me”, she said to herself.

Her newly born baby spoke to her. “Don’t be sad. Remember, your baby is a miracle”. When Mary felt hungry and thirsty, he told her to shake the tree. Suddenly, fresh dates fell to the ground. When she touched the ground, fresh water came out of the dry earth. Again, her baby spoke to her. “Now you must fast. Tell everyone that you are fasting and cannot speak”.

Mary obeyed. She returned home to Jerusalem. When people asked her questions about the baby, she did not reply. They said bad things about her, but she refused to speak. Eventually, the baby spoke for her: “I am a servant of Allah (*SWT*). I was blessed when I was born and will be blessed when I die and am resurrected. Be kind to my mother, for she is also blessed”.

The Prophet ‘Isa (Jesus) (*AS*)

At the age of thirty, Jesus began to tell the people about Allah (*SWT*). He told the people that God loved them and that they should love God. He also said that they should love each other. He told them not to think of themselves, but to think of others. He told them to be fair always when dealing with each other. He said that violence was wrong.

Jesus became famous, but many rabbis were jealous of him. He was doing their job — telling people about Allah (*SWT*). However, the people loved Jesus more than they did the rabbis. The rabbis talked to the Roman ruler Pontius Pilate. They also talked to Jesus’s disciple Judas. They asked him to help the Roman soldiers to find Jesus and arrest him. Judas led the soldiers to a place in Jerusalem where Jesus was staying. Judas pointed to a man and said, “That’s Jesus!” The soldiers looked at the man, but he did not look like Jesus. Then they turned to speak to Judas. They were surprised to see that he now looked like Jesus! Quickly, they arrested him. They did not realise that Allah (*SWT*) had changed Judas’s face so that he looked like Jesus.

A few days later, Judas was crucified and Jesus was called to join God in Heaven. Mary was very unhappy. She really believed that her son had been crucified. She did not know that the crucified man was Judas. Mary continued to live a pious life. She carried the message of God to everyone she met. She was truly a great servant of God. Her name is mentioned in the Quran in (*Surat Maryam: 16-40; Al-Tahrim: 12*).

III. Meaning Focus.

a) True/False Statements.

R e a d

the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. The rabbis at the temple knew that Mary was a gift from God.
2. Mary was afraid when she saw a man standing in her room.
3. Allah (*SWT*) told Joseph and Mary to go to Bethlehem together.
4. Mary thought the Israelites would be pleased when she gave birth to a baby boy.
5. Judas was the Roman ruler of Palestine when Jesus was alive.

b) Information Search.

Answer the questions using information from the text.

1. What did Hannah promise to do if Allah (*SWT*) gave her a child?

2. Why didn't Mary need the food Zakaria brought her?

- She fasted during the day.
- The food was not suitable for a girl.
- God gave her food to eat.
- She prayed during the night.

3. Many of the rabbis did not like Jesus because he...

- was a friend of Judas.
- was telling people about Allah (*SWT*).
- was a very kind man.
- didn't love the rabbis.

7. How did Mary serve Allah (*SWT*) after Jesus went to Heaven?

c) Information Management

The story of Mariam bint Imran contains several cause-effect chains. Read the story again with a partner and complete the chart.

CAUSE	EFFECT
Hannah prayed to Allah (<i>SWT</i>) every day to let her have a child.	She became pregnant.
Zakaria became too weak to look after Mary.	
	Mary was pregnant.
Mary knew the other Israelites would not understand why she was pregnant.	
Many rabbis were jealous of Jesus.	
	Judas was crucified.

d) Learner Activity.

1. Work in groups. List five questions about the life of Mary. Your questions should all be *Wh*-questions, i.e., they should begin with *Who*, *What*, *Where*, *When*, *Why*, or *How*.
2. Ask your questions to someone from another group. Answer their questions as well.
3. Return to your original group and compare the responses you received. Report your information to the class.

e) Vocabulary in Context

Match each word from the text with the correct meaning.

- | | |
|----------------------|--|
| 1. pregnant | a. give completely |
| 2. dedicate .. | b. put to death by being nailed or tied to a cross |
| 3. granted (a wish) | c. a person legally responsible for another |
| 4. expected . | d. a student or follower of a teacher |
| 5. suitable | e. seize someone by legal authority |
| 6. fasted | f. came near to |
| 7. guardian | g. ate and drank little or nothing |
| 8. mankind | h. believed that something would happen |
| 9. approached | i. with an unborn child in the womb |
| 10. blessed | j. causing injury to others |
| 11. resurrected..... | k. gave or allowed what was asked for |
| 12. violence | l. brought back to life |
| 13. disciple | m. especially loved by God |
| 14. arrest | n. right, appropriate |
| 15. crucified | o. humanity, people in general |

Use some of the words from the previous task to complete the passage below.

Use the words in their correct form.

When Hannah asked Allah (*SWT*) for a child, she promised that her child would be

(1).....to Allah (*SWT*). Soon, Allah (*SWT*) (2)..... and she became (3) Although she wanted her baby girl, Mary, to be accepted into the temple, she (4)..... that the priests would refuse, as serving in the temple was not thought to be (5)..... for a girl. While she was in the temple, Mary (6)..... prayed, and sang praises to God. An angel called Jibril (Gabriel) visited her in her room one night and told her she would be (7)..... with a child who would be God's gift to (8)..... People said bad things to her about the baby, whom she called 'Isa (Jesus), but the baby itself spoke up and told them that he was a servant of Allah (*SWT*). He already knew that he would be (9)..... by the soldiers, he would die, and then he would be (10)..... He told them to be kind to his mother, who was blessed, as he was.

IV. Language Focus.

Grammar in Context

- **positive and negative statements**

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common! What is the difference between the sentences in Set 1 and Set 2? Discuss your answers in groups.

Set 1

- They knew that Mary was a gift from God.
- Finally, he asked Joseph to be her guardian.
- “Allah (*SWT*) will make you a child”.

Set 2

- “Don't be sad”.
- “Tell everyone you are fasting and cannot speak”.
- When people asked her questions about the baby, she did not reply.

b) Analysis.

Positive statements are often statements of fact or of what we think, e.g., *You will*

have a child. Negative statements are the *opposite* of positive statements, e.g., *I cannot have a child.*

Read the passage and underline the negative statements.

“I am God’s messenger. I bring you good news. God is with you. You will have a child and call him ‘Isa’”, said Gabriel.

“I cannot have a child!” shouted Mary. “I am not married”.

“Do not worry!” said the angel. “Allah (*SWT*) will make you a child. The child will be God’s gift to all mankind”.

Several months later Mary was pregnant. She was worried. The other Israelites would not understand why she was pregnant.

What are the different ways in which the statements are made negative?

Structures **c) Comparing**
Compare the following sentences.

- She knew that the crucified man was Judas.
- She did not know that the crucified man was Judas.

Rewrite the following sentences. If the sentence is positive, make it negative. If it is negative, make it positive.

1. “Be afraid!” he said.
2. “They will not hate me”, she said to herself.
3. The man looked like Jesus.
4. They realized that Allah (*SWT*) had changed Judas’ face

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. Statements can either be (e.g., *They knew that Mary was a gift from God.*) or (e.g., *They did not know that Mary was a gift from God.*).

2. Statements are often made negative by inserting the word into a sentence.
3. When this word is used, sometimes an auxiliary verb must be also be used, e.g., *not be afraid*, or *She..... not reply*.
4. Sometimes the word..... is contracted, e.g., *cannot* = *didn't* =, or = *do not*.

e) Grammar Cloze Task.

Fill the gaps in the passage below.

Mary was a gift from God, and so her mother, Hannah, asked the rabbis to take her into the temple. Since they normally (1) took boys, she thought that they would (2) accept Mary, but instead they said “(3).....”. Zakaria built a room (4) Mary at the temple. She did (5) eat during the day. At night, (6) prayed to God. When Zakaria brought Mary (7)..... food and drink at night, he (8) surprised to find that she did (9) need it. There (10) always enough food in her room.

V. Critical Thinking.

In the passage, you have read that when Mary became pregnant, she was worried because she knew the other Israelites would not understand the miracle of her pregnancy. She knew that they would hate her.

1. In groups, imagine that a girl like Mary is pregnant in modern times. Discuss first how people would react. How would they treat her? What would they say about her? Why would they do this? Then, discuss what should be done. Provide reasons for your solution.
2. One member of each group will report the group's findings to the rest of the class. Be prepared to

answer questions about your decision and to ask other groups about theirs.

3. Try to arrive at a solution which is acceptable to the whole class.

UNIT 4

KHADIJAH bint KHUWAILIB (RAA)

V. Pre-Reading Tasks.

Look at the title of this unit and answer the questions.

1. You will read about the first wife of the Prophet (*SAAS*). What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Khadijah bint Khuwailid in order of importance.
3. Compare your list with other groups. How are they similar or different?

VI. Reading.

Develop your reading skills: *As you read, try to find the information you listed above in the text.*

Khadijah's (*RAA*) contribution to the birth of Islam is enormous. She always supported her husband, Muhammad (*SAAS*). When Muhammad (*SAAS*) suffered, she comforted him. She helped him to establish the new religion.

Marriage.

Khadijah was quite old when she married Muhammad (*SAAS*). She was forty and he was twenty-five. She knew that Muhammad (*SAAS*) was a very special man, but she did not know that he would become the Seal of All Prophets. The first few years of married life were very comfortable. Muhammad (*SAAS*) enjoyed family life with his wife and children.

Khadijah was a rich businesswoman. She had a big house and everything she needed. She had a wonderful husband and lovely children. She was very

happy. However, after Muhammad (*SAAS*) began to receive the revelations from Allah (*SWT*), things changed.

Things Become Difficult.

Life was hard. Every day, Muhammad (*SAAS*) went into Makkah to tell the people about Allah (*SWT*). He told them to stop worshipping idols. He told them that they must submit to Allah (*SWT*), the One True God, but the people always laughed at him. They thought that he was mad. Sometimes they got angry when Muhammad (*SAAS*) criticized their gods. They often shouted insults at him.

Often Muhammad (*SAAS*) returned home upset. Khadijah listened to his problems. She comforted and reassured him. She told him that people would listen to him eventually.

The Boycott.

Many people in Makkah hated the Muslims. They wanted the Muslims to leave Makkah. They told the Muslims to go and live in the Abu Talib quarter of Makkah. They would not allow the Muslims to work or trade in Makkah. They would not even talk to the Muslims. There was a boycott against Muslims.

Often Khadijah was hungry. It was difficult to get enough to eat and drink. She was also very old. She got tired easily and was often sick. Some of her children had already died, but she remained happy. She wanted to help her husband and her Muslim friends. She would not leave them.

The End.

The boycott lasted for three years. When it ended, she returned to Makkah with her husband and lived in a house next to the Sacred House of Worship. At that time, Khadijah was already sixty-five years old.

Three years later, Khadijah died. Within a short time Abu Talib, the Prophet's (*SAAS*) guardian, uncle, and protector, also died. Muhammad (*SAAS*) was heartbroken. He called that year the Year of the Heavy Heart. Although he

continued to work hard to spread Islam throughout the world, he never forgot his beloved Khadijah.

While she was alive, she was Muhammad's (SAAS) only wife. She was the only wife to bear him children who outlived him. After her death, he had several wives, but he always thought about Khadijah. His young wife, 'A'ishah (RAA), was sometimes jealous of Khadijah. She said to him, "Why are you thinking about this old woman? She is dead and yet you love her more!"

The Prophet (SAAS) was annoyed. He said, "She always believed in me". On another occasion, during a festival, the Prophet (SAAS) had a sheep slaughtered. He sent some meat to some friends and relatives of Khadijah. When 'A'ishah asked him why he did it, he replied, "Because I still love the people she loved".

'A'ishah knew how much her husband had loved Khadijah. She said, "I have never envied a woman as much as I envy Khadijah. The Prophet (SAAS) did not marry me until after her death".

Khadijah played an important part in the establishment of Islam. She is surely Islam's greatest daughter and mother of the faithful.

III. Meaning Focus.

a) True/False Statements.

R e a d

the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Khadijah was much older than Muhammad (SAAS) when they married.
2. Khadijah always listened to Muhammad's (SAAS) problems and comforted him.
3. Despite the boycott, Khadijah and Muhammad (SAAS) still led a comfortable life.
4. After Khadijah's death, Muhammad (SAAS) sent meat to Khadijah's family because they were poor.
5. Muhammad (SAAS) did not marry 'A'ishah until after the death of Khadijah.

b) Information Search.

Answer the questions using information from the text.

1. Which of the following statements is not true according to the text?

- Khadijah supported her husband.
- Khadijah comforted Muhammad (*SAAS*).
- Khadijah made a small contribution to the religion.
- Khadijah helped to establish Islam.

2. What is a boycott?

3. What happened during the Year of the Heavy Heart?

- The boycott ended.
- AbuTalib died.
- The Muslims returned to Makkah.
- Khadijah had her sixty-fifth birthday

4. Why was 'A'ishah envious of Khadijah?

5. In the passage, why is Khadijah called Islam's greatest daughter?

- Khadijah made an enormous contribution to the birth of Islam.
- Muhammad (*SAAS*) always thought about Khadijah, even after her death.
- Khadijah always comforted and reassured Muhammad (*SAAS*),
- Khadijah was the Prophet's (*SAAS*) first wife.

c) Information Management.

The sentences below are about the life of Khadijah bint Khuwailid. Number them in the correct order.

.....Muhammad (*SAAS*) told the Makkans to stop worshipping their idols.

..... Khadijah was often sick and some of her children had already died.

..... Khadijah married Muhammad (*SAAS*) at the age of forty.

..... The idolaters told the Muslims to go and live in AbuTalib's house.

..... Muhammad (*SAAS*) often thought about Khadijah, even after her death.

.....Khadijah died three years later.

..... Khadijah returned to Makkah with her husband.

- Muhammad (*SAAS*) began to receive the revelations.
- Within a short time, AbuTalib, the Prophet's (*SAAS*) protector, died.
- Khadijah had a large house, a wonderful husband, and lovely children.
- Muhammad (*SAAS*) returned home every day feeling upset.
- Muhammad (*SAAS*) called that year the Year of the Heavy Heart.

d) Learner Activity.

1. Work in groups. Imagine you are a Muslim friend of Khadijah who is living nearby at the time of the boycott.
2. Imagine you're going to tell a friend about how you've noticed Khadijah's life change since she first got married. Decide what you're going to say and select one person in the group to report your information to the class.

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | |
|-----------------------|--|
| 1. contribution | a. refusal to do business with someone |
| 2. enormous | b. create, set up |
| 3. supported | c. wanted the same thing someone else has |
| 4. suffered | d. rather angry |
| 5. comforted | e. gave help and sympathy to someone |
| 6. establish | f. system of beliefs in a god |
| 7. religion .. | g. extremely big |
| 8. idols..... | h. killed (animals) for food |
| 9. criticized | i. very unkind remarks |
| 10. insults. ... | j. experienced or felt pain or hardship |
| 11. upset | k. objects of religious worship, such as statues |
| 12. boycott.. | l. pointed out faults or weaknesses |
| 13. annoyed. | m. troubled, distressed |

14. slaughteredn. soothed someone in pain or worry
 15. envied.o. giving of money, help given to a cause

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

Khadijah always gave her husband the (1)..... and comfort he needed in the difficult early days when the new (2)..... of Islam was becoming (3)..... Though she was used to the (4)..... life of a rich businesswoman, she was able to adapt to the more difficult times. When Muhammad (SAAS)(5)..... the Makkans for praying to (6)....., they (7)..... him, making him very (8)..... . After Khadijah's death, Muhammad's (SAAS) young wife, 'A'ishah, sometimes (9)..... him by showing how (10)..... she was of his love for Khadijah.

IV. Language Focus.

- a) Grammar in Context
 - frequency adverbs

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common? What do the sentences in Set 3 have in common? What is the difference between the sentences in Set 1, Set 2 and Set 3? Discuss your answers in groups.

Set 1

- She got tired easily and was **often** sick.
- His young wife, 'A'ishah, was **sometimes** jealous of Khadijah.

Set 2

- She **always** believed in me.
- They **often** shouted insults at him.

Set 3

- **Sometimes** they got angry when Muhammad (*SAAS*) criticized their gods.
- **Often** Muhammad (*SAAS*) returned home upset.

b) Analysis.

Find other examples of sentences in the passage which contain frequency adverbs.

Which sentences are like the ones in Set 1? in Set 2? in Set 3?

c) Comparing Structures.

Rewrite the following sentences with the frequency adverb in brackets. Sometimes other words may need to be changed.

- He thought about Khadijah. (always)
 - He always thought about Khadijah.
1. She supported her husband. (always)
 2. Khadijah was hungry during the boycott, (often)
 3. He didn't forget his beloved Khadijah. (never)
 4. The idolaters got angry with Muhammad (*SAAS*). (sometimes)

d) Rule Formation.

Help to write the grammatical rules by completing the sentences

1. Words such as *always*, *often*, *sometimes*, and *never* are called They are used to describe how often something happens or takes place.
2. Usually, these words come..... the main verb of a sentence, e.g., *She always supported her husband.*
3. With the verb....., however, the adverb comes..... the verb, e.g., *She was always envious of Khadijah.*
4. Adverbs like *often* and *sometimes* can also come at the..... of a sentence, e.g., *Sometimes they criticised him.*

Fill the gaps in the passage below.

Muhammad (*SAAS*) (1) woke up early and bathed himself. After prayers, he (2) took breakfast with his wife, Khadijah. (3), they would talk about the idolaters in Makkah, and how they could be brought to Allah (*SWT*). After breakfast, he (4) went into Makkah to tell the people about

Allah (*SWT*). He tried to persuade (5) to worship Allah (*SWT*) instead of (6) own gods, but they did (7)..... want to. (8) they even laughed at him, or (9) angry with him. Muhammad (*SAAS*) (10)very sad and upset by the time he returned home.

V. Critical Thinking.

In the passage, you have read about what a good wife Khadijah was. She always supported her husband and never let him down even in the most difficult times.

1. In groups, make a list of what you consider to be the qualities of a good wife. Then list what you consider to be the qualities of a good husband. List at least five qualities for each.
2. Put the qualities in order of importance, from the most important to the least important.
3. One member of each group will report the findings. Be prepared to answer questions about your lists and to ask questions about those of the other groups.
4. Discuss the lists in class and arrive at two lists of qualities in order of importance that are acceptable to the whole class.

UNIT 5

FATIMAH bint MUHAMMAD (RAA).

VII. Pre-Reading Tasks.

Look at the title of this unit and answer the questions.

1. You will read about the youngest daughter of the Prophet (*SAAS*). What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Fatimah bint

Muhammad in order of importance.

3. Compare your list with other groups. How are they similar or different?

II. Reading.

Develop your reading skills: *As you read, try to find the information you listed above in the text.*

Fatimah's Childhood.

Fatimah (*RAA*) was the Prophet's (*SAAS*) fourth and youngest daughter. Being the youngest, Fatimah was well loved. All her sisters used to dote on her, especially Zainab (*RAA*). Eventually, Zainab got married, followed by Ruqayyah (*RAA*), and finally, Um-Kulthum. Fatimah was upset when her sisters got married. She wanted them to stay home with her. She thought that marriage was not a good idea.

The Revelation.

After the first revelation, everything changed. Her father became very active. He talked to everyone about Allah (*SWT*), the One True God. Many people began to dislike him. Sometimes they shouted at him; sometimes they insulted him. When Fatimah saw all this, she was upset. She was very proud of her father.

On one occasion, Fatimah was with her father in Al-Bait Al-Haram. There were unbelievers everywhere. Muhammad (*SAAS*) was praying to Allah (*SWT*), A man called Uqba bin Abu Mu'ait approached the Prophet (*SAAS*) and watched him praying. Suddenly, he took out some intestines of a young camel from his bag and dropped them on Muhammad's (*SAAS*) back. The Prophet (*SAAS*) continued to pray. Fatimah was very angry. She pushed the man away and screamed at him. Then she cleaned her father's back.

Fatimah was with her father one day when he had a revelation. The Prophet (*SAAS*) was told to call his closest relatives to Islam. Muhammad (*SAAS*) began to speak. "Oh, Quraish, redeem yourself, for *I* cannot protect you before the wrath of

Allah (*SWT*). Oh, Abdmanaf, redeem yourselves for I cannot protect you before the wrath of Allah (*SWT*). Oh, ‘Abbas bin Abdulmuttalib, redeem yourself for I cannot protect you before the wrath of Allah (*SWT*). Oh, Fatimah, ask for whatever you want of my fortune, but on Judgement Day you will be alone”.

The Faith of Fatimah.

Fatimah always had strong faith in Allah (*SWT*). Because of this, she suffered a lot. She suffered when the idolaters hurt her father. She suffered starvation and sickness during the Boycott. She suffered when her mother became ill. She suffered during the journey to Yathrib.

She travelled with her sister Um-Kulthum to Yathrib. Unfortunately, some idolaters saw them. They followed the two sisters (*RAA*). Finally, the idolaters attacked them. During the attack, the sisters fell off their camels, and the camels ran away. As a result, Fatimah and her sister had to walk. When they finally arrived in Yathrib, they were very tired and dirty.

Fatimah Gets Married.

Fatimah did not want to get married. She wanted to stay with her father. Eventually, Muhammad (*SAAS*) persuaded her to marry his cousin, Ali bin Abu Talib (*KA W*). Ali was not rich. He was a poor soldier. He had no dowry to give Fatimah when they got married. Instead, he gave her his armour from the Battle of Badr.

When Fatimah married Ali, the Prophet (*SAAS*) prayed to Allah (*SWT*). “May she be blessed and may all her children be blessed”. Allah (*SWT*) responded by giving Fatimah two sons, Hassan (*RAA*) and Hussein (*RAA*). These are the only direct male descendants of Muhammad (*SAAS*). Fatimah’s sisters never had any boys. Married life was not easy for Fatimah. She was poor and had to do everything herself – washing, cleaning, cooking, and so on.

No Help.

Fatimah was tired from working hard. She asked her husband for help. Her husband suggested that she ask her father for a female captive, but Fatimah did not

want to ask her father for help. She got more and more tired. Eventually, she asked her father for help, but he refused her. Later, Muhammad (*SAAS*) visited the couple in their house. They were sleeping on their hard bed. It was very cold. He woke them and asked, “Would you like something better than you asked for?”

“Yes”, they replied.

The Prophet (*SAAS*) said, “All right. I’ll teach you something that Jibril taught me”. He then taught them how to recite some prayers to Allah (*SWT*).

The Prophet’s (*SAAS*) Death. Soon after
returning of Muslims to Makkah, the Prophet’s (*SAAS*) health began to get worse. One day, Fatimah heard that her father was in pain, so she rushed to his house. He was dying. When she looked at him, he smiled and called her over. He whispered something in her ear. She began to cry. After a short while, he whispered some more words. She smiled. A few moments later, the Seal of All Prophets passed away. Later, Muhammad’s (*SAAS*) wife, ‘A’ishah (*RAA*), asked Fatimah the reason of her crying. “Because he said he was dying”, Fatimah answered. “And why did you smile later?” asked ‘A’ishah. Fatimah replied, “He said that I would die next”.

Fatimah's Death.

Fatimah died only six months later. It was on 2 Ramadhan, 11 A.H. She woke up one morning and felt very weak. She called her good friend, Um Rafi’. Her friend helped her to bathe. Then she put on her best clothes. Um Rafi’ then helped her to lie down in the middle of the room. Her head pointed towards the Qibla. She was now ready to meet Allah (*SWT*), her father, and her mother. Slowly, she closed her eyes and fell asleep. She died in her sleep.

III. Meaning Focus.

a) True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Fatimah was pleased when her sisters got married.
2. After the first revelation, Muhammad (*SAAS*) became very popular among the Quraish.
3. The idolaters attacked Fatimah and her sister as they travelled to Yathrib.
4. Fatimah was the only one of the Prophet's (*SAAS*) children to have sons.
5. Fatimah began to cry when Muhammad (*SAAS*) told her she would die soon after him.

b) Information Search.

Answer the questions using information from the text.

1. How many daughters did the Prophet (*SAAS*) have?
 - one
 - two
 - three
 - four
2. Give an example from the text showing how the idolaters treated Muhammad (*SAAS*) badly.
3. Why did Fatimah not want to get married to Ali?
 - Ali was not rich.
 - Fatimah did not like Ali.
 - Fatimah wanted to stay with Muhammad (*SAAS*).
 - Ali was only a soldier.
4. When Fatimah asked her husband for help, what did Ali suggest?
5. Why do you think Fatimah smiled when the Prophet (*SAAS*) told her that she would die next?

c) Information Management.

Read the text again and complete the chart. Write as much information as you can find that supports each statement.

STATEMENT	SUPPORTING INFORMATION
Many people began to dislike Muhammad (<i>SAAS</i>).	
Fatimah suffered a lot.	
Ali was not rich.	
Married life was not easy for Fatimah.	

d) Learner Activity.

Read the story of Fatimah again. The story can be divided into the following parts:

- Fatimah's childhood
- Fatimah and her father
- Fatimah's marriage
- The deaths of the Prophet (*SAAS*) and Fatimah

Work in groups. Each group chooses one part of the story and retells it to the class. Listen to the other groups and check their information.

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | |
|---------------|---|
| 1. dote on | a. money or valuables brought to a marriage |
| 2. intestines | b. unluckily, through bad luck |
| 3. redeem | c. people born into a certain family line |

- | | |
|---------------------|---|
| 4. fortune | d. pay someone much loving attention |
| 5. Judgement Day | e. wealth, money, riches |
| 6. idolaters | f. the part of the body that carries food from |
| 7. starvation | the stomach to the anus |
| 8. unfortunately | g. the state of having no food, being extremely |
| 9. dowry | hungry |
| 10. armour | h. spoke in a quiet voice |
| 11. descendants | i. protective clothing used in war |
| 12. captive | j. the end of the world, the day when God |
| 13. refused..... | judges all people |
| 14. recite | k. speak something aloud from memory |
| 15. whispered | l. save oneself from sin |
| | m. people who worship idols |
| | n. did not agree to do something |

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

Fatimah, as Muhammad's (SAAS) youngest daughter, was (1) by her other sisters. However, during her life, she suffered a great deal from the ways in which the (2) insulted her father. She even once had to clean from his back the (3) which had been dropped on him while he was praying. She also (4) along with the other Muslims during the Boycott. Although she did not want to get married, Fatimah's father persuaded her to marry a poor soldier, Ali bin Abu Talib, who did not even have a (5) to give her, only some battle (6) Although she produced Muhammad's (SAAS) only male (7) she led a hard life and wished she could have a (8) to help her. However, Muhammad (SAAS) instead taught her to (9) some prayers which would strengthen her against hardship. When he was dying, Muhammad (SAAS) (10) to her that she would die soon after him.

IV. Language Focus.

Grammar in Context

- uses of nouns as a subject or object

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common! What is the difference between the sentences in Set 1 and Set 2? Discuss your answers in groups.

Set 1

- He **father** became very active.
- **Ali** was not rich
- Married **life** was not easy for Fatimah

Set 2

- He gave her his **armour** from the Battle of Badr.
- Fatimah always had strong **faith** in Allah (*SWT*).
- Many people began to dislike **Muhammad** (*SAAS*).

b) Analysis

Read through the passage and write 1 over the nouns used in the same way as those in Set 1 on the previous page. Write 2 over the nouns used in the same way as Set 2 on the previous page. Consider only the underlined nouns.

Suddenly, the man took out some intestines of a young camel from his bag and dropped them on Muhammad's (*SAAS*) back. The Prophet (*SAAS*) continued to pray. Fatimah was very angry. She pushed the man away and screamed at him. Then she cleaned her father's back.

c) Comparing Structures

Look through the text and find sentences containing each word below. Is the word used as the subject of the sentence, or as the object?

Fatimah

- Fatimah was tired from working hard, (subject)

1. Prophet (*SAAS*)
2. sisters
3. idolaters
4. words
5. health

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. are words such as *sister, Fatimah, Al-Bait Al-Haram, armour, and life*. They can be a person, place, thing, or idea.
2. In the sentence *Fatimah always had strong faith*, *Fatimah* is the of the sentence. These usually come at the of a sentence.
3. In the sentence *Fatimah always had strong faith*, *faith* is the These usually come a verb.

e) Grammar Cloze Task.

Fill the gaps in the passage below.

When all sisters got married, (1) was left at home alone. She follow her (2) to his meetings. After he had his first (3), her life changed. (4) (*SAAS*) became very active, talking to people about Allah (*SWT*). Fatimah did not like the (5) of some of the people. They (6) insulted (7) father. (8)..... she saw a (9).....a p p r o a c h the Prophet (*SAAS*) while he (10) praying. He dropped some (11) onto her (12) back. She was very angry; she sent the man away and cleaned Muhammad's (*SAAS*) back.

V. Critical Thinking.

You have read that Fatimah had a lonely childhood. It is perhaps true today that many children also have a lonely childhood since both their mother and father go out to work.

1. In groups, list the advantages and disadvantages of both parents going out to work.
2. Decide whether you think it is better for one parent to stay at home to look after the children. Discuss also whether you think the parent staying at home should always be the wife, and why or why not. Be prepared to support your opinion.
3. One group member will report your information to the class. Be ready to

answer questions from other groups. Listen to the opinions of other groups and be ready to question their ideas.

4. Try to arrive at a class consensus about the proposal: “One parent should always stay at home to look after the children”.

UNIT 6 (Revision) **TALHA bin UBAIDILLAH (RAA).**

VIII. Pre-Reading Tasks.

Look at the title of this unit and answer the questions.

4. You will read about one of the greatest fighters at the Battle of Uhud. What do you know about this person? What people or events do you think of when you hear this person's name?
5. Work in groups. List your pieces of information about Talha bin Ubaidillah in order of importance.
6. Compare your list with other groups. How are they similar or different?

II. Reading.

Develop your reading skills: *As you read, try to find the information you listed above in the text.*

In about 610 A.H., a rich trader named Talha was in Busra, a town in Greater Syria. There he met a Christian monk. He told the monk that he was from Makkah.

“You are indeed fortunate”, said the monk mysteriously. “A great prophet will appear there soon”.

“Is he a Christian monk?” asked Talha.

“No, he isn’t”, replied the monk, “but he is a prophet of God. He will spread the word of God”.

Talha returned to Makkah immediately and told some friends about what the monk said. They were surprised. “How do you know about this Prophet (*SAAS*)” they asked.

“A monk told me about him in Basra”, replied Talha.

They told him to talk to Abu Bakr (*RAA*) about the Prophet (*SAAS*). He went to see Abu Bakr. “The Prophet (*SAAS*) is Muhammad (*SAAS*) the Trustworthy”, said Abu Bakr.

Then it was Talha’s tum to be surprised. “I know Muhammad (*SAAS*)” said Talha. “He is a good man, but he is just an ordinary man”.

“Oh, no, he isn’t”, replied Abu Bakr. “He is an extraordinary man!”

After meeting the Prophet (*SAAS*), Talha became a Muslim. He said, “These two men would never join hands in anything dishonest”.

The Generosity of Talha.

Talha was a very rich man. He made a lot of money from trading. He often helped his family. He never left any of the Banu Tayyim in need. He helped pay for the weddings and important celebrations. When any of his family got into debt, he helped them to repay the debt.

He was very happy to give away his money. One day, he sold some land for a lot of money. When he looked at the money he began to cry. His wife Um-Kulthum, daughter of Abu Bakr (*RAA*) asked, “Why are you crying?”

He replied, “A man with this much money might forget Allah (*SWT*).

“Why don’t you give it to the poor?” she asked.

He called his friends. They put the money in sacks and followed him into Medina. They went to all the houses of the poor people in Medina and gave away the money. At the end of the day, he had no money left. He went home penniless, but happy.

One day a bedouin came to see him. He said, “I am from the Banu Tayyim. I am your relative. I have no money. Please help me”.

Talha believed the man. He said to him, “I have a piece of land. Uthman (*RAA*) wants to buy it for 300,000 dinars. You can have the land or the price of it”.

The Fighter.

Talha was a great fighter. He was in all the great battles except Badr. He was a great hero at Uhud. Abu Bakr called the Battle of Uhud Talha’s Battle.

At Uhud, the Muslims made a mistake. They chased the unbelievers down the hill. Then they were attacked from behind. They did not expect this.

Talha saw that the Prophet (*SAAS*) was in danger. The Prophet's (*SAAS*) face was bleeding heavily. Talha fought like a madman. He carried the Prophet (*SAAS*) with his left arm. He used his right arm to fight off the unbelievers.

Abu Bakr also came to the aid of the Prophet (*SAAS*). He saw Talha and Abu Ubaidah (*RAA*) helping him. He looked at Talha. He had many wounds. One of his fingers had been chopped off, but he did not care. He was willing to die for Allah (*SWT*) and the Prophet (*SAAS*).

Later the Prophet (*SAAS*) said, "If you want to see a man walking with Death, just look at Talha". He fought like no other soldier at Uhud, preferring death to life. He was the "Hawk of Uhud".

III. Meaning Focus.

d) True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

UNIT 7 UMAR BIN AL-KHATTAB (RAA)

I. Pre-Reading Tasks.

Before reading the text, look at the title of this unit and answer the questions.

1. You will read about the man who became the second caliph. What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Umar bin Al-Khattab in order of importance.
3. Compare your list with other groups. How are they similar or different?

II. Reading

As you read, try to find the information you listed above in the text.

Umar's Piety.

Umar (RAA) was one, of the greatest men in history. He was a fine character. He was very pious, believing strongly in Allah (SWT). Umar was always thinking about meeting God on Judgment Day. He also tried to help his people to understand Islam. Sometimes he would walk round the markets and recite the Quran to the people.

Umar's Humility.

Umar was also a very humble person. He often said that he was an ordinary person, no better than any other one. When he became caliph, he said, "You people, I am nothing but another man like you. But the Prophet (SAAS) wanted me to take over from Abu Bakr (RAA). If I had a choice, I would not have become a caliph".

During the Year of the Murderous Famine many people suffered, especially the poor. One day, Umar ordered the slaughter of a camel calf. He told his servants to give the meat to the poor. Later, in the evening, he sat down for dinner. On his plate was a delicious piece of camel meat, but he refused to eat it. He asked his servant to bring him some bread and oil instead.

Umar's Defiance.

Umar was not afraid to tell people what he thought of them. He knew they might attack and hurt him but he did not care. On one occasion, he went to Al-Bait Al-Haram. There were many idolaters there. Umar began to insult their gods. Finally, they all attacked him and beat him. He was badly hurt but he did not care.

The next time he went to Al-Bait Al-Haram, he wore a sword. He walked around the Ka'ba seven times. The idolaters watched him closely. Then he went to Abraham's shrine and prayed. Next, he went to each idol and said, "O idol, your face will be disfigured by Allah (SWT)".

Finally, he said to the idolaters, "Whoever wants his mother to lose him or wants to make his children orphans or his wife a widow, let him meet me outside this House of Worship!"

Umar's Justice.

Umar was a just man. The Prophet (SAAS) once said: "Allah (SWT) has placed right and justice on the tongue and heart of Umar."

During his first speech as caliph, he said to his people, "Allah (SWT) has made you the test for me and me the test for you. By Allah (SWT), if you have any disstatements I will deal with them myself. If someone else takes care of the problem, I will make sure he does a good job. If he is unjust, I will make sure he suffers!"

Umar's Intelligence.

Umar was always thinking of ways to improve the way of life of Muslims. Indeed, when he became a Muslim, the first question he asked was, "Why do we

hide? Why don't we come out into the open?' Immediately, all the Muslims went out into the street — one line led by Hamzah bin Abdulmuttalib, one line led by Umar, and all of them led by the Prophet (SAAS).

Umar was also involved in establishing the Call to Prayer. At that time there was no call to prayer. As a result, people sometimes forgot to go to the mosque to pray. The Prophet (SAAS) decided to use a bell. That night, Umar had a dream. In the dream, somebody told him, "Don't use a bell — call the people for prayers".

The next morning he went to see the Prophet (SAAS) about the dream. He was surprised when the Prophet (SAAS) told him that he had a revelation. The revelation said that people should be called to prayer.

It was Umar who talked to the Prophet (SAAS) about alcohol. He saw many Muslims drinking alcohol and making fools of themselves. He asked the Prophet (SAAS) about the problem. Soon afterwards, there was a revelation.

"They ask you about wine and gambling
Tell them that there is great sin
And some profit in them for men
But the sin is greater than the profit."

(Surat Al-Baqara: 219)

Unfortunately, Muslims continued to drink. Sometimes they could not pray properly. Umar was very upset. So he spoke to the Prophet (SAAS) about it. Once again, a new revelation appeared.

"All you who believe,
Do not come to prayers
When you are intoxicated
For you must be able to
Understand what you say
And do not come to prayers
If you are unclean".

(Surat Al-Nisa':43)

These three stories show Umar's concern for the Ummah. He wanted the Muslims to be proud of themselves and of their great religion. He was always thinking of ways to do things better. He was a great thinker.

Assassination.

A young man from Persia named Abu Lu'lu'a arrived in Medina. He was asking to see the mosque where the caliph prayed. The caliph arrived at dawn and began to pray. The young man approached the caliph, but nobody saw the young man's dagger. He stabbed the caliph in the back several times. Some people tried to stop him, but he stabbed them, too. The young man tried to escape but couldn't. Once more he lifted the dagger and stabbed himself in the heart. Caliph Umar (RAA) did not recover from his wounds. A few days later he died.

Umar's Achievements.

Umar was caliph for ten years. During that time Islam spread to Greater Syria, Egypt, and Persia. He started government offices and appointed governors and judges. He established Bait Al-Mal (House of Finance) and a postal system. He also established a professional army.

In addition, he continued to work on the Quran. He had already begun this work under Abu Bakr during the War Against the Renegades. He started to collect together all of the revelations which had been written down. During his time as caliph he had them copied into a book. This book is now known as the Quran.

III. Meaning Focus.

A. True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Umar used to recite the Quran to people in the markets.
2. Umar had a dream one night that a bell should be used to tell Muslims it was time to pray.
3. Umar was upset because some Muslims used to drink alcohol and were not able to pray properly.
4. Abu Lu'lu'a was finally killed by the Muslims who had been praying in the mosque with Umar.

b) Information Search.

Answer the questions using information from the text.

1. How did Umar show his defiance at Al-Bait Al-Haram?
2. Why was the Call to Prayer established? Because...
 - Umar had a dream about it.
 - the Prophet (SAAS) decided to use a bell.
 - there was no bell available.
 - Muslims sometimes forgot to pray.
3. How did Abu Lu'lu'a kill the second caliph?
4. What are mentioned as Umar's greatest achievements?

c. Information Management.

You have read about many examples of the personal characteristics of Umar bin Al-Khattab. Read the text again and fill in the chart with examples that you find there.

Piety	Defiance	Justice	Intelligence

d) Learner Activity.

1. Work in groups. Prepare as many examples as you can about one of the characteristics of Umar.
2. Select one member of the group to tell the information to the class.
3. Listen to the other groups' information. Can you add any other information?

e. Vocabulary in Context

Match each word from the text with the correct meaning.

- | | |
|------------------|---|
| 1. character .. | a. drunk, having taken too much alcohol |
| 2. humble | b. the qualities that make up a person |
| 3. shrine | c. a holy or religious place |
| 4. disfigured. | d. people who give up their religious beliefs |
| 5. gambling.. | e. a short knife used as a weapon |
| 6. sin | f. feeling that oneself is not important |
| 7. profit | g. an act against one's religious beliefs |
| 8. properly | h. skilful and experienced, done as a paid job. |
| 9. intoxicated | i. pierced with something sharp |
| 10. dagger. | j. spoilt in appearance |
| 11. stabbed .. | k. in the correct way |
| 12. recover | l. benefit in terms of money |
| 13. appointed | m. regain one's health |
| 14. professional | n. chosen for a position |
| 15. renegades | o. betting of money in games of chance |

f) Semantic Cloze Task.

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

Umar was a great caliph. During his time, he worked on the Qur'an, spread Islam to more countries, (1)..... governors and judges, and set up a (2) army. While the Prophet (SAAS) was alive, Umar had a revelation about the call to prayer and another about the (3)..... of (4)..... . He realized that the (5) to be made was not important. He also had a revelation showing that Muslims could not pray (6)..... when they were (7) Although he was a great caliph and a great thinker, Umar died by assassination, (8)..... several times by the (9) of a young man from Persia. He never (10)..... from the wounds and died a few days later.

IV. Language Focus.

A. Grammar in Context – uses of co-ordinating conjunctions.

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common? What is the difference between the sentences in Set 1 and Set 2? Discuss your answers in groups.

Set 1

- Sometimes he would walk round the markets **and** recite the Quran to the people.
- At that time there was no call to prayer, **and** as a result, people sometimes forgot to go to the mosque to pray.

Set 2

- I am just another man like you, **but** the Prophet (SAAS) wanted me to take over from Abu Bakr.
- On his plate was a delicious piece of camel meat, **but** he refused to eat it.

b) Analysis.

Look at the sentences and fill in the blanks with *and* or *but*.

1. He knew they might attack.....hurt him,.....he did not care.
2. Finally, they all attacked him.....beat him. He was badly hurt, he did not care.

Find two other sentences using *and* or *but* and write them below.

- 1.

2.

Why do some sentences use and? Why do some use but?

c) Comparing Structures

Combine the following sentences, using and or but.

1. He spoke to the Prophet (SAAS) about it. Once again, a new revelation appeared.
2. The young man approached the caliph. Nobody saw his dagger.
3. Once more he lifted the dagger. He stabbed himself in the heart.

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. Words like..... and..... are called coordinating conjunctions.
2. can be used to link together structures, such as a noun with a noun, or a verb with a verb in one sentence. It can also be used to link clauses together.
3. is also used to link structures and clauses, but it is often used to show an unexpected result, or to show opposition or contrast.

e) Grammar Cloze Task.

Fill the gaps in the passage below.

Umar wanted to improve the way of life of Muslims, (1)..... he was upset, when he became a Muslim, by the fact that Muslims had to hide their faith. He suggested they should come out into the open, (2) this led many Muslims to do so, led by the Prophet (SAAS). Umar also wanted everyone to pray at the appointed times, (3)..... at that time there was no call to prayer. Muhammad (SAAS) also worried that people sometimes forgot to go to the mosque to pray, (4) he decided to use a bell, (5)..... Umar had a dream telling him not to use a bell, (6)..... to call the people to prayer. Umar was worried about telling this to the Prophet (SAAS), (7) Muhammad (SAAS) told him that he had had a revelation, (8)..... that it

had said that people should be called to prayer. Umar (9)..... talked to the Prophet (SAAS) about alcohol and asked him what they should do about the problem. The Prophet (SAAS) had another revelation which said there might be profit in wine and gambling. (10)..... that the sin was greater than the profit.

V. Critical Thinking.

Umar was a great leader. During his time as caliph much was achieved to spread Islam and to introduce systems and organization into the Muslim world. How did he do this? What personal qualities did he have in addition to the ones mentioned in the text?

1. In groups, discuss what personal qualities are required of great leaders today. Thinking of leaders you know about and admire, write a list of at least ten of these qualities.
2. List the qualities in order of importance, from the most important to the least important. Try to reach a statement with the other members of your group.
3. One group member will read your list to the class. Be prepared to explain and defend the contents of your list. You can do this by referring to leaders of the present and re past. Listen to the other groups' contributions and be ready to question them if necessary.
4. Try to agree on a list with the whole class.

UNIT 8

UTHMAN bin AFFAN (RAA).

I. Pre-reading tasks.

Before reading the text, look at the title of this unit and answer the questions:

1. You will read about the man who became the third caliph. What do you know about this person? What people or events do you think when you hear this person's name?
2. Work in groups. List your pieces of information about Uthman bin Affan in order of importance.
3. Compare your list with other groups. Are they similar or different?

II. Reading.

Develop your Reading Skills: *As you read, try to find the information you listed above in the text.*

Uthman bin Affan (*RAA*) was born seven years after Muhammad (*SAAS*) in a respectable family in Ta'if. He was generous, polite, and well bred. He never drank alcohol or gamble. Uthman preferred to work hard and honestly, and his business flourished, soon becoming one of the richest traders among the Quraysh tribe. Uthman had a very close relationship with Abu Bakr, another trader. When Abu Bakr became a Muslim, he told Uthman about Islam and about the One True God. He acquainted Uthman to the Prophet (*SAAS*). They became close friends. Soon after, Uthman embraced Islam.

Close Friends.

The Prophet (*SAAS*) admired Uthman's politeness and tolerance. He was also very modest and generous. He spent a great deal of his wealth on charity. The Prophet (*SAAS*) called him the "bashful" one. He was one of ten people promised heaven by the Prophet (*SAAS*). The Prophet (*SAAS*) allowed Uthman to marry two of his daughters. He married the eldest daughter, Ruqayyah bint Muhammad, soon after he became a Muslim. After Ruqayyah's death, he married Um-Kulthum bint Muhammad, the Prophet's (*SAAS*) second daughter. Thus, his friends called him the man with "two lights".

Generosity.

Uthman was a generous man. He helped the Muslim Army by buying all the necessary weapons. He also bought 1,000 camels and 50 horses.

He was also good at bargaining. More and more people were converting to Islam and for more water they needed. The Prophet (*SAAS*) proclaimed: "Who will buy the Well of Roma for the Muslims?" Uthman offered to buy it.

A Jew suggested to sell it for 24,000 dirhams, but Uthman said that this price was too expensive. He offered to buy the half of the well. "I shall pay you

12,000 dirhams. The Jews will use the well one day, and the Muslims will use it the next day, and so on”.

The Jew agreed. However, every time the Muslims used the well, they took all the water! Next day, there remained very little water for the Jews. The Jews complained and stopped using the well.

Now a man who sold the well had no money. The Jews were not using his well, so they did not give him any money. He went to see Uthman. “You have made me poor “, he said. “Please buy the other half of the well for 8,000 dirhams”. Uthman did so.

A Pious Man.

Uthman was a very religious man. He usually prayed most of the night. He did not sleep very much. Many Muslim scholars believe that the Quranic verse in Surat Az-Zumar (ayah 9) is about Uthman:

*Is one who worships devoutly
During the hours of the night,
Prostrating himself or standing in adoration,
Who believes in the Hereafter
And who places his hope
In the mercy of his Lord
(Like one who does not?)*

A Scholar.

Uthman was a highly educated man. He helped Prophet (SAAS) to write down the revelations. He also helped people to understand them. Both Abu Bakr (RAA), the first caliph, and Umar (RAA), the second caliph, asked him questions about the revelations.

Reign as a Khalifah.

When Umar was assassinated, on his death bed he formed a committee of six people to choose the next Caliph from amongst themselves.

After Abdurrahman bin Auf (*RAA*) consulted the leaders of public opinion in Medina, he arrived at the conclusion that the majority of the people favoured the election of Uthman. On the fourth day after the death of Umar, Abdurrahman asked people to vote for a caliph. Most people voted for Uthman. He was made caliph in 24 A.N. at the age of seventy. He was caliph for twelve years.

In his time, Islam spread very quickly. Armenia and Azerbaijan became Muslim countries. Persia and some parts of Byzantium were conquered. During his caliphate a navy was organized, administrative divisions of the state were revised, and many public projects were expanded and completed. U n d e r Uthman the people became economically more prosperous, and they invested their money in the construction of buildings. Many new and larger buildings were constructed throughout the country. During the caliphate of Uthman as many as five thousand new mosques were constructed.

Quran.

Uthman is perhaps best known for forming the committee, which compiled the text of the Quran, as it exists today. The reason was that various Muslim centres, like Kufa and Damascus, had begun to develop their own traditions for reciting and writing down the Qur'an. Towards the end of his reign, the committee finished compiling the text, and Uthman had it copied and sent to each of the Muslim cities commanding that alternate versions of the Quran be destroyed, and only the official version used.

The Death of a Great Man.

Uthman died at the age of eighty-two. He was fasting and reading the Quran when assassins killed him. Even as the murderers stabbed him, Uthman continued to read the Qur'an. His blood flowed onto the pages of the Qur'an. He died for the cause of Allah (*SWT*).

III. Meaning Focus.

a) True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Uthman told his friend Abu Bakr about Islam and soon after Abu Bakr became a Muslim.
2. Uthman paid 24,000 dirhams for a well so that the Muslims could have enough water to drink.
3. Uthman often spent most of the night praying.
4. Abu Bakr and Umar asked Uthman questions about the revelations.
5. At the time he was assassinated, Uthman was praying to the One True God.

b. Information Search.

Answer the questions using information from the text.

1. Why was Uthman called the "bashful" one by the Prophet (SAAS)? Because he was...
 - generous.
 - polite.
 - modest.
 - tolerant.
2. Why did people call Uthman "the man with two lights?"
3. Why did Uthman not sleep very much?
 - As caliph, he had a lot of work to do.
 - He spent most of the night in prayer.
 - He wrote down the revelations to the Prophet (SAAS).
 - He was afraid of being assassinated.
4. Give evidence from the text to show that Uthman was well educated.

c. Information Management.

The sentences below are about Uthman bin Affan. Number them in the correct order.

.....They were told to burn any copies which were in any way different.

.....The Prophet (*SAAS*) asked for a Muslim who would buy the Well of Roma.

.....Uthman asked the owner, a Jew, how much he wanted for it.

.....Therefore he asked Uthman to buy the rest of the well for 8,000 dirhams.

.....The Jew said the price was 24,000 dirhams, so Uthman offered him 12,000 dirhams for half of it.

.....Uthman offered to buy it for the Muslims.

.....The Jew complained that the Muslims were using all the water, and he had none to sell.

..... Uthman had it copied and sent to each of the Muslim cities

..... various Muslim centres had begun to develop their own traditions for reciting and writing down the Quran.

d. Learner Activity.

1. Work in groups. Make up five *Wh-* questions about the life of Uthman.
2. Ask your questions to people from other groups. Listen and answer their questions.
3. Return to your original group and compare your responses. Share your information with the class.

e. Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | |
|----------------|--|
| 1. respectable | a. accepting other people's beliefs and behavior |
| 2. tolerance | b. religious worship, love, and admiration |
| 3. modest | c. having a good place in society |
| 4. bashful | d. a hole in the ground for collecting water |
| 5. hard times | e. moved smoothly, like a stream |
| 6. weapons | f. not bragging or boasting about oneself |
| 7. bargaining | g. washing oneself |
| 8. well | h. shy, afraid to talk to people |
| 9. ablutions | i. with sincere and strong belief |

- | | |
|-----------------|--|
| 10. devoutly | j. asking for something at a lower price |
| 11. prostrating | k. proposed for a position or job |
| 12. adoration | l. a difficult period or point in time |
| 13. nominated | m. taken control of by force |
| 14. conquered | n. tools used to harm or kill someone |
| 15. flowed | o. lying face down in prayer |

f. Semantic Cloze Task.

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

Uthman bin Affan came from a (1).....family. He was loved by the Prophet (*SAAS*) for his (2)..... (3)..... .Being rich, he was able to buy (4)..... for the army and to (5)..... for a (6)..... to supply the Muslims with water. The Muslims could then do their (7)....., as there was plenty of water to spare. He was also a very (8)..... Muslim as he prayed all night and (9) himself or stood in (10)..... of Allah (*SWT*). At the age of seventy, his (11)..... to be caliph was accepted by the people. During the twelve years when he was caliph, Islam spread to many countries, including (12)..... Persia and parts of Byzantium.

IV. Language Focus.

Grammar in Context

- uses of articles

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common? What is the difference between the sentences in Set 1 and Set 2? Discuss your answers in groups.

Set 1

- He grew up in a respectable family.
- Abu Bakr became a Muslim.

- Once, there was **an** argument about **a** surah from the Quran.

Set 2

- He told Uthman about Islam and about **the** One True God.
- Thus, his friends called him **the** man with “two lights”.
- He asked her to send all **the** scrolls of **the** revelations which had been written down.

B. Analysis.

Find the sentences below where they appear in the text and decide why they are using *a(an)* or *the*. Match each sentence with the correct reason.

1. Then he sent a copy to each army.	A. This is the first time this object has been mentioned.
2. He also helped people to understand the revelations when they were written down	B. This refers to just one out of many that were made.
3. Now the man who sold the well had no money.	C. The reader already knows which person is being discussed.
4. Uthman immediately sent a letter to Hafsah	D. The reader already knows which objects are being discussed.

C. Comparing Structures.

Look at the passage and fill in the blanks with *a(an)* or *the*.

Uthman was generous man. On many occasions he gave money to help Muslims. Once, duringperiod when more and more people were becoming Muslims, Prophet (SAAS) decided he needed more water for them. Jew offered to sell Well of Roma for 24,000 dirhams. Uthman offered to buy half of it. Jew agreed.

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. Words like.....and.....are called articles.
2.is used to talk about a noun that is not very special (an indefinite noun), or to make general statements, e.g., *He grew up in a respectable family.*
3.is used to talk about a noun that is special (a definite noun), or about an indefinite noun that is being mentioned for the second time, e.g., *Thus, his friends called him the man with "two lights."*

e) Grammar Close Task.

Fill the gaps in the passage below.

It was important to Uthman that (1) army generals understood (2) Qur'an, (3) they could then tell the people about Islam (4) give. them (5) true picture. When there was (6) argument about a surah, Uthman (7) sent (8) letter to Hafsa, asking her to send all (9) scrolls of the revelations which had been written down. He made copies of these (10) sent one to each army, telling them to burn any copies that were different.

V. Critical Thinking.

In the text, you have been told that although Uthman was a rich and wealthy

trader. He was also very generous. In order to help the Muslims, he bought weapons, camels, horses, and a well.

1. In groups, note the purpose of each of these purchases and its benefit to his people. Then discuss which was the most beneficial and which was the least beneficial of the three purchases.

GIFT	PURPOSE	BENEFIT
Weapons		
horses and camels		
Well		

2. Imagine that you are very wealthy and you want to buy something to benefit your community. In groups, decide on three purchases which would really help your people today. Note the purpose of each purchase and its benefit. Then, decide which is the most beneficial of the three.

GIFT	PURPOSE	BENEFIT

3. One person in your group will report your information to the class. Be prepared to challenge other groups' purchases if you think they are of lesser benefit or only short-term benefit.
4. Try to reach a class consensus on the three purchases that would benefit your community the most.

UNIT 9 (REVISION) SA'ID bin ZAID bin AMR.

I. Pre-Reading Tasks.

Before reading the text, look at the title of this unit and answer the questions.

1. You will read about a great fighter for Islam whose father was also a strong believer in Allah (*SWT*). What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Sa'id bin Zaid bin Amr in order of importance.
3. Compare your list with other groups. How are they similar or different?

II. Reading.

Develop your reading skills: As you read, try to find the information you listed above in the text.

Sa'id came from a religious family. His father Zaid refused to worship idols. He believed in the One True God of Abraham (*AS*). He used to pray in front of the Ka'ba and say, "By Your Glory, if only I knew how to worship You in the proper way, I would do so."

Many people hated Zaid because of his belief in the One True God. Unfortunately, he died "before Muhammad (*SAAS*) became the Prophet of Islam. The Prophet (*SAAS*) knew, however, that he was a special man. He said, "Zaid will be brought to life on Judgement Day as an ummah (a community of believers) on his own." Thus, it is no surprise that, Sa'id became one of the first Muslims, and one of the youngest.

He married Fatimah bint Al-Khattab, who was the sister of Umar bin Al-Khattab (*RAA*).

When Sa'id became a Muslim, so did his wife. Unfortunately, her brother Umar was angry when he heard that she had become a Muslim. He slapped her hard. Sa'id tried to stop Umar from hurting his wife, but Umar was very strong. He attacked Sa'id and sat on his chest.

Fatimah tried to push him off her husband. Umar slapped her on the face very hard. Her nose and lips started to bleed. She turned to Umar and said, "How dare you hit me for believing in the One True God! You are His enemy! We are Muslims now and you can do nothing to stop us!"

Umar left the house and thought about his sister and her husband. They were not as strong as Umar, but they were not afraid. What made them so brave? Later, Umar himself became a Muslim.

Sa'id was one of the ten companions promised Paradise by the Prophet (*SAAS*). He was always in front of the Prophet (*SAAS*) in battle and behind him in prayers. He fought in all the major battles except Badr, when he was with Talha (*RAA*) in Greater Syria on a mission for the Prophet (*SAAS*). When they returned, the people insulted them. The Prophet (*SAAS*), however, welcomed them back and gave them a share of the booty.

Sa'id was happiest when he was fighting for the cause of Allah (*SWT*). When Abu Ubaidah's (*RAA*) army rode into Damascus, he made Sa'id the ruler. The army left Damascus and headed for Jerusalem.

Soon Sa'id became unhappy. He wrote a letter to Abu Ubaidah, saying, "You and your companions are fortunate because you are fighting for Islam. I feel left out because I am not fighting for Islam. When I fight, I feel closer to Allah (*SWT*). As soon as you receive my letter, send someone else to rule Damascus. I wish to join you immediately if Allah (*SWT*) so wills."

Sa'id was dearly loved by Allah (*SWT*). One day a woman, Arwa bint Aus, accused Sa'id of stealing something from her house. Sa'id replied, "Would I take something after what the Prophet (*SAAS*) said?"

The judge, who was the Ummayyad caliph, Marwan bin Al-Hakam, asked, "What did the Prophet (*SAAS*) say?"

Sa'id replied, "If someone takes something from another person, he will have it tied around his neck." The caliph then decided that Sa'id was telling the truth. Sa'id commented, "If she lied, may Allah (*SWT*) make her blind and let her die in her own garden."

Later, Arwa bint Aus went home. When she arrived at her house she became blind. While walking in the garden, she fell down a hole and died.

III. Meaning Focus.

a) True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Many people hated Zaid because he prayed in front of the Ka'ba.
2. Neither Sa'id nor Talha fought with the Muslims in the Battle of Badr.
3. When he was ruler of Damascus, Sa'id wrote to Umar asking him for permission to join the Muslims in the fight for Islam.

The following items are about information in Units 7-9.

4. Abu Bakr, Umar, and Uthman were all traders before they became Muslims.
5. Umar protected the Prophet (SAAS) from the idolaters in the Battle of Badr.

6

According to the text, Abu Bakr and Uthman were beaten by idolaters in the early days of Islam.

b) Information Search.

Answer the questions using information from the text.

1. Zaid didn't become a Muslim because he...
 - refused to worship idols.
 - used to pray in front of the Ka'ba.
 - Didn't know how to worship God.
 - died before Muhammad (SAAS) became a Prophet
2. The people insulted Sa'id when he returned from Greater Syria because he...
 - had been on a mission for the Prophet (SAAS).
 - was always in front of the Prophet (SAAS) in battle.
 - hadn't fought in the Battle of Badr with the Muslims.
 - was given a share of the booty of the battle.

3. Why do you think it was no surprise that Sa'id became one of the first Muslims?

The following items are about information in Units 7-9.

4. Which of the following statements is not true according to the text about the first three caliphs?

- Abu Bakr ensured that all Muslims continued to pay zakat.
- Uthman helped others to understand the meaning of the revelations.
- Umar was a polite young man who never lost his temper.
- All three of the caliphs were generous.

5. Which of the three caliphs mentioned did not die violently? How did the others die?

6. Give an example of how each of the three caliphs' achievements had an effect on the Muslim way of life.

c) Information Management

A lot is written about the good characteristics of the three caliphs in Units 7-9. This of course, does not mean that these were their only good points, or that the other caliphs did not share these characteristics. Read the text again and fill in the chart. For each caliph, tick ✓ each characteristic that is mentioned in the text.

CHARACTERISTI C	ABU BAKR	UMAR	UTHMAN
Modesty			
Intelligence			
Politeness			
Generosity			
Wealth			
Humility			
Tolerance			
Fairness			
Bravery			
Piety			

d) Learner Activity.

1. Work in groups. Make up statements about each of the people featured in Units 7-10.
2. Take turns reading your statements to the class. Listen to the other groups' statements and guess what about the statements.
3. Compete to see which group guesses the most statements correctly.

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | |
|--------------------|---|
| 1. glory | a. have enough courage to do something |
| 2. brought to life | b. valuable things taken in battle |
| 3. slapped | c. unable to see |
| 4. dare | d. great honour, fame, and admiration |
| 5. enemy | e. went in the direction of |
| 6. major | f. a person who intends to harm another |
| 7. mission | g. made to live again |
| 8. share | h. blamed, charged with doing something wrong |
| 9. booty | i. hit with the flat of the hand |
| 10. headed for | j. main, most important |
| 11. left out | k. remarked, made a statement |
| 12. accused | l. not included |
| 13. stealing | m. taking what does not belong to oneself |
| 14. commented | n. going somewhere with a particular purpose |
| 15. blind | o. one's own part of something |

f) Semantic Cloze Task

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

Sa'id's wife, Fatimah, became a Muslim when he did, much to the anger of her brother, Umar. Umar (1)..... to (2)..... her for believing in the One True God, making him the (3) of Allah (*SWT*). Sa'id was a companion of the Prophet (*SAAS*), but was on a (4) in Syria when one of the (5) battles, the Battle of Badr, took place. Nevertheless, the Prophet (*SAAS*) knew that Sa'id's absence was not his fault and thus allowed him to (6) their (7) Sa'id enjoyed fighting in the army with Muhammad (*SAAS*), so when he was appointed ruler of Damascus, he felt (8)..... as the army then

(9) Jerusalem. He (10) in a letter that he wished Abu Ubaidah (SAAS) would send someone else to rule Damascus so that he could rejoin the army.

IV. Language Focus.

a) Error Recognition.

Each sentence below contains at least one error. Find the errors and correct the sentences.

1. When Sa'id became the Muslim, so did his wife.
2. He slapped her hardly.
3. While walking in the garden, she fell down the hole but died.
4. They were not as strong as Umar, and they were not afraid.
5. He was dear loved by Allah (SWT).

b) Grammar in Review.

Look at the sentences. Write each word in bold in the correct place in the chart.

1. Soon Sa'id became **unhappy**.
2. Sa'id was happiest when he was fighting for **the** cause of Allah (SWT).
3. If she lied, may Allah (SWT) make her blind **and** let her die in her own garden.
4. **Unfortunately**, her brother Umar was **angry** when he heard that she had become **a** Muslim.
5. Sa'id tried to stop him from hurting his wife, **but** Umar was **strong**.

ADJECTIVE	ADVERB	CONJUNCTION	ARTICLE

Put the following sentences in the correct order.

1. share of/ them a / The Prophet (SAAS), I and gave / however, welcomed / the booty. / them back
2. husband. / thought about his / Umar / sister and her / left the / house and
3. that he / was a / knew, / The Prophet (SAAS) I special man. / however,
4. so wills, /join you / if Allah (SWT) II wish to / immediately
5. and / Jerusalem. / headed for / The army / left Damascus

c) Sentence Construction

Look through the texts in Units 7-10 and find a sentence fitting each of the descriptions below.

1. a sentence using both an adjective and an adverb.
2. a sentence using the conjunction *and*.
3. a sentence using the conjunction *but*.
4. a sentence using both *and* and *but*.
5. a sentence using both a definite article and an indefinite article.

d) Grammar Cloze Task.

In pairs, fill the gaps in the passage below.

Sa'id and his wife, Fatimah, were Muslims, (1) her brother, Umar, was not. He was (2) (3) to hear that his sister had become (4)

Muslim, (5)..... he could not stop himself from striking her. Sa'id tried to stop him, (6)..... Umar was too strong! He (7) attacked Sa'id himself. When Fatimah tried to push him away, Umar slapped her on (8) face, (9)..... made her nose bleed. She was so angry that she shouted at him, saying that she and her husband were Muslims, and he could do nothing to stop them. This made Umar (10) He could not understand what made them so (11) These thoughts (12) led Umar to become a Muslim himself.

V. Critical Thinking.

Read again through the stories of the first three caliphs (Abu Bakr, Umar, and Uthman). If you could have been one of these three heroes of Islam, which one would you prefer to have been?

1. In groups, discuss the various qualities and life stories of the three caliphs. Look also at the contribution each made to Islam. Then as a group, decide which one you would prefer to have been. Write down as

many reasons as you can for your choice.

2. Explain your choice to the class and justify your reasons. Be prepared to answer questions from other groups on your choice. Also, ask questions to other groups to challenge their reasons.
3. With the class, decide why each of these men was a hero of Islam in his own way.

UNIT 10

ALI bin ABU TALIB (RAA).

I. Pre-Reading tasks.

Before reading the text, look at the title of this unit and answer questions.

1. You will read about the first child to embrace Islam who later became the fourth caliph. What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Ali bin Abu Talib in order of importance.
3. Compare your list with other groups. How are they similar or different?

II. Reading.

Develop your Reading Skills: *As you read, try to find the information you listed above in the text.*

Ali bin Abu Talib was the Prophet's (SAAS) cousin. Later, he married Fatimah (RAA) and became the Prophet's (SAAS) son-in-law. In fact, Ali was already like a son to the Prophet (SAAS). Ali's real father, Abu Talib, had so many children that he could not feed them all. The Prophet (SAAS) wanted to help his uncle. He invited Ali to live with him. Ali was only a young boy at this time.

Life with the Prophet (SAAS).

Ali was always with Muhammad (SAAS), He was the first boy to become a Muslim. On many occasions he witnessed revelation. The Prophet (SAAS) would talk to him about them. He, therefore, became an authority on the meaning of many revelations and why they were made.

The Prophet (SAAS) loved him very much. One day, Muhammad (SAAS) received a revelation from Allah (SWT).

*"And Allah only wishes to
remove All the faults you have,
All the members of the household of the Prophet,
And to make you pure and faultless."
(Surat Al-Ahzab, 33)*

The Prophet (SAAS) immediately called Ali, his daughter Fatimah, and his grandchildren Hassan and Hussein (RAA), covered them with a cloak, and said, "My Lord, these are my household".

As far as the Prophet (SAAS) was concerned, Ali was more than just a cousin or son-in-law. After the Prophet (SAAS) had settled in Yathrib, he brought the Ansar and Muhajirin together, and introduced Ali to them as his brother. The Prophet (SAAS) showed how much he trusted Ali by asking him to marry Fatimah, his youngest daughter.

The Warrior.

Ali was a fine wrestler. Nobody ever beat him at wrestling. He was also well-known for his courage. He always fought on the front line in a battle. The Prophet (SAAS) once said, "There is no courageous man equal to Ali and there is no sharper sword than his." In addition, he was also a very clever and thoughtful person. He was a convincing speaker and rarely lost an argument. His knowledge of the Qur'an and Sunnah was second to none. One day a surah was revealed to the Prophet (SAAS):

*"That we might remind you
And that ears should hear the story
And store it in your memory*

So that its lessons will be remembered"

(Surat Al-Haqqah, 12)

After this revelation the Prophet (*SAAS*) said to Ali, "I have asked Allah (*SWT*) to make those ears yours".

Ali later said, "Since that day I have forgotten nothing of the Quran and Sunnah". When Ali became caliph, he encouraged scholarship. He himself was very interested in *fiqh*, language studies, arithmetic, and *zuhd*. He encouraged scholars to develop these subjects further.

The Judge.

The Prophet (*SAAS*) decided to send Ali to Yemen to be a judge. However at that time, Ali had no experience in judging. He said, "Dear Messenger of Allah (*SWT*), I know nothing about pronouncing judgments".

The Prophet (*SAAS*) knew that he would make an excellent judge and replied, "May Allah (*SWT*) guide your heart and direct your tongue".

Later Ali said, "Since that day, I have never doubted any judgment I have made". As a result of Ali's work in Yemen, most of the Yemenis became Muslim. This is because they knew they would be treated fairly. They trusted Ali. When the Prophet (*SAAS*) heard that his cousin was popular in Yemen, he said, "Ali is the best of them all in judgment."

Ali used his great sense of fairness when he became caliph. He was always able to see beyond his own point of view. When a group of people refused to give their loyalty (*bai'ah*) to him he was not angry. He could see that they were not harmful. He said, "Those are people who do not want to support us, but they also do not support the wrongdoers. They do not want to hear the truth, but they are not wicked people".

The Controversial One.

Ali was a person who was either loved or hated. People loved him because of his great kindness to them but others hated him out of envy. Once, he bought an Abyssinian slave. He taught the slave all the Islamic principles and set him

free. The slave loved Ali so much he decided to stay. Later, the King of Abyssinia died. The Abyssinians looked for the king's son but they could not find him. Eventually, they found out that he had been kidnapped by slave traders and brought to Makkah. They found him at Ali's house. He was the slave that Ali had bought. When the Abyssinians asked him to become king, he refused. He preferred to stay with Ali and remain a Muslim.

On the other hand, Ali was sometimes accused of arrogance. One day, the Prophet (SAAS) was walking with Ali's cousin, Az-Zubair (RAA). Ali passed by and the Prophet (SAAS) smiled at him. Ali smiled back but did not stop to show his respect to the Prophet (SAAS). Az-Zubair said, "The son of Abu Talib never stops being arrogant".

The Prophet (SAAS) replied, "He is not proud. Listen to me. One day you will fight him and you will be the unjust one". Later the Prophet's (SAAS) foretelling came true. When Ali became caliph, Az-Zubair sided with Ali's enemies.

Ali loved the Prophet (SAAS) both in life and death. When the Prophet (SAAS) died, it was Ali who washed his body.

III. Meaning Focus.

A. True/False Statements:

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Ali was the first man to become a Muslim.
2. Ali became an authority on the revelations because the Prophet (SAAS) often talked to him about them.
3. The Prophet (SAAS) sent Ali to Syria to be a judge.
4. When Ali's slave was asked to be king of the Abyssinians, he returned to his country immediately.
5. Ali and Az-Zubair fought because one day Ali did not show his respect to the Prophet (SAAS) when he saw him in the street.

b) Information Search.

Answer the questions using information from the text.

1. Abu Talib was the Prophet's (SAAS)...

- father-in-law.
- uncle.
- cousin.
- brother.

2. What do you think Muhammad (SAAS) meant when he said Ali was his brother? 3. Why was Ali's knowledge of the Quran and Sunnah second to none?

4. For what reason did the Yemenis trust Ali so much?

c) Information Management.

You have read about many of the characteristics of Ali bin Abu Talib. Read the story again and complete the chart.

CHARACTERISTIC	EXAMPLE of CHARACTERISTIC
Courageous	
Scholarly	
intelligent and knowledgeable	
	Ali was not angry when some people refused to give loyalty to him. He said that although they did not support him, they were not wicked
Kind	

d) Learner Activity.

1. Imagine you are the leader of the Abyssinian party which found the son of their late king in the house of Ali bin Abu Talib.
2. Work in groups. Prepare notes about what happened when you finally found the king's son and why he refused to return with you to Abyssinia.
3. Select a member of your group to deliver your report to the class. Listen to the other groups' reports. How are theirs similar/different?

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | |
|-------------------------|--|
| 1. witnessed | a. understanding gained by doing something |
| 2. authority | b. a loose-fitting item of outer clothing |
| 3. faults | c. further than, on the other side of |
| 4. cloak | d. rules, guidelines |
| 5. convincing something | e. urged, showed a desire for people to do |
| 6. encouraged | f. weak points, defects |
| 7. experience | g. faithfulness, devotion |
| 8. pronouncing | h. able to make people believe something |
| 9. direct | i. saw, observed an incident |
| 10. beyond | j. guide, control |
| 11. loyalty | k. very bad, evil |
| 12. wicked | l. knowing and telling about future events |
| 13. principle | m. expert |
| 14. kidnapped | n. taken away by force |
| 15. foretelling | o. stating something as true |

f) Semantic Cloze Task.

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

Ali was like a son to the Prophet (SAAS). He was a (1)..... to many of the revelations and became an (2) on their meaning and purpose. He was not only a strong man, but a speaker who could see (3)..... his own point of view and could (4)..... others that his arguments were correct. He was also a man with strong (5) so he was sent to Yemen to be a judge, despite the fact that he lacked (6) Muhammad (SAAS) knew that he could tell good people from (7) if they refused to give him their (8) He was loved for his good points, especially by a slave who was (9)..... but set free by Ali. However, Az-Zubair thought that he had some (10) but the Prophet (SAAS) disagreed with him.

IV. Language Focus

Grammar in Context

- **cause and effect words**

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common? What is the difference between the sentences in Set 1 and Set 2? Discuss your answers in groups.

Set 1

- **Since** he himself was very interested in fiqh, language studies, arithmetic and zuhd, he encouraged scholars to develop these subjects further.
- This is **because** they knew they would be treated fairly.

Set 2

- The Prophet (SAAS) wanted to help his uncle, **so** he invited
- He, **therefore**, became an authority on the meaning of many revelations.

b) Analysis.

Look at the following sentences. Write 1 next to sentences like those in Set 1. Write 2 next to those like Set 2.

1. As a result, Az-Zubair said, "The son of Abu Talib never stops being arrogant."
2. He could see that they were not harmful, so he said, "Those are people who do not want to support us, but they also do not support the wrongdoers."
3. When the Abyssinians asked him to become king, he refused because he preferred to stay with Ali and remain a Muslim.
4. Since the slave loved Ali so much, he decided to stay.

Which words are used to show cause? Which are used to show effect?

c) Comparing Structures.

Look at the example.

- Since he himself was very interested in fiqh, language studies, arithmetic, and zuhd, he encouraged scholars to develop these subjects further.
- He himself was very interested in fiqh, language studies, arithmetic, and zuhd, so he encouraged scholars to develop these subjects further.

Rewrite the following cause-effect sentences following the example using other words from Set 1 and Set 2 on the previous page.

1. **Since the slave loved Ali so much**, he decided to stay.
2. The Prophet (SAAS) wanted to help his uncle, **so he invited Ali to live with him.**
3. **As a result of Ali's work in Yemen**, most of the Yemenis became Muslim.

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. Words like.....and.....can be used to show cause. They can indicate the reason for something happening.
2. Words like.....,and.....can be used to show the effect of something happening.

e) Grammar Cloze Task

Fill the gaps in the passage below.

(1)..... Ali was a very kind man, many people loved him, but (2) of this, some people actually hated him. When he bought an Abyssinian slave, he treated him very well (3) the slave loved Ali, and did not want to leave when he was set free. When the king of Abyssinia died, no one could find his son (4) he had been kidnapped by slave traders and taken to Makkah. (5) they searched in Makkah and found their king's son at Ali's house. However, (6)..... he preferred to stay with Ali and become a Muslim, he refused to return to Abyssinia, (7)the messengers had to go back empty-handed. This story shows Ali's kindness(8).....he was also wrongly accused of arrogance (9) he did not stop and show his respect to the Prophet (SAAS). (10) Az-Zubair claimed that Ali was arrogant. However, the Prophet (SAAS) disagreed with him.

V. Critical Thinking.

1. In groups, make sure you understand the meaning of the personal qualities below.

Intelligent
envious
outspoken
arrogant
pure
faithful
friendly
tolerant
trustworthy
obedient

2. Which of these words could be used to describe Ali bin Abu Talib?

3. Next, decide whether these qualities are *good*, *bad*, or *both good and bad* (depending on the situation). Agree on the lists with your group.

4. Agree on an example for each of the qualities, which clearly show that it is good or bad. For qualities which are both good and bad, given one example to show the good and one to show the bad side. Try to give examples from your own experiences.

5. One member of each group will tell the class how you have ranked the qualities. Be prepared to defend your decisions and question those of other groups.

6. After your class discussions, prepare lists, which all groups find acceptable.

UNIT 11 ABU UBAIDAH bin AL-JARRAH (RAA).

I. Pre-Reading Tasks.

Look at the title of this unit and answer the questions.

1. You will read about a man referred to by the Prophet (*SAAS*) as the "Trustee of the Ummah." What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Abu Ubaidah bin Al-Jarrah in order of importance.
3. Compare your list with other groups. How are they similar or different?

II. Reading.

As you read, try to find the information you listed above in the text.

Abu Ubaidah's (*RAA*) name is unusual for two reasons. First, it means "father of Ubaidah." Ubaidah was his eldest daughter. Usually, it was used a name of the eldest son. Second, he put his grandfather's name in the place where his father's name should go.

Abu Ubaidah was persuaded to become a Muslim by Abu Bakr (*RAA*). He was among the first ten Muslims. He was a modest and gentle man but a very tough soldier. When he became a Muslim he dedicated himself completely to the cause of Allah (*SWT*). The Prophet (*SAAS*) loved him very much. He called him "the Trustee of the Ummah." 'A'ishah (*RAA*), the Prophet's (*SAAS*) wife, was once asked who the Prophet's (*SAAS*) favorite companions were. She said, "Abu Bakr, then Umar, then Abu Ubaidah."

Abu Ubaidah was a real gentleman. He did not seem to have any faults. The Prophet (*SAAS*) once said, "Each and every one of my companions has a fault or weakness except Abu Ubaidah." One day, some people from Nejran in Yemen came to the Prophet (*SAAS*) to ask for a judge. The Prophet (*SAAS*) said, "I will send you someone who is trustworthy, truly trustworthy, truly, truly trustworthy." The Prophet's (*SAAS*) companions wondered which person the Prophet (*SAAS*) would choose to go to Nejran. Secretly, each companion wanted to be chosen.

At noon prayers, the Prophet (*SAAS*) went to the mosque. All the companions were there. The Prophet (*SAAS*) looked around. He kept looking until he saw Abu Ubaidah. He walked over to him and said simply, "Go and be their judge."

The Great General.

Abu Ubaidah fought in all the great battles for Islam. He was a very strong and determine fighter. At Uhud, he saw that the Prophet (*SAAS*) was in trouble. An unbeliever had thrown a weapon at him. The weapon had two hooks. Both hooks had stuck in the Prophet's (*SAAS*) face. Abu Ubaidah rushed to the Prophet's (*SAAS*) side. He said to Abu Bakr, "Let me take the hooks out of the

Prophet's (*SAAS*) face." He grabbed the end of one hook with his teeth and pulled. Suddenly, the hook came out of the Prophet's (*SAAS*) face. Abu Ubaidah fell to the ground. Also on the ground was one of his teeth. Quickly he stood up and grabbed the other hook with his teeth. He pulled once again and the hook came out. Abu Ubaidah fell to the ground and next to him there was another tooth! From then on he was known as Al-Athram, the Toothless One.

Later, Abu Bakr could see that Abu Ubaidah was a great soldier. He asked him to lead the Muslim army into Greater Syria. Abu Ubaidah refused. Abu Bakr was disappointed because he knew Abu Ubaidah would be a great leader. He believed that a good leader should be understanding and helpful. He should be able to forgive if somebody does wrong or makes a mistake. If there is disstatement, he should be able to find a way to get people to agree. He should be merciful to the faithful and merciless to the enemies of Islam.

At the Battle of That Al-Salasil, Abu Ubaidah was sent to help Amr's army. When he arrived, everybody was unhappy. Amr wanted to be the leader. However, the general in charge of the Ansar also wanted to be the leader. Somebody suggested that there should be three leaders. Abu Ubaidah reminded everyone of what the Prophet (*SAAS*) had said. He said that when there was a dispute, they should all decide to obey only one person in order to have unity. Abu Ubaidah then said that he would obey Amr. He asked the Ansar to do the same. They agreed. The next day, they won the battle.

When Umar became caliph, he appointed Abu Ubaidah as major general of the Muslim armies that conquered Greater Syria. He replaced another great general, Khalid bin Al-Walid. When Abu Ubaidah arrived at the army camp, Khalid said to his soldiers, "Umar has sent you the Trustee of the Ummah." Abu Ubaidah also praised Khalid. He said, "I once heard the Prophet (*SAAS*) say, "Khalid is one of the swords of Allah (*SWT*)."

The Simple Man.

Abu Ubaidah was a simple man. He did not like luxury or expensive things. If he had money, he gave it away to the needy. On one occasion, the caliph Umar wrote to Abu Ubaidah to say he wanted to visit the Amir of the Muslim army. Abu Ubaidah wrote back saying, "Why do you want to visit us here? You will only shed tears."

Nevertheless, Umar visited Abu Ubaidah and his army. When he arrived, he went straight to Abu Ubaidah's tent. He looked around and asked, "Where is the furniture? I see nothing but a small stove and a plate. Do you have anything to eat?" Abu Ubaidah found him some small trusts of bread. Suddenly, Umar realized the hardships and difficulties faced by this great general and his army. He began to cry.

When Umar returned to Makkah he sent 4000 dinars to Abu Ubaidah. He asked the envoy he sent to see what Abu Ubaidah did with the money. The envoy returned and told the caliph that Abu Ubaidah had given the money to the poor people. When Umar heard this he said, "Thank God we still have people like him among us."

The Caliph's Right Hand Man.

Umar was a great admirer of Abu Ubaidah. He once said, "I wish God would give me a house full of Abu Ubaidahs." When the Prophet (SAAS) passed away, Umar approached Abu Ubaidah and pledged his loyalty to him. Abu Ubaidah immediately sent him to Abu Bakr. Later when Umar was caliph he said, "If I nominated a caliph to follow me, it would be Abu Ubaidah, and if Allah (SWT) questioned me about my decision, I would say 'I have selected the Trustee of the Ummah.'"

III. Meaning Focus.

a) True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Abu Ubaidah persuaded Abu Bakr to become a Muslim.

2. Abu Ubaidah lost two teeth while fighting in the Battle of Uhud.
3. Abu Ubaidah became the leader of the Muslim armies in the Battle of That Al-Salasil.
4. Abu Bakr appointed Abu Ubaidah as major general of the Muslim armies that conquered Greater Syria.
5. When Umar sent 4,000 dinars to Abu Ubaidah, he gave the money to his soldiers.

b) Information Search.

Answer the questions using information from the text.

1. Why is Abu Ubaidah's name unusual?
2. Why did the Prophet (SAAS) choose Abu Ubaidah to be judge in Nejran? He was...
 - faultless.
 - trustworthy
 - gentle.
 - strong.
3. Why did Abu Ubaidah tell Umar he would "shed tears" if he visited the Muslim army?
 - There was a plague in Greater Syria at that time.
 - Abu Ubaidah's tent had no furniture in it.
 - The Muslim army was living in difficult conditions.
 - Abu Ubaidah could only give Umar bread to eat.
4. How do we know from the text that Abu Ubaidah was a simple man? He...
 - refused to lead the Muslim army into Greater Syria.
 - said that he would obey Amr at That Al-Salasil.
 - was willing to die with his troops in Greater Syria.
 - gave the 4,000 dinars to the poor people of the area.

c) Information Management.

Complete the chart with the information from the story of Abu Ubaidah bin Al-Jarrah.

Quotation	Speaker	Situation
"Abu Bakr, then Umar, then Abu Ubaidah."		When asked who the Prophet's (SAAS) favorite companions were.

"I will send you someone who is trustworthy, truly trustworthy, truly, truly trustworthy."		
		Telling Abu Ubaidah to be judge for the people of Nejran
"Let me take the hooks out of the Prophet's (SAAS)		
"Umar has sent you the Trustee of the Ummah."		
"Thank God we still have people like him among us."		

d) Learner Activity.

1. Imagine you were a soldier either in the Battle of Uhud or in the Battle of That Al-Salasil and were very impressed by Abu Ubaidah.
2. Work in groups. Prepare a short talk about what you saw.
3. Select a member of your group to deliver your report to the class. Listen to the other groups' reports and be prepared to ask questions.

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | | |
|---------|------------|--|
| 1 | trustee | a. someone who looks after an institution |
| 2..... | favorite | b. got someone or something new to take the place of something old |
| 3 | secretly | c. most liked, chosen |
| 4..... | determined | d. cause something to flow |
| 5..... | hooks | e. without telling anyone |
| 6..... | stuck | f. a state of having the same belief or purpose |
| 7..... | dispute | g. people who are poor, who lack food, clothing or shelter |
| 8..... | unity | h. of strong will |
| 9..... | replaced | i. pieces of the hard outer layer of something |
| 10..... | luxury | j. tools with a shaft and curved sharp end |
| 11..... | needy | k. a messenger representing a government |
| 12..... | shed | l. difficulties in one's living conditions |
| 13..... | crusts | m. an argument, quarrel |
| 14..... | hardships | n. great comfort at great expense |
| 15..... | envoy | |

f) Semantic Cloze Task. *Use some of the words from the previous task to complete the passage below. Use the words in their correct form.*

Abu Ubaidah was a very (1).....fighter as well as being a very simple man. He was prepared to face a lot of (2)..... and did not want to live a (3) life. In fact, he often gave away his money to the (4)..... and just lived on (5)..... of bread. As an example of how tough he was, when the Prophet (*SAAS*) was injured in the Battle of Uhud with (6)..... which (7)in his face, Abu Ubaidah pulled them out with his own teeth. He never sought fame for himself, but when there was a (8)..... in the army, he insisted there should be (9) so he told them that he would obey Amr. Although he (10)Khalid as Major General of the Muslim Army in Syria, he was generous in his praise and called him "one of the swords of Allah (*SWT*)."

IV. Language Focus.

a) Grammar in context – adverb clauses.

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common? What is the difference between the sentences Set 1 and Set 2? Discuss your answers in groups.

Set 1

- **When he became a Muslim**, he dedicated himself completely to the cause of Allah (*SWT*).
- He said that **when there was a dispute**, they should all decide to obey only one person in order to have unity.

Set 2

- He put his grandfather's name in the place **where his father's name should go**.
- Everybody was unhappy **when he arrived**.

b. Analysis.

Look at the following sentences from the text and insert the correct punctuation.

1. When Umar became caliph he appointed Abu Ubaidah as major general of the Muslim armies conquered Greater Syria
2. When he arrived he went straight to Abu Ubaidah's tent
3. When Umar returned to Makkah
4. later when Umar was caliph
5. if I nominated a caliph to follow me

c) Comparing Structures.

Compare the following pairs of sentences and insert the correct punctuation where it is needed.

1. a) When he arrived he went straight to Abu Ubaidah's tent.
b) Umar suddenly began to cry when he realized the hardships and difficulties faced by this great general and his army.
2. a) He should be able to forgive if somebody does wrong or makes a mistake.
b) If he had money he gave it away to the needy.
3. a) At noon prayers the Prophet (SAAS) went to the mosque.
b) When Abu Ubaidah arrived at the army camp...

Which sentences are like those in Set 1? Which sentences are like those in Set 2?

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. Clauses such as *when he arrived* and *if he had money* are called clauses. They are dependent, which means they cannot stand on their own.
2. When these clauses occur before an independent clause, they are usually followed by a.....
3. When these clauses come after an independent clause, they are usually not preceded by a.....

f) Grammar Cloze Task.

In pairs, fill the gaps in the passage below.

(1) Abu Ubaidah was in charge of the Muslim armies, his behavior showed that he was a (2) man. (3)..... he received any money, he gave it to those who needed it more. (4)..... the caliph Umar wanted to come and visit the army, Abu Ubaidah tried to discourage him (5) he knew Umar would be upset. (6) Umar reached the place (7) the army were staying, he went to Abu Ubaidah's tent. He was given (8)..... a few crusts of bread. (9)..... , he understood what a difficult life the general and the army were facing. (10)..... he realized this, he began to cry.

V. Critical Thinking.

The Prophet (SAAS) once said, "Each and every one of my companions has a fault or weakness except Abu Ubaidah." Indeed, human beings have many faults and weaknesses in their characters. Below are some examples.

Laziness, boastfulness, wastefulness, stinginess, extravagance, pride, unreliability, impatience, thoughtlessness, selfishness, greed, dishonesty, lechery, arrogance, envy.

1. In groups, using a dictionary, check the meanings of all the above words.
2. Once you fully understand the meaning of the words, divide the

weaknesses into two categories — major weaknesses and minor weaknesses. Think of examples of behavior in everyday life which show each of these weaknesses.

3. One member of each group will present their two categories to the class. Be prepared to defend your group's classifications and be ready to question those of other groups.
4. Arrive at a description that all members of the class can agree with.

UNIT 12

SA'D bin ABU WAQQAS (RAA).

I. Pre-Reading Tasks.

Before reading the text, look at the title of this unit and answer the questions.

1. You will read about the first man to draw blood for Islam. What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Sa'd bin Abu Waqqas in order of importance.
3. Compare your list with other groups. How are they similar or different?

II. Reading.

As you read, try to find the information you listed above in the text.

Sa'd (RAA) was born in Makkah. He was brought up, like all nobles of the Quraish, on principles of bravery and good manners. He was related to the Prophet (SAAS) on his mother's side.

He loved to make weapons, especially bows and arrows. Eventually, he became famous as a great archer. He used his archery skills at Badr and Uhud. "The Prophet (SAAS) said of him, "This is an example of my mother's side of the family. If you have another one like him, bring him to me."

He was introduced to Islam by Abu Bakr (RAA). He was the seventh person to become a Muslim, at the age of seventeen. Sa'd was the first man to draw blood for Islam. One day when he was praying, some unbelievers saw him and began to mock him. Sa'd got up and hit one of them until his head started to bleed.

Sa'd was very fond of his mother. However, she hated Muslims. She tried to persuade him to give up his religion. She went on a hunger strike. Then she threatened to kill herself. Sa'd was very upset. He said to her, "Please don't kill yourself, Mother. Even if 1,000 swords were plunged into your body, I would still not give up Islam." The Quran (Surat Luqman, ayah 15), refers to Sa'd's difficult situation.

"If your parents say strange things

*about your God
Do not obey them.
Be kind to them
But follow only the path of those who
love Me."*

Promised Heaven.

Sa'd was one of the ten men promised Heaven by the Prophet (*SAAS*). Abdullah, the son of the famous general Amr bin Al-'Aas, wanted to know why Sa'd had been promised Heaven. What was so special about Sa'd?

He went to Sa'd's house and asked if he could stay with him for a few days. Sa'd welcomed him. Then Abdullah observed Sa'd at night. Every time he rolled over in his bed he praised Allah (*SWT*). At dawn, he would wake up, wash, pray, and then have breakfast. After three days, Abdullah hated him. "This man is not special at all," he said to himself.

Sa'd heard him and said, "I am just a simple man. But I bear no grudge against any Muslim. I say nothing bad about anyone. That is why I believe I was promised Heaven."

The Fighter.

Sa'd was a great soldier of Islam. He fought in all the great battles and was one of only three banner carriers when the Muslims entered Makkah. He is famous as one of the toughest of the Prophet's (*SAAS*) companions, along with Umar (*RAA*), Ali (*KAW*), and Az-Zubair (*RAA*).

Sa'd was the Prophet's bodyguard at all the battles. One night, 'A'ishah (*RAA*) was with the Prophet (*SAAS*). She was afraid. She said, "I fear for your life on this dark night." The Prophet (*SAAS*) replied, "Do not worry. Allah (*SWT*) will send us a guard." Very soon, the shadow of a man appeared outside the tent. The Prophet (*SAAS*) shouted out, "Who is there?" "It is me," answered Sa'd. After that, the Prophet (*SAAS*) slept soundly. Later in life, Sa'd led the Muslim army at the Battle of Al-Qadisiyya. His army was only one-tenth the size of the Persian army. However, the Muslim army won the battle. After the battle, Sa'd stayed in the Persian capital city for fourteen months. He did not like it so he ordered a new city to be built. He called it Al-Kufa. It became the new capital of Persia and Iraq.

On his death bed he asked someone to bring an old woolen cloak. He said, "When I die, put me in this cloak. I wore this cloak at Badr. I have kept it for my funeral."

III. Meaning Focus

a) True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Sa'd was the seventieth person to become a Muslim.
2. Even though Sa'd's mother threatened to kill herself, he said he would not give up Islam.
3. Abdullah thought Sa'd was a very special man.
4. Sa'd was one of the toughest of the Prophet's (SAAS) companions.
5. Sa'd lived for fourteen months in Persia before the Battle of Al-Qadisiyya.

b). Information Search.

Answer the questions using information from the text.

1. Which of the following facts is not true according to the text?
 - Sa'd was related to the Prophet (SAAS).
 - Sa'd's mother went on a hunger strike.
 - Sa'd thought he was a special person.
 - Sa'd stayed in Persia for more than a year.
2. Abdullah stayed at Sa'd's house because he...
 - had been invited by Sa'd to stay for a few days.
 - wanted to know why Sa'd had been promised Heaven.
 - was the son of Amr bin Al-'Aas, the famous general.
 - wanted to watch him wake up, wash, and pray every morning.
3. At which battles did Sa'd use his skills with the bow and arrow?
4. How was Sa'd the first man to draw blood for Islam?
5. What was special about the woolen cloak Sa'd had kept for his funeral?

c) Information Management.

The reading text contains a number of cause-effect relationships. Read the story of Sa'd bin Abu Waqqas again and complete the chart.

CAUSE	EFFECT
An unbeliever mocked Sa'd.	Sa'd hit him.
	Sa'd's mother tried to persuade him to give up his religion.
	Sa'd's mother threatened to kill herself.
Abdullah wanted to know why Sa'd had been promised Heaven.	
Sa'd was a simple man; he bore no grudge against any Muslim and said nothing bad about anyone.	
	Sa'd ordered a new capital city to be built in Persia.

d) Learner Activity.

1. Work in groups. Prepare at least five *Wh-* questions about the life of Sa'd bin Abu Waqqas.
2. Ask people from other groups your questions. Listen and answer their questions.
3. Return to your original group and compare your responses. Share your information with the class.

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | | |
|---------|----------------|---|
| 1 | nobles | a. someone who shoots arrows from a bow |
| 2..... | related | b. turned over and faced the opposite direction |
| 3..... | archer | c people from important families |
| 4..... | mock | d. strongest, able to cope with the most difficulties |
| 5..... | fond of | e. make fun of someone |
| 6..... | hunger strike | f. gave a warning of harm |
| 7..... | threatened | g. the official place where a country's government is located |
| 8 | plunged | h. a large flag |
| 9..... | observed | i.a dark shape formed when someone blocks the light |
| 10..... | rolled over | j. connected by blood or marriage |
| 11..... | bear no grudge | k. having warm feelings towards someone |
| 12..... | banner | l. driven, pushed |
| 13..... | toughest | m. have no feelings of anger towards someone |
| 14..... | shadow | n. refusing to eat as a protest |
| 15..... | capital | o. watched closely |

f) Semantic Cloze Task.

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

It was not easy for Sa'd bin Abu Waqqas (*RAA*) to become a Muslim, even though he was a (1)..... of the Prophet (*SAAS*). His mother, of whom he was very (2)..... did not want him to become a Muslim, so she started (3)and even (4) that she might kill herself, but Sa'd did not give in. Sa'd believed the reason he was promised heaven was because he (5)

against any Muslim. He became known as one of the (6) of the Prophet's (SAAS) companions. He was a great fighter for Islam, skilled in (7) and one of the people who carried (8) when the Muslims entered Makkah, which was to become the (9) city of Islam. Although he was brought up as a (10)....., on his deathbed, he only asked for a woolen cloak to be wrapped around him, as he had worn it at the Battle of Badr.

IV. Language Focus.

Grammar in Context - uses of prepositional phrases

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common? What do the sentences in Set 3 have in common? What is the difference between the sentences in Set 1, Set 2, and Set 3? Discuss your answers in groups.

Set 1

- He fought **in all the great battles.**
- Sa'd led the Muslim army **at the Battle of Al-Qadisiyya.**

Set 2

- He asked if he could stay with him **for a few days.**
- I fear for your life **on this dark night.**

Set 3

- He was brought up **on principles of bravery and good manners.**
- He was related to the Prophet (SAAS) **on his mother's side.**

b) Analysis

Look at the sentences. Write 1 for sentences like those in Set 1. Write 2 for those like Set 2. Write 3 for those like Set 3.

1. He was the seventh person to become a Muslim, **at the age of seventeen.**
2. **At dawn,** he would wake up, wash, pray, and then have breakfast.
3. When **I** die, put me **in this cloak.**
4. He was brought up **like all nobles of the Quraish.**
5. Sa'd was the Prophet's bodyguard **at all the battles.**

6. He asked if he could stay with Sa'd **for a few days**.

Prepositional phrases of time answer *when*. Prepositional phrases of place answer *where*. Prepositional phrases of manner answer *how*.

Find the prepositional phrases of time, place, and manner.

c) Comparing Structures.

Fill in the blanks with the correct prepositions.

1. He is famous.....one of the toughest companions of the Prophet (SAAS).
2. The shadow of a man appearedthe tent.
3. Sa'd stayed.....the Persian capital cityfourteen months.
4. This is the cloak I woreBadr.

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. Prepositional phrases are phrases which contain a....., such as *in, at, or on*, and a noun or pronoun.
2. Prepositional phrases can be used for a variety of purposes, including the expression of.....,....., and....., as seen in the examples above.
3. When used as in the examples above, these prepositional phrases are acting as *adverbs*, which means that they modify mostly

e) Grammar Cloze Task.

Fill the gaps in the passage below.

Sa'd spent many years fighting for Islam. Not only did he fight in all (1) great battles, he also carried one of the banners when the Muslims marched (2) Makkah. He became well known (3).....one of the toughest of the Prophet's (SAAS) companions. (4)..... every battle, he was the Prophet's (SAAS) bodyguard. (5)..... one especially dark night, 'Ai'shah was afraid (6) the life of the Prophet (SAAS), (7) when the Prophet (SAAS) heard that Sa'd was (8)..... the tent, he felt (9)..... and slept peacefully (10) the night.

V. Critical Thinking.

Sa'd refused to give up Islam because of his great faith in the religion. He decided to go against his mother's wishes and Surat Luqman, ayah 15, explains that he was right to do so.

However, all decisions in life are not as clear as the young Sa'd's. Consider the following situation: You are a good student and have just completed your high school studies. Your father has passed away, and your mother has just enough money to look after her family of five. You are the eldest child. You get an offer to do a degree at a university abroad. You are keen to go, but your mother is very much against it.

- a. In groups, try to think of all the reasons your mother might have for not wanting you to go and your reasons for wanting to go. List them below.

MOTHER'S POINT OF VIEW	YOUR POINT OF VIEW

2. Considering the two points of view, decide whether you should go abroad or not.
3. Explain your decision to the other groups in the class. Be prepared to defend your point of view. When you hear the decisions of other groups, be ready to question them on anything you disagree with.
4. Try to come to a statement with the other groups in the class.

UNIT 13 **ABDURRAHMAN bin AUF (RAA).**

I. Pre-Reading Tasks.

Before reading the text, look at the title of this unit and answer the questions.

1. You will read about a successful trader who did not like luxury. What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Abdurrahman bin Auf in order of importance.

3. Compare your list with other groups. How are they similar or different?

II. Reading.

As you read, try to find the information you listed above in the text.

Abdurrahman (RAA) immigrated to Medina to escape persecution in Makkah. The Prophet (SAAS) told him to go to the house of Sa'ad bin Al Rabi'a of the Khazraj tribe.

He arrived at a very large house. "Welcome!" cried Sa'ad. He was very excited. "You shall be my adopted brother in Medina."

"Thank you for your warm welcome," replied Abdurrahman gratefully. "My dear brother, continued Sa'ad, "I am very wealthy. Please take half of my wealth. I have two wives. If you like one of them, I will divorce her so that you can marry her!"

"May Allah (SWT) bless you, your family, and your wealth," replied Abdurrahman. "I only want to know one thing. Where is the market?"

Sa'ad did not know that Abdurrahman was already a rich man. He was a trader. He loved to work. He was also very good at it. He found it easy to make money. He once said, "If I lift a stone, I will definitely find gold and silver under it." He did not need another man's money or wife.

The Humble Man.

Although Abdurrahman was rich, he did not like luxury. He admired many poor people. One day he was breaking fast. When the food arrived, he began to cry. He suddenly remembered a poor Muslim who died in the cause of Allah (SWT). "Mus'ab bin Umair was martyred. He had only a rag to cover his body at his funeral. If the rag was pulled up to cover his face, his feet would show. He is a better man than I."

On another occasion he spoke of Hamzah, the Prophet's (SAAS) uncle. "He was martyred at Uhud. They found nothing to cover him except a

cloak. Yet he is a better man than I". Abdurrahman believed that those Muslims who were brave and poor were closer to God. He believed that they would go to Heaven. He was afraid that he would not go to Heaven because he was rich.

Abdurrahman wanted to be like an ordinary man. He never believed he was better than any other. He would sit and talk with his servants. If a stranger saw them, he would not know who of them was the employer.

When the caliph Umar was dying, the people asked Abdurrahman to be the next caliph. He refused. He said, "By God, if a dagger were to be stuck into one side of my throat and go out of the other side, it would be more pleasant than becoming caliph".

Later when the caliph Uthman was dying, he sent a messenger to the mosque to speak to Abdurrahman. The messenger said, "Good news. The caliph has decided to make you caliph after him". Abdurrahman stood between a grave and the minbar and called out to Allah (*SWT*). He said, "Oh Allah (*SWT*), if this is true, please strike me down now!"

The Generous Man.

Abdurrahman was a successful trader. His caravans traveled from Medina to Egypt and Greater Syria. However, trade always took second place to his faith. He used his money to help Islam. One day, he sold some land for 40,000 dinars. He distributed all the money among the poor. Once, he bought 500 horses for the Muslim army. On another occasion, he gave 1,500 camels to the army.

Abdurrahman divided his money in three ways. He used one-third of his money to give loans, one-third to pay people's debts, and one-third to buy food for the people.

Abdurrahman promised the Prophet (*SAAS*) that he would look after his wives when he died. The Prophet (*SAAS*) told his wife, Um Salamah (*RAA*), about Abdurrahman promise. He said, "You will be looked after, when I am dead, by the honest one. May Allah (*SWT*) quench the thirst of bin Auf from the water of

Paradise” Consequently, Abdurrahman gave the Prophet’s (SAAS) wives a piece of land worth 400 000 dinars.

When Abdurrahman died, he left a will. In his will, he left 50 000 dinars for the cause of Allah (SWT) and 400 dinars for every Muslim who fought at Badr. The caliph Uthman, who was a rich man, accepted the money. He said, “The wealth of Abdurrahman is completely hala”.

Abdurrahman’s Death.

Before Abdurrahman died, ‘A’ishah (RAA), the Prophet’s (SAAS) wife, said that she would bury him next to the Prophet (SAAS), Abu Bakr, and Umar. He refused the honor, saying that he was not good enough to be with them. He asked to be buried next to his old friend, Uthman bin Madh’un.

He began to cry. He said, “I am afraid I will not join my companions in Paradise because I am rich!” However, he died with a smile on his face. Perhaps he heard the voice of the Prophet (SAAS) calling him to Paradise.

III. Meaning Focus.

A. True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Abdurrahman was born in Medina.
2. Abdurrahman became rich by looking for gold and silver.
3. Both Mus’ab and Hamzah were poor when they died.
4. The most important thing in Abdurrahman’s life was his work as a trader.
5. When the Prophet (SAAS) died, Abdurrahman gave a large amount of money to his wives.

e) Information Search.

Answer the questions using information from the text.

1. Which of the following facts is not true according to the text? Sa'ad bin Rabi'a...

- was a very wealthy man from Medina.
- had two wives and a large house.
- offered Abdurrahman all of his money.
- was prepared to divorce one of his wives.

2. Why did Abdurrahman want to know where the marketplace was? He wanted to...

- become a rich man like Sa'ad.
- look for silver and gold there.
- buy a gift for Sa'ad and his wives.
- start work there as a trader.

3. Why did Abdurrahman think he would not go to Heaven? Because he was...

- not close to God.
- a very wealthy man.
- not brave enough
- an ordinary man.

4. When did Abdurrahman ask Allah (*SWT*) to strike him down?

5. Abdurrahman refused to be buried next to the Prophet (*SAAS*), Abu Bakr, and Umar because...

- he preferred to be buried next to Uthman bin Madh'un.
- he thought he was too rich to be buried next to them.
- he was afraid he would not join his companions in Paradise.
- he said he was not good enough to be with them.

c) Information Management.

In the reading text there are a number of facts about Abdurrahman's character and life, and evidence to support those facts. Read the story again and complete the chart.

FACT	SUPPORTING EVIDENCE
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Abdurrahman admired many poor people.	He suddenly remembered a poor Muslim who died in the cause of Allah (SWT).
Abdurrahman wanted to be like an ordinary man.	
Abdurrahman was a successful trader.	
	One day he sold some land for 40,000 dinars. He gave the money to the poor.
Abdurrahman promised the Prophet (SAAS) he would look after his wives when he died.	

d) Learner Activity.

1. Work in pairs. Make up a conversation about the time when Sa’ad bin Al Rabi’a welcomed Abdurrahman to his house.

2. Role play your conversation for the class. Listen to the other pairs’ conversations.

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | | |
|---------|------------------------|---|
| 1..... | persecution for | a. groups of people traveling together |
| 2..... | adopted | trade, usually on camels |
| 3..... | gratefully | b. taken into someone’s family and treated the same |
| 4..... | divorce | |
| 5..... | breaking fast not know | c. an unfamiliar person, a person one does not know |
| 6..... | rag | d. end a marriage by law |
| 7..... | stranger | e. unjust and cruel treatment of people |
| 8..... | employer | f. a person who provides people with paid work |
| 9..... | pleasant | |
| 10..... | grave | g. put an end to a person’s life |
| 11..... | strike down | h. put a dead person into a grave |
| 12..... | caravans | i. starting to eat after a period without food |
| 13..... | divided | j. enjoyable |
| 14..... | quench the thirst | k. thankfully |
| 15..... | bury dead person | l. a place in the ground for placing a dead person |
| | | m. satisfy a need to drink |
| | | n. an old piece of cloth |

- o. separated something into shares

f) Semantic Cloze Task.

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

Abdurrahman bin Auf was (1) by the idolaters in Makkah, so he fled to Marina to stay with his (2)..... brother Sa'ad bin Al Rabi'a. Sa'ad was so generous that he even offered to (3) one of his wives if Abdurrahman liked her. Abdurrahman was (4) to be so warmly welcomed in Medina. He was a very humble man who admired poor people who died in the cause of Allah (SWT) with only (5) to cover them. He enjoyed talking to his servants, so that a(6) might not be able to tell who was the servant and who the (7) He was so humble that he would rather be (8)..... than to be made caliph. Before he died, Abdurrahman refused to be (9) in a (10) next to the Prophet (SAAS).

V. Language Focus.

Grammar in Context – uses of the conditional

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common? What is the difference between the sentences in Set 1 and Set 2? Discuss your answers in groups.

Set 1

- If you like one of them, I will divorce her so that you can marry her!
- If I lift a stone, I will definitely find gold and silver under it.

Set 2

- If the rag were pulled up to cover his face, his feet would show.
- If a stranger saw them, he would not know who was the boss.

b) Analysis.

Look at the sentences. Which are like those in Set 1? Which are like those in Set 2? Fill in the blanks with will or would.

1. If a dagger were to be stuck into one side of my throat and go out of the other side, it be more pleasant than becoming caliph.
2. Even if 1000 swords were plunged into your body, I still not give up Islam. (Unit 13)
3. If someone takes something from another person, he have it tied around his neck. (Unit 10)

4. If someone else takes care of the problem, I..... make sure he does a good job. (Unit 8)

5. If he is unjust, I make sure he suffers. (Unit 8)

Why do some of the sentences use will, and others would? How are the verbs in the if clauses different? Discuss your reasons in pairs.

c) Comparing Structures.

Look at the example.

- Even if 1000 swords were plunged into your body, I would still not give up Islam.
(Unit 13)
- *Actually, 1,000 swords have not been plunged into her body.*

Look at the sentences. Give the reason why each sentence uses would instead of will.

1. If the rag were pulled up to cover his face, his feet would show.
2. If a stranger saw them, he would not know who the boss was.
3. If I nominated a caliph to follow me, it would be Abu Ubaidah. (Unit 12)
4. If Allah (SWT) questioned me about my decision, I would say, "I have selected the Trustee of the Ummah". (Unit 12)

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. sentences often contain a dependent clause with *if*.
2. When *if* clauses contain a verb in the, the verb in the result clause is usually in the simple present, or in the simple future (*will*).
3. When *if* clauses contain a verb in the simple past, is usually used in the result clause along with the simple form of the verb.

e) Grammar Cloze Task.

In pairs, fill the gaps in the passage below.

If Abdurrahman thought of a poor Muslim while he was having breakfast, he (1)..... begin to cry. He believed that if a man died for Islam (2) no money or possessions, he (3)..... be a better man than Abdurrahman. He (4) believed that if he (5) rich, he (6) not go to Heaven. This made him want to be like ordinary men, (7) he would (8) sit talking with his servants. When he was doing this,

(9) he were seen by a stranger, the stranger (10) not know who was the employer and who was the employee.

VI. **Critical Thinking.**

Abdurrahman was a very wealthy trader, but he did not live a life of luxury. He gave much of his wealth to help Islam and the Muslims. However, his generosity was extraordinary. An average person would not be as generous as Abdurrahman was.

1. In groups, imagine you are a 30-year-old man with a wife and two young children. You have a good job and earn about 50000 rubles a month. You already have a small house and two average-sized cars. One day, you are told that a distant relative has left you 10 millions rubles in his will. Decide what you would do with the money.
2. One member of your group will act as a secretary and write down a list of how you intend to use your money. One member from each group will report your findings to the class. Be prepared to explain your decision and question the decisions of other groups.
3. Try to arrive at an acceptable conclusion with the entire class.

UNIT 14 (Revision) **AZ-ZUBAIR bin AL-AWWAN (RAA).**

I. **Pre-Reading Tasks.**

Before reading the text, look at the title of this unit and answer the questions.

1. You will read about a man known as the “Lion of the Quraish”. What do you know about this person? What people or events do you think of when you hear this person’s name.
2. Work in groups. List your pieces of information about Az-Zubair bin Al-Awwan in order of importance.
3. Compare your list with other groups. How are they similar or different?

II. **Reading.**

As you read, try to find the information you listed above in the text.

Az-Zubair was one of the ten men promised Paradise by the Prophet (*SAAS*). He was only fifteen years old when he became a Muslim. He was among the first seven people to embrace Islam.

His father died when he was very young. He was brought up by his mother, Safiyya bint Abdulmuttalib, and his guardian, Nawfal. Nawfal was unhappy when he heard that Az-Zubair had become a Muslim. He became cruel. He sometimes hung Az-Zubair in a mat made of palm leaves and lit a fire under him. The smoke choked him. Az-Zubair used to shout, “I will never give up!”

Eventually Az-Zubair ran away. He asked the Prophet (*SAAS*), who was his cousin, to look after him. The Prophet (*SAAS*) brought him up and protected him.

Az-Zubair was very courageous. He was called the Lion of the Quraish. He was the first Muslim to draw his sword at the defence of Islam. One time he heard that the Prophet (*SAAS*) had been arrested and killed by the unbelievers. He immediately went to the town centre in Makkah. He pulled out his sword and shouted, “Bring me the killers of the Prophet (*SAAS*)”. Fortunately, the Prophet (*SAAS*) appeared a few minutes later, alive and in good health!

He was a soldier in all the great battles. He was wounded seriously at Badr. At the Battle of the Trench, the Prophet (*SAAS*) asked for volunteers to fight the Banu Quraiza. Az-Zubair immediately volunteered. Three times, the Prophet (*SAAS*) asked and three times Az-Zubair responded immediately. Finally, the Prophet (*SAAS*) said, “Every prophet has a disciple and mine is my cousin, Az-Zubair”.

At the Battle of Al-Yarmouk, he saw that the Muslim army was retreating. He shouted, “Allahu Akbar!” and charged into the massive Byzantine army alone. Swinging his sword here, there, and everywhere, he destroyed several Byzantine soldiers. When he returned unharmed, the Muslim soldiers cheered. They found new strength and charged the Byzantines once again. Eventually, they won the battle.

Az-Zubair never feared death. In fact, he wanted to be a martyr of Islam. Consequently, he received many battle wounds. One of the Prophet's (SAAS) companions said, "Once when I was with Az-Zubair, I noticed scores of sword scars on his body. On his chest I saw deep scars caused by knife and arrow wounds. I told him I had never seen so many scars". Az-Zubair replied, "They are all in the cause of Allah (SWT) and His Messenger".

The caliph Umar described him as one of the pillars of Islam. The Prophet (SAAS) once said, "Talha and Az-Zubair are my neighbours in Paradise". He was among the group of six people who selected the third caliph.

III. Meaning Focus.

A. True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. The Prophet (SAAS) looked after Az-Zubair after he had run away from home.
2. Az-Zubair received serious wounds at the Battle of Badr.
3. Az-Zubair charged into the Byzantine army alone because he saw an enemy who was killing many Muslims.

The following items are about information in Units 11-15.

4. Both Abu Ubaidah and Sa'd lived for some time in Greater Syria.
5. According to one of the texts, Sa'd, Umar, Ali, and Az-Zubair were the toughest of the Prophet's (SAAS) companions.
6. Abu Ubaidah, Sa'd, and Abdurrahman fought in all the great battles for Islam.

b) Information Search

Answer the questions using information from the text.

1. Az-Zubair ran away from home because...
 - his father died when he was very young.
 - his mother was unhappy that he had become a Muslim.

- Nawfal, his guardian, was cruel to him.
- the Prophet (SAAS) was his cousin.

2. Why did Az-Zubair pull out his sword in the centre of Makkah?

- He was a very courageous young man.
- Az-Zubair was ready to defend Islam.
- He was looking for the killer of the Prophet (SAAS).
- Someone told him the Prophet (SAAS) had been murdered.

3. Why do you think the Prophet (SAAS) said that Az-Zubair would be his neighbour in Paradise?

The following items are about information in Units 11-15.

4. What did Ali and Abu Ubaidah have in common? They were both...

- related to the Prophet (SAAS).
- judges in Yemen at some time.
- major generals in Greater Syria at some time.
- great wrestlers and swordsmen.

5. Two of the men in the text are said to have been skillful with the weapons of war. Who are they and which weapons were they skilled in using?

6. In what way did Abdurrahman contribution to the battles for Islam differ from that of Ali, Abu Ubaidah, and Sa'd?

c) Information Management.

Much was said about the people featured in Units 11-15. Look over the stories again and complete the chart.

P E R S O N TALKED ABOUT	COMMENT/QUOTATION	SPEAKER
Az-Zubair	“Every prophet has a disciple and mine is my cousin, Az-Zubair”.	
	One of the pillars of Islam.	

	“I will send you someone who is trustworthy”.	The Prophet (SAAS)
	“Thank God we still have people like him among us”.	
	“if you have another one like him. bring him to me”.	
	“This man is not special at all”.	
Ali	“The best among you in judgment is Ali”.	
	“The son of Abu Talib never stops being arrogant”.	
Abdurrahman	“You shall be my adopted brother in Medina”.	
	“The wealth of Abdurrahman is completely halal”.	

d) Learner Activity.

1. Work in groups. Choose one of the men discussed in Units 11-15. Make up a list of his good qualities and evidence to support them.
2. Share your information with the class. Let them guess who you wrote about.
3. Listen to the other groups’ information and guess the people.

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | | | |
|---------|-----------|----|---------------------------------------|
| 1 | ..embrace | a. | people willing to do something freely |
| 2..... | ..cruel | b. | willing to cause someone pain |
| 3..... | ..choked | c. | not hurt, uninjured |
| 4..... | ..defense | d. | accept an idea or religion |

- | | |
|---|--|
| 5.....seriously
death | e. possibly causing severe injury or |
| 6.....spotted
important source of strength | f. members of a group who are an |
| 7.....volunteers
circle | g. moving something around in an arc or |
| 8.....retreating | h. made it difficult to breathe |
| 9.....massive | i. moving away from the enemy |
| 10.....swinging | j. saw, found with one's eyes |
| 11.....unharmed | k. protection against attack |
| 12.....cheered | l. huge, great |
| 13.....scores | m. shouted with admiration |
| 14.....scars | n. marks left by cuts or wounds after they |
| 15.....pillars | o. a great number |

f) Semantic Cloze Task.

Use some of the words from the previous task to complete the text below. Use the words in their correct form.

Az-Zubair was a courageous fighter in the (1).....of Islam. He fought in all the great battles and had (2)..... of (3)..... all over his body. At the Battle of the Trench, he (4)..... three times to fight the Bani Quraiza. At Al-Yarmouk, when the Muslims (5) he charged alone at the (6)..... army of the Byzantines and killed (7) with his sword. His fellow Muslims (8) when he came out (9) from the battle. At Badr, he was (10) wounded when he leapt on an unbeliever and rolled down a hill with him. It is no wonder that Caliph Omar described him as a (11)of Islam.

III. Language Focus.

a) Error Recognition.

Each sentence below contains at least one error. Find the errors and correct the sentences.

1. He was only fifteen years old, when he became a Muslim.
2. Because, eventually Az-Zubair ran away.
3. He was a soldier on all the great battles.
4. At his chest I saw deep scars caused for knife and arrow wounds.
5. If a stranger saw them, he will not know who was the boss.

b) Grammar in Review.

Look at the sentences below. Write the number of each sentence in the chart under the correct heading, according to the part of speech it contains.

1. His father died when he was very young.
2. If I lift a stone, I will definitely find gold and silver under it.
3. As a result, he received many battle wounds.
4. The Prophet (SAAS) appeared a few minutes later, alive and in good health.
5. He became a Muslim at the age of fifteen.

CAUSE/EFFECT EXPRESSION	ADVERB CLAUSE	PREPOSITIONAL PHRASE (time)	PREPOSITIONAL PHRASE (place)	PREPOSITIONAL PHRASE (manner)	CONDITIONAL SENTENCE

Put the following sentences in the correct order.

1. wanted to / help his / him. / invited Ali / so he / The Prophet (SAAS) / uncle, / to live with
2. to / it away / the needy. / had money, / If he / he gave
3. He was / good manners. / up on / bravery and / brought / principles of
4. them, I / If you / of/ that you / will divorce / like one / her so / her! / can marry

c) Sentence Construction.

Look through the texts in Units 11-15 and find a sentence fitting each of the descriptions below.

1. a sentence showing a *cause*.
2. a sentence showing an *effect*.
3. a sentence with an adverb clause at the *beginning*.
4. a sentence with an adverb clause at the *end*.
5. a sentence using prepositional phrase of *manner*.
6. a conditional sentence using *would*.

d) Grammar Cloze Task.

Fill the gaps in the passage below.

(1)..... Az-Zubair was very courageous, he was called the “Lion of the Quraish”. He was the first to draw his sword in the defence of Islam (2)..... he heard that the Prophet (SAAS) had been killed by the unbelievers. This made him go (3) the town centre in Makkah and call for the killers of the Prophet (SAAS). However, (4) a few minutes, Muhammad (SAAS) himself appeared, alive and well. It was clear that (5)..... anyone did harm to the Prophet (SAAS), Az-Zubair (6) certainly kill them. (7) volunteers were needed to fight the Bani Quraiza, Az-Zubair was the first to volunteer, and when the Muslim army was retreating at the Battle of Al-Yarmouk, he charged (8) the Byzantine army (9)..... his own. (10) of his courage and enthusiasm, the Muslims charged the Byzantines again and eventually won the battle.

V. Critical Thinking.

In units 11-15 you have read stories about men of great physical courage and been given examples of their bravery during the early days of Islam. Courage, however, can be more than just a physical thing. It can also be intellectual or spiritual.

1. In groups, think of a story, true or fictional, which shows courage of a non-physical type. When you have completed your story, one member of your group will deliver the story to the rest of the class. Another member of your group will explain in what way or ways the main character of the story showed courage.
2. When each group has delivered the stories, try as a class to devise a definition *of courage* which covers all the types of courage described in your stories. Make a list of the different types of courage the group stories have shown.
3. Look back over Units 11-15 and try to find examples of each type of courage you have listed.
4. Share your examples with the class and reach a statement.

UNIT 15

UMM AYMAN (RAA).

I. Pre-Reading Tasks.

Before reading the text, look at the title of this unit and answer the questions.

You will read about a woman who was alongside to the Prophet (SAAS) from his birth to his death. What do you know about this person? What people or events do you think of when you hear this person's name?

Work in groups. List your pieces of information about Umm Ayman in order of importance.

Compare your list with other groups. How are they similar or different.

II. Reading.

As you read, try to find the information you listed above in the text.

Umm Ayman (RAA) originally came from Abyssinia. At about the age of

ten, she was taken to Makkah to be sold as a slave. Luckily, she was bought by a good man whose name was Abdullah, the son of Abdulmuttalib. At that time, her name was Barakah.

After a short time, Abdullah married a lady called Aminah. Barakah looked after the new bride and bridegroom. They were all very happy. Then, after two weeks, Abdullah's father came to him and told him to go with a trading caravan that was leaving for Syria. Abdullah obeyed his father, but he felt sad about leaving his bride after only two weeks. Aminah was extremely upset. Barakah comforted her.

Two months later, Aminah had a strange dream. She told Barakah about it. "I saw lights shining from my womb and lighting up the mountains, hills, and valleys around Makkah".

Barakah told Aminah that she was pregnant. She said that Aminah was going to give birth to a very special child.

Eventually, the news came from Yathrib that Aminah's husband Abdullah had died. Everybody was shocked. When Aminah heard the painful news, she fainted and was very ill for a long time. Barakah nursed and looked after her day and night. She helped Aminah to prepare for the birth of her son.

Finally Aminah gave birth to her child, Muhammad (*SAAS*), on a night when the dark sky was filled with the light of Allah (*SWT*). Barakah was the first person to hold Muhammad (*SAAS*) in her arms. When Muhammad (*SAAS*) was six years old, Aminah took him and Barakah to Yathrib. She went to visit the grave of her husband. On the way back to Makkah, she fell ill at a place called Al-'Abwa. She knew that she was going to die. She asked Barakah to look after Muhammad (*SAAS*). When she died, Barakah wept bitterly. She dug a grave in the sand with her own hands and buried Aminah.

When she returned to Makkah she took Muhammad (*SAAS*) to the house of his grandfather, Abdulmuttalib. She stayed at his house to look after Muhammad (*SAAS*). When Abdulmuttalib died two years later, she went with the child to the house of his uncle, Abu Talib, and continued to look after his needs.

When Muhammad (*SAAS*) married Khadijah (*RAA*), Barakah stayed with them in Khadijah's house and she looked after them. She was very happy. She said to Muhammad (*SAAS*), "I shall never leave you. Does a mother abandon her son?"

Eventually, Muhammad (*SAAS*) found her a husband. He was Ubay bin Zayd from the Khazraj tribe of Yathrib. They got married and went to live in Yathrib. There, she gave birth to a son called Ayman. From that time, people called her "Umm Ayman", the mother of Ayman.

Unfortunately, the marriage did not last very long. Her husband died and she returned to Makkah to live with Muhammad (*SAAS*) and Khadijah. There were some other people living there too — Ali bin Abu Talib, Hind (Khadijah's daughter), and Zayd bin Harithah.

When Muhammad (*SAAS*) began to receive the revelations from Allah (*SWT*), Umm Ayman and Zayd were among the first people to become Muslim.

She helped the Prophet (*SAAS*) many times. One night, the idolaters blocked off the roads leading to the house of Al-Arqam, where the Prophet (*SAAS*) used to speak to his companions about Islam. Umm Ayman got past the blockade without being seen. If the idolaters had seen her, they would have killed her. She delivered a message to the Prophet (*SAAS*) from Khadijah. He smiled and said to her, "You are blessed, Umm Ayman; surely, you will have a place in Paradise".

When she left the house, the Prophet (*SAAS*) asked his companions if one of them would like to marry her. By now, she was about fifty years old. She was no longer beautiful. All the companions lowered their eyes and said nothing. Then, Zayd bin Al-Harithah came forward and said, "Messenger of Allah, I shall marry Umm Ayman. By Allah, she is better than any graceful or beautiful woman". Zayd and Umm Ayman were married and had a son called Usamah.

When the Prophet (*SAAS*) migrated to Yathrib, he left Umm Ayman behind in Makkah to look after his household. Eventually, she followed him to Yathrib (Medina) on her own. She walked all the way, through the desert and over the mountains. When she arrived in Medina, her feet were sore and swollen and her

face was covered with sand and dust. The Prophet (SAAS) wiped her face and eyes and said, “O my mother, there is indeed a place for you in Paradise”.

In Medina, Umm Ayman helped the Prophet (SAAS) and all Muslims everywhere. At Uhud, she distributed water to the thirsty and nursed the wounded soldiers. She accompanied the Prophet (SAAS) on the expeditions to Khaybar and Hunain. Her son Ayman died at Hunain, and her husband Zayd died at the battle of Mu'tah.

When the Prophet (SAAS) died, Umm Ayman, who was then about seventy years old, cried bitterly. When asked why she was crying she replied, “By Allah, I knew that the Messenger of Allah would die, but I am crying because the revelation from Allah has come to an end for us”.

She died during the time that Uthman was caliph. She was unique. She was the only one who was so close to the Prophet (SAAS) throughout his life from birth to death.

III. Meaning Focus.

A. True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Barakah was sold as a slave to Abdulmuttalib.
2. After Aminah's death, Barakah took Muhammad (SAAS) to his uncle's house.
3. The Prophet's (SAAS) companions did not want to marry Umm Ayman because she was a widow.
4. Umm Ayman moved to Medina before the Prophet (SAAS).
5. Umm Ayman lost a son and a husband in the battles for Islam.

b) Information Search.

Answer the questions using information from the text.

1. Why did Abdullah go to Syria shortly after his marriage?
 - His father told him to go there.
 - He felt sad about leaving Aminah.

- Aminah had a strange dream.
 - They were all very happy.
2. What was the meaning of Aminah’s strange dream?
- Her husband was going to die.
 - Aminah was extremely upset.
 - Abdullah was going to leave her.
 - She was going to have a special baby.
3. Which of the following is not true of Barakah according to the text? She...
- had two sons.
 - was born in Yathrib.
 - was close to the Prophet (*SAAS*).
 - was married twice.

Muhammad (*SAAS*) called Umm Ayman “my mother”. Why do you think he does this?

c) Information Management.

Read the list of events below taken from the first part of the story of Umm Ayman and put them in the correct order.

- Abdullah married Aminah.
- Aminah gave birth to Muhammad (*SAAS*).
- Ubay bin Zayd died.
- Barakah was sold as a slave in Makkah.
- Barakah took Muhammad (*SAAS*) to AbdulMuttalib's house.
- Muhammad (*SAAS*) found Barakah a husband.
- Barakah had a son.
- Abdullah died in Yathrib.
- Aminah died at Al-'Abwa.
- Muhammad (*SAAS*) married Khadijah (*EJA*).
- Aminah and Muhammad (*SAAS*) visited Abdullah's grave.
- Barakah and Muhammad (*SAAS*) moved to AbuTalib's house.

d) Learner Activity.

1. Work in groups. Without looking at the information above, give a summary of Barakah’s life. Each group member will give one piece of information.
2. Continue giving information until your group can give a complete summary about events in Barakah’s life in the correct order.
3. Give your summary to the class. Listen to the other groups’ summaries. Which group gave the most complete summary?

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | |
|-----------------------------------|---------------------------------------|
| 1bride
baby can grow | a. the part of a woman’s body where a |
| 2.....bridegroom
embarrassment | b. looked down in shame or |
| 3womb | c. enlarged in size, grown larger |

- | | |
|--------------------------|--|
| 4.....fainted | d. cutting off an area, stopping communication |
| 5.....nursed | e. painful |
| 6.....abandon | f. a woman who is getting married |
| 7.....blockade | g. gave care to someone sick or old |
| 8.....delivered | h. very special, one of a kind |
| 9.....lowered their eyes | i. gave, passed on |
| 10.....eventually | j. fell unconscious, passed out |
| 11.....sore | k. leave someone |
| 12.....swollen | l. happening later, after some time |
| 13.....distributed | m. journeys organized for special purposes |
| 14.....expeditions | n. gave out, dealt out |
| 15.....unique | o. a man who is getting married |

f) Semantic Cloze Task.

Use some of the words from the text and previous task to complete the passage below. Use the words in their correct form.

Umm Ayman lived with and looked after the Prophet (*SAAS*) throughout his life. Even after he migrated to Medina, she (1) followed him and arrived with (2) and (3) feet. She treated Muhammad (*SAAS*) as her own son and could not (4) him. She had been the servant of Muhammad's (*SAAS*) parents, Abdullah and Aminah, when they had been (5) and (6) , and was told by Aminah of the wonderful child in her (7)..... She also nursed Aminah after she had (8)..... on hearing the terrible news of her husband's death. She was very helpful to the Muslim soldiers, even travelling with them on their (9)..... against their enemies. At Uhud, she tended to sick and wounded soldiers by (10)..... water to them.

IV. Language Focus.
Grammar in Context – uses of personal pronouns.

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common? What is the difference between the sentences in Set 1 and Set 2? Discuss your answers in groups.

Set 1

- I saw lights shining from my womb and lighting up the mountains, hills, and valleys around Makkah.
- **She** stayed at his house to look after Muhammad (*SAAS*).
- **You** are blessed, Umm Ayman; surely, **you** will have a place in Paradise.

Set 2

- Abdullah's father came to **him** and told **him** to go with a trading caravan which was leaving for Syria.
- The Prophet (*SAAS*) asked his companions if one of **them** would like to marry **her**.
- O my mother, there is indeed a place for **you** in Paradise.

b) Analysis.

Look at the passage and circle all the personal pronouns. Write 1 for each that is used like those in Set 1. Write 2 for each that is used like those in Set 2.

When the Prophet (SAAS) migrated to Yathrib, he left Umm Ayman behind in Makkah to look after his household. Eventually, she followed him to Yathrib (Madinah) on her own. In Madinah, she helped the Prophet (SAAS) and all Muslims everywhere. When the Prophet (SAAS) died, she cried bitterly. When asked why she was crying, she said, "By Allah, I knew that the Messenger of Allah would die, but I am crying because the revelation from Allah has come to an end for us".

Look at the passage again. Which person in the story does each of the pronouns refer to?

c. Comparing Structures.

Rewrite the sentences, replacing the words in bold with the correct pronoun.

1. **Aminah** told Barakah about **the dream**.
2. **Barakah, the new bride, and bridegroom** were all very happy.
3. Barakah stayed with **Muhammad (SAAS) and Khadijah** in Khadijah's house and **Barakah** looked after **Muhammad (SAAS) and Khadijah**.
4. **Umm Ayman** was the only one who was so close to **the Prophet (SAAS)** throughout his life from birth to death.

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. Personal pronouns take the place of
2. Personal pronouns can be used as the of a sentence or clause, e.g., *They were all very happy.*
3. Personal pronouns can also be used as the , e.g., *Aminah told her about it.*

e) Grammar Cloze Task.

Fill the gaps in the passage below.

When Umm Ayman was fifty, Muhammad (SAAS) asked his companions if one of (1)..... would like to marry (2)..... (3)..... all said nothing as (4)..... was not beautiful any longer. However, Zayd offered to marry (5)....., as (6)..... thought that (7)..... was better than any beautiful woman. Umm Ayman was so devoted (8)..... the Prophet (SAAS) that (9)..... followed (10)..... to Yathrib on foot (11)..... the mountains. Her feet were so swollen and sore that the Prophet (SAAS) said, "There is a place for (12)..... in Paradise."

V. Critical Thinking.

It seems that Muhammad (*SAAS*) regarded Umm Ayman as a mother figure. The Prophet (*SAAS*) knew her very well and could see in her many characteristics of the ideal mother.

1. In groups, make a list of what you consider to be the qualities of a good mother.
2. Once you have completed your list, put the qualities in order of importance, from the most important to the least important.
3. One member of each group will report their findings. Be prepared to answer questions about your list of priorities and to ask questions about those of other groups.
4. Discuss the various lists in class and arrive at a list of qualities in order of priority which is acceptable to the whole class.
5. Go through a similar discussion on what you consider to be the qualities of a good father. In what ways are they similar to or different from the qualities of a good mother?

UNIT 16

ABU HURAYRAH (RAA)

I. Pre-Reading Tasks.

Look at the title of this unit and answer the questions.

1. You will read about a man who memorised many hadiths from the Prophet (*SAAS*). What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Abu Hurayrah in order of importance.
3. Compare your list with other groups. How are they similar or different?

II. Reading.

As you read, try to find the information you listed above in the text.

Abu Hurayrah (*RAA*) is well known by all Muslims. He was one of the first people to record the sayings of the Prophet (*SAAS*). He is the most famous of all the people who related the sayings of the Prophet (*SAAS*).

He became a Muslim by listening to the chief of the Daws tribe, At-Tufayl bin Amr. However, the majority of the tribe preferred to worship idols. They did not want to become Muslims.

At last, Abu Hurayrah was able to meet the Prophet (*SAAS*). The Prophet (*SAAS*) welcomed him to Makkah and changed his name from Abdu Shams, meaning “servant of the sun god” to Abdurrahman, meaning “servant of God, the Merciful”. However, he continued to be known as Abu Hurayrah, meaning “the father of a kitten”. This was because he was fond of cats.

Eventually, Abu Hurayrah went to join the Prophet (*SAAS*) and the Muslim community in Medina. He brought his mother with him. He tried many times to convert her to Islam but always failed. In desperation, he asked the Prophet (*SAAS*) to pray to Allah (*SWT*) to change her mind. When he arrived home, he heard the splash of water. Then he saw his mother. She ran to him and testified that there was no God but Allah (*SWT*), and Muhammad (*SAAS*) was his servant.

Abu Hurayrah placed a lot of importance on seeking knowledge. One day, he was in the mosque with two other friends praying. Then the Prophet (*SAAS*) arrived. They continued to pray. Abu Hurayrah asked Allah (*SWT*) for knowledge and the ability to remember it always. The Prophet (*SAAS*) heard him and said, “Ameen”, which was a request to Allah (*SWT*) to grant the wish.

From that time, Abu Hurayrah had a formidable memory. He set out to memorize every hadith he heard from the Prophet (*SAAS*). He did not waste time. He stayed with the Prophet (*SAAS*) in Medina and accompanied him on journeys and expeditions. Many people were amazed at the number of hadiths he had memorized. They consulted him when seeking guidance on how they should behave in different situations.

One day Marwan bin Al-Hakam decided to test Abu Hurayrah’s memory. He sat with him and asked somebody to hide behind a curtain. He asked this person to write down every word spoken by Abu Hurayrah. During the conversation, Abu Hurayrah mentioned a hadith. One year later, Marwan spoke of the hadith to Abu Hurayrah. He asked Abu Hurayrah to tell him the hadith again. Abu Hurayrah then repeated the hadith word for word. He had not forgotten a single word!

Abu Hurayrah was not only concerned with memorising all of the Prophet's (SAAS) sayings; he was also concerned with teaching the message of Islam. He felt that it was very important, for example, to remember Allah (SWT) at all times, even when we are busy.

One day, he passed through the market and saw people engaged in the business of buying and selling. He told them to go to the mosque to collect their share of the inheritance of the Messenger of Allah (SWT). The people went to the mosque and returned, telling Abu Hurayrah that nothing had been distributed. They said that there was nothing happening there except a few men reading the Quran and discussing what is halal and haram in Islam. Abu Hurayrah replied, "That is the inheritance of Muhammad (SAAS), may Allah (SWT) bless him and grant him peace".

All Muslims everywhere owe a debt of gratitude to Abu Hurayrah, who preserved the sayings of the Prophet (SAAS). All Muslims have benefited from the wisdom of these sayings and will continue to do so in the future.

III. Meaning Focus.

A. True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Most of the Daws tribe converted to Islam at the same time as Abu Hurayrah.
2. Abu Hurayrah's mother went with him to Medina.
3. Abu Hurayrah had a formidable memory even when he was a young boy.
4. Muslims often consulted Abu Hurayrah about how they should behave.
5. Marwan bin Al-Hakam asked Abu Hurayrah to memorize a hadith.

b) Information Search.

Answer the questions using information from the text.

1. Abu Hurayrah is well known by all Muslims because he...

- was fond of cats.
- recorded the sayings of the Prophet (*SAAS*).
- had the chance of meeting the Prophet (*SAAS*).
- changed his name from Abdu Shams.

2. How do we know that Abu Hurayrah thought seeking knowledge was important?

- He changed his name from Abdu Shams to Abdurrahman.
- He tried many times to convert his mother to Islam.
- He asked Allah (*SWT*) for knowledge and the ability to remember it.
- Many people were amazed at the number of hadiths he had memorized.

3. Which of the following is not true according to the text?

- The majority of the Daws tribe were idol worshippers.
- Abu Hurayrah's mother eventually converted to Islam in Medina.
- One day Marwan bin Al-Hakam asked Abu Hurayrah for guidance.
- Abu Hurayrah told some people to collect their share of the Prophet's (*SAAS*) inheritance.

4. Why did Muhammad (*SAAS*) change Abu Hurayrah's name?

5. What lesson did Abu Hurayrah teach the market traders about Islam?

c) Information Management.

In the story of Abu Hurayrah there are a number of cause-effect chains. Read the story again and complete the table below.

CAUSE	EFFECT
	Abu Hurayrah became a Muslim.
Abu Hurayrah was fond of cats.	
Abu Hurayrah asked the Prophet (<i>SAAS</i>) to pray to Allah (<i>SWT</i>) to change his mother's mind.	
	The Prophet heard him and said, "Ameen".
The Prophet (<i>SAAS</i>) requested Allah (<i>SWT</i>) to grant Abu Hurayrah's wish.	

d) Learner Activity.

1. Work in pairs. Imagine that one of you is Marwan bin Al-Hakam. You have just met Abu Hurayrah one year after your first meeting with him and he has just repeated the hadith he told you about. He didn't forget a single word!
2. Create a dialogue based on the situation. Make notes to help you.
3. Role play your dialogue for the class. Listen to the other pairs and note the similarities and differences between the dialogues.

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | |
|-----------------------------|---|
| 1..... ..record
believed | a. bore witness, said what someone |
| 2..... ..sayings
someone | b. money, land, etc., received when
dies |
| 3..... ..majority | c. make a written account of something |
| 4..... ..kitten | d. guarded, protected, kept alive |
| 5..... ..community | e. most, more than half |
| 6..... ..convert | f. wise words and thoughts |
| 7..... ..desperation | g. involved in doing something |
| 8..... ..splash | h. an immediate and very strong need |
| 9..... ..testified | i. baby cat |
| 10..... ..formidable | j. people as a group in a town or city |
| 11..... ..behave | k. change someone's religion |
| 12..... ..engaged | l. strong, difficult to defeat |
| 13..... ..inheritance | m. the sound of liquid as it falls |
| 14..... ..preserved | n. gained from something |
| 15..... ..benefited | o. act in a certain way |

f) Semantic Cloze Task.

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

Abu Hurayrah became a Muslim before he ever met the Prophet (SAAS) or joined his (1) However, he was disappointed when his mother refused to become Muslim. His many attempts at (2) her to Islam failed. He was (3)..... to change her mind, so he asked Muhammad (SAAS) for help. The Prophet (SAAS) was so successful that Abu Hurayrah found his mother (4) water on herself when he reached home. She was even prepared to (5) that there was no God but Allah (SWT). Abu Hurayrah (6) Islam most by helping to (7) the sayings of the Prophet (SAAS). With his (8)..... memory, he was able to recall all the (9) he had heard from the Prophet (SAAS) and thus could advise people on their (10).....

III. Language Focus.

Grammar in Context – verbs with infinitives.

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common? What is the difference between the sentences in Set 1 and Set 2? Discuss your answers in groups.

Set 1

- However, the majority of the tribe **preferred to worship** idols
- Eventually, Abu Hurayrah **went to join** the Prophet (SAAS) and the Muslim community in Madinah.

Set 2

- He **asked** this person **to write** down every word spoken by Abu Hurayrah.
- He **told** them **to go** to the mosque to collect their share of the inheritance of the Messenger of Allah (*SWT*).

b) Analysis.

Match the beginning of each sentence on the left with the correct ending.

- | | |
|---------------------------------|--|
| 1. He continued... | A. the Prophet (<i>SAAS</i>) to pray to Allah (<i>SWT</i>) to change her mind. |
| 2. In desperation, he asked... | B. to convert her to Islam but always failed. |
| 3. He sat with him and asked... | C. to be known as Abu Hurayrah |
| 4. Many times he tried... | D. somebody to hide behind a curtain. |

Which sentences are like those in Set 1? Which are like Set 2?

c) Comparing Structures.

Find sentences in the text containing a form of each of the verbs below plus an infinitive.

1. continue
2. ask
3. tell
4. try
5. prefer

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. An infinitive is made up of the word..... plus the simple form of a
2. Some verbs are followed immediately by an infinitive. Some examples of these verbs are:,, and
3. Some verbs, however, are followed by a or, and then an infinitive. Some examples of these verbs are: and

e) Grammar Cloze Task.

Fill the gaps in the passage below.

Abu Hurayrah was (1)..... to memorize everything the Prophet (*SAAS*) told him. He decided (2)memorize all the hadiths he heard from the Prophet (*SAAS*). He was determined to (3) him on his journeys and expeditions. People were amazed to (4) the hadiths — sayings of the Prophet (*SAAS*) — so well stated. They began to (5) him when they needed guidance on how (6) behave in different situations. However, Marwan bin Al-Hakam was not so sure (7) Abu Hurayrah’s memory. He asked someone to (8) behind a curtain (9) to write down everything Abu Hurayrah (10) He described a (11) One year later, Marwan asked him to (12) the same hadith to him. He told the hadith exactly as before.

V. Critical Thinking.

When Abu Hurayrah told the Muslim market traders to go to the mosque to collect their share of the inheritance of the Messenger of Allah (*SWT*), he was actually telling them that they were too engaged in their work, and were not remembering Allah (*SWT*). He did it in such a way, however, that the market traders would have to realise this for themselves. In this way, they would learn an important lesson and not forget it.

1. In groups, consider the following problem: A younger brother or sister is not serious about his/her studies. He/She spends too much time with friends, watching TV and relaxing. You feel that unless he/she changes his/her habits, he/she will fail the important exams which are only six months away.
2. Remembering the way Abu Hurayrah taught the market traders to remember Allah (*SWT*). Think of a way to make your younger brother or sister change his/her bad habits.
3. One member of each group will report their method to the other groups. Be prepared to explain your method to others and ask other groups questions about their ways of solving the problem.

III. Pre-Reading Tasks.

Before reading the text, look at the title of this unit and answer the questions.

1. You will read about a man who learned many languages to help the Prophet (*SAAS*). What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Zayd bin Thabit in order of importance.
3. Compare your list with other groups. How are they similar or different?
4. Agree on a list of information with the entire class.

IV. Reading.

As you read, try to find the information you listed above in the text.

When he was thirteen years old, Zayd bin Thabit (*RAA*) wanted to fight for the cause of Islam. The Muslim soldiers were preparing for their first battle, the Battle of Badr. Zayd approached the Prophet (*SAAS*) and asked for his permission to join the Muslim army. He showed the Prophet (*SAAS*) his sword, which was very long. The Prophet (*SAAS*) smiled and thanked the boy, but refused to allow him to join the army. Zayd turned and walked away dejected and sad. As he walked away, he stuck his sword in the ground to show his disappointment.

A year later he tried again — this time for the Battle of Uhud. Once again he was rejected. Finally, he got his chance to fight the enemies of Allah (*SWT*) at the Battle of the Trench, when he was only sixteen years old.

However, it is not as a warrior that Zayd is recognized. He is remembered as a great scholar of Islam. From an early age, he decided to memorise the Quran and learn as much about Islam as possible. After some time, he was able to memorise seventeen surahs of the Quran and could recite them correctly. In addition, he became a very good reader and writer.

He wanted to get closer to the Prophet (*SAAS*) so that he could work with him. He asked his mother to help him. She spoke to some men of the Ansar about Zayd's desire. These men then spoke to the Prophet (*SAAS*) about him. The Prophet (*SAAS*) asked to see him. He listened to Zayd reciting some surahs he had memorized and noticed that his recitation was clear and beautiful. His stops and pauses indicated clearly that he understood well what he recited.

The Prophet (*SAAS*) was pleased with Zayd and gave him a job to do. He asked him to learn Hebrew. Zayd quickly learned the language and was able to help the Prophet (*SAAS*) when he wanted to talk to the Jews. Later the Prophet (*SAAS*) instructed Zayd to learn Syriac, and he did. Zayd thus became an interpreter for the Prophet (*SAAS*) in his dealing with people who could not speak Arabic.

Later, when the Prophet (*SAAS*) trusted him fully, he asked Zayd to record the Divine Revelation. When any part of the Qur'an was revealed to the Prophet (*SAAS*), he often sent for Zayd and instructed him to write down the revelation in front of him. Zayd was not the only one who wrote down the revelations for the Prophet (*SAAS*). However, he was the one who collected portions of the Quran that were written down by others and arranged them under the supervision of the Prophet (*SAAS*).

After the death of the Prophet (*SAAS*), Zayd became an important scholar. When anybody wanted to ask a question about the Quran, they asked Zayd. Many Muslims who had memorized the Quran had died in battle, especially at Yamamah. The first caliph, Abu Bakr (*RAA*), instructed Zayd to collect all the different parts of the Quran together. He wanted Zayd to put the different parts together to make one complete book.

This was a very difficult task, but Zayd agreed to do it. Zayd had to be very careful because he did not want to make even one small error. When he finally completed the work, he handed it to Abu Bakr, who then gave it to the second caliph, Umar (*RAA*). Later Umar gave the manuscript to his daughter Hafsa. Hafsa, Umm Salamah, and 'A'ishah, the Prophet's (*SAAS*) wives memorized the Quran.

By the time of the third caliph, Uthman (*RAA*), Islam had spread very far and wide. Consequently, differences in the reading of the Quran arose. These differences caused disputes and arguments among Muslims in different countries and regions. To overcome the problem, Uthman decided to make as many accurate copies of the Quran as possible. He obtained the manuscript of the Quran from Hafsah and asked Zayd and some other scholars to make accurate copies. Uthman then sent one copy of the Quran to every Muslim province. He gave the order to burn all other copies of the Quran. This was an important order because it ensured that all copies of the Quran were exactly the same.

Every Muslim who picks up a Quran and reads it or hears it being recited owes a great debt of gratitude to Zayd bin Thabit. It was he who helped preserve the Quran in its original form for all time.

V. Meaning Focus.

A. True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Zayd bin Thabit fought for the first time in the Battle of Uhud.
2. Zayd could neither read nor write, but was able to memorise large parts of the Qur'an.
3. Zayd learned Hebrew and Syriac so that he could help the Prophet (*SAAS*) talk to people who did not speak Arabic.
4. The second caliph, Umar, instructed Zayd to collect all the different parts of the Qur'an to make one complete book.
5. Uthman sent a copy of the Quran to every Muslim province and ordered that all other copies should be burned.

b) Information Search.

Answer the questions using information from the text.

1. Why do you think the Prophet (SAAS) refused to let Zayd fight in the battles of Badr and Uhud?
2. What first impressed the Prophet (SAAS) about Zayd?
 - His recitation of the Quran was clear and beautiful.
 - Zayd was dejected when he refused to let him join the army.
 - He was able to memorise seventeen surahs of the Quran.
 - He was able to learn Hebrew and Syriac very quickly.
3. Which of the following was Zayd's first job for the Prophet (SAAS)?
 - collecting all the different parts of the Qur'an
 - reciting the Quran correctly
 - working as an interpreter
 - writing down the revelations
4. Who kept the original manuscript of the Quran after Umar?
 - Zayd
 - Hafsah
 - Uthman
 - 'A'shah
5. How did the caliph Umar overcome the problem caused by different readings of the Quran?

c) Information Management.

Read the passage again and complete the information chart below concerning the scholarly development and work of Zayd bin Thabit.

ZAYD BIN THABIT — THE SCHOLAR

Early Development

1. Decided to memorise the Qur'an
2.
3. Became a good

Scholarly Work for the Prophet (SAAS)

1. Learned
2.
3. Recorded
4.
5. Collected and

Scholarly Work After the Prophet's (SAAS) Death

1.
2. Collected
3.

d) Learner Activity.

1. Work in groups. Make up a list of the achievements of Zayd bin Thabit. Discuss the achievements and decide which one you think is the most important.
2. Compare your list with those of other groups. Be prepared to question their choices.
3. As a class, decide which achievement was the most important. Try to agree.

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | |
|------------------------|--|
| 1. permission | a. made sure |
| 2. dejected. | b. sadness over the loss of something hoped for |
| 3. disappointment | c. small pieces or sections of something larger |
| 4. chance | d. a person who translates from one language to another |
| 5. pauses | e. the activity of watching over what others do |
| 6. indicated | f. opportunity |
| 7. instructed | g. short breaks in the middle of an action |
| 8. interpreter | h. a handwritten document before it is printed or copied |
| 9. portions | i. directed, told someone what to do |
| 10. supervision..... | j. got, acquired |
| 11. task | k. showed |
| 12. manuscript | l. statement to allow someone to do |
| 13. accurate | m. perfectly correct |
| 14. obtained something | n. sad, in low spirits |
| 15. ensured | o. a job to be performed |

f) Semantic Cloze Task.

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

When Zayd was thirteen years old, he asked the Prophet (*SAAS*) to (1) him to join the Muslim army. He was very (2) when his request was turned down and felt very (3)..... Although he did get a (4) to fight in later years, Zayd is best remembered as a great Islamic scholar. He trained himself to recite seventeen surahs from the Qur'an and impressed the Prophet ('SAAS) with the beauty of his recitations and the understanding (5) by his (6) The Prophet (*SAAS*) (7) Zayd to learn Hebrew and Syriac, so that when he talked to Jews and Syrians, Zayd (8) for him. Muhammad (*SAAS*) later (9) Zayd in arranging in correct order the (10)..... of the Qur'an that existed at that time.

VI. Language Focus.

Grammar in Context – adjective clauses.

What are the similarities among the sentences in the three sets? What are the differences? Discuss your answers in groups.

Set 1.

- Zayd thus became an interpreter for the Prophet (SAAS) in his dealing with people **who could not speak Arabic.**

Set 2

- He showed the Prophet (SAAS) his sword, **which was very long.**

Set 3

- The copies **that Zayd made** were sent to the provinces.
- He collected portions of the Quran **that were written down by others.**
-

b) Analysis.

Look at the sentences below. Fill in the blanks with the correct word.

1. He was the one..... collected portions of the Quran were written down by others.
2. Many Muslims had memorized the Quran had died in battle.
3. This is the copy that Zayd wrote.
4. He was the person helped preserve the Quran in its original form for all time.

Which sentences are like those in Set 1? Which are like Set 2? Which are like Set 3?

c) Comparing Structures.

Combine the following sentences using adjective clauses with who, which, or that.

1. Zayd showed the Prophet (SAAS) his sword. His sword was very long.
2. The Prophet (SAAS) sometimes dealt with people. The people could not speak Arabic.
3. He collected portions of the Quran. The portions were written down by others.
4. Many Muslims had died in battle. They had memorised the Quran.

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. Adjective clauses are dependent clauses which modify a noun or pronoun. They normally begin with ,, or
2. Adjective clauses beginning withare used to talk about people.

3. Adjective clauses beginning with..... or are used to talk about things.

e) Grammar Cloze Task.

Fill the gaps in the passage below.

Zayd bin Thabit was the first one (1)..... wrote down all the revelations in a complete book. This task, (2) he found very difficult to do, took him a long time, (3) he finally gave the completed (4) to Abu Bakr, (5) passed it on to the second caliph, Umar. By the time of Uthman's caliphate, Islam had spread widely, (6) led to differences in the reading of the Quran, (7)..... caused arguments among Muslims (8)..... different places. Uthman decided (9) make many accurate copies of the Quran, (10) he sent to every Muslim province. Zayd was one of those (11) was asked to do the work. Uthman got back all the other copies, (12) he then burnt.

V. Critical Thinking

It is clear from the text that Zayd bin Thabit was both intelligent and hardworking. These two qualities helped Zayd to become one of the greatest scholars of Islam. Intelligence and hard work are not, however, the only qualities necessary for success in studies. Below is a list of qualities which are considered important in successful studying:

- planning (short-term)
- competitiveness
- intelligence
- motivation
- initiative
- independence
- consistency
- self-discipline
- interest
- energy
- good memory
- hard work
- planning (long-term)
- good luck

1. In groups, use dictionaries to make sure you fully understand the meaning of each word in the list above.
2. Look at the list and agree on which four are of the least importance, and can be removed from your list of the ten most important qualities.
3. Next, put your ten characteristics in order of importance.
4. One member of each group will report the group's findings to the class, giving reasons for their choice. Other group members should be ready to answer questions and comment on the choices of other groups.

I. Pre-Reading Tasks.

Before reading the text, look at the title of this unit and answer the questions.

1. You will read about a careful judge who gave away his riches to help the poor. What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Abdullah bin Umar in order of importance.
3. Compare your list with other groups. How are they similar or different?

II. Reading.

As you read, try to find the information you listed above in the text.

Abdullah bin Umar (RAA) accepted Islam before he was ten years old. He emigrated from Makkah to Medina with his father and sister, Hafsa (RAA). Hafsa later became a wife of the Prophet (SAAS).

When he was young he wanted to fight for Islam. He asked for permission to fight at Badr, but was turned down. A year later he joined some boys hoping to take part in the Battle of Uhud. He was only thirteen years old. Again, the Prophet (SAAS) turned him down. Nevertheless, he was finally allowed to fight in the Battle of the Trench (Al-Khandaq) when he was fifteen years old.

For more than seventy years Abdullah served Islam. He was known for his knowledge, humility, generosity, piety, and truthfulness. He learned a lot about Islam from his father, Umar (RAA), and of course, from Muhammad (SAAS) himself. Abdullah admired the Prophet (SAAS) so much that he used to copy his actions. For example, if he saw Muhammad (SAAS) praying while standing, he would do it in exactly the same way. He watched the Prophet (SAAS) very closely so that he could copy him perfectly.

He memorized many hadiths, but did not like to repeat them in case he made a mistake. He only related hadiths that he was completely sure of in terms of the wording. Similarly, he was very cautious when making legal judgments. When the caliph Uthman (*RAA*) offered him the job of *qadi* (judge), he turned it down at first. This was a well-paid job, which brought honour and glory. He turned it down because he was afraid of making mistakes on matters concerning Islam. However, after a lot of persuasion, Uthman finally got Abdullah to agree to be a *qadi*.

Abdullah was described as the “brother of the night”. He would stay up all night performing *salat*, weeping, seeking the forgiveness of Allah (*SWT*), and reading the Quran. Sometimes he would cry when he heard verses from the Quran, especially the warning verses.

Abdullah was also a very generous person. He was a successful and trustworthy trader throughout his life. He made a lot of money. Often he would spend his money on the poor people and those in need from Al-Bait Al-Mal. One day, he received 4,000 dirhams and a velvet blanket. The next day, a man called Ayyub bin Wa’il Ar-Rasi saw him in the market buying food for his camel on credit. Ayyub wondered what he had done with the money. He went to Abdullah’s house and asked his family about the money. They told him that Abdullah had given all the money and the blanket to the poor people.

Abdullah did not think that money was important. He said that money should be a servant, not a master. It should be used to get the necessities of life, not to get luxuries. One day, a person entered his home. His name was Maymun bin Mahran. He looked at everything inside the house — the furniture, the carpets, and so on. He added up the cost of everything. He found that all the things added up to less than just 100 dirhams.

Abdullah preferred the life of a poor man. However, he was very rich, because he was loved by Allah (*SWT*), the Prophet (*SAAS*), and all his fellow Muslims.

III. Meaning Focus.

A. True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Abdullah did not fight in the Battle of Uhud.
2. Umar, Abdullah's father, taught him all there was to know about Islam.
3. Abdullah turned down the job of qadi at first because it did not pay well enough.
4. Abdullah once gave away 4,000 dirhams to a man called Ayyub.
5. Money was not important to Abdullah.

b) Information Search.

Answer the questions using information from the text.

1. Although Abdullah memorised many hadiths, he did not like to repeat them. Why?
2. Why did Abdullah refuse to become a qadi at first?
3. Why did Abdullah become a qadi in the end?
 - He was cautious in making legal judgements.
 - It was a well-paid job.
 - The job brought him glory and honour.
 - The caliph persuaded him to do the job.
4. Why was it strange that Abdullah should buy food for his camel on credit?
 - Abdullah did not think money was important.
 - He would spend his money on the poor.
 - He had just received 4,000 dirhams.
 - He was a successful and trustworthy trader.
4. What did Abdullah mean when he said that money should be a servant, not a master?

c) Information Management.

In the text, it is said that Abdullah was known for his knowledge, humility, generosity, piety, and truthfulness. Complete the chart below by providing examples from the text which illustrate the five characteristics described.

CHARACTERISTIC	SUPPORTING EXAMPLE
knowledge	
humility	
generosity	
piety	
truthfulness	

d) Learner Activity.

1. Work in pairs. Write a dialogue between Ayyub bin Wa'il Ar-Rasi and Maymun bin Mahran in which they discuss Abdullah's attitude towards money and the luxuries of life.
2. Role play your dialogue for the class.
3. Listen to the other pairs' dialogues. Note the similarities and differences.

e) Vocabulary in Context.

Match each word from the text with the correct meaning.

- | | |
|-----------------------------|---|
| 1. turned down | a. telling about something one should not do |
| 2. truthfulness | b. an error, something not quite accurate |
| 3. perfectly | c. honesty |
| 4. mistake . | d. buying now and paying later |
| 5. wording | e. a soft, thick cloth made of cotton or silk |
| 6. cautious | f. crying |
| 7. legal | g. referring to people who share a common |
| 8. performing..... interest | |
| 9. weeping | h. exactly |
| 10. warning | i. refused, not allowed to do something |
| 11. velvet | j. careful |
| 12. blanket | k. related to the law |
| 13. on credit | l. doing or completing a task |
| 14. necessities | m. the way words are arranged |
| 15. fellow | n. basic needs or requirements |
| | o. a warm bed covering |

f) Semantic Cloze Task.

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

Abdullah bin Umar was a very humble and (1) man. He was so (2), that he refused to repeat the sayings of the Prophet (SAAS) which he had learned in case he made a (3)He was also very careful about the (4)of (5) documents. He was very pious and often (6)salat all night, (7), seeking forgiveness, and reading the parts of the Qur'an which (8) against evil. He was so humble that, despite being a successful trader, he only kept for himself the (9) of life and gave the rest away to the poor, even buying food (10) as he had no money left to pay for it.

IV. Language Focus.

Grammar in Context – uses of the passive

What do the sentences in Set 1 have in common? What do the sentences in Set 2 have in common? What is the difference between the sentences in Set 1 and Set 2? Discuss your answers in groups.

Set 1

- He **memorised** many hadiths, but did not like to repeat them in case he made a mistake.
- He **watched** the Prophet (SAAS) very closely so that he could copy him perfectly.
- He **turned it down** because he was afraid of making mistakes on matters concerning Islam.

Set 2

- He asked for permission to fight at Badr but **was turned down**.
- He **was finally allowed** to fight at the Battle of the Trench.
- He **was known** for his knowledge.

b) Analysis.

Look at the passage and circle all the verbs. Which are used like those in Set 1?

Which are like those in Set 2?

For more than seventy years Abdullah served Islam. He was known for his knowledge, humility, generosity, piety, and truthfulness. Abdullah was described as the “brother of the night”. He would stay up all night performing salat, weeping, seeking the forgiveness of Allah (SWT) and reading the Quran. Abdullah preferred the life of a poor man. However, he was very rich, because he was loved by Allah (SWT), the Prophet (SAAS), and all his fellow Muslims.

Why do you think some verbs are used in the passive form instead of in the active?

b) Comparing Structures.

Look at the following sentences.

- Abdullah was described as the “brother of the night”.
- People described Abdullah as the “brother of the night”.

Rewrite the following sentences, changing the active verbs to passive, and the passive verbs to active.

1. Again, the Prophet (SAAS) turned him down.
2. When Abdullah was offered the job of qadi by the caliph Uthman, he turned it down.
3. Money should be used to get the necessities of life, not to get luxuries.
4. He added up the cost of everything.

d) Rule Formation.

Help to write the grammatical rules by completing the sentences.

1. The passive can be made with a form of the verb..... plus the past participle of a verb, e.g., *was described*.
2. In the passive, the object of an active verb becomes the of the sentence. e.g., *The Prophet (SAAS) allowed Abdullah to fight* becomes *Abdullah was allowed to fight*.
3. When using the passive, sometimes the doer of the action can be indicated by using the word....., e.g., *Abdullah was loved by Allah (SWT)*.

e) Grammar Cloze Task.

In pairs, fill the gaps in the passage below.

Money (1)..... not considered to be very important (2)
 Abdullah bin Umar. He felt that money should (3) used as someone's
 servant and should not be (4) to become his master. Money can be (5)
 to get the necessities of life, (6) it should not be used for

luxuries. One day, his house (7)..... entered by a man who studied all his possessions. He found that everything was (8) only 100 dirhams. (9) Abdullah preferred (10) live the life of a poor man, he (11) loved (12) Allah (*SWT*), the Prophet (*SAAS*), and his fellow Muslims.

V. Critical Thinking.

We have read in the text that Abdullah did not want to be a judge and that it was only after a lot of persuasion that the caliph Uthman got Abdullah to change his mind. No doubt. Uthman used a number of different arguments to finally persuade Abdullah to become a qadi.

1. In groups, think of and list some of the arguments Uthman might have used.
2. Consider the following problem: You are a first-year student of economics and you are very unhappy with the course and with your performance, and have lost interest in the subject. You have always been interested in business management, however, and have decided that you would like to transfer to this course. The problem is that the head of economics does not like his students transferring to other courses.
3. You must prepare arguments to put forward to the head of economics to persuade him to allow you to transfer to business management. The more arguments you have, the better your chances will be of persuading him.
4. One member of each group will present their arguments to the class and the class will reply to these arguments as if it were the head of economics. Other group members can support their spokesperson during this discussion. Decide at the end which group has come up with the most persuasive arguments.

UNIT 19 (Revision) SALIM Mawla ABU HUDHAYFA (RAA).

I. Pre-Reading Tasks.

Before reading the text look at the title of this unit and answer the questions.

1. You will read about a great builder of Islamic society at the time of the Prophet (*SAAS*). What do you know about this person? What people or events do you think of when you hear this person's name?
2. Work in groups. List your pieces of information about Salim Mawla Abu Hudhayfah in order of importance.
3. Compare your list with other groups. How are they similar or

different?

II. Reading.

As you read, try to find the information you listed above in the text.

Salim Mawla Abu Hudhayfah (*RAA*) was one of the greatest authorities on the Quran. He was very well respected by all Muslims. When he was very young, however, he was a mere slave. This was before the coming of Islam.

He was adopted as a son by a Muslim whose name was Abu Hudhayfah bin Utbah (*RAA*). After some time, the practice of adoption was barred by Islam. As a result, Salim had to change his status from a son to a brother. Since he did not know his father, he remained under the protection of Abu Hudhayfah. He therefore changed his name to Salim Mawla Abu Hudhayfah.

Salim was strongly admired by the Prophet (*SAAS*), who taught him everything about the message of Allah (*SWT*). Salim knew everything about the Quran and was an excellent teacher and leader. The Prophet (*SAAS*) said of him, "Praise be to God who had made you part of my Ummah". Even his fellow Muslim brothers referred to him as "Salim min as-Salihin" (Salim is one of the righteous). Salim helped to build the new Islamic society according to principles and values found in the Quran. He became a great spokesman for the cause of Islam. He helped to destroy unjust class divisions and false social distinctions. When he saw injustice, unfairness, cruelty, and discrimination, he spoke up against it.

One day, the Prophet (*SAAS*) sent some of his companions to the villages and tribes near Makkah. He sent them as *da'is* to invite people to join Islam. He wanted them to do it peacefully. During the mission, the leader, Khalid bin Al-Walid, fought with another man and killed him. As soon as Salim saw what Khalid had done, he went up to him and reprimanded him. The two of them argued, but Salim stood his ground even though he was once a poor slave and Khalid was a powerful Makkan nobleman.

When the Prophet (*SAAS*) heard of the killing he was very upset. However, he felt a little better when he heard that Salim had scolded Khalid.

Salim's relationship

with all people was good but he had a strong brotherly love for Abu Hudhayfah. They did everything together. One day the two of them joined an expedition to fight the enemies of Islam at Yamamah. The two brothers embraced each other and made a vow to die for the cause of Islam. At the end of the battle, which was won by the Muslims, the Muslim soldiers found Salim. He was lying on the ground, dying. Salim asked them about his brother Abu Hudhayfah. They told him that Abu Hudhayfah had died. The last few words Salim uttered were, “Then put me to rest next to him”. Both men had fulfilled their vows. They had died together in battle for the cause of Islam. Together they lived in Islam, and together they died for Islam. As Salim lay dying, Umar (RAA), the second caliph, said, “If Salim had lived, I would have appointed him as my successor”.

III. Meaning Focus.

A. True/False Statements.

Read the text quickly and look at the following statements. Do you agree with these statements? Why\ Why not?

1. Before the coming of Islam, Salim and his brother Abu Hudhayfah were slaves.
2. Both Muhammad (SAAS) and the caliph Umar thought Salim was a very good Muslim.
3. Salim died just before Abu Hudhayfah at Yamamah.

The following items are about information in Units 16-19.

4. Both Abu Hurayrah and Abdullah bin Umar were related by marriage to the Prophet (SAAS).
5. Muslims often consulted Abu Hurayrah and Zayd bin Thabit about Islam.
6. Umm Ayman and Abdullah bin Umar were both at the Battle of Uhud.

b) Information Search.

Answer the questions using information from the text.

1. Which of the following statements is not true according to the text?

- Salim was a righteous man.
- Salim did not like injustice and unfairness.
- Salim died for the cause of Islam.
- Salim and Khalid did everything together.

2. Why was it surprising that Salim reprimanded Khalid for killing the man?

- Salim spoke up against injustice, unfairness, cruelty, and discrimination.
- Salim was once a slave and Khalid was a nobleman.
- Salim became a great spokesman for the cause of Islam.
- The Prophet (SAAS) wanted the Muslims to invite people to join Islam.

3. Why do you think Salim asked to be buried next to Abu Hudhayfah?

The following items are about information in Units 16-19.

4. Both Abu Hurayrah and Abdullah bin Umar were related by marriage to the Prophet (SAAS).
5. Muslims often consulted Abu Hurayrah and Zayd bin Thabit about Islam.
6. Umm Ayman and Abdullah bin Umar were both at the Battle of Uhud.

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- Salim spoke up against injustice, unfairness, cruelty, and discrimination.
- Salim was once a slave and Khalid was a nobleman.
- Salim became a great spokesman for the cause of Islam.
- The Prophet (SAAS) wanted the Muslims to invite people to join Islam.

3. Why do you think Salim asked to be buried next to Abu Hudhayfah?

The following items are about information in Units 16-20.

4. What did Umm Ayman and Salim Mawla Abu Hudhayfah have in common? They...

- both lived in the Prophet's (SAAS) house.
- were both authorities on the Qur'an.
- were both slaves at one time.
- both died in battles for Islam.

5. In which two texts are the mothers of the main characters mentioned?

- Umm Ayman and Abu Hurayrah.
- Abu Hurayrah and Zayd bin Thabit.
- Zayd bin Thabit and Abdullah bin Umar.
- Abdullah bin Umar and Salim Mawla Abu Hudhayfah.

6. As well as all being Muslims, what did Umm Ayman, Abu Hurayrah, and Salim Mawla Abu Hudhayfah all have in common?

c) Information Management.

Complete the chart about the five Muslims mentioned in Units 16-20. If there is no information about a certain category, leave it blank.

NAME	PREVIOUS NAME	ORIGINS	QUALITIES	ROLE IN GROWTH OF ISLAM
Umm Ayman				
Abu Hurayrah				
Zayd bin Thabit				
Abdullah bin Umar				
Salim Mawla Abu Hudhayfah				

d) Learner Activity

1. Work in groups. Choose one of the main characters in Units 16-20 and prepare a short talk about that person. Don't mention the name of the person in your talk.
2. Report your information to the class and let the other groups guess who your talk is about.
3. Listen to the other groups' talks and guess the people. Ask additional questions about their characters

and be prepared to answer questions from other groups.

e) Vocabulary in Context

Match each word from the text with the correct the meaning of unfamiliar words.

e) Semantic Cloze Task

Use some of the words from the previous task to complete the passage below. Use the words in their correct form.

Salim Mawla Abu Hudhayfah was so well respected by all Muslims that he would have been appointed as (1) to Caliph Umar, if he had outlived him. However, he had (2) with his adopted brother, Abu Hudhayfah, to die for the cause of Islam at Yamamah. They fulfilled this vow and were (3) next to each other. Before his death, Salim had become one of the greatest authorities on the Qur'an and a (4) for Islam. He was (5) as "one of the righteous" as he was prepared to speak up against social (6), injustice, and (7) Although he was born a (8) slave, he had the courage to (9) Khalid bin Al-Walid, who had fought and killed a man on a mission that was meant to be peaceful. In the argument that followed, he (10) and (11) Khalid, even though the other was a powerful (12).....

IV. Language Focus.

A. Error Recognition

Each sentence below contains at least one error. Find the errors and correct the sentences.

1. He very well respected by all Muslims.
2. At the end of the battle, who was won by the Muslims, the Muslim soldiers found Salim.
3. If Salim had lived, I would have appointed he as my successor.
4. He wanted them do it peacefully.

B. Grammar in Review.

Look at the sentences. Write the word in bold in the correct place in the chart.

1. After some time, the practice of adoption **was barred** by Islam.

2. Praise be to God **who has made you part of my Ummah.**
3. If Salim had lived, I would have appointed **him** as my successor.
4. Salim **helped to build** the new Islamic society according to principles and values found in the Quran.
- 5.

PERSONAL PRONOUN (subject)	PERSONAL PRONOUN (object)	VERB + INFINITIVE	ADJECTIVE CLAUSE	PASSIVE

Put the following sentences in the correct order.

1. to him. / me to / Then put / rest next
2. better when / had scolded / However,'he / that Salim / Khalid. / felt a little / he heard
3. Allah (*SWT*). I him everything / message of/ who taught / strongly / Salim was / admired by / the Prophet (*SAAS*), I about the

C. Sentence Construction

Look through the texts in Units 16-20 and find a sentence fitting each of the descriptions below.

1. a sentence with a personal pronoun as a *subject*
2. a sentence **with** a personal pronoun as an *object*
3. a sentence with a verb followed by an infinitive
4. a sentence with a verb followed by a noun and an infinitive
5. a sentence using an adjective clause with *that*
6. a sentence using the passive

D. Grammar Cloze Task.

In pairs, fill the gaps in the passage below.

Salim Mawla Abu Hudhayfah was one of the Prophet's (*SAAS*) companions (1) helped (2) build the new Islamic society. (3) w a s (4)..... as a great spokesman for the cause of Islam (5)helped to get rid of injustices. When he heard the news (6) Khalid bin Al-Walid had killed a man who (7)invited to join Islam, he approached and scolded (8) The two men (9) locked in an argument, but Salim (10)

..... to give in, even though he was the son of a slave, and Khalid was a nobleman.

V. Critical Thinking.

When we read the stories from Units 16-20, one common feature of the five Muslims is their willingness to make sacrifices for the sake of Islam.

1. What were the different sacrifices that the five great Muslims made?
2. In groups, compose a short story which describes some sort of sacrifice. When you have completed your story, one member of your group will deliver the story to the rest of the class. Another member of your group will explain in what way or ways the main character of the story made a sacrifice.
3. Once each group has told their stories, try as a class to arrive at a definition of *sacrifice* which covers all the types of sacrifice described in your stories.
4. Try to link the types of sacrifice with the stories of the five Muslims in Units 16-20.

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