

# ENGLISH TEST

*by* Ribahan Ribahan

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# English Test FOR Islamic Studies ( ETIS )

A GUIDE TO ETIS TEST FORMAT

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English Test FOR Islamic

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# ENGLISH TEST

## FOR ISLAMIC STUDIES (ETIS)

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English Test For Islamic Studies (ETIS)

A Guide To ETIS Test Format

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## PREFACE

Let us express our gratitude to Allah SWT because of his mercy and blessings that the completion of this book has been possible. Secondly, peace be upon our Prophet Muhammad SAW, the last messenger of Allah, along with his family, friends, and followers.

Formulating a typical English test that is especially intended to measure the English proficiency level of the community of Islamic studies is highly needed yet remains scanty. For this reason, English Test for Islamic Studies (ETIS), comprising two main sections: Structure and Reading, is primarily designed to meet the scholarly demand, particularly at Universitas Islam Negeri Mataram (UIN Mataram). This book is intended to familiarize the students with ETIS test format given the title “GUIDE TO ETIS TEST FORMAT”.

This guide to ETIS is authored by several English lecturers at the UIN Mataram, who are also experts in various English test formats, such as TOEFL and IELTS. Consequently, the layout of the test format resembles that of the abovementioned tests. The content of this book is contextually designed that comprises Islamic discourses both in the first and second sections. The first section of this test guide presents the correct use of grammar and written

structure that measures the students' writing proficiency. This section is composed by Dr. Ribahan, M.Pd., Kasifur Rahman, M.Pd., and Hizbullah, M.Pd. In addition, the remaining parts of this book, the reading section authored by Mr. Afif Ikhwanul Muslimin, M.Pd and Soni Ariawan, M.Ed., gauges the students' English reading skill.

With reference to the content of this book, it is highly likely that it is applicable as the additional materials or resources for the teaching of English Grammar and Reading in the context of UIN Mataram.

Finally, on behalf of P2B UIN Mataram, let me express my gratitude towards the abovementioned authors and the English Division Coordinator, Husnawadi, MA.TESOL for coordinating the authorship and editing of this ETIS guide; eventually, wishing this book contribute to the development of English language teaching in the context of Islamic studies.

Chairman of P2B UIN Mataram,

A handwritten signature in black ink, appearing to read 'Yek Amin Azis', written in a cursive style.

Dr. Yek Amin Azis, M.Pd

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## PART TWO

### READING COMPREHENSION

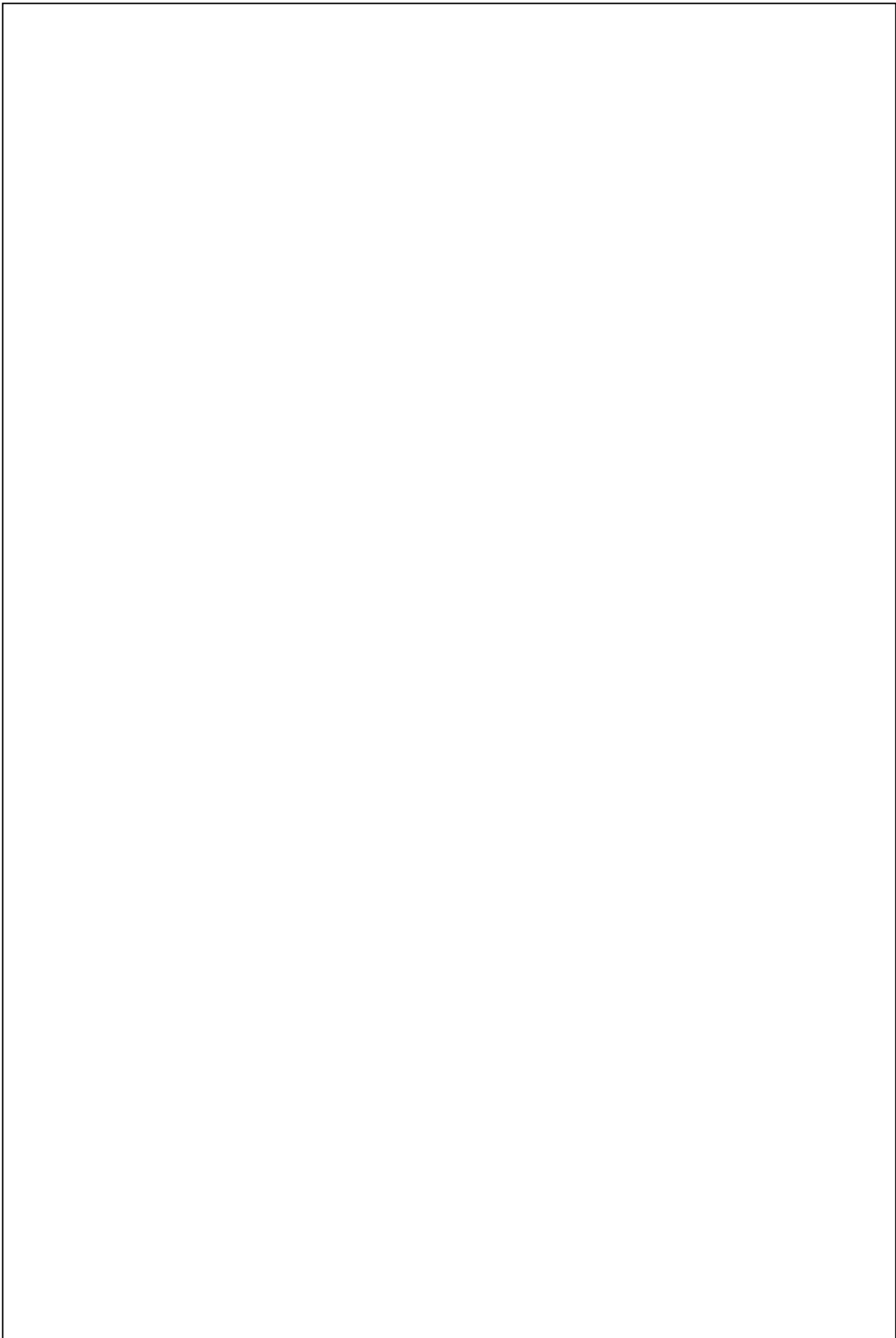
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*Part One*

**Structure and  
Written Expression**



## UNIT 1

### Single-Clause Sentence

#### 2 Learning Objectives:

By the end of this unit, students are able to:

1. Identify subject and verb of a sentence
2. Recognize the missing subjects or verbs in a sentence

#### A sentence must have subject and verb

A sentence can have one or more clauses and each clause consists of a subject and a verb. It is very important for you to be able to locate where they are. Single-clause or simple sentence has only one verb and one subject. A subject of a sentence tells you who (people) or what (place or thing) does an action or experiences a state. A subject in a single-clause sentence may take the form of Noun, Pronoun, Noun Phrase or Gerund.

Types of Subject	Examples
Noun	Muslim, Qur'an, Paradise
Pronoun	He, She, It
Noun Phrase	Islamic book, good habits
Gerund	Swimming, praying, learning

Examples of Subjects in sentences:

- Muslim means a person devoted to Islam.
- We always pray five times a day.
- Islamic books are sold out in the book store.
- Learning to swim is a Sunnah.

A verb tells you about an action, state or an event. A sentence may have a main verb only or main plus helping verb(s). The helping verb functions to support the main verb and indicates tenses, ability, possibility or intention. The joint main+helping verb is called verb phrase. Main verbs can take the form of V1, V2, or V3. Note that when **TOBE** is the only verb in a sentence, it serves as the **main verb**.

Types of verb	Sub categories	Example
Main Verb	V1	Pray, write, eat, clean
	V2	Prayed, wrote, ate, cleaned
	V3	Prayed, written, eaten, cleaned
	Ving	Praying, writing, eating, cleaning
Helping Verb	To be	Am, is, are, was, were, been, being
	To do	Does, do, did
	To have	Have, has
	Modals	Will, can, should, have to, ought to, must

#### Examples of Verbs in sentences

- She is an intelligent student.
- They asked for forgiveness for their sins.
- Muslims are obliged to give charity to the poor
- We can start our journey now.
- We will fight against injustice.

## WARNING!

### 1. An object of preposition IS NOT the sentence subject

An object of preposition is noun, pronoun, noun phrase, or noun clause that comes after a preposition (IN, ON, AT, WITH, FROM, OF, TO, BEHIND, etc).

- With his friend Ahmad went to masjid.

In this example, HIS FRIEND is not the subject of the sentence since it is the object of preposition WITH.

### 2. Appositive IS NOT the sentence subject

Appositive is noun or noun phrase that gives extra information about the subject. It can be placed either after the subject and be framed between commas or before the subject with single comma.

E.g:

- Tuan Guru Bajang, the former Governor of West Nusa Tenggara, visited Jordan last week.
- The former Governor of West Nusa Tenggara, Tuan Guru Bajang visited Jordan last week.

### 3. Present participle (Ving) and past participle (V3) are NOT VERBS when they do not have helping verbs.

E.g:

- The book written by IbnuTaimiyah is the main reference in the course.
- The man standing next to you is my brother.

**EXERCISE:** <sup>2</sup> Determine whether the sentences below are correct or incorrect and underline the subject and the verb of each.

- \_\_\_\_\_ 1. Good Muslims look after their parents.
- \_\_\_\_\_ 2. Praying five times a day obligatory for Muslims.
- \_\_\_\_\_ 3. Smiling to your brother is Sunnah.
- \_\_\_\_\_ 4. Fasting month is coming very soon.
- \_\_\_\_\_ 5. The school of Hanabilah, one of the four major schools in Islamic jurisprudence, most followers in Saudi Arabia.
- \_\_\_\_\_ 6. The Qur'an, the holy book for all mankind, contains scientific knowledge.
- \_\_\_\_\_ 7. Muhammad with his companions spread Islam with peace.
- \_\_\_\_\_ 8. Everyone invited to come to the recitation.
- \_\_\_\_\_ 9. Al-Ghazali, also known as Hujjatul Islam, wrote several books on Islamic metaphysics.
- \_\_\_\_\_ 10. Construction of the new masjid is funded by the Muslims living nearby.

**TOEFL PRACTICE:** Choose the best options to complete the missing subject or verb.

- 1. NahdatulWathan, the biggest Islamic organization in Lombok, \_\_\_\_\_ an international conference on education this month.

- A. it hosts  
B. hosts  
C. and hosts  
D. and it hosts
2. \_\_\_\_\_ of Mataram received an award as the most appealing university in Lombok.  
A. The Islamic  
B. The Islamic State University  
C. It is the Islamic State University  
D. Has been the Islamic State University
3. A group of Muslim Sasak leaders \_\_\_\_\_ at Graha Bakti Praja Hall.  
A. gathering  
B. they gathered  
C. gathered  
D. It was gathered
4. Before the age of airplanes \_\_\_\_\_ pilgrimage to Mecca was by ship.  
A. going on  
B. went on  
C. people going on  
D. people went on
5. Infamous for its thousand masjids, Lombok has been \_\_\_\_\_ halal tourist destination.  
A. become the best  
B. the best  
C. in the world  
D. the world becomes
6. ZulQarnain, \_\_\_\_\_ in the Qur'an, built a wall to block the Gog and Magog from crossing into the village.  
A. mentioning  
B. Is mentioned

- C. And mentioned  
D. As mentioned
7. HasyimAsyari, a respectable and renowned cleric in the land of Java, \_\_\_\_\_ of NahdhatulUlama.  
A. Was the founder  
B. Was founded  
C. Founded  
D. Founding
8. \_\_\_\_\_ of the first people to accept Islam, Abu Bakr was known to be 'The Truthful'.  
A. Been one  
B. Was one  
C. Being one  
D. And being one
9. Ta'limulMuta'allim is a book \_\_\_\_\_ by SyaikhAz-Zarnuji during the age of Abbasid Caliphate.  
A. Wrote  
B. Writing  
C. Is written  
D. Written
10. \_\_\_\_\_ in eastern Africa, Ethiopia was known as Abyssinia where the Muslim migrants were welcomed.  
A. It is located  
B. It is locating  
C. Locating  
D. Located



## UNIT 2

### Multiple-Clause Sentence

#### Learning Objectives:

By the end of this unit, students are able to:

1. figure out the basic concept of multiple clauses
2. recognize clause types and how they use connectors

A clause is grammatical unit that consists of a subject and a verb. A sentence can have one or more clauses. Look at the example below.

The girl ate vegetable (one clause)

S V

The girl ate vegetable, and she drank a glass of orange

S V S V

juice (two clauses)

When you have more than one clause in a sentence, you need **CONNECTOR (S) or CONJUNCTION(s)** to join the clauses. In the example, which word functions as a conjunction?

Types	Functions	Examples
Coordinating conjunction	Link words, phrases or clauses	For, And, Nor, But, Or, Yet
Subordinating conjunction	Link two clauses	Although, before, because, whether, when, until, after, if, unless, in case, since

Paired conjunction	Link elements of a sentence	Either ..... or Neither ..... nor Not only ... but also Both... and Whether ...or So ...as
--------------------	-----------------------------	---

## Clause Types

All types of clause function as the parts of speech they denote. Noun clause functions a noun and it can be a subject, object, complement, or object of preposition. The same here goes for adjective and adverbial clauses.

Types	Markers	Examples
Noun clause	WH- Question words, if, whether, that, -ever words	I just realize <u>that you are so helpful</u> . <u>Where she lives</u> is secret for us. I'm wondering <u>if he can teach the Qur'an to kids</u> .
Adjective clause	Relative pronoun who, which, where, when, that	The man, <u>who lost his family in palestine</u> , has singing talent. That old guy <u>who lives next door</u> is the most generous person I've ever met.
Adverb clause	Adverbs of cause (because, since, as, for), time (when,	She cried <u>because she couldn't stand the genocide of Rohingya people</u> . You have to pack your stuffs <u>before you leave</u> .

	while, as, whenever), and condition connector (If, unless)	
--	---	--

2

**EXERCISE:** Determine whether the sentences below are correct or incorrect then guess the missing parts in each sentence and fix the errors.

- \_\_\_\_\_ 1. In addition to being a mathematician, Alkhawarizmi was born in 780 AD was a great astronomer.
- \_\_\_\_\_ 2. Taj Mahal is known to be one of the seven wonders was built by a Muslim Indian ruler.
- \_\_\_\_\_ 3. Submission to God is not simply about ritual, but has to have spiritual foundation.
- \_\_\_\_\_ 4. You can pray wherever you as long as the place is clean.
- \_\_\_\_\_ 5. Makes the Qur'an outstanding is that it deals with all aspects of human life.
- \_\_\_\_\_ 6. Imam Malik, one of the stars among Muslim scholars, is titled Imam DarulHijrah he spent his entire life in Medina.
- \_\_\_\_\_ 7. You can't stand the tiredness of learning, then you will bear the painful ignorance (Imam Asy-Syafi'i).
- \_\_\_\_\_ 8. Don't love people do not love God.
- \_\_\_\_\_ 9. Imran is the father of Mary gave birth to Jesus.

\_\_\_\_\_ 10. The best among you are those learn the Qur'an and teach it (ShahihBukhari).

**TOEFL PRACTICE:** Choose the best options to complete the missing subject or verb.

1. The story of AshabulKahfi is about \_\_\_\_\_ escaped from religious persecution and slept in a cave for 300 years.
  - A. Seven youths
  - B. How seven youths
  - C. Seven youth can
  - D. That seven youths
2. One of the biggest contributions of Imam As-Syafi'i is the science called *ushulfiqh* \_\_\_\_\_ principles of deriving the ruling of Islamic law.
  - A. comprises
  - B. Which comprises
  - C. And which
  - D. It comprises
3. In the Qur'an, bees are mentioned by feminine tense \_\_\_\_\_ are the workers, builders, and defenders of the hive.
  - A. The females
  - B. When the females
  - C. Because the females
  - D. The females that
4. During Ramadan, although you can eat \_\_\_\_\_ in the allowed time try to be careful about what you start your fast with.
  - A. You want
  - B. That you want

- C. What you want  
D. You want it
5. During the ottoman empire, the Jews \_\_\_\_\_ enjoyed certain degree of prosperity.  
A. with whom the Muslims lived together  
B. whom the Muslims lived together  
C. which the Muslims lived  
D. when the Muslims
6. When Allah pushes you to the edge trust Him fully because either he will catch you or he will make you learn \_\_\_\_\_  
A. How to fly  
B. You are flying  
C. It is flying  
D. It flies with you
7. Allah knows \_\_\_\_\_ for you and when it is the best for you to have it.  
A. Your best  
B. You are the best  
C. You can be better  
D. What is the best
8. Qur'an has scientific miracles \_\_\_\_\_ multitude scientists accept Islam.  
A. That make  
B. Are making  
C. Are made  
D. Who make
9. Many countries are now turning their attention to Islamic economy \_\_\_\_\_ profitable and rapidly expanding.  
A. It is  
B. It is being

1

C. As it is

D. And is

10. Some of Moroccans and Algerians are descendants of Muslims \_\_\_\_\_ from persecution in Spain during the fall of Islamic empire.
- A. Who fled
  - B. And fled
  - C. Are fleeing
  - D. Which fled

## UNIT 3

### Reduced Clause

#### Learning Objectives:

By the end of this unit, students are able to:

1. figure out how adjective and adverb clauses can be reduced
2. recognize correct reduction of a clause

Clause reduction can occur on adjective and adverb clause. The reduction shortens the sentence and is usually marked with no-helping-verb present (Ving) or Past (V3) participle, or prepositional phrases with omitted clause connectors. Here are some examples:

- The money earned by the teacher was given as charity to the orphans

(This sentence has a reduced clause *earned by the teacher* which was originally from *The money which was earned by the teacher* was given as charity to the orphans)

#### Reduced Adjective Clause

The first possible reduction of an adjective clause can appear when the adjective clause connector (*who, which, or that*) is followed by be-verb (*am, is, are, was, were*). In this case the connector plus the be-verb can be omitted. Here are the examples:

Complete form

- The young boy **who is** reciting the Qur'an will be our imam during Fajr prayer.

- The wealth **which is** invested in the way of Allah will be returned to its owner in the day of judgment.
- The building **which is** next to the post office **is** going to be a masjid.

#### Reduced form

- <sup>2</sup> The young boy reciting the Qur'an will be our imam during Fajr prayer.
- The wealth invested in the way of Allah will be returned to its owner in the day of judgment.
- The building next to the post office **is** going to be a masjid.

The second possible reduction can occur <sup>2</sup> when the adjective clause connector is directly followed by a verb. In other words, the connectors also serve as the subjects. For this case, the connector can be omitted plus the verb is changed into -ing form.

#### Complete form

- Anyone **who commits** sins is forgiven by Allah when they seek for repentance.
- The article **that appears** in the newspaper insults all Muslims.

#### Reduced form

- Anyone committing sins is forgiven by Allah when they seek for repentance.
- The article appearing in the newspaper insults all Muslims.

### Reduced Adverb Clause



2

Reduction of an adverb clause appears when adverb clause connector is followed by Subject and be-verb. In this case, the subject and the be-verb can be omitted.

#### Complete form

- When it is necessary, spend more time reciting the Qur'an
- Although he is smart, he never underestimates his colleagues.

#### Reduced form

- When necessary, spend more time reciting the Qur'an
- Although smart, he never underestimates his colleagues.

2

\_\_\_\_\_ 1. When migrating to Medina, the prophet companions were welcomed by the people of Anshar.

\_\_\_\_\_ 2. The Topkapi Museum locating in Turkey has the most heritage of the prophet.

\_\_\_\_\_ 3. John L. Esposito, Karen Armstrong, and Lesley Hazleton are among big names showing positive vibe toward Islamic teachings..

2

\_\_\_\_\_ 4. The ruling of music has stirred debate among Muslim scholars divided them into two poles.

\_\_\_\_\_ 5. Although less popular in western science, living the way the prophet lived is the best way one can do to maintain health.

\_\_\_\_\_ 6. If are hungry, you can take some free food

stored in the fridge.

- \_\_\_\_\_ 7. One will surely get over difficulties after become patience.
- \_\_\_\_\_ 8. IbnQayyim, the most prominent disciple of IbnTaimiyyah, memorized tons of hadiths when young.
- \_\_\_\_\_ 9. The Council of Ulama will give fatwa on controversial issues if needed.
- \_\_\_\_\_ 10. The angels will pray for those send salutation to the prophet<sup>2</sup>

Another possible reduction is when the adverb clause connector is followed by subject plus verb. In this case, the subject is omitted and the verb is changed into -ing form. Here are the examples.

#### Complete form

- When you give sermon during Jumuah prayer, you must speak loudly and clearly.
- Although she seems unhealthy, she keeps her promises.

#### Reduced form

- When giving sermon during Jumuah prayer, you must speak loudly and clearly.
- Although seeming unhealthy, she keeps her promises.

**EXERCISE:**<sup>2</sup> Determine whether the sentences below are correct or incorrect then guess the missing parts in each sentence and fix the errors.

## TOEFL PRACTICE

1. Muhammadiyah organization \_\_\_\_\_ in 1912 has built reputable universities across Indonesia.
  - a. Established
  - b. Establishing
  - c. Was established
  - d. Which established
2. \_\_\_\_\_ to spread in Indonesia since 14<sup>th</sup> century, Islam, based on the writing on the tomb of Fatimah BintiMaimun, came to Indonesia three centuries earlier.
  - a. Believed
  - b. Believing
  - c. Although believed
  - d. Although believing
3. Malahayati was one of Muslim female admirals \_\_\_\_\_ against western imperialists in the 15<sup>th</sup> century.
  - a. Fought
  - b. Fighting
  - c. Was fought
  - d. Was fighting
4. Tuan Guru, a title \_\_\_\_\_ upon religious sermon, is one of Sasak Culture.
  - a. Bestowed
  - b. Bestowing
  - c. Although bestowed
  - d. Was bestowed
5. \_\_\_\_\_ in Islamic boarding school, a student candidate has to hold firm intention of pursuing Islamic knowledge.
  - a. Is enrolled
  - b. Which is enrolled

- 2  
c. Before enrolling  
d. Is enrolling
6. Andalus, \_\_\_\_\_ present Spain, used to be the biggest Islamic empire in Europe.  
A. Being part of  
B. Is the part of  
C. Has the part  
D. And the part of
7. Verily, Allah abhors those \_\_\_\_\_ of the life of this world but ignorant of the hereafter. (Narrated by Al-Hakim)  
A. Which are knowledgeable  
B. Are knowledgeable  
C. Whose knowledgeable  
D. Knowledgeable
8. Going on hajj to Mecca is obligatory for all Muslims \_\_\_\_\_ for some.  
2  
A. Unless unaffordable  
B. It is unaffordable  
C. Unaffordability  
D. Being unaffordable
9. \_\_\_\_\_, one has to do obligatory prayer.  
2  
A. Whenever  
B. Whenever possible  
C. Whenever possibility  
D. Wherever
10. People overjoy Islamic festival of Mawlid \_\_\_\_\_ in west Lombok annually.  
A. Always holding  
B. Is always held  
C. Always held  
D. Always holds

## UNIT 4

### Subject-Verb Inversion

#### Learning Objectives:

By the end of this unit, students are able to:

1. figure out the rules of inverted S-V
2. invert S-V with questions, negatives, place expressions, comparatives, and conditionals.

#### Inversion with Questions

Inversion with questions can take place when question words (5W+1H) are used to ask a question. If used as connectors, the inversion of subject and verb does not occur.

- Where can I have my package sent?
- Where are you from?

But,

- I don't know where I can have my package sent
- Could you tell me where you are from?

#### Inversion with Negatives

Inverted subject-verb can occur when negative expressions are placed in the initial positions of a sentence. When this occurs, the helping verbs are placed before the subjects or when the main verbs is TO BE the be-verb is placed before the subject. Here are some negative expressions: *rarely, never, seldom, only, neither, nor*.

- Rarely have I come across interfaith dialogues in my country.

- Neither do I figure out what you say, nor what you do.

### **Inversion with Place Expression**

2 When placed in front of subject and verb, the verb of a sentence must be placed before its subject. Note that you cannot invert subject and verb when the place expression is not necessary. In other words, when the sentence can stand alone without the place expression then inversion does not occur.

- In the masjid prayed a lot of people.
- There are some huffaz who join the competition.

But,

- In the masjid, we do congregative prayer.
- In the traditional market, I bought new shirts.

### **2 Inversion with comparative**

In terms of inversion of comparative, the helping verb or be-verb are placed before the subject after the word *than*.

- 2 She looks more beautiful wearing hijab than does not she.
- We were a lot happier than were the others.

### **2 Inversion with conditionals**

Inversion in conditional sentence is characterized by both the omission of IF and the change of position of helping verb were, had, and should in the IF clause. In other words, inversion in this case only can occur when the

conditional sentence uses helping verb were, had, or should.

Normal version

- \_\_\_\_\_ 1. Current <sup>2</sup> technology information would have not expanded the algorithm had not invented.
  - \_\_\_\_\_ 2. The spread of Islam was not by sword nor oppression.
  - \_\_\_\_\_ 3. In the age of Uthman was Quran compiled and written on paper.
  - \_\_\_\_\_ 4. Those who pray are more peaceful than are those not.
  - \_\_\_\_\_ 5. Not only the students in the Islamic tradition spent long time to pursue knowledge but also took long journey.
  - \_\_\_\_\_ 6. There a syaikh is who teaches Qur'an maqamat near this masjid.
  - \_\_\_\_\_ 7. Rarely do scholars master the science of faraidh.
  - \_\_\_\_\_ 8. Allah sees you no matter where are you.
  - \_\_\_\_\_ 9. Not only should a Muslim do worship sincerely but also based on the prophetic model.
  - \_\_\_\_\_ 10. Never will the angel of death delay one's death.
- <sup>2</sup> I would learn Quran exegesis if I were good at Arabic.
  - If we had helped him immediately, Insha'Allah he would have been safe.
  - If you should leave for Mecca very soon, contact our nearest agency

### Inverted version

- I would learn Quran exegesis were I good at Arabic.
- Had we helped him immediately, Insha'Allah he would have been safe.
- Should you leave for Mecca very soon, contact our nearest agency

**EXERCISE:** Determine whether the sentences below are correct or incorrect then guess the missing parts in each sentence and fix the errors.

### TOEFL EXERCISE

1. In the land of the Arabs \_\_\_\_\_ tribes.  
A. Live countless  
B. Countless living  
C. Who live countless  
D. When countless
2. Hardly \_\_\_\_\_ the whole Qur'an after a six-year attempt.  
A. He can memorize  
B. Can memorize  
C. Which he can memorize  
D. Can he memorize
3. There are several theological reasons why \_\_\_\_\_ in Islam.  
A. Is pork prohibited  
B. Pork is prohibited  
C. To prohibit pork  
D. Is prohibited
4. Located in the heart of Lombok \_\_\_\_\_ Islamic schools.  
A. Are huge



- B. They are huge  
 C. Huge  
 D. Which are huge
5. In general, the art of Islamic pattern is based on geometric design thus it does not use figurative images nor \_\_\_\_\_ from complex shapes.  
 A. It starts  
 B. Starts  
 C. Does it start  
 D. It is started
- 2 6. Honey, as a part of prophetic medical tradition, heals wounds better than \_\_\_\_\_ conventional treatments.  
 A. Do many  
 B. Many do  
 C. Are many  
 D. Many are
7. \_\_\_\_\_ to control their anger, say 'istiazah' to seek refuge from evil.  
 2 A. Should anyone fail  
 B. Anyone should fail  
 C. If failed  
 D. Failure
8. Only during Ramadan \_\_\_\_\_ locked up.  
 A. Syaitans are  
 B. Are syaitans  
 C. Will syaitans  
 D. Syaitans be
9. The billboard shows \_\_\_\_\_ which is part of halal tourism promotion.  
 A. Where the Qibla direction is  
 B. Qibla direction is

- C. Qibla is directed
  - D. Is it Qibla direction
10. Never in his life \_\_\_\_\_ tell a single lie.
- A. The prophet will
  - B. Did the prophet
  - C. Where the prophet
  - D. When the prophet

## UNIT 5

### SUBJECT-VERB AGREEMENT

#### **Learning Objectives:**

By the end of this unit, students are able to:

1. Locate the Subject (S) and Verb (V)
2. Identify the (in)correct use of S and V with prepositional phrases, expression of quantity, and certain words.

1 Sentence in English has a subject and verb. 1 the subject and verb must agree in every sentence. If the subject in a sentence is singular, the verb must be singular; if the subject in a sentence is plural, the verb must be plural.

The student of UIN Mataram comes to campus

The students of UIN Mataram come to campus

1 In the first sentence the singular subject *student* needs a singular verb, *comes*, and in the second sentence plural subject *students* needs a plural verb, *come*.

There are some conditions in English when the subject – verb agreement happens; those are:

#### **a. After Prepositional Phrase**

1 Sometimes it is not easy to decide when prepositional phrase comes between the subject and verb. If the subject and verb are separated by prepositional phrase, it has no effect on the verb.

<b>SUBJECT/VERB AGREEMENT WITH PREPOSITIONAL PHRASES</b>
<b>S + (prepositional phrase) + V</b>
When <i>prepositional phrase</i> is in the middle of the subject and verb, make sure that the verb agrees with the subject

The students in the classroom are reading Islamic books

The student in the classroom is reading Islamic books

In the first sentence the word *are* should agree with the word *students* because the position of the subject is *students* and the word *are* is auxiliary verb. However, *classroom* is not the subject; it is the object of preposition *in*. In the second sentence the word *is* should agree with the word *student* because the position of the subject is *student* and the word *is* is auxiliary verb. However, *classroom* is not the subject; it is the object of preposition *in*.

- Dr. Yek Amin Aziz, along with his colleagues, teaches Islamic values at UIN Mataram
- Dr. Yek Amin Aziz, along with his colleagues, teach Islamic values at UIN Mataram (wrong sentence)

In the first sentence the word *teaches* should agree with the word *Dr. Yek Amin Aziz* because the position of the subject is *Dr. Yek Amin Aziz* and the word *teaches* is the verb. However, *his colleagues* is not the subject; it is the object of preposition *alongwith*. The second sentence is the wrong sentence because the word *teach* does not agree with the word *Dr. Yek Amin Aziz*. The position of the subject is *Dr. Yek Amin Aziz* and the word *teach* is verb. The word *teach* is the plural verb; it is not singular verb. However, *his*

<sup>1</sup>  
*colleagues* is not the subject; it is the object of preposition *along with*.

Examples:

1. The equality of men's and women's roles at home and workplace in Islam .....to the notion of kodrat
  - a. Relating
  - b. Relates
  - c. Is relating
  - d. Are relating
2. The role of the Nahdlatul Ulama (the NU) and the Muhammadiyah as the two largest Muslim organizations in Indonesia ..... very crucial during the politics of *aliran*(literally stream) in 1950s
  - a. Are
  - b. Is
  - c. Was
  - d. Were

**b. After expression of quantity**

Expression of quantity is one of problems in subject-verb agreement; the problem happens when it becomes a subject. The parts of expression quantity are *all*, *most*, *half*, and *some*, followed by the preposition *of*. In this condition, the subject (*all*, *most*, *half*, and *some*) can be singular or plural; it is based on what follows the preposition *of*.

<b>SUBJECT/VERB AGREEMENT AFTER EXPRESSION OF QUANTITY</b>
--

(all, most, some, half) + OF THE (Object) → Verb
--

When the subject is the expression of quantity, the verb should agree with the object
---

All (of the *faculty*) is excellent  
Singular

All (of the *faculties*) are excellent  
Plural

All (of the *knowledge*) is excellent  
Uncountable

In the first sentence the subject *all* refers to the singular noun *faculty*, so the correct verb is therefore the singular verb *is*. In the second sentence the subject *all* refers to the plural noun *faculties*, so the correct verb is plural verb *are*. In the last sentence, the subject *all* refers to the uncountable noun *knowledge*, so the correct verb is the singular verb *is*.

Examples:

1. All of the Muslim people .....Al-Qur'an
  - a. Reads
  - b. Reading
  - c. Read
  - d. Red
2. Some of the children ..... how to pronounce hurufhijaiyah correctly
  - a. does not know
  - b. are not knowing
  - c. do not know
  - d. were not knowing

**c. After certain words**

There are some certain words which are always grammatically singular in English although they have plural meanings.

### SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS

These are certain words:

Anybody	everybody	nobody	somebody
each (+ noun)			
Anyone	everyone	no one	someone
every (+ noun)			
Anything	everything	nothing	something

Every body needs books to read everyday

S                      V

Every Muslim reads al-Qur'an and sholawat everyday

S                      V

From these sentences we can understand that certain words above need singular verbs. In the first sentence many people read books every day. **Everybody is singular and requires a singular verb *needs***. In the second sentence a lot of people always read al-Qur'an and sholawat everyday. **Every Muslim is singular and requires a singular verb *reads***.

Examples:

1. Every student ..... different way of learning
  - a. Have
  - b. Are
  - c. Were
  - d. Has
2. Each girl at UIN Mataram ..... the veil
  - a. Wearing
  - b. Wear
  - c. Wears
  - d. Are wearing

**Exercise 1:** identify the following sentences which should agree between Subject and Verb; then indicate if the sentences are correct (C) or incorrect (I).

1. \_\_\_\_\_ Prophet Muhammad (pbuh) in Islamic world is truly respected.
2. \_\_\_\_\_ Islamic values in daily life is very important to implement
3. \_\_\_\_\_ All of the students at UIN Mataram are already here.
4. \_\_\_\_\_ The weather in some regions get very hot during this summer.
5. \_\_\_\_\_ Every man, woman, and child are protected under law.
6. \_\_\_\_\_ Each student in the class have to have a book
7. \_\_\_\_\_ Some of the chairs in the classroom are broken
8. \_\_\_\_\_ One of the universities I would like to take is UIN Mataram
9. \_\_\_\_\_ Each student in University have Laptop
10. \_\_\_\_\_ The results of lecturers' researches at UIN Mataram were published in an international journal.

**Exercise 2:** choose the letter of word or group of words that best completes the sentence.

1. Prophet Muhammad (pbuh) in the book of "*The 100, a Ranking of the Most Influential Persons in History*," ..... the No 1 person for the most influential person in the world.
  - a. Becoming
  - b. Will become
  - c. Becomes
  - d. Is becoming



2. Each and every student and lecturer in this university (UIN Mataram) ..... for new buildings by next year.
  - a. Is waiting
  - b. Are waiting
  - c. Waiting
  - d. Waited
  
3. Each of the lecturers of UIN Mataram.....willing to attend the meeting at the weekend.
  - a. Are
  - b. Is
  - c. Was
  - d. Are
  
4. Rector of UIN Mataram, along with vice rectors and staffs, ..... hard everyday
  - a. Have worked
  - b. Is working
  - c. Works
  - d. Work
  
5. Dr. Yek Amin Aziz, as well as his staffs, ..... at the university
  - a. Were
  - b. Are
  - c. Been
  - d. Is
  
6. Some of the students at UIN Mataram ..... from Java.
  - a. Is coming
  - b. Was coming
  - c. come
  - d. comes

7. The price of these books ..... reasonable
- Are
  - Have
  - Were
  - Is
8. Each of the exercises ..... about twenty minutes to complete
- Is taking
  - Takes
  - Take
  - Are taking
9. Nobody ..... to challenge the teacher when she is wrong.
- Dares
  - Dare
  - Daring
  - Are daring
10. She, against her father's wishes, ..... decided to take another department.
- Having
  - Have
  - Is
  - Has

## UNIT 6

### PARALLEL STRUCTURE

#### Learning Objectives:

By the end of this unit, students are able to:

1. locate the rules of parallel structure
2. identify the (in)correct use of parallel structure with coordinating conjunctions, paired conjunctions, and comparison.

In English sentence, we know parallel structure; it is the same pattern of words to show that two or more ideas have the same level of importance. Parallel structure can happen at the word, phrase, and clause level. There are some conditions in English when the parallel structure happens; those are:

**2**  
a. **Parallel structure with coordinate conjunctions**

**Coordinate** conjunction consists of *and*, *but*, and *or*. These conjunctions can join nouns, verbs, adjectives, phrases, subordinate clause, or main clauses. They can join together two of the same thing.

1. Two nouns joined by a coordinate conjunction  
*NKRI is a fixed price **or** die*  
*Dr. Syarifudin is not a businessman **but** a lecturer*  
*Rector of UIN Mataram is a good leader **and** a manager at this University*
2. Two verbs joined by a coordinate conjunction  
Prophet Muhammad (pbuh) received **and** conveyed Al-Qur'an to all humans  
Some students read books **but** don't understand the contents

- The students take the free books at P2B office *or* have them at the office
3. Two adjectives joined by a coordinate conjunction  
 Imam Syafi'I is smart *and* famous  
 Nahwusharaf subject is difficult *but* interesting  
 Will UIN Matarm be good *or* spectacular university in the future?
  4. Two phrases joined by a coordinate conjunction  
 There are some students who are reading books in library *and* in class.  
 Some books are on the table *or* in the bookshelf  
 The classes at UIN Mataram are not started at 07:00 *but* at 07:30 in the morning
  5. Two clauses joined by a coordinate conjunction
    - Muslim people are interested in what prophet Muhammad (pbuh) said *and* what he did
    - The students read history of Muslim scholars because they just want to know *or* because they want to imitate them
    - Many people understand the theory *but* some of them can not implemented in daily life

PARALLEL STRUCTURE WITH COORDINATE CONJUNCTION	
(same structure)	and, but, or
(same structure)	
(same structure), (same structure)	and, but, or
(same structure)	

Examples:

1. I wanted to go to the campus, ..... my friend refused.
  - a. But

- b. Or
- c. For
- d. So

2. His two favorite sports are football ..... tennis.
- a .and
  - b. Or
  - c. But
  - d. So

**1**  
**b. Parallel structure with paired conjunctions**

The paired conjunctions *both....and*, *either....or*, *neither.....nor*, and *not only.....but also* need parallel structures.

I know **both** what prophet Muhammad (pbuh) brought **and** what he taught

**Either** Imam syafi'ior Imam Maliki has school of thought (mazhab)

The holy Qur'an is **neither** in my bag **nor** in my table  
 Islam is **not only** excellent religion **but also** perfect religion

**1**  
**PARALLEL STRUCTURE WITH PAIRED CONJUNCTION**

<b>Both</b>		<b>and</b>
<b>Either</b>	(same structure)	<b>or</b>
(same structure)		
<b>Neither</b>		<b>nor</b>
<b>Not only</b>		<b>but also</b>

Examples:

1. The UIN library offers not only books to read but also .....
  - a. Computers to use

- b. Computers
  - c. Using computers
  - d. To use computer
2. They can correct neither what you say nor what you .....
- a. Wrote
  - b. Has written
  - c. Write
  - d. Writing

**c. Parallel structure with comparison**

When you make comparison, you can describe the similarities or differences between two things, and those should be parallel in structure. You can use: the *-er.....than* ....or the *more.....than.....* to show that two things are different

Unram from Kediri is farther **than** UIN Mataram

To be smart is better **than** to be foolish

Arabic language is **more** difficult **than** Indonesian language.

The comparison which describes <sup>1</sup> how two things are the same is *as.....as...* or expressions such as *the same as* or *similar to*

UIN Mataram is **as big as** Unram

My lecturer explains English subject **the same** simple **as** English subject at school

Is your book **similar to** hers?

<sup>1</sup>

<b>PARALLEL STRUCTURE WITH COMPARISON</b>	
	more.....than
	-er.....than
(same structure)	less.....than

(same structure)

as.....as  
the same.....as  
similar .....to

Examples:

1. My book is as good as .....
  - a. Yours
  - b. Mine
  - c. Them books
  - d. Ours book
2. The boys are happier today than
  - a. They were yesterday
  - b. Them yesterday
  - c. They are yesterday
  - d. They was yesterday

**Exercise 1:** identify the following sentences which should be parallel; then indicate if the sentences are correct (C) or incorrect (I).

1. \_\_\_\_\_ Neither my father or .my brother go shopping.
2. \_\_\_\_\_ I want to know how students decide to answer but not to answer the questions.
3. \_\_\_\_\_ My department did *Keakraban* to beach last week and we took some photos.
4. \_\_\_\_\_ UIN Mataran is not only good but also it is amazing
5. \_\_\_\_\_ Some of UIN students can speak both English and Arabic
6. \_\_\_\_\_ *Ahmad, you either finish your task now nor later, it's your decision*
7. \_\_\_\_\_ We are happy Muslims but happy people

8. \_\_\_\_\_ Yusri is better than Lala when she recites al-Qur'an
9. \_\_\_\_\_ That story is similar to a story that they heard.
10. \_\_\_\_\_ Both UIN Mataram and Unram is big Universities

**Exercise 2: choose the letter of word or group of words that best completes the sentence.**

1. He studies English very hard .....usually gets bad scores
  - a. And
  - b. Or
  - c. But
  - d. So
2. UIN Mataram celebrates anniversary ..... invites many guests
  - a. But
  - b. Yet
  - c. Or
  - d. And
3. I love reading ... al-Qur'an ... yellow books
  - a. Both ... and
  - b. Either ... or
  - c. Neither ... nor
  - d. Not only ... but also
4. You can either wear shirt ... casual dress to work at the office.
  - a. or
  - b. Nor
  - c. And
  - d. To
5. Ari is not feeling well, ..... he will come to class.



- a. And
  - b. But
  - c. Or
  - d. So
6. Traditional clothes in your region is .....traditional clothes in my region
- a. As...as
  - b. The same...as
  - c. Similar to
  - d. More....than
7. This subject is ..... than the one we had before
- a. Difficulter
  - b. As difficult as
  - c. Similar difficult to
  - d. More difficult
8. What you give is .....what you are given
- a. More useful than
  - b. Usefuler than
  - c. Most useful than
  - d. Usefulest of
9. .... parents or your brothers can help you in your study
- a. Both
  - b. Neither
  - c. Either
  - d. Not only
10. There are books to read, homework to do, and.....
- a. Questions to be answered
  - b. Questions to answer
  - c. Answering questions
  - d. To answer questions

## UNIT 7

### COMPARATIVES AND SUPERLATIVES

#### Learning Objectives:

By the end of this unit, students are able to:

1. figure out the rules of comparatives and superlatives
2. identify the (in)correct use of **comparatives and superlatives**.

#### a. **Form comparatives and superlatives correctly**

In English, to make comparative you should put **either -er or more** and **than**. In the comparative, you use **-er** with **short adjectives**, one syllable, **such as** the word *big*, and **more** is used with **longer adjectives**, two syllable or more, such as the word *handsome*.

THE FORM OF COMPARATIVES AND SUPERLATIVES	
COMPARATIVES	More + long adjective      than Short adjective + er      than
SUPERLATIVE	The most + long adjective in, of, that Short adjective + est in, of, that

Tarbiyah Faculty is bigger than Syari'ah Faculty

Ahmad is more handsome than hasim

Adam's grades are higher than his sister's

Today is hotter than yesterday

This chair is more comfortable than the other

1 The superlative is formed with *the most* or *the.....est*. sometimes *in, of* or *that clause*. You use *-est* with short adjectives, one syllable, such as the word *big* and *most* is used with longer adjectives, two syllable or more, such as the word *handsome*.

Tarbiyah Faculty is the biggest Faculty at UIN Mataram

Ahmad is the most handsome of all the men in the class

Islam is the most complete religion that I have ever known

Ibrahim is the tallestboy in the family

Diana is the shortest of the tree sisters

Examples:

1. Science and Mathematics are the.....subject for me in the school
  - a. Difficult
  - b. Difficuler
  - c. Most difficult
  - d. More difficult
2. Rahman runs .....than you think
  - a. Slower
  - b. More slow
  - c. Slowest
  - d. The most slowest

**b. Use the irregular –er, er structure correctly**

These sentences begin with a comparative construction, and thus the second clause must also begin with a comparative.

**The + comparative + subject + verb , the + comparative + subject + verb**

The hotter it is, the more miserable people feel  
The bigger they are, the harder they fall

**The more + subject + verb , the + comparative + subject + verb**

The more you study, the smarter you will become  
The more he reads, the more he knows

Examples:

1. ....you go to mosque, the ..... you will feel
  - a. The more soon – the good
  - b. The more sooner – the better
  - c. The sooner – the best
  - d. The sooner – the better
2. ....he slept, ....he felt
  - a. The more - the more comfortable
  - b. The more – the most comfortable
  - c. The more – the comfortabler
  - d. The more – the comfortablest

**Exercise 1:** identify the following sentences which should beComparatives and superlatives; then indicate if the sentences are correct (C) or incorrect (I).

1. \_\_\_\_\_ Islam population is **the** largest population **in** Indonesia
2. \_\_\_\_\_ UIN Mataram offers the widest variety of Departments

3. \_\_\_\_\_ This book is the more useful book that I have ever had
4. \_\_\_\_\_ NahwuSharaf is most difficult than Indonesian Grammar
5. \_\_\_\_\_ The faster you read, the more confused you are
6. \_\_\_\_\_ the more you tell, the worst condition will be
7. \_\_\_\_\_ He has the bigger house of all his friend
8. \_\_\_\_\_ the faster you do, the sooner you finish
9. \_\_\_\_\_ Grammar subject is the more easier than listening
10. \_\_\_\_\_ *Your house is bigger than mine but Hadi has the biggest house here*

**Exercise 2: Choose the letter of word or group of words that best completes the sentence.**

1. You are .....now than you were yesterday
  - a. More stronger
  - b. Strongest
  - c. Stronger
  - d. Most strong
2. The Islamic department is .....of the departments at UIN Mataram
  - a. The biggest
  - b. Bigger
  - c. More bigger
  - d. The most biggest
3. The buildings of UIN Mataram are now ..... that it has ever been
  - a. Bigger
  - b. The more bigger
  - c. Big

- d. The biggest
4. The more you use mobile phone, .....you get
- a. The more dangerous
  - b. The most dangerous
  - c. The dangerousnest
  - d. The danger
5. The more Muslim People are in mosque, ..... they are
- a. The happy
  - b. Happier
  - c. The happier
  - d. The more happy
6. .... You try, .....you get
- a. The harder – the soon
  - b. The hard – the sooner
  - c. The hardest – the sooner
  - d. The harder – the sooner
7. They always try to give .....and .....job that they can do
- a. The better – more useful
  - b. The best – the most useful
  - c. The best – usefuler
  - d. Good – most useful
8. The book you are reading now is .....book that you have ever read
- a. The most important
  - b. More importantest
  - c. More important
  - d. The importantest
9. The lecturer indicated that Farid's thesis was  
1 .....than the other students' thesis
- a. More longer

- b. Longer
  - c. Most longer
  - d. The most longest
10. ....you send your goods, ....your friends receive it
- a. The earliest – the sooner
  - b. The more early – the sooner
  - c. The earlier – the sooner
  - d. The most early – the soonest

## UNIT 8 FORM AND USE OF VERB

### **Learning Objectives:**

By the end of this unit, students are able to:

1. figure out the correct forms of different verbs.
2. Identify the (in)correct use of different verb forms in different tenses.

### **1. Form of the Verb**

It is common when students study English, they must know the verb. There are some forms of the verbs, namely the basic form, the present tense, the present participle, the past, and the past participle.

BASIC FORM	PRESENT	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
Invite	Invite(s)	Inviting	Invited	Invited
Listen	Listen (s)	Listening	Listened	Listened
Eat	Eat (s)	Eating	Ate	Eaten
Write	Write (s)	Writing	Wrote	Written
Speak	Speak (s)	Speaking	Spoke	Spoken
Start	Start (s)	Starting	Started	Started

#### **a. After Have, use the past participle**

Be sure that when you see helping verb *Have* in any of its form (have, has, had) you should follow it with the past participle form.

#### **VERB FORMS AFTER HAVE**

HAVE + Past Participle



They had read al-Qur'an  
The students have listened to the speech  
She has taken the final examination

Examples:

1. They are cooking delicious food because their parents.....
  - a. Is arriving
  - b. Has arrived
  - c. Have arrive
  - d. Arrived
2. The students went home after they.....their homework
  - a. Have finished
  - b. Had finished
  - c. Is finishing
  - d. Are finishing

**b. After Be, use the present participle or the past participle**

The verb *be* (am, is, are, was, were, be, been, being) can be followed by other verbs. It follows either the present participle or the past participle.

VERB FORMS AFTER <i>BE</i>
BE + present participle past participle

The rector is delivering his speech  
The door is locked  
Radi is eating apple  
The letters are written by the students

Examples:

1. We are .....TV right now
  - a. Watching
  - b. Watched
  - c. Have watched
  - d. Had watched
2. The package was.....by me yesterday
  - a. Take
  - b. Taking
  - c. Took
  - d. Taken

**1**  
**c. After Will, Would, or Other Modals, use the base form of the verbs**

When you use modal in your sentences such as *will, would, shall, can, could, must, should, may*, etc., you make sure that all forms of modal should be followed by verbs in base form.

<b>1</b> VERBS FORMS AFTER MODALS		
Modal	+	base form of the verb

The students must come on time  
 The lecturer will give test to the students  
 My friend can help me anytime

Example:

1. She can .....English very well
  - a. Speaks
  - b. Speaking
  - c. Speak
  - d. Spoke
2. They may .....us as soon as possible
  - a. Visit

- b. Visits
- c. Visiting
- d. Visited

## 2. The Use of Verb

There are some problems in practicing verbs in English sentences; so you have to identify them correctly. Those are:

### a. <sup>1</sup> Knowing when to use the past with present

Past tense **and** present tense are totally different both in meaning and in time. Past tense is activity in past and Present tense is activity related to right now. You can make those two tenses in one sentence and they are logical.

I understand that they were late  
I believe that he did it

Sometimes past tense and present tense cannot be in one sentence because they have illogical meaning.

People drank ice when they are thirsty  
We listened to music when we want it

In these two sentences above, they are illogical because it is impossible to do something in the past and you want the result in present. The correct sentences should be:

People drank ice when they were thirsty  
We listened to music when we wanted it

Those two sentences are logical sentences because they have same tenses and have logical meanings.

Simple present tense	Simple past tense
S + V1 + O	S + V2 + O

Examples:

1. Last semester I .....bad score and .....short semester
  - a. Get – take
  - b. Got – take
  - c. Get – took
  - d. Got – took
2. Umar .....at UIN Mataram after he .....from senior high school
  - a. Study – graduate
  - b. Studied – graduate
  - c. Studying – graduating
  - d. Studied - graduated

**b. Using had and have correctly**

Present perfect and past perfect sometimes make students confused when they practice in sentences. Those two tenses are completely different in uses. Present tense refers to period of time, from the past to the present while past perfect refers to period of time that started in the past and ended in the past. Study following sentences:

Rahman has lived in Mataram for five years  
(present perfect)

The students have studied English for two hours (present perfect)

These two sentences mean that the subject Rahman lived in Mataram for five years until now and the students studied English for two hours until now.

- Rahman had lived in Sumbawa for five years when he moved to Mataram (past perfect)

- The students had studied English for two hours when they watched TV (past perfect)

Those two sentences above mean that the subject Rahman lived in Sumbawa for five years before he moved to Mataram and the students studied English before they watched TV.

1

USING (HAVE + PAST PARTICIPLE) AND (HAD + PAST PARTICIPLE)			
TENSE	FORM	MEANING	USE
Present perfect	Have + past participle	Past up to now	Not with a past tense
Past perfect	Had + past participle	Before past to past	Not with a present tense

Examples:

1. Because he....., she is unhappy
  - a. Have failed
  - b. Has failed
  - c. Had failed
  - d. Failing
2. The students ..... to class before their teacher came
  - a. Had come
  - b. Have come
  - c. Came
  - d. Coming

**c. Using correct tense with time signal**

In English there is time signal or time expression that indicates what verb tense is required in the sentences.

I came to Jakarta in 2004 (simple past)

They had studied in Java by 2012 (past perfect)

You have live in Mataram since 2018 (present perfect)

USING CORRECT TENSES WITH TIME SIGNAL		
PAST PERFECT (S + HAD + V3 + O)	SIMPLE PAST (S + V2 + O)	PRESENT PERFECT (S + HAS/HAVE + V3+ O)
By (2012)	Last time Yesterday Last month In (2004)	Since (2018) Lately

Examples:

1. My father .....me last night
  - a. Visited
  - b. Has visited
  - c. Have visited
  - d. Visiting
2. They ..... to murottal al-Qur'an since a hour ago
  - a. Listened
  - b. Have listened
  - c. Listening
  - d. Listen

**Exercise 1:** Identify the following sentences which should beForm and use of the verb; then indicate if the sentences are correct (C) or incorrect (I).

1. \_\_\_\_\_ They have often read al-Qur'an during the meetings
2. \_\_\_\_\_ The students has broke the tables
3. \_\_\_\_\_ The homework should have been collect by morning
4. \_\_\_\_\_ We do not know when they will come

5. \_\_\_\_\_ The student must gets reward when they have achievement
6. \_\_\_\_\_ Every Muslim must pray five times a day
7. \_\_\_\_\_ *When I was child, I always stayed in Islamic Boarding school*
8. \_\_\_\_\_ Muslim people woke up every morning because they pray Subuh
9. \_\_\_\_\_ The students have written many homework lately
10. \_\_\_\_\_ They have called me last night

**Exercise 2: Choose the letter of word or group of words that best completes the sentence.**

1. All pilgrims .....in Indonesia last month
  - a. Arrived
  - b. Have arrived
  - c. Had arrived
  - d. Arriving
2. When he .....the house, he ..... Me
  - a. Buy – call
  - b. Had bought – called
  - c. Bought – calling
  - d. Have bought – call
3. He put his books when he ....to Mall
  - a. Goes
  - b. Have gone
  - c. Went
  - d. Go
4. They said that they ..... the homework when you.....to campus.
  - a. Have done – have come
  - b. Did – come
  - c. Did – came

- d. Had done – had come
- 5. Daud has .....about taking the project
  - a. Think
  - b. Thinking
  - c. Thought
  - d. Have been thought
- 6. The final test score has .....on the laptop
  - a. Copied
  - b. Been copied
  - c. Copy
  - d. Been copying
- 7. We are .....yellow books
  - a. Discussed
  - b. Discuss
  - c. Discussing
  - d. Been discussing
- 8. They could ..... more than two homework at one time last week
  - a. Did
  - b. Done
  - c. Doing
  - d. Do
- 9. This book must .....to you. It is not mine
  - a. Belonging
  - b. Belongs
  - c. Belong
  - d. Belonged
- 10. I have ....you all the things I have
  - a. Given
  - b. Gave
  - c. Give
  - d. Giving



## UNIT 9 PASSIVE VOICE

### Learning Objectives

By the end of the unit, the students are able to:

1. Figure out the pattern of passive sentences
2. Locate the (in)correct use of passive pattern in different sentences.

**The passive** is used when we are more interested in the event than the person who caused the action. A passive sentence can only be formed from an active sentence which contains an object. The difference between **an active** and **a passive verb** is that the subject in an active sentence does the action of the verb, and the subject in a passive sentence receives the action of the verb. To change an active sentence into a passive one, we need to make two changes, namely (1) the object of the active sentence becomes subject in the passive sentence and the subject of the active sentence becomes object in the passive sentence, (2) the verb in the passive sentence is formed by putting the helping verb *be* in the same form as the verb in the active sentence and adding the *past participle* of this verb.

SENTENCES	
ACTIVE	PASSIVE
1. Allah shook the earth.	1. The earth <i>was shaken</i> by Allah
2. Muhammad invited the Arab people to accept Islam.	2. The Arab people <i>were invited</i> by Muhammad to accept Islam.
3. Muslims perform five prayers a day.	3. Five prayers are performed by Muslims a day.

### Study the examples below

In these examples, to convert the active sentences to the passive sentences, you must first make the subject of the active sentences, *Allah, Muhammad, Muslims* the object of the passive sentence with *by*. The object of the active sentences, *the earth, the Arab people, five prayes* becomes the subject of the passive sentences. Next, the passive verbs can be formed. Because *shook* and *invited* in the past tense in the active sentences, the past tense of *be* (*was/were*) are used in the passive sentences and *perform* in the present tense in the active sentence, the present tense of *be* (*is/are*) is used. Then the verbs *shook* and *invited*, *perform* in the active sentences are changed to the past participle *shaken* (irregular verb), *invited*, *performed* (regular verbs) in the passive sentences.

Note that to form the passive tenses you will need the right form of the verb *to be* and the *past participle* of the active verb, so it is important that you learn the forms of the verb *to be* first. **Note** also that Avoid using the past participle without a form of the verb *be*.

Tenses	Verb to be
Simple present	are
Present continuous	are being
Simple past	were
Past continuous	were being
Present perfect	have been
Past perfect	had been
Future	will be
Future continuous	will be being
Present conditional	would be
Past conditional	would have been

**Practice 1:** Identify the verbs that should be in passive in the following sentences, then define whether the sentences are correct (C) or incorrect (I).

1. The Quran was written in Arabic.
2. Three bullets **had removed** from his body.
3. The article is took from the Jakarta Post.
4. The phone was answered by John on the first ring.
5. The tests have been prepared carefully by the teachers.
6. Medicines **were distribute** among the poor.
7. The invitation **has been accepting** by the minister.
8. The young patient is visited by his relatives and friends every day.
9. The project **will be undertaken** by us.
10. Oil prices are risen every year.

**Practice 2:** All of the following sentences are incorrect because they use participles without the form of the verb *be*. Complete the sentences using the correct form of the verb *be*.

1. My wedding ring made of yellow and white gold.
2. If your brother invited, he would come.
3. Mr. Wilson known as Willie to his friends.
4. References not used in the examination room.
5. Laura born in Iowa.

**Practice 3: Choose the best alternative.**

1. The traditions in our family from generation to generation, and I expect this will continue in the future.  
A. are going to be passed down  
B. may have been passed down

- C. were being passed down  
D. have been passed down
2. Most of the e-mail accounts at our company by a virus last week.  
A. affected  
B. were affected  
C. was affected  
D. have been affected
3. It that supplies of oil and natural gas may be exhausted in under 100 years.  
A. believes  
B. is believing  
C. is believed  
D. be believed
4. I think students to major in the sciences at this university for the past several years.  
A. was being encouraged  
B. should be encouraged  
C. are being encouraged  
D. have be enencouraged
5. a tour of the facilities? It is important for you to see every thing.  
A. were you given  
B. you had been given  
C. you could be given  
D. are you given
6. Many issues at the meeting by the time you arrived.  
A. areraised

- B. had been raised
  - C. raised
  - D. have been raised
7. Details of the accident will sometime tomorrow.
- A. release
  - B. are released
  - C. be released
  - D. being released
8. In the past, it was thought that the sun revolved around the Earth.
- A. thinking
  - B. has thought
  - C. think
  - D. thought
9. Mike was not admitted to the program because he didn't have an undergraduate degree in a relevant field.
- A. should not admit
  - B. was not admitting
  - C. should not have been admitted
  - D. was being admitted
10. The results of Claire's study are being reviewed by her advisor right now.
- A. are being reviewed
  - B. was reviewed
  - C. is reviewed
  - D. had been reviewed

## UNIT 10 NOUNS AND PRONOUNS

### Learning Objectives

By the end of the unit, students are able to:

1. recognize different types of nouns and pronouns
2. identify the (in)correct use of nouns and pronouns

**Noun** is a word like baby, women, dog, chicken, house, school, chair and table, which can be used with an article. Nouns are the most often the name of people, animal, places and things. Nouns can be singular and plural. While a **singular noun** refers to one person, thing, animal, or place, a **plural noun** refers to more than one person, thing, animal, or place. Such key words as *each, every, a, one, and single* indicate that a noun should be singular. Otherwise, such key words as *many, several, both, various, and two* indicate that a noun should be plural.

### KEYWORDS FOR SINGULAR AND PLURAL NOUNS

For singular nouns	each, every, a, an, one, single
For plural nouns	many, several, both, various, two

**Study these examples.**

- *Each student* is required to pray five minutes before leaving the class.
- He knows the name of *every Muslim scholar* in the world.
- One place I'd really like to visit is Makkah.
- Our university has *many experts* in Islamic education.

- Several lectures will be trained how to teach English and Arabic effectiely.
- We can apply *various ways* of interpreting hadits.

**Practice 1:** Identify the key words and the nouns they describe in the following sentences, then indicate if the sentences are correct (C) or incorrect (I).

1. She talked to eachpeople in the room.
2. There is not a singlebit of food in the refrigerator.
3. After the strike, the company dismissed many employees.
4. Both classes started on time.
5. The teacher has ordered two books from the bookstore.
6. You must answer every questions on the test.
7. She tried several times to call me.
8. He offered me only one glass of water.
9. We had various kindof drinks with the meal.
10. I want something to read. I'm going to buy some paper.

Further, nouns can be classified as countable or uncountable. **Countable nouns** are those, which can be counted. They are the names of separate objects, people, ideas, for example: water, sand, tea, sugar, soup, milk, butter, ink, cheese, rice, food, etc While those which cannot be counted are called **uncountable nouns**. They are the names of materials, liquids, abstract, qualities collection and other things, which we see as masses without clear boundaries and not as separate objects, for example book, pencil, umbrella, car, letter, egg, cat, girl, cupboard, shirt, etc. There area number of keywords that can be used with countable and uncountable nouns. Therefore, it is important for you to recognize the difference between

countable and uncountable nouns based on the keywords which join them.

NUMBERS WITH COUNTABLE AND UNCOUNTABLE NOUNS				
For countable nouns	many	number	few	fewer
For uncountable nouns	much	ammount	little	less

Study these examples.

- There are *many reason* why women wear a hijab.
- My company didn't *earn much profit* this year.
- *The number of students* taking TOEFL is increasing.
- We've *had* an enormous *amount of help* from people.
- *Few scholars* understand classical islamic books.
- We had *little time* to prepare before we had to go.
- There are *fewer chairs* in this room than in the other room.
- He was advised to drink less beer in order to be healthier.

**Practice 2:** Identify the key words to tell you if a noun is countable or uncountable in the following sentences, then indicate if the sentences are correct (C) or incorrect (I).

1. She will visit in a few months.
2. Many are unnecessary.
3. You need to show a little kindness.
4. You have a number of choice.
5. There was a large amount of apples in the bowl.
6. We have fewer opportunities now.
7. How much money is left?
8. He caused less problems this time.



9. They need a little times to finish their work.
10. He visited many exotic places.

**Pronoun** is a word like I, me, you, he, him, she, her, it, we, us, they, and them. A pronoun takes the place of noun or a noun substitute. And the word or structure it replaces or refers to be its antecedent. At least there are two kinds of pronouns, namely subject pronouns and object pronouns. The subject pronouns function as the subject of a clause or sentence. A **subject pronoun** is often used to replace person or thing in subsequent sentences to avoid repetition. The subject pronouns are: *I, you, he, she, it, we, they*. An **object pronoun**, also called **objective pronoun**, functions as the object of a verb or preposition, as distinguished from a subject or subjective pronoun, which is the subject of a verb. The object pronouns are **me, you, him, her, it, us, and them**. The object pronouns come after either a verb or a preposition.

PRONOUNS	
Object Pronous	<i>I, you he she it we they</i>
Subject Pronoun	<b>me you him, her it us them</b>

### Study these examples

- *She* believes that Islam will give *her* peace .
- *He* sent prophets to show *us* the right path.
- *You* have to read *it* three times a day.
- *We* want *them* to be good Moslems
- *I* told *him* to be ready tomorrow.
- *It* tells *us* how to serve and worship God.
- *You* can inform *him* after *you* finish praying.

**Practice 3:** The following sentences contain at least one subject and object pronoun. Define whether they are correct (C) or incorrect (I) and correct mistakes.

1. I was surprised to learn that Betty and him were hurt in the accident.
2. I often remember when Paul and I visited Rome.
3. He moved the furniture by himself.
4. She gave us, Margaret and I, the notes we missed in class.
5. They were sitting by themselves next to the swimming pool.
6. That project is the responsibility of Susan and she.
7. The tourists asked us, my cousin and me, how to get to the museum.
8. Please be sure to notify my husband or I when the package arrives.
9. How often do you have the opportunity to meet a man as intelligent as him?
10. For the majority of us the issue is rather confusing.

In addition to subject and object, pronouns can be broken down into possessive adjective and possessive pronouns. A **possessive adjective** is an adjective that is used to show ownership. It describes a noun and it comes before a noun in the sentence and lets us know to whom the noun belongs. While many cases of ownership are shown with possessive nouns, these possessive adjectives are not nouns and are not formed by adding an apostrophe *s*. The possessive adjectives are *my*, *your*, *his*, *her*, *its*, *our*, and *their*. Do not confuse these possessive adjectives with possessive pronouns. A **possessive pronoun** does show ownership, but it does not come before a noun or in a noun phrase. It stands alone. It can also be used to replace a

noun. The possessive pronouns: *mine, yours, his, hers, and its.*

<b>1</b> Possessive Adjectives	Possessive Pronouns
my	mine
you	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

### Study These Examples.

- These bags are **mine**, not **yours**.
- All the essays were good but **his** was the best.
- The house on the corner is **theirs**.
- Remember not to judge a book by **its** cover.
- **My** brother visited the art gallery last night
- **Our** father told us not to quarrel with anyone.
- **Their** favorite teacher did not come yesterday.
- I could not understand **her** intentions.

**Practice 4;** Circle A, B, C, or D for the best answer.

1. My sister bought that new car last week That car is \_\_\_\_\_.  
A. his  
B. hers  
C. her  
D. your
2. Excuse me. Have you seen \_\_\_\_\_ cell phone? I lost it.  
A. my

- B. mine  
C. me  
D. hers
3. What time does \_\_\_\_\_ English class begin?  
A. ours  
B. you  
C. your  
D. its
4. Is this \_\_\_\_\_ pen? Does it belong to you?  
A. you  
B. him  
C. your  
D. yours
5. What do you like to do in \_\_\_\_\_ free time?  
A. ours  
B. your  
C. yours  
D. mine
6. \_\_\_\_\_ home is located downtown, so it's close to my work.  
A. we  
B. theirs  
C. ours  
D. our
7. I don't think that sandwich is mine. I think it's \_\_\_\_\_.  
A. her  
B. yours  
C. their  
D. our
8. My brother doesn't like \_\_\_\_\_ new job because it's very boring.  
A. his  
B. its

- C. he
- D. hers

9. Is it his, hers, yours, ours, or \_\_\_\_\_? I really don't know!

- A. they
- B. theirs
- C. them
- D. him

10. The blue car isn't my sister's car. The green one is \_\_\_\_\_ car.

- A. her
- B. she
- C. hers
- D. his

## UNIT 11

### ADJECTIVES AND ADVERBS

2

#### Learning Objectives

By the end of the unit, students are able to:

1. Distinguish the use of adjectives and adverbs
2. Identify the (in)correct use of adjectives and adverbs

**Adjective** is a word like tall, handsome, happy, lazy, hungry, etc, which is used to describe people, things, event, etc. An adjective describes a noun or pronoun by telling something about it; which one, what kind, how big, small, old or young. Beside that, most adjectives can go in two main places in a sentence; before a noun (describing a noun) and after linking verbs such as *is, am, are, was, were* (describing pronoun).

BASIC USES OF ADJECTIVE	It describes nouns
	It describes pronouns

#### Study these examples:

- The Quran is the *final* book sent by Allah.
- A *true* Muslim believes in the day of judgement and life after death.
- The teacher is *helpful*.
- Life in hell is *miserable*.
- The Quran's rhyme and rhythm are *beautiful*.

In the first three sentences the word *final, true, new* describe the nouns *book, Muslim, teacher*. In the second three sentences *helpful, miserable, beautiful* describe the pronouns *the teacher, life, the Quran*.

Beside that, adjectives can also come after other linking verbs such as, *seem, look, become, look, prove, smell, sound, appear, taste, feel, get*. Make sure to use an adjective rather than an adverb after linking verbs. Here, the adjective used after the linking verbs describes the pronouns.

### Study these examples

- Some people feel *faceful* when they listen to Quran recitation.
- She **appears** *upset* about the announcement.
- You looked *pale* yesterday but you are glowing today.

In the these examples, the adjectives *wonderful, upset, pale* describe the pronouns in the sentences.

**Adverb** is a word like tomorrow, today, greatly, badly, fully, extremely, there, here, also, soon, etc. which is used to say, for example, when or where something happen. Adverbs add more to the meaning of a verb, an adjective or another verb. Generally, an adverb rather than an adjective will come directly after a verb because the adverb is describing the verb. Specifically, Adverbs describe or modify verbs, answering questions like how, when, where, why, and under what circumstances the action of the verbs occur. It should be noted that it is possible to have an adverb directly after a linking verb, but only if the adverb describes an adjective that follows. It is incorrect to place an adverb between a verb and its object.

BASIC USES OF ADVERBS	It describes verbs
	It describes adjectives

### Study these examples

Mr. Jones drives **carefully**.

James coughed **loudly** to attract her attention.

The cruise was **terribly** expensive.

Sally feels unbelievably**happy** about the news.

In the first two examples, the adverb *carefully and loudly* describes the verbs and in the second two examples, the adverb *terribly and happy* describe the adjectives.

Generally, adverbs are made from adjectives by adding the suffix *ly* to an adjective changes it to an adverb.

Adjectives	Adverbs
beautiful	beautifully
correct	correctly
happy	happily
quick	quickly
loud	loudly
careful	carefully
bright	brightly
easy	easily
nice	nicely
clear	clearly

**Practice 1:** Underline the adjectives and adverbs in the following sentences and determine the words they describe.

1. She likes her students to arrive promptly for class.
2. We studied really hard for the test.
3. He was bright and attractive.
4. The child ran fast to get to school.
5. The carefully organized tour of the city was a huge success.



6. I read an interestingly written report.
7. I believe she is a very lonely woman.
8. I didn't like his plan, which seemed unnecessarily complicated to me.
9. I have an awful headache, so could you please be quiet.
10. I ran badly in my first race, but in the second race I did much better

**Practice 2:** Decide whether to use an *adjective* or an *adverb* in each of the following sentences

1. Alyssa performed (good/well) on the exam.
2. The car moves (quick/quickly).
3. Abram scored the test (accurate/accurately).
4. The winner of the contest is certainly (beautiful/beautifully).
5. My new car runs so (smooth/smoothly).
6. The color of my house is (bright/brightly) yellow.
7. That old computer runs so (slow/slowly).
8. After going to the dance, Sumi was (real/really) tired.
9. She was known for her (intense/intensely) powerful voice.
10. That meal was (delicious/deliciously).

**Practice 2:** Identify adjectives and adverbs in the following sentences, then define whether the sentences are correct (C) or incorrect (I) and correct mistakes.

1. The bus arrived lately, so I missed my first class.
2. We did not pass the test, but we certainly tried hard.
3. Although he plays soccer well, he plays tennis bad.
4. When Ms. Smith went to Germany, she bought an exquisitely carved vase.
5. They had a real good chance of winning the national competition.

6. <sup>3</sup> The careful organized tour of the city was a huge success.
7. <sup>3</sup> We worked hard and saved enough money to take a trip.
8. <sup>3</sup> There was a hasty called meeting to discuss the bus strike.
9. <sup>3</sup> He was thorough interested in the subject.
10. <sup>3</sup> The child ran fastly to get to school.

## UNIT 12 ARTICLES AND PREPOSITION

### 2 Learning Objectives

By the end of the unit, students are able to:

1. Locate the (in)correct use of different articles with singular and (in)definite nouns
2. Identify the (in)correct use of prepositions

**Articles** are words that define a noun as specific or unspecific. Article can be indefinite and definite. The indefinite articles are used to modify singular nouns. They are used before nouns that are nonspecific within their class. The indefinite article takes two forms. It is the word *a* when it precedes a word that begins with a consonant. It is the word *an* when it precedes a word that begins with a vowel. **A singular noun must have an article (*a, an, the*.)** A plural noun can take either a definite article or no article at all. In other words, when the nouns are countable plural or uncountable, it is possible to have either the definite article *the* or no article (indefinite). The definite article limits the meaning of a noun to one particular thing and the definite article is the word *the*. It precedes a noun when something specific (i.e., definite) is being referred to. Indefinite articles, on the other hand, are used before nouns that are nonspecific within their class.

Articles	Countable Singular Nouns	Uncountable Singular Nouns	Uncountable Nouns
Indefinite (General)	a, an	without a, an	without a, an
Definite (Specific)	the	the	the

### **Study these Examples.**

- *The* prophet has shown us the path of obedience, peace and happiness.
- *The* angels are spiritual beings created by Allah.
- A Muslim believes in Allah and he expresses his belief in words the like.
- It is permissible for *a* man to undertake the legitimate business himself.
- Most kids like milk.
- She need pens to write the outline.
- I want to buy a laptop for my assistant.

In these examples, the definite article tells you something referring to specific *prophet, Angels* that you know about it or that has been mentioned or discussed before. On the other hand, the indefinite article refers to a general idea of *Muslim, man*. Further, In these examples, the word *milk* is an uncountable noun (no article needed), pens is countable plural (no article needed), and laptop is a countable singular (article needed).

There are a few exceptions to the general rule of using *a* before words that start with consonants and *an* before words that begin with vowels. When the first letter of a word is a consonant, but it is unpronounced, use *an*. Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, use *a*.

### **Study these examples.**

- Prophet Muhammad is *an honest* person.
- He received *an honourable* discharge from the army.
- I waited for *an hour* and then I left..

- She is *a United States* senator.
- She has *a euro*.
- Is there *a university* in this town?

**Practice 1:** Find the articles in the sentences below and decide whether the sentences are correct (C) or incorrect (I).

1. I want to be a English teacher when I grow up.
2. Tom is an interesting person.
3. I left it at office.
4. We're having fish for a dinner
5. **The** sun shines brightly.
6. She is holding an umbrella.
7. Can I ask a question
8. Sanskrit is difficult language to learn.
9. Can you open the door, please?
10. What do you usually have for a breakfast?

**Practice 2:** Complete the following sentences with an indefinite or a definite article or no article.

1. Robert and Jessica went to \_\_\_\_\_ party last night.
2. Can you tell me how to get to \_\_\_\_\_cinema from here?
3. I recommend you try\_\_\_\_\_tomato soup at this restaurant.
4. \_\_\_\_\_beer is not good for you.
5. I can't believe I failed \_\_\_\_\_ yesterday's test!
6. Do you have \_\_\_\_\_ dictionary that I can borrow?
7. Pandas and \_\_\_\_\_ tigers are both endangered animals.
8. \_\_\_\_\_ owl is \_\_\_\_\_ bird.
9. Hania broke \_\_\_\_\_ glass when she was washing-up.
10. May I have your \_\_\_\_\_ phone number?

A **preposition** is a word used to say something about a noun. It frequently explains the relationship of the noun to another word or phrase in the sentence. The most common English prepositions are short words like: ‘**to**’, ‘**in**’, ‘**on**’, ‘**at**’, ‘**for**’ and ‘**by**’. The problem is that there are a lot of prepositions in the English language and their usage doesn’t follow any simple set of rules. The only way to use prepositions in English correctly is to learn them individually and in context. Prepositions can be used in two ways, in **literal way** and in **idiomatic way**. In the literal use, the preposition means exactly what you expect. In the idiomatic use, the meaning of the expression has nothing to do with the literal meaning.

USES OF PREPOSITION	
Literal use	The preposition means exactly what you expect
Idiomatic use	The preposition has nothing to do with the literal meaning

### Study These examples

- I look **up** the tree, but I couldn’t see my cat.
- I will throw **away** the rubbish.
- I spent the day running **around** town.
- Let's put **off** that meeting to next Monday
- The students handed **in** their papers and left the room.
- I cannot make **out** what she’s saying.

In the first three examples, the prepositions *up*, *away*, *around* have literal meaning. They are only preposition and their meaning as what it is. While in the second three examples the preposition *off*, *on*, *out* have non literal or

other meanings because they have nothing to do with the meaning of *off*, *in*, *out*. Here, *put off* means *arrange*, *hand in* means *submit*, *make out* means *understand*.

**Practice 3.** The following sentences contain preposition. Define whether the sentences are correct (C) or incorrect (I). Then correct mistakes.

1. Did you agree to your father on which car you should buy?
2. They arrived to Paris sometime early in the summer.
3. Were the students accustomed to leaving early on Fridays?
4. Whether we leave early or late depends about your schedule.
5. The doctor objected to the patient's leaving the hospital a day early.
6. David was surprised with the amount of time necessary to fix the car.
7. Lombok is famous of its beautiful mountain.
8. Unfortunately, my new computer is not compatible to my old computer printer
9. The soldier showed great courage in the face of death.
10. Are you familiar to early American art?

**Practice 4:** Preposition have been omitted in the following sentences, identify where preposition have been omitted. Then find out the correct preposition for the sentences.

1. Can you come a better idea?
2. She pointed that the shops would already be closed.
3. Would anybody like to take this new client?
4. I went dinner my husband last night.
5. Where did you grow?
6. I'd love to set my own business.
7. I really want to get of this office and go for a walk.

8. As I arrived, he came of the door.
9. He came the kitchen and made some tea.
10. She picked some dinner on the way home

**Practice 5.** Choose the best answer

1. Azka asked Yudi \_\_\_\_\_ to dinner and a movie.  
A. on  
B. up  
C. Down  
D. out
2. The racing car blew \_\_\_\_\_ after it crashed into fence.  
A. up  
B. down  
C. into  
D. out
3. We called \_\_\_\_\_ but we weren't able to find the car part we needed.  
A. down  
B. into  
C. arround  
D. inside
4. You are still mad. You need to calm \_\_\_\_\_ before you drive the car.  
A. up  
B. down  
C. into  
D. out
5. My naphewcame \_\_\_\_\_ chicken pox this weekend.  
A. with  
B. across with  
C. down with  
D. up with



6. The art of Origam come \_\_\_\_\_Asia.  
A. down  
B. from  
C. arround  
D.back
7. Please clean \_\_\_\_\_ your bedroom before you go outside.  
A. up  
B. down  
C. into  
D.out
8. You have to check \_\_\_\_\_ of the hotel before 11.00 A.M.  
A. up  
B. down  
C. into  
D.out
9. I came \_\_\_\_\_ these old photos when I was tidying the closet.  
A. up  
B. across  
C. into  
D.out
10. She cheered \_\_\_\_\_ when she heard the good news.  
A. up  
B. down  
C. into  
D.out

*Part Two*

**READING  
COMPREHENSION**

Reading, one of the most essential English language skills to be mastered in the academic context, is also tested in various official test types. This section contains several passages or texts that are followed by some questions based on the passages or texts. The answers of the questions are in the form of multiple choice ranging from a – d. To successfully take the reading test, the following general strategies are suggested:

1. Read every day to form your reading habit every day. You may read any subjects reading materials as preparation for the test
2. Jot down any words to enrich your vocabulary repertoire.
3. Practice to pass the test. You have to be familiar with the test format and try to pass it.
4. Practice within the time limit. Every section of test has limited time which means you have to be ready with it.
5. Practice skimming and scanning strategy to improve your comprehension
6. Practice to summarize the passage
7. Highlighting practice helps you to notice the important ideas in text
8. Learn to guess the unfamiliar words through their context in passage
9. Learn to pick out pronoun by observing the surrounding noun and clue
10. Keep relax. It is very important to manage your focus and concentration as well as removing your stress and nervous.

## SKILL 1 – ANSWERING THE MAIN IDEA CORRECTLY

### Some tips for main ideas questions:

#### A. HOW TO IDENTIFY THE QUESTIONS

In order to be able to answer this type of questions correctly, learners need to know the type of the questions first. The following are the types of questions which are appear in the test:

- a. What is the topic of the passage?
- b. What is the main idea of the passage?
- c. What is the subject of the passage?
- d. Which of the following would be the best title?
- e. What is the author's main point in the passage?
- f. With what is the author primarily concerned?

#### B. THE STRATEGY TO FIND THE ANSWER

The answer of this type of question can be found by identifying the first sentence in each paragraph. It is because mostly, the main idea is in the first sentence.

#### C. THE STEPS TO ANSWER THE QUESTIONS

Follow these steps in order to get help to find the answer for the questions in relation with the main idea.

- a. Read the first line of each paragraph
- b. Look at the common theme or idea in each first line

- c. Read the text quickly by moving eyes over the text to check that you have search for the topic of the text
- d. Remove the mismatch answers and select your best answer based on your analysis

## READING SKILL 1 EXERCISE

*Study each of he passage and choose the best answer to the following questions. In this exercise, each passage is followed by several questions like topic, main idea, or title questions.*

### Passage One

Cigarette contains four thousand substances that are dangerous for human body. 40 of 4000 substances can cause cancer. Smoke is not only generated by individuals but also social community. If the cause is the latter, it will not be easy to prohibit smokers. It needs a firm regulation, namely the forbidden instruction of smoking by MUI. This will minimize the bad effect of cigarette and encourage an endeavor to create healthy environment.

Everyone knows the bad effect of smoking, but in fact there is a paradoxical. In every cigarette pack, there is the warning regarding the effect of smoking. But, why there are still so many smokers? Based on the Bappenas research in 1995, it is about 9% of the smokers' incomes are used to smoke. Cigarette is the product that they buy after rice. Other paradoxical, the state income from cigarette tariff might 27 billion rupiah a year. On the other hand, a healthy fee that is spent by the government and people is three times of the state income from cigarette tariff or about 81 billion rupiah a year.

In an Islamic point of view, smoking is forbidden referring to the purpose that indicated of Al Qur'an verse, As Sunnah and the right I'tibar (logic). Allah decree of Al Baqarah: 195 : *"And you don't to let fall yourself in a demise."* Based on the above verse, don't do causes that make you demise. As we know that cigarette has more disadvantages than advantages. In other argumentation, Rasulullah SAW spoke "don't endanger yourself and others."

The successful application of the instruction depends on its effectiveness. It needs socialization with intensive internalization which also containing the bad effect of cigarette. It should be started from MUI, family, official, work place, and also organization. The modeling from the leader, parent, and teacher is very important.

(Source: <http://www.islamic-world.net>)

1. The passage mainly discuss about?
  - a. The attempt to prohibit smoking
  - b. Islamic regulation on smoking
  - c. Information about smoking in Islam
  - d. The bad effect of smoking
  
2. What is the main idea of paragraph 2?
  - a. Irony facts on smoking
  - b. People income in a year
  - c. Bad effect of smoking for smokers
  - d. Regulation to warn smokers to stop smoking
  
3. Which of the following would be the best title for the text?
  - a. Smoking in the Islam perspective
  - b. Smoking means wasting money
  - c. Smoking has advantages and disadvantages
  - d. Smoking influences smoker's life

## Passage Two

Cleanliness is the absence of dirt, including dust, stains, bad smells and garbage. Purposes of cleanliness include health, beauty and to avoid the spreading of dirt and contaminants to oneself and others. Muslims throughout the world have extremely high standards of personal hygiene, because Islam places great emphasis on both physical and spiritual, cleanliness and purification. On the physical side, Islam requires the Muslim to clean his body, clothes, house, and the whole community, and he is rewarded by God for doing so. In the Holy Quran, there are a number of verses which shed light at the importance of cleanliness: "Truly, Allah loves those who turn to Him constantly and He loves those who keep themselves pure and clean." (Al Baqarah 2:222) While people generally consider cleanliness a desirable attribute, Islam insists on it, making it an indispensable fundamental of the faith. Prophet (peace be upon him) in a Hadith h said: "Cleanliness is half of faith. So, cleanliness as stated in noble words based will bring you to achieve a place of honor in society.

*(Source:<https://www.scribd.com/doc/98727345/Impact-of-Cleanliness-Habits-on-the-Personality-of-Students>)*

1. What is the best title for the passage?
  - a. The importance of being hygiene
  - b. Cleanliness in Islam
  - c. The evidence of Muslim faith to Allah SWT
  - d. How to keep clean in Islam
2. Which of the following best states the subject of the passage?
  - a. The faith of Muslim is measured by their cleanliness

- b. No cleanliness no faith in Islam
- c. Islam pays big attention on both beauty and cleanliness
- d. Islam proposes its believers to keep cleanliness everywhere

## **SKILL 2 – RECOGNIZING THE ORGANIZATION OF IDEAS**

### **Some tips for the organization of ideas questions:**

#### **A. HOW TO IDENTIFY THE QUESTIONS**

In order to be able to notice this type of questions, the learners need to know the type of the questions first. The following are the types of questions which are appear in the test:

- a. How is the information in the passage organized
- b. How is the information on the third paragraph related to the information in the earlier paragraph?

#### **B. THE STRATEGY TO FIND THE ANSWER**

The answer of this questions can be found by identifying the first sentence in the proposed or targeted paragraph

#### **C. THE STEPS TO ANSWER THE QUESTIONS**

Follow these steps in order to get help to find the answer for the questions in relation with the main idea.

- a. Read the first line of each paragraph
- b. Look for words that describe the connections among the paragraphs



- c. Remove **the** mismatch answers and select your best answer based on your analysis

## READING SKILL 2 EXERCISE

**1** *Study each of the passage and choose the best answer to the following questions. In this exercise, each passage is followed by several questions like the connection of paragraphs, type of information, and the paragraph organization*

### Passage One

How many times have you been to the local mosque for Jumu'ah and have had to play the 'territorial game' with your fellow worshippers? Commentators of the Qur'an have generally mentioned that a few companions of the Prophet (SAW) who had participated in the battle of Badr arrived at a gathering of the Prophet (SAW) and could not find any space in the gathering and so they remained outside. To honor them, the Prophet (SAW) ordered the believers to make space for their brothers as Allah will make space for them and raise them in ranks.

The Qur'an mentions two things, firstly, one should make room for the latecomers by making space as much as they can and secondly, to rise when ordered and give the latecomers space. In other words, the first instruction is to spread out and make room however there is no specific detail as to whether there was any reluctance from certain individuals which may have prompted the second part of the verse, to rise up and give space.

In short, upon reconciling the two narrations the Islamic ruling becomes clear- newcomers should not cause inconvenience to those who are already seated by sitting inbetween them or by asking them to move. But at the same time, those who are already present should make

space for the newcomers rather than disregard them as this would also go against the teachings of Islam.

(source:<http://islamiquemagazine.com/a-little-courtesy-towards-fellow-worshippers/>)

1. What type of information is included in the passage?
  - a. An opinion
  - b. A definition
  - c. A knowledge
  - d. An argument
2. **1** How is the information organized in the passage?
  - a. Contrasting views of conflict are presented
  - b. Exemplifying the conflict within believers
  - c. Showing both theories and experience to meet solution
  - d. Stating theories in religion

#### Passage Two

A fruit-crop should neither be sold nor bought until it is ready. This statement is supported by (1) It is related by Abdullah bin Omar that “the Apostle of God forbade the selling of a fruit-crop until the fruit had begun to ripen. He forbade both the seller and the buyer.” As stated by *Bukhari* and *Muslim*. In another version of it, appearing in *Sahih Muslim*, it is stated that the Apostle of God forbade the selling of the crop of dates until the dates had begun to turn red, and the selling of spikes of corn until the spikes had begun to turn white, and there remained no danger of their destruction).(2) It is related by Anas that “the Apostle of God forbade the sale of (the crop) of grapes until the grapes had begun to turn black, and of a standing agricultural crop until the grains had become hard and were ready to be harvested,” as in *Tirmizi*.(3) It is related

by Jabir that “the Apostle of God forbade the sale of the crop of a grove for some years, and he told that allowance be made for loss suffered through a sudden calamity,” as stated by Muslim. Hence, Muslim should sell the fruit only when it is ready.

(Source:<http://www.youngmuslimdigest.com>)

1. What type of information is included in the passage?
  - a. A classification
  - b. An example
  - c. A theory
  - d. An argument
  
2. How is the information organized in the passage?
  - a. Giving examples of the defined idea
  - b. Supporting the idea with previous experts' statements
  - c. Contrasting ideas from various experts
  - d. Proofing idea with some opinions from different angles

### **SKILL 3 – ANSWERING THE STATED DETAIL QUESTION CORRECTLY**

**Some tips for stated detail questions:**

#### **A. HOW TO IDENTIFY THE QUESTIONS**

In order to be able to notice this type of questions, the learners need to know the type of the questions first. The following are the types of questions which are appear in the test:

- a. According to the passage....
- b. It is stated in the passage that...
- c. The passage indicate that....

d. Which of the following is true....?

## B. THE STRATEGY TO FIND THE ANSWER

The answer of this questions can be found by identifying the keywords of the questions and match it with the stated information in the text

## C. THE STEPS TO ANSWER THE QUESTIONS

Follow these steps in order to get help to find the answer for the questions in relation with the main idea:

- a. Read the first line of each paragraph
- b. Skim the parts of the passage too find the keywords and ideas
- c. Read the sentence containing the keywords and ideas
- d. Elicit the mismatch answers and select your best answer based on your analysis

## READING SKILL 3 EXERCISE

Study each of the passage and choose the best answer to the following questions. In this exercise, each passage is followed by several questions like the stated information in the passage.

### Passage One

Abdurrahman Wahid, known as Gus Dur, died on 30 December 2009 at the age of sixtynine. The genial complexity of his character, which drew millions to him, was not adequate to the pressures of the presidency. But his life, career, and elements of caprice contain abundant clues for anyone who would understand modern Sufism, global Islam, and the Republic of Indonesia.

Wahid was five years old in 1945 at the time of Indonesia's revolutionary founding as a multi- confessional

republic. Sukarno, in shaping its birth, supplied the five principles of its ideology: nationalism, international humanity, consensus democracy, social justice, and monotheism. In this atmosphere, greatly more tolerant than intolerant, Wahid grew up, the son of the Minister of Religious Affairs under Sukarno, and grandson of a founder of Nahdlatul Ulama (NU) in 1926—a traditionalistic and largely peasant-oriented organization of Muslims, which now claims 40 million members. Wahid himself was elected NU's chairman, 1984-1999, before becoming, by parliamentary election, President of the Republic, 1999-2001. Against such a family and religious background Gus Dur had ample room to manifest some of the many contrarities that colored his track across time: provincial and cosmopolitan, saint and ego centrist, imam and politician. His inquisitive, assimilative, hospitable attitudes and his loving and good-humored nature live in persons of the highest integrity and intelligence; and radiate among nations in the spirit of Gus Dur.

*(Source: <http://www.fpri.org/enotes/201001.friend.abdurrahmanwahid.html>)*

1. Which of the following information is true according to the text that Gus Dur...
  - a. Was raised by well-educated family
  - b. Had some political experiences in Sukarno era
  - c. Was born in 1941
  - d. Had been NU chairman for 14 years
  
2. It is stated in the passage that...
  - a. Sukarno and Gus Dur are siblings
  - b. Gus Dur has been grown in tolerant environment

- c. Gus Dur was elected as minister by the parliament
  - d. Sukarno chose Gus Dur's grand father as the founder of NU
3. The passage mentions that which of the following shows the character of Gus Dur?
- a. Ego
  - b. Visionary
  - c. Intolerant
  - d. Assimilative

### Passage Two

The king of Saudi Arabia is Saudi Arabia's head of state and absolute monarch (house of Saud). The king is called the Custodian of two holy mosques. The title signifies Saudi

Arabia's jurisdiction over the mosques of Masjid al haram in Mecca and Masjid Al-Nabawi in Medina. Also, the king is mentioned as prime minister. Nowadays, Salman bin Abdullah serves as the king and becomes the 7<sup>th</sup> in the monarchy.

*(source: [https://en.wikipedia.org/wiki/King\\_of\\_Saudi\\_Arabia](https://en.wikipedia.org/wiki/King_of_Saudi_Arabia))*

1. The restatement of the detail information from the text can be found in option...
- a. The king controls the regulation in the two holy mosques by himself
  - b. King Salman is the 7<sup>th</sup> king who stays in holy mosques
  - c. The king's job is giving best service to the society
  - d. King Salman works as both king and president

2. It is stated in the passage that....
  - a. The king has equal position with the prime minister
  - b. The king has responsibility to keep two main mosques
  - c. Saudi Arabia has no authority on Masjid al haram in Mecca
  - d. Monarchy is the system of kingdom in Arab country

#### **SKILL 4 – FINDING THE UNSTATED DETAILS IN TEXT**

##### **Some tips for unstated details questions:**

##### **A. HOW TO IDENTIFY THE QUESTIONS**

In order to be able to notice this type of questions, the learners need to know the type of the questions first. The following are the types of questions which are appear in the test:

- a. Which of the following is not mentioned....?
- b. Which of the following is not stated....?
- c. Which of the following is not discussed...?
- d. All of the following are true except....

##### **B. THE STRATEGY TO FIND THE ANSWER**

The answer of this questions can be found by identifying the keywords or specific information in the proposed or targeted paragraph

##### **C. THE STEPS TO ANSWER THE QUESTIONS**

Follow these steps in order to get help to find the answer for the questions in relation with the main idea:

- a. Decide the keywords in the questions
- b. Scan the appropriate place to match with the keyword
- c. Read the sentence containing the keyword
- d. Look at the answer that you think match with the information you have gotten.
- e. Remove the mismatch answers and select your best answer based on your analysis

#### READING SKILL 4 EXERCISE

**1** *Study each of the passage and choose the best answer to the following questions. In this exercise, each passage is followed by several questions like the unstated information in the passage.*

##### Passage One Pomp for the Prophet in Yogyakarta

The Yogyakarta Palace, as the successor of the Demak and Mataram sultanates, has always worked to preserve and promote religious ceremonies, albeit with a distinctly Javanese touch. This traditional approach was evident during the recent Sekaten Festival held in the city to commemorate the birth of the Prophet Muhammad. The festival — and its ensuing ceremonies — lasted for a week and was filled with pomp, performance and processions.

One event saw performers playing in two separate heirloom gamelan orchestras at Yogyakarta's Grand Mosque, while there were also immense gunungan rice cones served with assorted dishes to mark the festivities. People also joined in evening celebrations of the MauludNabi, or the Prophet's Birthday, and the



GarebegSekaten, when crowds scrambled to get some of the goodies from seven gunungan that were distributed at the Grand Mosque, the Governor's Office and the Pakualam Palace.

As a palace tradition steeped in Javanese nuances, the rituals and parades were joined by people from a host of ethnic and religious backgrounds —showcasing the diversity of the nation's cultural wealth as styled in the Sekaten Festival.

(Source:<http://www.thejakartapost.com/news/2014/01/24/pomp-prophetyogyakarta.html>)

1. Which of the following are true about the event in the passage EXCEPT that...
  - a. Yogyakarta Palace was formed by two kingdoms they are Mataram and Demak
  - b. Sekaten is abot commemorating the birth of Prophet Muhammad PBUH
  - c. Yogyakarta people compete to get things from gunungan in the sekaten
  - d. Sekaten is managed to reduce the believes on spirit and escalate wealth
  
2. Which of the following is NOT STATED about GrebegSekaten?
  - a. The Gunungan are distributed at Yogyakarta Great Mosque
  - b. The seven gunungan is made by seven districts in Yogyakarta
  - c. The Sekaten event is actually the expression of happiness toward the birth of Prophet Muhammad PBUH
  - d. All people from various background join the grebegsekaten

3. According to the passage, GrebegSekaten was not...
  - a. Religious ceremony
  - b. Local festival
  - c. Religious prayer
  - d. Annual agenda

### Passage Two

Karachi, March 06:

Soon, Muslim superhero series 'Buraaq' will take on to your screens, dispelling the myth surrounding Islam. Produced by SplitMoonArts, the 3D animated series, which started off as a comic book back in 2011, will tell the story of Yusuf Abdallah, a regular Muslim guy who lives in fictional Nova City, and aims to bring justice in the world by fulfilling his role as the director of a vast relief organization, and by using his super strength and flying for the greater good, the Dawn reported.

Developed by brothers Adil and Kamil Imtiaz, the goal of Buraaq is to dispel the myths and negativity about Islam via comic books and television. SplitMoonArts team said on their website that "In the past few years, we began to realize that there were no positive Islamic characters in the world of mainstream entertainment. Be it movies, TV, books or comics. Especially after 9/11, Muslims were being portrayed in a negative way by the mainstream media. That's when we had a strong urge to use our artistic skills and produce something inspirational for the Muslim youth." The show's soundtrack will have an Urdu as well as an English version by Shahi Hasan. Junaid Jamshed has narrated the Urdu version of the series.

*(Source: <http://www.siasat.com/english/news>)*

1. Which of the following are true about the upcoming superhero in the passage EXCEPT that...
  - a. It is designed to purify the image of Islam after the 9/11 tragedy
  - b. He is the representative of Muslim that practices good Islamic value
  - c. The movie triggers the production of its comic series
  - d. The music will be provided in both Urdu and English
  
2. Which of the following is NOT STATED about Buraaq?
  - a. Buraaq is the main character in the movie that has superpower
  - b. Buraaq is produced by SplitMoonArts in the form of 3D animated series
  - c. Buraaq is to dispel the myths and negativity about Islam via comic books, and television.
  - d. Buraaq is the vehicle that was used by great Prophet Muhammad PBUH for Isra' and Mi'raj
  
3. <sup>1</sup> According to the passage, Buraaq is not...
  - a. Comic
  - b. Character
  - c. Animation
  - d. Soundtrack

## SKILL 5 – FINDING THE PRONOUN REFERENTS

### Some tips for pronoun referents questions:

#### A. HOW TO IDENTIFY THE QUESTIONS

In order to be able to notice this type of questions, the learners need to know the type of the questions first. The following are the types of questions which are appear in the test:

- a. The word “...” in line... refers to....
- b. What does “...” refer to...
- c. <sup>1</sup> The pronoun “...” in line ...refers to which of the following?

#### B. THE STRATEGY TO FIND THE ANSWER

The answer of this questions can be found by identifying the keywords or the pronoun in the questions and find it in the targeted sentence. The noun that is represented usually appear in the sentence before the pronoun.

#### C. THE STEPS TO ANSWER THE QUESTIONS

Follow these steps in order to get help to find the answer for the questions in relation with the main idea:

- a. Find the pronoun in the questions
- b. Scan the appropriate place to match with the pronoun
- c. <sup>1</sup> Read the sentence containing the pronoun
- d. Look before the pronoun for nouns that agree with the pronoun and match them with the context

- e. Remove the mismatch answers and select your best answer based on your analysis

## READING SKILL 5 EXERCISE

<sup>1</sup> Study each of the passage and choose the best answer to the following questions. In this exercise, each passage is followed by several questions about referent in the passage.

### Passage One

Muslims are in a unique position to be able to reconnect people with traditional values, values that have been universally accepted and upheld by humanity for thousands of years. Even feminists can learn a thing or two about their cause.

I increasingly feel sorry for women in today's world who have submitted to the liberal narrative. They have no real respect for themselves and have no substantial identity as women. Their identity is increasingly defined in competition to or relative to men, or either materialistically or sexually. This portrays deep seated insecurity, oppression and shallowness. Today, women who would consider themselves empowered have had to at some point undo a few buttons, wear a shorter skirt and flaunt some sexuality to get their way, usually with men. In post-feminism, this sexuality is seen as power over men, when in fact it is a cheap currency whose value women have been duped in to accepting so that they may attain things that should be free if they were indeed respected.

The alternative is Islam. A woman is respected and loved as a woman. When she needs to and if she wants to, she is free to take on some of the high value and high esteem roles that men normally occupy: teacher, academic, doctor, even magistrate; and she need not do it for money. That's something men have to graft for. She is valued for

her mind without the need for the hard graft. When in public, the hijab and niqab neutralize her sexuality so men either show respect or let her be. Respect and nobility without the stress.

(Source:<http://islamiquemagazine.com/the-spotlight-on-the-niqab-is-it-bad-for-islam/>)

1. The pronoun “Their” in line 3 refers to...
  - a. Feminists
  - b. Two
  - c. Years
  - d. Muslims
  
2. The pronoun “They” in line 4 refers to...
  - a. Today’s
  - b. Women
  - c. Narrative
  - d. Increasingly
  
3. The pronoun “It” in line 9 refers to...
  - a. Sexuality
  - b. Fact
  - c. Power
  - d. Men

#### Passage Two

HasyimAsy'ari was born Muhammad Hasyim in Gedang, Jombang Regency on February 14, 1871. His parents were Asy'ari and Halimah. His grandfather, KiaiUsman was the founder of PesantrenGedang and his great grandfather was the founder of Pesantren Tambakberas. He was the third son of ten siblings.

HasyimAsy'ari's ancestry can be traced to Sultan JokoTingkir(Hadiwijaya) of Pajang, and further, to Brawijaya VI (Girindrawardhana), the last king of Majapahit. At the age of twenty, he married Khadijah, daughter of PesantrenSiwalanPanji leader. One year later, they went to Mecca. After seven months, his wife was dead and also his son, Abdullah two months later.

In 1899, he founded Pesantren Tebuireng, which later became the largest pesantrenin Java in early 20th century. It was also became the center for the reform of traditional Islamic teaching. On January 31, 1926 he and several traditional Islamic leaders founded Nahdatul Ulama (Awakening of Ulama). In Japanese occupationera, he was arrested, several months later he was released and became Head of Religious Affairs.

He died on July 25, 1947 cause of hypertension after hearing news that Dutch troops was winning a battle in Malang.

(Source:[https://en.wikipedia.org/wiki/Hasyim\\_Asy%27ari](https://en.wikipedia.org/wiki/Hasyim_Asy%27ari))

1. The pronoun “He” in line 3 refers to...
  - a. HasyimAsy’ari
  - b. Asy’ari
  - c. Halimah
  - d. KiaiUsman
2. The pronoun “They” in line 7 refers to...
  - a. HasyimAsy’ari and Khadijah
  - b. HasyimAsy’ari and family
  - c. HasyimAsy’ari and sons
  - d. HasyimAsy’ari and his parents
3. The pronoun “It” in line 10 refers to...
  - a. Tebuireng
  - b. Center

- c. Java
- d. PesantrenTebuireng

## SKILL 6 – ANSWERING THE IMPLIED DETAIL QUESTIONS CORRECTLY

Some tips for the implied details questions:

### A. HOW TO IDENTIFY THE QUESTIONS

In order to be able to notice this type of questions, the learners need to know the type of the questions first. The following are the types of questions which are appear in the test:

- a. It is implied in the passage that....
- b. It can be inferred from the passage that....
- c. It is most likely that...
- d. What probably happened...?

### B. THE STRATEGY TO FIND THE ANSWER

The answer of this questions can be found by identifying the keyword in the questions and skim the passage to find the relevance with the keyword.

### C. THE STEPS TO ANSWER THE QUESTIONS

Follow these steps in order to get help to find the answer for the questions in relation with the main idea:

- a. Choose the keyword in the questions
- b. Scan the passage for the keywords
- c. Carefully read the sentence that contains keyword
- d. Remove the mismatch answers and select your best answer based on your analysis



## READING SKILL 6 EXERCISE

1 Study each of the passage and choose the best answer to the following questions. In this exercise, each passage is followed by several questions about implied information in the passage.

### Passage One

According to the Quran, the Ka'aba was built by the prophet Abraham and his son Ishmael as a house of monotheistic worship. However, by the time of Muhammad, the Ka'aba had been taken over by pagan Arabs to house their numerous tribal gods. In 630 A.D., Muhammad and his followers took over leadership of Mecca after years of persecution. Muhammad destroyed the idols inside the Ka'aba and re-dedicated it as a house of monotheistic worship.

(source: <http://islam.about.com/od/mecca/p/kaaba.htm>)

1. What can you infer from the text above?
  - a. Abraham is the initiator of Ka'bah building
  - b. The essential aim to build Ka'bah changed for periods
  - c. The construction of Ka'bah took more than hundred years
  - d. Ka'bah represents the obligation to express worship to Allah SWT
  
2. What can you conclude from the text referring to the people worship in Ka'bah at that time?
  - a. It was only for worshiping the idol
  - b. There were only Abraham and Ishmael that do worship

- c. Various idols were placed there after the Pagan Arab conquer
  - d. Muhammad and followers let the tradition before monotheistic there
3. After reading the whole text, you can understand that...
- a. People belief ka'bah as the center of worshipping to God
  - b. Ka'bah was understood as the peak of people triumph
  - c. Many people want to be close to ka'bah
  - d. Ka'bah is not different with house

#### Passage Two

The kiswa did not always have the same appearance as today. Dating back to the time of Ibrahim (Abraham), the Ka'aba has stood as a house of monotheistic worship and local rulers have placed great importance on its preservation and care. Previous rulers have covered the Ka'aba with cloths of various fabrics and colors, such as green or white cloth from Yemen or Egypt.

The current kiswa factory was opened in an area called Umm Al-Jud, in Makkah, back in 1977. Housing departments for dying, weaving, embroidery, and assembly, the modern factory employs over 200 specially-trained artisans. The artistic design and calligraphy on the kiswa are constantly being revised and updated, but the traditional style remains constant.

*(Source: <http://islam.about.com>)*

- 1. What can you infer from the text above?
  - a. Kiswa is the term for the cover of ka'bah

- b. The factory of kiswa recruited a lot of workers
  - c. Kiswa is decorated by calligraphy which is well designed and revised annually
  - d. Muslim prepares the best cloth for Ka'bah as their effort for worship to Allah SWT
2. What can you conclude from the text referring to the production of kiswa?
- a. It needs really long process
  - b. There are four steps in the production of Kiswa
  - c. The ornament of Kiswa always following the predecessor model
  - d. Though it is difficult to design Kiswa, but few employees are needed
3. What do you comprehend from the first paragraph of the text?
- a. The condition of kiswa in the past
  - b. The role of Abraham to construct ka'bah
  - c. Kiswa is as part of people's worship instrument
  - d. The development of the color and materials of kiswa

### **SKILL 7 - ANSWER TRANSITION QUESTIONS CORRECTLY**

There are two types of questions related to this skill: preceding and following paragraph. Sometimes you will be asked about the meaning of the first line that comes before the main point in that paragraph. It is not always stated directly. You must draw your own conclusion about the meaning of the preceding paragraph. In this case, you need to consider the transition from one paragraph to the next in

order to find the meaning of the sentences. It also happens once

**Example:**

1 Another myth of the oceans concerns Davy Jones, who in folklore is a mean-spirited sovereign of the ocean's depths. The name "Jones" is thought by some etymologists to have been derived from the name "Jonah," the Hebrew prophet who spent three days in a whale's belly. According to tradition, any object that goes overboard and sinks to the bottom of the ocean is said to have gone to Davy Jones' locker, the ocean-sized, mythical receptacle for anything that falls into the water. Needless to say, any sailor on the seas is not so eager to take a tour of Davy Jones' locke, although it might be a rather interesting trip considering all the treasures located there.

**The question:**

The paragraph *preceding* this passage most probably discusses?

- A. the youth of Davy Jones
- B. Davy Jones' career as a sailor
- C. a difference traditional story from the sea
- D. preparing to travel on the ocean

**Discussion:**

1 You must look at the beginning of the passage and draw a conclusion that "*another myth of the oceans concerns..*" means there is another traditional story from the sea which is different with another common story known by the people. In conclusion, the word "another" indicates second story or

the following story will be told. The above example is for *preceding* question.

### **Tips and Strategy**

1. Pay attention on the questions used: *the paragraph preceding the passages probably...what is most likely in the paragraph following the passage?*
2. Look at the first line of the passage for preceding question and find it in the last line of the passage for following question.
3. Take a conclusion from words or sentences about what comes before and after the question.

### **SKILL 8: FIND DEFINITION FROM STRUCTURAL CLUES**

This skill deals with vocabulary questions. It is necessary to know the meaning of vocabularies or clues in the passage. What if you don't understand the meaning? Don't panic. It is important for you to find the definition from structural clues. It is usually stated in the passage. You may pay attention on sentences before and after the question to understand the whole meaning.

Example:

“Almost as soon as the Arab armies of Islam conquered new lands, they began erecting mosques and palaces and commissioning other works of art as expressions of their faith and culture. Many aspects of religious practice in Islam also emerged and were codified. The religious practice of Islam, which literally means "to submit to God", is based on **tenets** that are known as the Five Pillars, *arkan*, to which all

members of the Islamic community, *Umma*, should adhere.”

(Source: <https://www.khanacademy.org/humanities/ap-art-history/cultures-religions-ap-art-history/a/the-five-pillars-of-islam>)

**Question:** The meaning of the word “tenets” in line four is?

- a. Basic pillars of Islamic religion
- b. Components of Islamic scholar
- c. Members of Islamic community
- d. Submission to god

### Discussion

It is clear that from the passage the word **tenets** refers to the **basic pillars of Islamic religion**; hence, **the best answer to the question is A.**

### Tips and Strategy

1. Get familiar with the type of question such as “the meaning of X in line Y? The word X in line Y could best be replaced by?”
2. It is usually after the punctuation clue, the restatement clue or the example clue.
3. Find the word and read along the following sentence or preceding sentence to find the clues.
4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

## SKILL 9: DETERMINE MEANING FROM WORD PARTS

In this question, you are asked to find the similar meaning of a word. It is easy if the word is a common word and sound familiar for you. However, you might find it difficult if the word is not commonly used and consequently you don't know the meaning at all. In this case, it is possible to know the meaning by studying the word parts.

### Example:

“The Profession of Faith, the *shahada*, is the most fundamental expression of Islamic beliefs. It simply states that “There is no God but God and Muhammad is his prophet.” It underscores the **monotheistic** nature of Islam. It is an extremely popular phrase in Arabic calligraphy and appears in numerous manuscripts and religious buildings..”

(Source:<https://www.khanacademy.org/humanities/ap-art-history/cultures-religions-ap-arhistory/a/the-five-pillars-of-islam>)

**1** The question: the word “**monotheistic**” in line 3 is closes in meaning to

- a. Believing **in** many gods
- b. The belief of only one god
- c. The belief in spirit
- d. The existence of several gods

### Discussion:

The questions ask about the meaning of **monotheistic**. You should look at the word part of mono is *-theistic-* which means Single or One.

1

### **Skill 10: Use Context to Determine Difficult Meanings of Difficult Words**

In this case, you will find a difficult word that you don't know the meaning. Understanding the context by reading the sentences completely and looking at the clue will help you to find a clear context and clear indication of what the word means.

#### **Example:**

“During the holy month of Ramadan, the ninth month in the Islamic calendar, Muslims are expected to fast from dawn to dusk. While there are exceptions made for the sick, elderly, and pregnant, all are expected to refrain from eating and drinking during daylight hours.”

*(Source: <https://www.khanacademy.org/humanities/ap-art-history/cultures-religions-ap-arthistory/a/the-five-pillars-of-islam>)*

The question:

The word “**Ramadhan**” in line 1 is most likely

- a. The seventh month in the Islamic calendar
- b. The Muslim calendar
- c. The ninth month in the Islamic calendar
- d. The most important month in the Islamic calendar

#### **Discussion:**

Suppose that the word **Ramadhan** is not familiar for you even you definitely don't know the meaning. However, the definition about the difficult word is stated in the following sentences. You may also consider the context of the word



which is fasting and pay <sup>1</sup> attention on the definition given in the following sentence. C is the best answer to the question as given in the sentence following the word.

### Tips and Strategy:

1. Type of the questions: what is the meaning of X? The word X is closest meaning to?
2. Find the context by understanding the sentences surrounding the difficult word.
3. Chose the answer that context indicates.

### Reading Practice

Question 1-5

Line  
(1)

**Respect your teachers.** It is seen as “cool” to be rude to your teachers. But the Prophet (peace and blessings be upon him) said those who disrespect those who teach us are not from us. We have to respect those who are passing knowledge onto us. They are giving you knowledge, so you have to respect them, not be rude to them, or make them go crazy.

Imagine if you became a teacher after that? Would you like to someone to do that to you? Respect people so they can respect you.

*(Adapted from [www.haqislam.org](http://www.haqislam.org))*

- <sup>1</sup> 1. The word “disrespect” in line 2 could most be replaced by
  - a. contempt
  - b. condemn
  - c. polite
  - d. ignore

2. According to **the** passage, prophet said
  - a. disrespect is the teaching
  - b. respect and disrespect is common
  - c. teachers disrespect
  - d. respect is from us
3. The second paragraph mostly discusses
  - a. you are not being a teacher
  - b. you must be like your students
  - c. you will get the same thing as what you do to other
  - d. respect people you admire
4. The word “rude” in line 4 is the closest in meaning to
  - a. bored
  - b. abusive
  - c. stupid
  - d. hate
5. It is stated in the passage that we must respect teachers because of the following reasons, except
  - a. transfer knowledge
  - b. so you get same respect if you become teachers
  - c. part of prophet’s teaching
  - d. the only way you pass the exam

### Question 6-10

Islamic mathematicians gathered, organised and clarified the mathematics they inherited from ancient Egypt, Greece, India, Mesopotamia and Persia, and went on to make innovations of their own. Islamic mathematics covered algebra, geometry and arithmetic. Algebra was

Line  
(6)

mainly used for recreation: it had few practical applications at that time. Geometry was studied at different levels. Some texts contain practical geometrical rules for surveying and for measuring figures. Theoretical geometry was a necessary prerequisite for understanding astronomy and optics, and it required years of concentrated work. Early in the Abbasid caliphate (founded 750), soon after the foundation of Baghdad in 762, some mathematical knowledge was assimilated from the pre-Islamic Persian tradition in astronomy. Astronomers from India were invited to the court of the caliph in the late eighth century; they explained the rudimentary trigonometrical techniques used in Indian astronomy. Ancient Greek works such as Ptolemy's *Almagest* and Euclid's *Elements* were translated into Arabic. By the second half of the ninth century, Islamic mathematicians were already making contributions to the most sophisticated parts of Greek geometry. Islamic mathematics reached its apogee in the Eastern part of the Islamic world between the tenth and twelfth centuries. Most medieval Islamic mathematicians wrote in Arabic, others in Persian.

Line  
(14)

Al-Khwarizmi (8th–9th centuries) was instrumental in the adoption of the Hindu-Arabic numeral system and the development of algebra, introduced methods of simplifying equations, and used Euclidean geometry in his proofs. He was the first to treat algebra as an independent discipline in its own right, and presented the first systematic solution of linear and quadratic equations.

*(Adapted from [www.wikipedia.org](http://www.wikipedia.org))*

- 1  
6. The word “prerequisite” in line 6 could most be replaced by
- unexpected

- b. necessary
  - c. elective
  - d. seldom
7. According to **the** passage, geometry used for
- a. measuring level of stars
  - b. understanding the optics
  - c. surveying the perception
  - d. assessing the accuracy
8. The following paragraph mostly discusses
- a. the introduction of a new system and disciplines
  - b. presentation of new mathematician
  - c. the revolution of new formula
  - d. debate on previous and current studies in mathematic
9. <sup>1</sup> The word “assimilated” in line 8 is the closest in meaning to
- a. excluded
  - b. rejected
  - c. incorporated
  - d. switched
10. The word “apogee” in line 14 can be replaced by
- a. base
  - b. summit
  - c. bottom
  - d. foundation

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