

## Table of Contents

<b>Title</b>	<b>Page</b>
<b>Schematic Chart</b> .....	<b>VI</b>
<b>Introduction</b> .....	<b>VII</b>
<b>Unit One: Abrahamic Religions</b> .....	<b>1</b>
<b>Unit Two: Qur'an, the Holy Scripture of Islam</b> .....	<b>23</b>
<b>Unit Three: Qur'an and Science</b> .....	<b>44</b>
<b>Unit Four: Prophethood</b> .....	<b>59</b>
<b>Unit Five: Islamic Places</b> .....	<b>77</b>
<b>Unit Six: Prayer</b> .....	<b>95</b>
<b>Unit Seven: Hijab</b> .....	<b>112</b>
<b>Unit Eight: Fasting</b> .....	<b>128</b>
<b>Unit Nine: Hajj: Pillar of Islam</b> .....	<b>146</b>
<b>Unit Ten: Ashura</b> .....	<b>167</b>
<b>Unit Eleven: Superstition</b> .....	<b>185</b>
<b>Unit Twelve: The Promised Mahdi (pbuh)</b> .....	<b>203</b>
<b>References</b> .....	<b>221</b>
<b>The Most Common Prefixes</b> .....	<b>223</b>
<b>The Most Common Suffixes</b> .....	<b>224</b>
<b>Word List</b> .....	<b>226</b>

## Schematic Chart

Unit	Theme	Reading Skill	Vocabulary Insight	Grammar Inspiration
1	<b>Abrahamic Religions</b> Reading 1: Monotheistic Religion: Islam Reading 2: Monotheistic Religions: Christianity and Judaism	Previewing	Word Formation (Prefixes); Word Family; Technical Vocabulary; Abbreviations	Passive Voice
2	<b>Qur'an, the Holy Scripture of Islam</b> Reading 1: Qur'an, the Miracle of the Prophet Reading 2: Reciting and Recording the Holy Qur'an	Identifying Topic, Main Idea and Minor Ideas	Word Formation (Adjective-making Suffixes); Word Family; Vocabulary Relation; Multiple Meanings	Comparative/Superlative Adjectives
3	<b>Qur'an and Science</b> Reading 1: Scientific Miracles of the Holy Qur'an (Part 1) Reading 2: Scientific Miracles of the Holy Qur'an (Part 2)	Guessing the Meaning of Unfamiliar Words from the Context	Word Formation (Noun/Verb Suffixes); Word Family	The Present and Past Participle Adjectives
4	<b>Prophethood</b> Reading 1: Prophethood in Islam Reading 2: The Seal of the Prophets	Scanning	Word Formation (Compounding); Word Family; Vocabulary Relation	Nationality Adjectives
5	<b>Islamic Places</b> Reading 1: Al-Haram Mosque, Mecca Reading 2: The Prophet's Mosque, Medina	Recognizing Definitions	Synonyms; Multiple Meanings; Word Family	Connectives
6	<b>Prayer</b> Reading 1: The Link that Connects Us with God Reading 2: Prayer Therapy	Skimming	Antonyms; Vocabulary Relation	Modals (May & Can)
7	<b>Hijab</b> Reading 1: Hijab: Oppressive or an Expression of Identity? Reading 2: The Sociological Aspects of Hijab	Making Inferences	Using Context to Know If a Word Is Noun, Verb, Adjective, or Adverb; Word Family	Giving Reasons with Because, Since, and For
8	<b>Fasting</b> Reading 1: Fasting in Islam Reading 2: A Universal and Ancient Practice	Recognizing Facts and Opinions	Collocation; Word Mapping; Multiple Meanings	Gerund
9	<b>Haji: Pillar of Islam</b> Reading 1: The Haji Pilgrimage Reading 2: Diaries of Haji Pilgrims	Sequencing	Word Formation (Understanding Two-word Verbs); Word Family; Multiple Meanings	Relative Clauses
10	<b>Ashura</b> Reading 1: Period of Intense Grief and Sorrow Reading 2: Shi'ite Religious Observances	Finding Context Clues	Word Formation (Antonym-maker Prefixes); Word Family; Vocabulary Relation; Multiple Meanings	Real and Unreal Conditionals
11	<b>Superstition</b> Reading 1: Superstitions across the World Reading 2: The Prophet's Attitude toward Superstitions	Identifying Comparison and Contrast	Selecting Appropriate Adjectives; Vocabulary Relation; Word Definition	Reporting Clauses
12	<b>The Promised Mahdi (pbuh)</b> Reading 1: The Last Luminary Reading 2: On the Appearance of Mahdi (pbuh)	Text Mapping	Recognizing Borrowed Words; Multiple Meanings; Word Family	Adverbial Clauses of Purpose

## Introduction

The following textbook entitled *English for the Students of Theology* is designed for undergraduate university students of Theology Sciences at the onset of their academic studies. The need for this type of material has emerged from my personal teaching experience to the students of Theology at the faculty of Foreign Languages and Literature for more than 25 years. The book is recommended as the main source for the beginning English course known as GE, i.e., General English for theology fields including Qur'an and Hadith, history and civilization, religion and mysticism, philosophy, and jurisprudence. The main objective of this textbook is to improve general reading skills and strategies with students of Theology with an especial focus on the topics related to their field of study. Moreover, a wide range of religious and theological terms and expressions are included in the book to provide students with ample vocabularies they need to know for their following EAP courses in next semesters. As another language component, grammar is present in the textbook to improve and promote the reading skills.

*English for the Students of Theology* consists of 12 units based on religious and theological topics. The layout of each unit is similar. Each unit consists of two reading texts developing the same theme and all tasks and activities of each unit are geared to that theme.

Different sections of the units are as the followings:

### **Title Page**

The topic of each unit is introduced with the title, some pictures, and the '*unit focus*' which capsulizes the content of the unit. This page is to present a general overview of the unit.

### **Reading 1**

#### **Meditate Before Acting**

Reading sections begin with the title '*Meditate Before Acting*' which is a figurative use of some religious traditions. Students are asked to ponder and meditate about the contents inherent in the questions and pictures and then talk about them; hence they may connect it to their own personal life experiences. Through '*Meditate Before Acting*', students would be ready by means of a preliminary focus on vocabularies.

## **Reading Text**

Each unit includes two texts that are taken from authentic and reliable religious sources like textbooks, encyclopaedias, magazines, academic journals and websites.

The boldfaced vocabularies in the text are intended for catching input enhancement. These are worked later on in the tasks in the same unit and are recycled in the following units. Furthermore, these vocabularies and their related parts of speech are presented in a *'Word List'* at the end of the book for easy access.

*Glossary:* In the margin of each reading text some explanations and activities are inserted to foster comprehension while reading. These may include definitions, pictures, questions, and comments.

*Religious Notes:* Specific religious and technical vocabularies are red in the text and are defined under this heading immediately after the text. These are meant to facilitate comprehension.

## **Meditate on What You Read**

The objective of this part is to evaluate the students' reading comprehension. Various types of comprehension questions like multiple choice, Wh-questions, true/false, matching items are designed for this purpose.

## **Reading Skill**

This section deals with reading skills which are useful for students while reading. The reading skill in each unit is harmonized with the reading passage in that specific unit.

## **Vocabulary Insight**

Different phases of word knowledge have been considered in this section both explicitly and through task-based activities: word formation (prefixes and suffixes), synonyms, antonyms, collocations, crossword puzzle. Also important points are explained under the title of *'Notes'* in this part. Furthermore, multiple meanings or parts of speech of a word handled in the passage are emphasized in a part entitled *'Stop to Ponder'*.

A list of common prefixes and suffixes is enclosed at the end of the book, which I hope to be of great help to the learners.

## **Grammar Inspiration**

It has been tried to introduce grammar through both an indirect and direct approach, with an emphasis on the indirect one, not giving the common grammatical formula explicitly in most cases.

## **Reading 2**

This section is intended for students to foster their reading (including reading skills, vocabularies, and

grammatical points of the first reading text). This part follows the same general theme of ‘Reading 1’ more or less, although the tasks are rather smaller.

### **Translation**

This part is intended for translation and reading practice as well with an emphasis on grammar or vocabulary offered in the unit. Although the bulk of this section has been chosen mostly from the holy Qur’an as the main reference of religious and theological studies, it has used other genres as well in some units.

### **A Bonus for You**

This section is designed to give the students a sense of encouragement and a bonus for their trial during learning. The bonus has been matched with the theme of the unit.

### **Self-control**

Each unit terminates with a ‘*Self-control*’, to provide the students with a sense of accomplishment. The central points of the unit are presented here by using the expression ‘I can’ to encourage the students to self-control and ponder on their learning processes.

I would appreciate the instructors’ kind feedback and comments on the book, so that I can make use of them in the next edition.

**Nasrin Bahrainy**  
**Faculty of Foreign Languages and Literatures**  
**University of Tehran**  
**2020/1399**