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ENGLISH

**(For the first year students
of Religious studies)**

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This study manual is developed for the first year students of Religious studies as an English textbook. It contains 18 lessons. Each lesson is devoted to teach learners English language (grammar and vocabulary) with the help of religious content. Moreover, there are reading texts provided in order to enhance students' reading comprehension. The main aim of the manual is to help the students of Religious studies to develop their language proficiency relying on their major in education. This manual was recommended for publication at the 16th meeting of the Academical and Methodological Council of the International Islamic Academy of Uzbekistan on July 11, 2020.

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INTRODUCTION

This manual is designed for use of non-native English language learners who have already learned general everyday English and wish to improve their special English Language as students of Religious studies. For this purpose, the manual contains various religious terminology and content to ascend the learners' awareness of the basic concepts of various religions and their beliefs.

With this in mind, current manual is developed with 18 lessons that give readers the general and main understanding about these religions. Each lesson initially provides the reading material, and checks learners' perception with the help of Comprehension Check Questions (CCQ). Furthermore, the vocabulary and grammar exercises follow the reading and develop the students' specific glossary and grammar competence. It is important to mention that all the tasks are developed based on the provided reading materials and the topics are ordered from the easiest to the most difficult one. Additionally, this kind of organization is very beneficial for the learners as they practice every covered topic and vocabulary in the next units.

LESSON 1. THE PRESENT SIMPLE TENSE

OBJECTIVES OF THE LESSON:

1. **Reading: "What is a religion?" Reading for detailed information.**
2. **Vocabulary: Getting acquainted words related to reading passage.**
3. **Speaking: Poster presentation.**
4. **Grammar: The present simple tense.**

READING:

What is a religion?

I. Read the text:

From a religious point of view, religion is the belief in certain religious beliefs, that is in God, in the supernatural potential of those who preach to people (prophecy), in the existence of pre-established laws for the ideal life of man (the holy books), and in the regular control of human life, believing in the inevitability of reward or punishment for good and evil (the hereafter, reckoning), the predestination of human destiny (destiny), and similar views, accepting them as belief.

Religion is a doctrine that expresses faith and belief in the divine power of nature, society, man and his consciousness, the purpose and destiny of life, which is beyond the immediate environment of mankind, and at the same time created it, showing people the right, true, just way of life. It is manifested through certain doctrines, emotions, prayers, and the activities of religious organizations. It is a special way of imagining the creation of the universe, of life, a way of perceiving it, a reflection in the divine imagination of the periods in the universe from the earliest history of mankind to the present day. Religion is a spiritual and moral force that has a significant educative power in educating a perfect person.

Religion is a sense of belief. The sense of belief is one of the deepest and most beautiful spiritual needs of mankind. There is no nation in the world without religion and faith. People cannot live without religion, without faith, without confidence in anything. From a sociological point of view, religion is a necessary thing for society, an integral part of social life. It manifests itself as a factor that creates and implements social relations. This means that religion can be studied according to its functions in society.

II. Reading questions:

Answer the questions.

1. With which statement, the sentence cannot be continued.
From a religious point of view, religion is the belief ...
a similar views of people.
b in the existence of pre-established laws for the ideal life of man.
c in certain religious beliefs.
d believing in the inevitability of reward or punishment for good and evil.
2. People cannot live without religion, without faith, without _____ in anything.
a God
b money
c confidence
d hungry
3. Religion is a _____ of belief.
a rise
b sense
c movements
d greatness

4. Religion is a _____ that expresses faith and belief in the divine power of nature
a doctrine
b teaching
c study
d. believing
5. Can religion be studied according to its functions in society.
a No
b Yes
c Maybe
d Sometimes
6. What is a special way of imagining the creation of the universe, of life, a way of perceiving it?
a Beliefs
b Doctrines of religion
c Religious books
d Religion

VOCABULARY:

Write the definitions to the given words.

Manifest

Implement

Religion

Divine

Consciousness

Reflection

Integral

Reckoning
Destiny
Faith
Punishment
Belief

GRAMMAR:

PRESENT SIMPLE TENSE:

The simple present tense in English is used to describe an action that is regular, true or normal. We use the present tense:

1. For repeated or regular actions in the present time period.

I take the train to the office.

The train to Samarkand leaves in every 2 hours.



Jamshid sleeps eight hours every night during the week.

2. For facts.

There is no nation in the world without religion and faith.

A dog has four legs.

We come from Sirdarya.

3. For habits.

I get up early every day.

Saida brushes her teeth twice a day.

They travel to their country house every summer.

4. For things that are always / generally true.

Religion is a doctrine that expresses faith and belief in the divine power of nature

They speak English at university.

It rains a lot in autumn.

Grammar exercise:

Complete the sentences with the words given in the box.

manifest	to be	live	implement
to be	mean	to be	create

Religion _____ a sense of belief. The sense of belief is one of the deepest and most beautiful spiritual needs of mankind. There _____ no nation in the world without religion and faith. People cannot _____ without religion, without faith, without confidence in anything. From a sociological point of view, religion _____ a necessary thing for society,

an integral part of social life. It _____ itself as a factor that _____ and _____ social relations. This _____ that religion can be studied according to its functions in society.

SPEAKING TASK:



Make a speech about Religion and its role in society

Prepare poster presentation with your partner.

LESSON 2: NEGATIVE AND QUESTIONS FORMS OF PRESENT SIMPLE.

OBJECTIVES OF THE LESSON:

1. **Reading:** "Formation of religion". Reading for detailed information.
2. **Vocabulary:** Getting acquainted words related to reading passage.
3. **Speaking:** Making a dialogue.
4. **Grammar:** Negative and Questions forms of present simple.

READING:

Formation of religion

I. Read the text.

According to the scientific literature, "the physical, physiological, neuro-endocrine, biological, psychological and other spheres of primitive man had their own characteristics. It affected not only his life and activities, his character, but also his level of thinking, his strong excitement, his imagination, his discovery of real or false logical laws. Although he was primitive, he was intelligent, thoughtful, capable of certain observations, able to think in a concrete situation, and had practical experiences that emerged in his constant activities. What is such an analysis based on? The extremely small amount of knowledge and its constant improvement, the fear of life ahead and the desire to overcome it, the constant increase of practical experience, absolute dependence on the forces of nature and the struggle to get rid of it, environmental whims and overcoming them, and so on. - all this led to the fact that from his first step came not only logical demands, but also emotional-social, imaginary-fantastic relations. We are not talking about a "conscious savage" or an "abstract thinker", but a small tribe of 20-50 people, without deviating

from the rules of the same community, the process of labor activity (hunting, searching for food, making weapons, equipping housing and etc.), in the process of constant social relations, family kinship, and events (marriage, birth, and death), primitive notions of the supernatural connections between the priests, supernatural forces, and reality of this community were strengthened. In addition to real life, there are ideas that there is another world, that the dead can affect the lives of the living.”

Religious literature, especially the Avesta, the Torah, the Bible, as well as the Qur'an, interpret the creation of man, his first life on earth, in a unique way. In all of them, it is unanimously stated that the world and humanity were created by a single Creator (in the Avesta - Ahura Mazda, in the Torah - Yahweh, in the Bible - God the Father, in the Qur'an - Allah). As for the emergence of human religious ideas, God gave certain instructions and instructions to man when he created the first man, Adam, and these instructions were called religion. According to religious teaching, man was created perfect from the beginning, and a similar religion was given to him in a perfect state. According to the teachings of evolutionism, both the emergence of man and the formation of religion developed gradually, from simple to complex. In general, all the scientific literature on the origin of religion is based on scientific hypotheses, and the interpretation of this issue in the religious literature depends on the religious beliefs of each person.

When we look at the history of mankind, we see that important things related to his daily life, including birth, finding food, hunting, ensuring his own safety, and burial, are associated with different religious ideas and beliefs.

II. Reading practice:

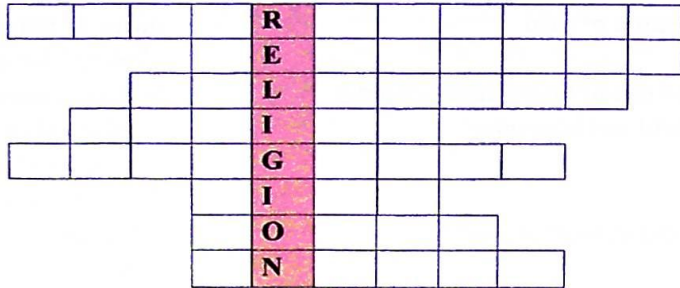
Match the beginning of the sentences with the ending.

- | | | | |
|---|--|---|------------------|
| 1 | When we look at the history of mankind, we see that important things related to his daily life | A | in a unique way. |
|---|--|---|------------------|

2	The extremely small amount of knowledge	B	were created by a single Creator.
3	Religious literature interpret the creation of man	C	are associated with different religious ideas and beliefs.
4	It is unanimously stated that the world and humanity	D	both the emergence of man and the formation of religion developed gradually.
5	There is another world,	E	led to the fact that from his first step came not only logical demands, but also emotional-social, imaginary-fantastic relations.
6	God gave certain instructions to man	F	is based on scientific hypotheses.
7	According to religious teaching,	G	that the dead can affect the lives of the living.
8	According to the teachings of evolutionism,	H	had their own characteristics.
9	All the scientific literature on the origin of religion	I	when he created the first man.
10	The physical, physiological, neuro-endocrine, biological, psychological and other spheres of primitive man	J	man was created perfect from the beginning.

VOCABULARY:

Fill in the crossword by answering the questions.



Questions:

1. What did God give to man when he created the first man?
2. According to religious _____, man was created perfect from the beginning?
3. Community were strengthened in the process of constant social _____.
4. What is important things related to man's daily life associated with?
5. What developed with the formation of religion gradually?
6. Religious literature interpret man's first _____ on earth.
7. In addition to real life, there are ideas that there is another _____.
8. In what way does religious literature interpret the creation of man?

GRAMMAR:

NEGATIVE AND QUESTIONS FORMS OF PRESENT SIMPLE

1. Forming a negative

Negatives in the simple present are formed by adding don't or doesn't before the simple form of	I don't	I don't sing
	You don't	You don't sing
	He doesn't	He doesn't sing

the verb:

She doesn't	She doesn't sing
It doesn't	It doesn't sing
We don't	We don't sing
They don't	They don't sing

2. Forming a yes/no question

Yes/no questions are also created using the auxiliary DO. This time, the auxiliary is placed before the subject.

Do+I	Do I sing?
Do+you	Do you sing?
Does+he	Does he sing?
Does+she	Does she sing?
Does+it	Does it sing?
Do+we	Do we sing?
Do+they	Do they sing?

3. Forming a WH- question

WH- questions (using words such as WHAT, WHEN, or WHERE) are also created by putting the auxiliary DO before the subject. So, you add the WH-word at the beginning.

What do I sing?
Why do you fight?
Where does he live?

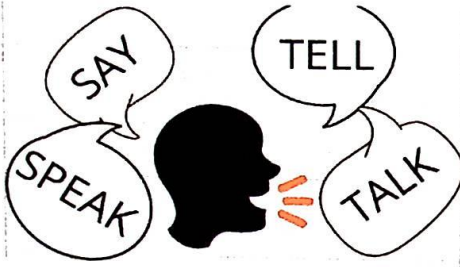
Grammar exercise:

Make the negative and question forms of the provided affirmative sentences.

1. In addition to real life, there are ideas that there is another world.
2. The dead can affect the lives of the living.



3. Religious literature interprets the creation of man and his first life on earth in a unique way.
4. In all of them, it is unanimously stated that the world and humanity were created by a single Creator.
5. We see that important things related to man's are associated with different religious ideas and beliefs.



SPEAKING TASK:

Make a dialogue in a pair about formation of religion using new words and grammar.

LESSON 3: THE PAST SIMPLE TENSE

OBJECTIVES OF THE LESSON:

1. **Reading:** "Buddhism". Reading for detailed information.
2. **Vocabulary:** Getting acquainted words related to reading passage.
3. **Speaking:** Making a dialogue.
4. **Grammar:** The past simple tense.

READING:

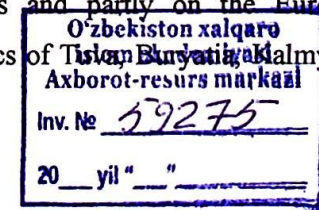
I. Match the headings to the paragraphs

1. When did this religion appeared, and the main countries of the believers of Buddhism?
2. Why was Buddhism accepted widely?
3. The role of the rules and traditions of Buddhism?

Buddhism

A. _____

Buddhism is one of the oldest religions in the world. It originated in India in the VI-V BC. Believers in this religion are mainly from South, Southeast and East Asia: Sri Lanka, India, Nepal, Bhutan, China, Singapore, Malaysia, Indonesia, Mongolia, Korea, Vietnam, Japan, Cambodia, Burma, Thailand, Laos and partly on the European and American continents, in the republics of Tatarstan, Bashkortostan, Chuvashia, Dagestan, Ingushetia, Kabardinka-Balkaria, Kalmykia of the Russian Federation.



Today, in terms of the number of believers, Buddhism ranks fourth after Christianity, Islam and Hinduism. The number of Buddhists is about 700 million. About 1 million of them are monks.

Buddhism originated in India 2,500 years ago as a religious-philosophical doctrine that has many religious sources and religious orientations.

B. _____

Buddhism has been widely accepted by many nations because of its compatibility with various national and religious traditions. Buddhism has penetrated all walks of life: religious, cultural, political and economic.

Buddhism can be described as a set of rules of religion or philosophy, ideology or culture, or a way of life.

C. _____

One of the main factors in understanding the political, economic and spiritual culture of the Eastern countries, which today believe in this religion, is the study of Buddhism. In these countries, the rules and traditions of Buddhism are superior to the laws of the central government in the eyes of the believers of this religion, and, of course, underlying its potential power.

VOCABULARY:

1. Try to guess the meanings of the underlined words and match them with definitions provided below

1. _____ - a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy
2. _____ - higher in rank, status, or quality
3. _____ - give (someone or something) a rank or place within a grading system
4. _____ - a member of a religious community of men typically living under vows of poverty, chastity, and obedience
5. _____ - ability, strength, capacity
6. _____ - having lived or existed for a long time; no longer young
7. _____ - created or initiated
8. _____ - different from one another; of different kinds or sorts

2. Match the words in A with their antonyms in B

A	B
After	Unpromising
Mainly	Narrowly
East	Misunderstand
Close	Before
Widely	Inferior
Accept	Secondarily
Penetrate	West
Superior	Refuse
Potential	Far

GRAMMAR:

The simple past is a verb tense that is used to talk about things that happened or existed before now. Imagine someone asks what your brother Azamat did while he was in town last weekend.

Azamat entered a boxing contest.

He won the silver medal.

For regular verbs, add -ed to the root form of the verb (or just -d if the root form already ends in an e):

Play→Played Type→Typed Listen→Listened Push→Pushed
Love→Loved

For irregular verbs, things get more complicated. The simple past tense of some irregular verbs looks exactly like the root form:

Put→Put Cut→Cut Set→Set Cost→Cost Hit→Hit

For other irregular verbs, including the verb to be, the simple past forms are more erratic:

See→Saw Build→Built Go→Went Do→Did Rise→Rose
Am/Is/Are→Was/Were

Grammar exercise:

Write the past forms of the given words and make sentences using them on your notebook.

Origin	Penetrate
Believe	Walk
Rank	Describe
Have	Understand
Accept	Study

SPEAKING TASK:

Make a dialogue in a pair about Buddhism using new words and grammar.

LESSON 4: AFFIXES (PREFIXES AND SUFFIXES)

OBJECTIVES OF THE LESSON:

1. **Reading: "Core Beliefs in Buddhism". Reading for detailed information.**
2. **Vocabulary: Getting acquainted words related to reading passage.**
3. **Grammar: Affixes.**

READING:

- I. **Look through the text and answer the question**

What are four truths according to Buddha?

Doctrine of Buddhism

Buddhism is a religious system based on ancient Indian religious and philosophical teachings, consisting of specific theories and practices. The Buddha did not develop new religious rules and rituals, but only a few guidelines that everyone should follow to escape the hardships of birth and death. His teachings promote the idea of sincere nobility in man's thoughts, deeds, and behavior. He rejected the doctrine of innocence in the Vedas, condemned the savage sacrifice of animals, the system of varna (caste), and the superiority of the priests in it over others.

The Buddha expressed doubts and skepticism about the existence of a "Creative Higher Power". According to him, the most important thing is a person's personal perfection and a noble lifestyle.

At the heart of Buddhism is the idea that life is suffering and that there is a way to salvation. According to Buddhist teachings, man is a unique being who is born, destroys, or redeems himself. These ideas are reflected in the four truths explained in the first call of the Buddha.

The first truth is that "there is suffering." Every living soul experiences it, so any worldly life is torture, suffering.

Birth is torture, sickness is suffering, death is calamity, adversity is hardship, separation is oppression, unfulfilled dreams are suffering. The basic law of the structure of the world is interdependence. Nothing is created without a specific cause. But it is not possible to determine the primary cause of every event or action. That is why Buddhism calls on the world to accept it as it is.

According to Buddhism, any thing or event, whether material or spiritual, is made up of dharma (elements). They are, by their very nature, motionless, and the driving force of dharma is man's imagination and words. The objective reality is that it is a constantly changing stream of dharmas. Dharmas in action create the five forms of their existence - body, intuition, emotion, movement, consciousness. These five forms make up man. Man lives with them, interacts with being, does good or bad things. The interdependence of the five elements ends with the death of man. The five forms (*skandx*) that make up man are reborn in turn. The characteristics of the new body give the five outcome on which it is based: activity, delusion, desire, desire, and norm. This process forms the "wheel of life". By constantly spinning on the "Wheel of Life," man is subjected to eternal torment.

The second truth is that "there are reasons for torture." Man, using material things or spiritual values, considers them real and permanent and always strives to have them. This aspiration leads to life expectancy. The river of life, made up of good or bad intentions, prepares karma for future life because of dreams and aspirations. So, rebirth, re-torture will continue. Most Buddhists believe that no one has attained nirvana after the Buddha.

The third truth is that "torture can be stopped." Complete disconnection from good or bad intentions and aspirations leads to a state of nirvana. In this state man ceases to be born again. According to Buddhists, the state of nirvana is to go beyond the 'wheel of life', to

separate oneself from the idea of 'I' and to completely end one's emotional feelings.

The fourth truth is that "there is a way out of torture." The way is to follow the eight things, to understand correctly, to act correctly, to behave properly, to concentrate properly. A person who follows this path follows the path of the Buddha.

II. Reading questions: Answer the following questions.

1. Which religious and philosophical teachings are the base of Buddhism?
2. Did Buddha develop new religious rules?
3. What did Buddha express about the existence of a "Creative Higher Power"?
4. What is at the heart of Buddhism?
5. What is the first truth?
6. According to Buddhism everything is made up ...
7. What 5 forms are created by Dharma?
8. What is the second truth?
9. What is the third truth?
10. What is the fourth truth?

VOCABULARY:

Try to guess the meaning of given words and write the definition for them.

Thoughts	
Deeds	
Behavior	
Perfection	

Salvation	
Interdependence	
Constantly	
Oppression	
Hardship	
Disconnection	
Separate	

GRAMMAR:

An affix is a word attachment to a root or stem that gives a word a different meaning.

Affix Examples:

stem word: like
stem word: like

with affix (prefix): unlike
with affix (suffix): likely

Prefixes are a type of affix. Prefixes are "pre" (before) "fix"ed (attached) to a root or stem to create a new word with a new meaning. Prefixes themselves are not words. They must be attached to a root or a stem in order to create new words.

Pre- (before): The outcome was predetermined. (The outcome was determined before)

mis- (wrong): That word is misspelled. (The word is spelled wrong.)

non- (not): The noise was nonstop. (The noise did not stop.)

- un- (not): His work was unsatisfactory. (His work was not satisfactory)
- dis- (lack of, not): They were displeased. (They were not pleased.)
- in- (not): The work was incredible. (The work was not believable)

Suffixes are a type of affix. Suffixes are "suf" (under/after) "fix" ed (attached) to a root or stem to create a new word with a new meaning. Suffixes themselves are not words. They must be attached to a root or a stem in order to create new words.

- ly (like): She was wonderfully (She was striking like wonder)
- able (able to): The part is adaptable. (The part is able to adapt)
- ible (able to): The writing was incomprehensible. (The writing was not able to be comprehended.)
- er (noun, someone who)- (not): His work was unsatisfactory. (His work was not satisfactory)
- ful (full of): The flower is beautiful. (The flower is full of beauty)
- less (without): The old script was worthless. (The old television was without worth)

Grammar exercise:

Add the suffixes or prefixes to the following words

Real, conscious, connection, hard, solution, depend, truth, possible, taken, place, satisfactory, honest, avoid, develop, peace, self, location, command, passion, correct, ethic, enlighten, wise, lively, child, proper, comprehend, mind, universal, beauty, conduct.

LESSON 5: RELATIVE PRONOUNCE

OBJECTIVES OF THE LESSON:

1. **Reading: "Core Beliefs of Buddhism". Reading for detailed information.**
2. **Vocabulary: getting acquainted words related to reading passage.**
3. **Speaking: Making a dialogue.**
4. **Grammar: Relative pronounce.**

READING:

CORE BELIEFS OF BUDDHISM

I. Read the text.

The doctrine of Buddhism mainly consist of three parts: 1) morality; 2) meditation; 3) wisdom.

1. Moral norms - "Pancha shila" (five precepts of the Buddha):

- 1) *Abstaining from killing;*
- 2) *Abstaining from stealing;*
- 3) *Abstaining from sexual misconduct;*
- 4) *Abstaining from falsehood;*
- 5) *Abstaining from intoxicants.*

2. Meditation.

- 1) *Right view* (correct belief) - knowing and believing in the four truths mentioned in the first call of the Buddha;
- 2) *Right resolve or intention* - the desire to get rid of worldly pleasures, to avoid unnecessary thoughts and harm to others;

3) *Right action* - not to look at something that does not belong to him, not to give in to excessive emotions;

4) *Right mindfulness* - to be in control of one's body and soul in such a way as not to lose oneself, and at the same time to put an end to passions and sufferings;

5) *Right effort* - curbing bad feelings and developing good feelings and actions;

6) *Right livelihood* - to avoid an unhealthy lifestyle;

7) *Right concentration* - going through four consecutive stages of maturity;

8) *Right speech* - to refrain from lying, slander, insults and useless words.

3. **Wisdom** is the main goal of Buddhism, which is to understand the nature of things correctly.

A person who has passed the three stages of practice mentioned above will eventually attain the highest bliss, that is, the state of nirvana. The lexical meaning of the word Nirvana is "extinction". In it, the aspiration to any aspect of life disappears.

II. Reading comprehension check:

Choose the correct answers

1. How many parts are there in the doctrine of Buddhism?

- a) 8
- b) 5
- c) 3

2. "Not to look at something that does not belong to him, not to give in to excessive emotions". Which one of the meditations is described in this definition?

- a) Right action
- b) Right effort
- c) Right view

3. "To avoid an unhealthy lifestyle". Which one of the meditations is described in this definition?

- a) Right resolve
- b) Right livelihood
- c) Right concentration

4. "To be in control of one's body and soul in such a way as not to lose oneself, and at the same time to put an end to passions and sufferings".

Which one of the meditations is described in this definition?

- a) Right concentration
- b) Right speech
- c) Right mindfulness

5. What is moral norms of Buddhism?

- a) five precepts of the Buddha
- b) Essence of Vajrayana
- c) For what do four teach?

6. What is the main goal of Buddhism, which is to understand the nature of things correctly?

- a) Moral
- b) Wisdom
- c) Meditation

7. What is the lexical meaning of the word "Nirvana"?

- a) Bliss
- b) Happiness
- c) Extinction

VOCABULARY:

Match the words with their definition.

1	Moral	a	decision , resolution , commitment
2	Wisdom	b	the quality or state of being conscious or aware of something
3	Meditation	c	the action or power of focusing all one's attention
4	Mindfulness	d	the act of remaining in a silent and calm state for a period of time, as part of a religious training, or so that you are more able to deal with the problems of everyday life.
5	Concentration	e	a means of securing the necessities of life
6	Resolve	f	the state or process of being or becoming extinct
7	View	g	the quality of having experience, knowledge, and good judgement; the quality of being wise
8	Livelihood	h	strong and barely controllable emotion
9	Extinction	i	concerned with the principles of right and wrong behaviour
10	Passion	j	the beliefs or opinions that you have about it, for example whether you think it is good, bad, right, or wrong.

GRAMMAR:

RELATIVE PRONOUNCE

Relative pronouns are a type of pronoun used to link different parts of a sentence. Relative pronouns give more information about the subject or object of the sentence.

The Relative Pronouns:

Who, whom, whose, whoever, whomever, which, that, what, whatever, whichever

Rules for relative pronouns

1. When referring to a person use **who, whom, whose, whoever** and **whomever**

Examples:

Who bought the brown bag?

I am the one who bought the brown dog.

To whom were you speaking?

Mrs. Barno is the teacher to whom I was speaking.

Whose house is at the end of the street?

I do not know whose house is at the end of the street.

Whoever bought the car wants to speak with you.

My daughter can ask whomever she wishes to the dance.

2. When referring to a thing, place, or idea use **Which, That, What, Whatever, and Whichever**

Examples:

In which house do you live?

I live in the blue house, which is three houses south of yours.

Did you see the dog that I bought?

The dog that I bought is brown.

What should I wear to my interview?

Your red dress is what you should wear.

Should I wear the green dress or the blue dress?

Choose whichever dress you like.

You can wear whatever you want.

Grammar exercise:

Put the given pronouns to the gaps in the sentences.

Where, that, when, which, who, whose

1. Do you know the girl _____ started in grade 7 last week?
2. Can I have the pencil _____ I gave you this morning?
3. A notebook is a computer _____ can be carried around.
4. I won't eat in a restaurant _____ cooks smoke.
5. I want to live in a place _____ there is lots to do.
6. Yesterday was a day _____ everything went wrong!

SPEAKING TASK:

Make a dialogue with your partner using new words and grammar.

LESSON 6: ACTIVE AND PASSIVE VOICE.

OBJECTIVES OF THE LESSON:

1. **Reading:** "The Personality of the Founder of Buddhism".
Reading for detailed information.
2. **Vocabulary:** Getting acquainted words related to reading passage.
3. **Speaking:** Making a speech.
4. **Grammar:** Active and passive voice.

READING:

- I. **Read the text.**

THE PERSONALITY OF THE FOUNDER OF BUDDHISM

Researchers of the history of Buddhism, based on available sources, claim that the founder of this movement was a real historical figure. In the literature informing about this doctrine, it is mentioned by such names as Siddhartha, Gautama (Gotama), Shakyamuni, Buddha, Tadhagata, Jin, Bhagavan. The meanings of these names are as follows: Siddhartha - personal name, Gautama - seed name, Shakyamuni - "sage from the Shakya tribe", Buddha - "radiant", Tadhagata - "so and so went", Jin - "winner", Bhagavan - "ceremony seeker ". The most famous of these was the Buddha, hence the name Buddhism.

Siddhartha was the son of Shuddhodana, one of the kings of the Shakya tribe. His palace was in a town called Kapilavasti in the foothills of the Himalayas (in what is now Nepal). His mother - Princess Maya. The king raises his son in the embrace of dreams and makes him a perfect

adult. Siddhartha grew up and married Yashadhara, the daughter of one of the neighboring rulers, and when he saw a son, he named him Rachel.

A child who grew up without any hardships or shortcomings, Siddhartha will one day meet an old man, a patient, and a suffering monk in the union, and will witness the death of a man. The more severely affected prince leaves the palace in search of ways to save humanity from hardship and suffering. He was 30 at the time. He travels from village to village with five monks. At the same time, Siddhartha was convinced of one thing: this path would not lead him to the goal he had set for himself, that is, to save humanity from suffering, and he would be separated from the community of monks.

Tired of wandering in the woods for a while, he sits down to rest under a tree, and decides not to get up on his own until he finds the truth.

On the 49th day of this session, a voice comes from his heart, "You have found the truth". At this point, the whole being appears before his eyes. He sees a rush everywhere, an aspiration somewhere: there was no peace anywhere. Life was passing in endless distances. A force beyond human comprehension. Trishna - the hope of living, of being, would disturb, destroy, and recreate the peace of all. Now the Buddha understood who to fight against. From that moment on, he was called Buddha - radiant. The tree under which he sat was called a radiant tree.

Reading questions:

Read the text and answer the questions.

1. What are the names of the founder of Buddhism?
2. What is the meaning of Bhagavan?
3. Whose son was Siddhartha?
4. Where was his place?
5. How many children does he have?
6. Why was the prince affected severely?
7. Where did he try to find truth?
8. How many days did he sit there?
9. What was the name of the tree that he sat under?

VOCABULARY:

Find the given words in the text and try to guess their meaning then make sentences.

Inform		Community	
Doctrine		Comprehension	
Tribe		Suffer	
Foothills		Convinced	
Embrace		Humanity	
Perfect		Peace	
Hardship		Beyond	
Patient		Fight	
Separate		Radiant	

GRAMMAR: Active and Passive voice

<p>Active voice definition:</p> <p>Generally, we tend to use the active voice – one of the two voices of verbs (active and passive voice). When the verb of a sentence is in the active voice, the subject performs the action denoted by the verb.</p>	<p>Active voice examples:</p> <p>He <u>would find</u> the truth. I <u>visited</u> my uncle last week.</p>
<p>Passive definition:</p> <p>The passive voice is a grammatical voice of verb where what would be the object of a corresponding active sentence becomes the subject of a sentence in the passive voice. The passive voice is formed with the appropriate tense of the verb to be + past participle.</p>	<p>Passive examples:</p> <p>The truth <u>would be found</u> by him. My uncle <u>was visited</u> by me last week.</p>

Grammar exercises:

a) Underline the passive sentences in the text and clarify in which tenses are they given. Provide some examples:

Present Passive _____

Past Passive _____

Modal Passive _____

b) Write the given words in Past participle form (Verb III).

- | | |
|-----------|---------------|
| Mention - | Save - |
| Claim - | Travel - |
| Call - | Convenience - |
| Find - | Have - |
| Raise - | Lead - |
| Make - | Sit - |
| Grow up - | Decide - |
| Meet - | |
| Witness - | |
| Affect - | |

c) Make at least 5 passive sentences using verbs above

SPEAKING TASK:

Make a speech using new words and grammar.



LESSON 7. THE PRESENT PERFECT TENSE.

OBJECTIVES OF THE LESSON:

- 1. Reading: "Origin of Judaism". Reading for detailed information.**
- 2. Vocabulary: getting acquainted words related to reading passage.**
- 3. Speaking: Role play.**
- 4. Grammar: Present perfect tense.**

READING:

- I. Read the text.**

ORIGIN OF JUDAISM

Judaism is a religion that promoted the idea of monotheism, formed in Palestine in the late 2000s BC. Judaism is the religion of the nation and is unique to the Jewish people. There are various theories about the origin of the word "Jew". According to Abu Rayhan al-Biruni's work called "Monuments of ancient peoples", although the word "Jew" is derived from the Sami word "hoda" that means "to repent, those who repent", it is in fact wrong. It is related to Judah, the son of the prophet Jacob who ruled the people of Israel.

Another name for the Jewish people is the "Children of Israel" (Banu Isroil), and Israel is the second name of the prophet Jacob, Banu means children.

Another term used to refer to the Jewish people is the word "Hebrew", used in modern literature as an exact translation of the word "Jew." However, the etymology of these two words is different: the Hebrew is a modified form of the word "Ibriy" in the ancient Sami languages. The word "Hebrew" (from the Arabic verb 'abara-ya'buru' - 'to pass') means 'those who have passed'. History has shown that Jewish tribes crossed the Jordan River and came into the current place of Palestine. That is why they are called Hebrews ("Passers-by").

II. Reading questions:

1. What is the text about?
2. Where did the Judaism form?
3. When did the Judaism form?
4. According to Abu Rayhan al-Biruni's work called "Monuments of ancient peoples", what does the word Jew mean?
5. Who is Judah?
6. Who are the children of Israel?
7. What does the word "Hebrew" mean?
8. Are the etymology of the word "Jew" and "Hebrew" same? If yes, Why? If no, Why not?

VOCABULARY:

a) Match the vocabulary word with the correct definition.

A	Monotheism	to draw or be drawn (from) in source or origin; trace or be traced
B	Promote	a social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader
C	Derive from	a person regarded as an inspired teacher or proclaimer of the will of God
D	Hebrew	or express sincere regret or remorse one's wrongdoing or sin
E	T	actively encourage (a cause, further the progress of

F	Repent	a member of an ancient people living in what is now Israel and Palestine.
G	Ruled	the doctrine or belief that there is only one God.
H	Prophet	dominate, hold sway, control

b) Using the vocabulary words from the previous exercise, choose the appropriate words.

According to Biruni, Judaism (**came from, derived from**) the word "hoda" and means (**to repent, to dominate**). The Jewish (**people, tribes**) crossed the Jordan River.

GRAMMAR:

THE PRESENT PERFECT TENSE

The present perfect tense combines the ideas of past and present.

It is formed using the present idea of have/has + the past idea found in the past participle.

The present perfect tense expresses activities or situations that occurred at some unspecified time in the past, or that were repeated in the past.

Example: *History has shown that Jewish tribes crossed the Jordan River and came into the current place of Palestine.*

The present perfect, has shown, is used in this sentence to state that the resurrection took place in the past, but the affect of it continues to the present and even into the future by continuing to give hope to believers.

The present tense, awaits, is used to express a statement of fact.

II. Reading questions:

1. What is the text about?
2. Where did the Judaism form?
3. When did the Judaism form?
4. According to Abu Rayhan al-Biruni's work called "Monuments of ancient peoples", what does the word Jew mean?
5. Who is Judah?
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7. What does the word "Hebrew" mean?
8. Are the etymology of the word "Jew" and "Hebrew" same? If yes, Why? If no, Why not?

VOCABULARY:

a) Match the vocabulary word with the correct definition.

A	Monotheism	to draw or be drawn (from) in source or origin; trace or be traced
B	Promote	a social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader
C	Derive from	a person regarded as an inspired teacher or proclaimer of the will of God
D	Hebrew	feel or express sincere regret or remorse about one's wrongdoing or sin
E	Tribe	support or actively encourage (a cause, venture, etc.); further the progress of something

F	Repent	a member of an ancient people living in what is now Israel and Palestine.
G	Ruled	the doctrine or belief that there is only one God.
H	Prophet	dominate, hold sway, control

b) Using the vocabulary words from the previous exercise, choose the appropriate words.

According to Biruni, Judaism (**came from, derived from**) the word "hoda" and means (**to repent, to dominate**). The Jewish (**people, tribes**) crossed the Jordan River.

GRAMMAR:

THE PRESENT PERFECT TENSE

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The present tense, awaits, is used to express a statement of fact.

Grammar exercises:

- In the following sentences, write verbs in the present perfect tense form.

1. Judaism _____ (be) a religion that promoted the idea of monotheism,
2. It _____ (form) in Palestine.
3. Judaism is the religion of the nation and _____ (be) unique to the Jewish people.
4. Another term _____ (use) to refer to the Jewish people is the word "Hebrew".
5. The word "Jew" _____ (be derived) from the Sami word "hoda" that means "to repent, those who repent", it is in fact wrong.

- Make up sentences using the present perfect tense and the given words in the vocabulary section.



SPEAKING TASK:

Organize a role play in small groups.

LESSON 8. PRONOUNS

OBJECTIVES OF THE LESSON:

1. **Reading:** "The doctrine of Judaism." Reading for detailed information.
2. **Vocabulary:** getting acquainted words related to reading passage.
3. **Speaking:** Describing people.
4. **Grammar:** Pronouns.

READING:

THE DOCTRINE OF JUDAISM

I. Read the text.

The doctrine of Judaism is based on four principles:

1. Belief in Yahweh, the only God who created the universe. The word Yahweh means "Lord". The book of Exodus quotes God's words to Moses: "Yahweh is the Lord of your fathers, Abraham, Isaac, and Jacob, who sent me to you" (Exodus 3). In the late sixth century BC, Jewish priests forbade the use of the word Yahweh so as not to diminish the respect by common people, and ordered the use of the word "Adonai" ("Lord") to refer to it. After that, only the priests were allowed to mention the name of Yahweh during prayer.

According to Jewish doctrine, Yahweh began the creation of the worlds on Sunday and finished it on Friday, and rested on Saturday, and commanded the Jews to rest on that day as well. For this reason, in Judaism, Saturday is a great day and no work is done.

2. The Jews are the "most classic" of the nations of the earth and they are "the most deserving of the gifts to be given in the world", they claim that they are a holy people chosen by God, that the Jewish spirit is a part of God.

3. The Messiah is about the coming of the Savior. According to it, in the day of Judgement, Yahweh will bring out a savior from among the Jews, and he will perform the following tasks: 1) rebuilds the world by reforming it; 2) gathers all the Jews around Sinai; 3) punishes all their enemies.

4. Belief in the day of Judgement. In Judaism, ideas about the Hereafter are mainly expressed in the Talmud. According to it, those who truly believe in Yahweh will be rewarded in the Hereafter. On the contrary, those who violate its laws will be severely punished.

According to Jewish doctrine, 10 tablets were sent down by the One God when Moses met Yahweh on Mount of Tur. These tablets contained 10 commandments that formed the basis of this religion. These commandments are found in the book "Deuteronomy" (Second Law), which the Jews must adhere to. They are:

1. Not knowing that there is no god but Yahweh;
2. Not to worship idols and images;
3. Not swearing in the name of God in vain;
4. Respect the Saturday and dedicate it to God;
5. Respect for parents;
6. Not to kill unjustly;
7. Not to commit adultery;
8. Not to steal;
9. Not to bear false witness;
10. Not to look at badly the belongings of loved ones.

In the Talmud, one of the sacred religious sources of the Jews, it is developed a system of Jewish rituals. It contains 248 commandments and 365 prohibitions that Jews must obey and do. They include issues related to Jewish food, dress, cleanliness, agenda, prayers, ceremonies, and festivals. Every Jew must obey these commands and prohibitions throughout his life. For example, every Jewish child is circumcised on the eighth day after birth. Jews also eat only meat slaughtered by their own butcher, the Shoyikhet, in accordance with religious rules (pork is considered unclean in Judaism). The rules on dress code apply mainly to men. Their clothes should be sewn long from the fabric of the same color,

their pockets should be below the waist. And their heads should always be covered, even in their sleep. During prayer, the Jews throw a special prayer sheet - "tales" on their shoulders. Six hundred and thirteen knots were bundled on its shores, which means that I will take upon myself the observance of the 248 commandments and 365 prohibitions mentioned above by the Jew.

II. Reading questions:

What is the reading passage about? Check your reading comprehension. Choose the best answer for each item.

1. **The doctrine of Judaism is based on**
 - a. four prophets
 - b. four doctrines
 - c. three principles
 - d. four principles
2. **What is the first principle of The doctrine of Judaism**
 - a. Belief in Jews
 - b. Belief in Priests
 - c. Lord
 - d. Belief in Yahweh
3. **Why did Jewish priests forbid the use of the word Yahweh?**
 - a. to use the word "Adonai"
 - b. not to diminish the respect by common people
 - c. to respect him as Lord.
 - d. to mention the name during prayer.
4. **Which one mentioned below is not one of the 10 commandments.**
 - a. Not to kill justly;
 - b. Not to commit adultery;
 - c. Not to worship images;
 - d. Not to steal;
5. **What include issues related to Jewish food, dress, cleanliness, agenda, prayers, ceremonies, and festivals.**

- a. Talmud
 - b. commandments and prohibitions
 - c. Rituals
 - d. customs
6. Who is Savior?
- a. He rebuilds the world by reforming it.
 - b. He is among the Jews.
 - c. He gathers all the Jews around Sinai.
 - d. All mentioned are true.

VOCABULARY:

a) Match each word with its synonym.

- | | |
|--------------|--|
| Doctrine | criminal conversation |
| Hereafter | evidence or proof |
| Diminish | injunction |
| Adultery | life after death |
| Witness | decrease, lessen |
| Adhere | teaching, tenet |
| Commandments | banning, forbidding |
| Prohibition | believe in and follow the practices of |

b) Match each word with its opposite

- | | |
|-------------|------------------|
| Punish | Allow |
| Gather | increase |
| Diminish | not praying |
| Slaughter | dirtiness |
| Bundle | separate |
| Worship | award |
| Cleanliness | unbind, unfasten |
| Prohibition | live giving |

GRAMMAR:

PRONOUNS

Here is a list of common pronouns:

Personal Pronouns	Other Pronouns
I, me, my, mine, myself	this, that
you, your, yours, yourself	these, those
he, him, his, himself	some, others
she, her, hers, herself	all, most, many, a few, few, none
it, its, itself	
we, our, ours, ourselves	
they, them, their, theirs, themselves	

Grammar exercise:

An author uses a pronoun in place of a noun so as not to be awkward and repetitious. The noun to which a pronoun refers is called the antecedent. Antecedent provides the meaning of the pronoun, so it is important to be able to recognize and identify it. Choose the correct antecedent for each pronoun that is underlined in these sentences from the text.

- The book of Exodus quotes God's words to Moses: "Yahweh is the Lord of your fathers, Abraham, Isaac, and Jacob, who sent me to you" (Exodus 3).
 - a. God
 - b. Moses
 - c. father
- According to Jewish doctrine, Yahweh began the creation of the worlds on Sunday and finished it on Friday.
 - a. Yahweh
 - b. Jewish doctrine
 - c. creation of the world

3. The Jews are the "most classic" of the nations of the earth and they are "the most deserving of the gifts to be given in the world", they claim that they are a holy people chosen by God, that the Jewish spirit is a part of God.

- a. nations
- b. classics
- c. Jews

4. The Messiah is about the coming of the Savior. According to it, in the day of Judgement, Yahweh will bring out a savior from among the Jews, and he will perform the following tasks:

- a. Messiah, Yahweh
- b. Messiah, Savior
- c. Savior, Yahweh

5. In the Talmud, one of the sacred religious sources of the Jews, it is developed a system of Jewish rituals. It contains 248 commandments and 365 prohibitions that Jews must obey and do. They include issues related to Jewish food, dress, cleanliness, agenda, prayers, ceremonies, and festivals.

- a. Jewish rituals, Jews
- b. Talmud, 248 commandments and 365 prohibitions
- c. Talmud, Jews

SPEAKING TASK:

**Describe a person to the group
using new words and grammar.**

LESSON 9. PROPER NOUNS

OBJECTIVES OF THE LESSON:

1. **Reading: "Sources of the Torah". Reading for detailed information.**
2. **Vocabulary: getting acquainted words related to reading passage.**
3. **Speaking: Making a dialogue.**
4. **Grammar: Proper nouns.**

READING:

I. Read the text.

SOURCES OF THE TORAH

Judaism, like other religions, has its own scriptures. It has two main sources, one is the Torah (Torah; Torah of Moses; Torah shebikhtav) given to Moses on Mount Tur, who lived in the 13th century BC and led the expulsion of the people of Israel from Egypt, and the other is the Talmud, a written source that appeared after the Torah. These two sacred sources in Judaism form the components of the Christian Bible (not exactly). Christians and Jews understand the word Bible differently. For the Jews, the Hebrew Bible is the Old Testament of the Christians. Jews often understand their Tanakh under the word biblical. The five books that belong to Moses are called the Torah and are divided into the following books: 1) "Existence" or "Genesis"; 2) "Exodus"; 3) "Leviticus"; 4) "Numbers"; 5) "Deuteronomy" (second law).

The most important and authoritative part of the Old Testament devoted to religious doctrine and belief is the Torah. It is the "Five Books" according to Christian tradition and the "Torah" (doctrine) according to Jewish tradition.

The word "testament" in the Old Testament signifies God's special relationship with man. The text of the Old Testament is written in Hebrew (Old Jewish) and Aramaic. It consists of the books of the ancient prophets (Ketuvim), the proverbs of the prophet Solomon (Nevi'im) and (Torah). It tells the story of the "God-blessed" nation of Israel.

"Genesis" was written by Moses in 1400 BC at God's command. It tells us how God created the universe, how man fell into sin, and as a result suffering and death came to the world. It also describes the history of the emergence and spread of the peoples of the world. The most ancient events, such as Adam and Eve, Abel and Cain, Noah, Lot, Abraham, Isaac, Ishmael, Jacob, Joseph, Pharaoh, and others, the Flood, the tower of Babylon and the confusion of tongues, the destruction of Sodom and Gomorrah, are included in Genesis.

The book of "Exodus" tells the story of the birth and life of Moses, the deliverance of the Jews who were severely oppressed by the Pharaoh of Egypt by Yahweh's command, and the ten "commandments" that Yahweh gave him on Mount Tur. In addition, instructions were given regarding the prayers and rituals of Judaism.

The book of "Leviticus" contains instructions on various customs and rituals. It basically talks about sacrifice and explains what animal to sacrifice in the way of God, or how to perform it. The Jewish people were also instructed on which animals and birds could be eaten and which were forbidden to eat, as well as on various other vital issues.

According to the book of "Numbers", on the second day of the exodus of the Jewish people from Egypt under the leadership of Moses, he ordered them to count all the men fit for war. This book lists the names of the main representatives of the Jews under the leadership of Moses by tribe, clan, and lineage. It also tells of the lives of the people of Israel, who came from Egypt, with Moses, and the hardships and battles they fought. Yahweh gives Moses instructions on how to keep track of the spoils of war and the captives and how to distribute them.

"Deuteronomy" (second law) consists of 34 chapters. Except for Chapters 27, 31, 34, the remaining parts are written on behalf of the first person. According to the Bible, the first saint, Hilkiah, found the book of

the Law in the temple of Jerusalem in 621 BC, in the 18th year of the reign of Josiah. The basis of the "Deuteronomy" (second law) is the book of "Law".

The book "Nevi'im" (Prophets) is divided into two parts. The first part includes the books of the previous prophets: Jesus Navin, the "judgments," the two books of Samuel and the two "kingdoms," the books of Ruth, Esther, Ezra, Nehemiah, Paralyphomenon. The second part contains the books of the next prophets, the books of the three great prophets — Isaiah, Jeremiah, Ezekiel, and the 12 lesser prophets — Asia, Joel, Amos, Obadiah, Jonah, Micah, Naum, Habakkuk, Zephaniah, Aggei, Zechariah, and Malachi.

The "Ketuvim" section includes "Psalms," "Stories," the book of Job, Solomon's "Songs of Songs," the book of Ruth, the "Cry of Jeremiah," the books of Ecclesiastes, Esther, Daniel, Ezra, and the Book of Chronicles.

II. Reading questions:

Choose the best answer for each item.

1. How many sacred books are there in Judaism?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
2. Who led the expulsion of the people of Israel from Egypt?
 - a. Pharaoh
 - b. Talmud
 - c. Torah
 - d. Moses
3. The word "testament" in the Old Testament signifies....?
 - a. administrator
 - b. priest
 - c. God's special relationship with man
 - d. advice

4. Which book consists of the most ancient events?
- Genesis
 - Deuteronomy
 - Numbers
 - Exodus
5. The book "Nevi'im" is divided into two parts. The first part includes...
- Ketuvim
 - the books of the next prophets
 - the books of the previous prophets
 - Rituals
6. Which parts of the "Deuteronomy" are written on behalf of the first person?
- Chapters except for chapters 27, 31, 34
 - Chapters 27, 31, 34
 - All chapters
 - Chapter 621

VOCABULARY:

a) Determine the meaning of each word as used in this text. Both of the meanings are correct dictionary definitions. Choose the appropriate definition.

- | | | |
|------------------|--|--|
| 1. Testament | a. a covenant or dispensation | b. proof |
| 2. sacrifice | a. give up (something valued) for the sake of other considerations | b. offer or kill animals as a religious matter |
| 3. deliverance | a. liberation, release | b. utterance, statement |
| 4. battle | a. fight, struggle | b. conflict, competition |
| 5. authoritative | a. dictatorial, imperious | b. reliable |

b) Match the vocabulary word with the correct definition.

Reign	not allowed; banned.
Law	a group of people of the same race, language, and customs.
forbidden	the process or event of its coming into existence.
ritual	direct descent from an ancestor; ancestry or pedigree.
instruction	the system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.
oppressed	a group which consists of families that are related to each other.
emergence	a direction or order.
tribe	treated cruelly or are prevented from having the same opportunities, freedom, and benefits as others.
clan	hold royal office; rule as king or queen.
lineage	a religious service or other ceremony which involves a series of actions performed in a fixed order.
contain	consists of.

c) Choose the appropriate words.

- The second part (**contains, consists**) the books of the next prophets, the books of the three great prophets — Isaiah, Jeremiah, Ezekiel, and the 12 lesser prophets — Asia, Joel, Amos, Obadiah, Jonah, Micah, Naum, Habakkuk, Zephaniah, Aggei, Zechariah, and Malachi.
- The book of "Leviticus" contains (**instructions, lineages**) on various customs and rituals.

3. The most important and (**authoritative, reliable**) part of the Old Testament devoted to religious doctrine and belief is the Torah.

GRAMMAR:

PROPER NOUNS

Remember that all nouns are words naming people, animals, places, things, and ideas. Every noun can be further classified as either common or proper. In the following sentences, proper noun examples are compared with common nouns. Notice that the proper nouns are specific and unique, while the common nouns are much more general in nature.

1. **Common noun:** Judaism has two main **sources**.
Proper noun: **Torah** is one of them.
2. **Common noun:** Torah is divided into 5 **books**.
Proper noun: The book "**Nevi'im**" is divided into two parts.
3. **Common noun:** According to the Bible, the first **saint**, Hilkiyah, found the **book** of the Law in the **temple** of Jerusalem.
Proper noun: According to the **Bible**, the first saint, **Hilkiyah**, found the book of the **Law** in the temple of **Jerusalem**.

Grammar exercise:

In the text find the common and proper nouns and make up sentences using them.

SPEAKING TASK:

Make a dialogue in pairs using new words and grammar.



LESSON 10. VOCABULARY DEVELOPMENT

OBJECTIVES OF THE LESSON:

1. **Reading: "Origin of Christianity"** Reading for detailed information.
2. **Vocabulary: Getting acquainted words related to reading passage.**
3. **Speaking: Discussion.**

READING:

I. Read the text.

ORIGIN OF CHRISTIANITY

Christianity is one of the most widespread religions in the world, along with Buddhism and Islam. The number of adherents of this religion is the highest of all religions, accounting for almost a third of the world's population (about 28 percent). Christianity is spread mainly in Europe, America, Australia and partly in Africa and Asia.

Christianity originated in the Palestinian territories in the eastern part of the Roman Empire at the beginning of AD. Jesus Christ, according to the Bible, was the founder of Christian doctrine, and he was born by the command of God from the virgin Mary in the village of Nazareth in Palestine in 747, founding of the Roman Empire. The beginning of a new era is also associated with the birth of Jesus Christ.

At the beginning of AD, the Jews were experiencing a severe depression associated with the three layers of power. On the one hand, the Roman emperor and his local deputies, on the other hand, the Palestinian king Herod Antipas, and on the third, the priests tormented the people with various taxes and duties. At the same time, there appeared among the Jews that the arrival of the expected savior was imminent. They had come out to prepare the people for the coming savior. Then Jesus Christ came up with

the idea of reforming Judaism and founded Christianity. The Jews expelled him and his adherents from Palestine. At the age of 33, Jesus was convicted of sedition and sentenced to death.

There is a difference of opinion between religious and non-religious sources about the history of Jesus: Christian sources recorded that Jesus himself, being a god, was born in the form of a man to take upon himself the sins of mankind, his way of life, his communication with men were also recorded. Since the name Jesus is not mentioned in non-religious sources.

The word "Christ" added to the name of Jesus is derived from the ancient Hebrew word Messiah, meaning "anointed". In Greek, the word has the form "Christos". The fact that this religion is called 'Christianity' is also related to these words. They also associated Christianity with Nazareth, the birthplace of Jesus Christ, and called the religion Nazroniya. Later the name took the form of Nasroniya.

Jesus Christ taught his doctrine to his 12 disciples, the apostles. They, in turn, after the death of Jesus, each brought the doctrines of their teachers into book form individually. These books form the part of the New Testament of the Bible.

Reading questions:

a) Reread each paragraph in the passage and choose the topic of each paragraph from the suggestions below.

1. The main topic of paragraph 1 is

- a. Christianity today
- b. History of Christianity
- c. Spread of Christianity

2. The main topic of paragraph 2 is

- a. Palestine in 747
- b. Jesus Christ's birth
- c. Origin of Christianity

3. The main topic of paragraph 3 is

- a. Situation in Palestine before Jesus came up
- b. Reasons for founding new religion
- c. Sufferings of the people

4. The main topic of paragraph 4 is

- a. Who is Jesus Christ
- b. Jesus is not historical person
- c. Opinions about Jesus' personality

5. The main topic of paragraph 5 is

- a. Origin of the word "Christ"
- b. The meaning of Jesus's name
- c. Origin of the word "Christianity"

6. The main topic of paragraph 6 is

- a. Christianity after Jesus Christ
- b. The doctrine of Christianity
- c. 12 Apostles

VOCABULARY

a) Choose the sentence that is closest in meaning to the sentence from the passage.

1. Each apostle brought the doctrines of their teachers into book form individually.

- a. Each apostle created a book separately.
- b. Each apostle created a book together.

2. The word "Christ" added to the name of Jesus is derived from the ancient Hebrew word Messiah, meaning "anointed".

- a. The word "Christ" is derived from the ancient Hebrew.
- b. The word "Messiah" added to the name of Jesus.

3. There is a difference of opinion between religious and non-religious sources about the history of Jesus.

- a. *Information on history of Jesus is not clear.*
- b. *There are two sources on history of Jesus.*

4. He was born by the command of God from the virgin Mary in the village of Nazareth in Palestine in 747, founding of the Roman Empire.

- a. *He was born in 747 BC.*
- b. *When he was born, the Roman Empire was 747 years old.*

5. At the age of 33, Jesus was convicted of sedition and sentenced to death.

- a. *Jesus Christ was killed in the age 33.*
- b. *He killed a person at the age of 33.*

b) Complete each definition correctly for the following terms.

apostle	imminent	reform	sin
layer	virgin	adherent	torment

1. _____ someone who supports a particular party, person, or set of ideas.
2. _____ severe physical or mental suffering.
3. _____ a person, typically a woman, who has never had sexual intercourse.
4. _____ an action or type of behaviour which is believed to break the laws of God.

5. _____ a sheet, quantity, or thickness of material, typically one of several, covering a surface or body.
6. _____ followers of Jesus Christ who went from place to place telling people about him and trying to persuade them to become Christians.
7. _____ liable to happen soon; impending.
8. _____ make changes in (something, especially an institution or practice) in order to improve it.

SPEAKING TASK:

Discuss with a group on the history of Christianity.



LESSON 11. FOCUSING ON READING.

OBJECTIVES OF THE LESSON:

1. **Reading: "The doctrine of Christianity." Reading for detailed information.**
2. **Vocabulary: Getting acquainted words related to reading passage.**

READING:

I. Read the text.

The doctrine of Christianity

Sources report that Christianity originated in a Jewish environment. There is no doubt, therefore, that the influence of Judaism in the formation of Christianity was significant. The basic idea of Christianity is that Jesus is the Messiah, the Savior of mankind, which is present in Judaism and is derived from the doctrine of the Savior who is expected to come near the Hereafter.

This doctrine is then reinforced by the incarnation of God, or the doctrine of Jesus 'two kinds - the "washing away of sin" about man and the essence of God, that is, Jesus' voluntary sacrifice. Christianity includes the doctrine of the Father God, the Son God, and the Holy Spirit - the Trinity, the doctrine of heaven and hell, the hereafter, the return of Jesus, and other doctrines.

The formation of the Christian community, the regulation of beliefs, the development of church relations, the emergence of a system of religious strata took place in the early IV century AD, in 324 AD, when Christianity was declared the state religion in the Roman Empire.

In 325, for the first time in history, the Roman emperor convened the First World Christian Cathedral (the first of 21 cathedrals held) in Nicaea to reconcile and regulate Christian communities in the territory of the

Lycian Empire. In this cathedral the first edition of the "symbol of faith" (Credo) was adopted, the time for the celebration of Easter was set, and Aryanism was condemned (Aryan is a priest from Alexandria; In 318 he challenged the ecclesiastical doctrine of the oneness of God the Son and the Father, and placed Jesus after the Father in terms of divine attributes and glory, for the Father God is eternal and everlasting, who preached that Jesus was created). 20 canons, including Alexandria, Rome, Antioch, developed a rule on the privileges of the metropolitans of Jerusalem. In 381, the Second World Christian Cathedral was held in Constantinople. This cathedral dealt with the question of clarifying the "symbol of faith" adopted in Nicaea, and the struggle against heretical sects such as the Aryans, the Eunomians, the Fotinian, and the Savelians. World Council II developed the rule of the Trinity and legitimized the "symbol of faith". The Patriarch of Constantinople, like the Roman Patriarch, introduced the rule that he had privileges over all other bishops. The "symbol of faith" adopted in this cathedral is expressed in 12 parts:

- The first part is about God who created the universe;
- The second part is about believing in Jesus Christ, who is considered the son of God in Christianity;
- The third part deals with the divine incarnation, according to which Jesus, being God, was born of the Virgin Mary and took on human form;
- The fourth part deals with the suffering and death of Jesus. It is the belief in the forgiveness of sins. It is about believing that God will forgive all the sins of mankind because of the sufferings and death of Jesus;
- The fifth part is about the resurrection of Jesus after three days his crucifixion;
- The sixth part is about Ascension of Jesus;
- The seventh part is about Jesus's return to earth for the second time;
- The eighth part is about believing in the Holy Spirit;
- The ninth part is about the attitude to the church;
- The tenth part is about the remission of sins by baptism;
- On the mass resurrection of the dead is in the eleventh part;
- The twelfth part deals with eternal life.

The doctrines of St. Augustine played an important role in the further philosophical and theoretical development of Christianity. At the turn of the fifth century, he began to preach that religion was superior to knowledge. According to his teaching, existence is a phenomenon that the human mind is incapable of knowing, because behind it is hidden the will of the great and powerful Creator.

Augustine's doctrine on destiny states that anyone who believes in God can be among the survivors, because faith is a requirement of destiny.

II. Reading questions:

Choose the best answer for each item.

1. Aryan is a priest from ...
 - a. Alexandria
 - b. Egypt
 - c. Antioch
 - d. Rome
2. What didn't take place in 324 AD?
 - a. The formation of the Christian community
 - b. Augustine's teaching on destiny
 - c. the regulation of beliefs
 - d. the development of church relations
3. Second cathedral dealt with the question of
 - a. believing in the Holy Spirit
 - b. rule on the privileges of the metropolitans of Jerusalem.
 - c. clarifying the "symbol of faith" adopted in Nicaea
 - d. 20 canons
4. The doctrines of St. Augustine played an important role in the further _____ of Christianity.
 - a. philosophical and theoretical development
 - b. development
 - c. philosophical development
 - d. theoretical development

5. The "symbol of faith" adopted in this cathedral is expressed in _____
 - a. Bible
 - b. glory of the God
 - c. believing three Holy Spirits
 - d. 12 parts

VOCABULARY:

Choose the appropriate meaning for the word.

1. Sources report that Christianity originated in a Jewish environment.
 - a. Muhit
 - b. Sharoit
 - c. Negiz
2. At the turn of the fifth century, he began to preach that religion was superior to knowledge.
 - a. Nasihat qilmoq
 - b. Targ'ib qilmoq
 - c. Kamsitmoq
3. Augustine's doctrine on destiny states that anyone who believes in God can be among the survivors, because faith is a requirement of destiny.
 - a. qayta tiriganlar
 - b. najot topganlar
 - c. najotkorlar
4. The third part deals with the divine incarnation, according to which Jesus, being God, was born of the Virgin Mary and took on human form.
 - a. birlik ilohi
 - b. ilohiyotning manguiligi
 - c. ilohiy mujassamlashuv

5. The tenth part is about the remission of sins by baptism.
- kechirilish, cho'qintirish
 - gunoh, baptism
 - avf etish, baptism
6. The fifth part is about the resurrection of Jesus after three days his crucifixion.
- qayta tirilish, mashaqqat
 - tirilish, azob-uqubat
 - qayta tirilish, xochga mixlanish
7. The seventh part is about the descent of Jesus.
- extends
 - divides
 - moves
8. The sixth part is about Ascension of Jesus.
- Ko'tarilish, me'roj
 - Ruh
 - Qayta tirilish
9. In 381, the Second World Christian Cathedral was held in Constantinople.
- Kutubxona
 - Sobor
 - Cherkov
10. The Roman emperor convened the First World Christian Cathedral in Nicaea to reconcile and regulate Christian communities.
- chaqirmoq, murosaga keltirmoq
 - o'tkazmoq, qayta yig'moq
 - yig'ilish, yarashirmoq

LESSON 12. APPOSITIVES

OBJECTIVES OF THE LESSON:

- Reading: "The Bible." Reading for detailed information.
- Vocabulary: Getting acquainted words related to reading passage.
- Speaking: Making a summary.
- Grammar: Appositives.

READING:

I. Read the text.

The Bible

The Bible, according to the doctrines of Judaism and Christianity, is a collection of holy books revealed by God, embodying the basic religious beliefs and moral laws. It consists of two parts: the Old Testament and the New Testament. The Jewish and Christian Bibles are incompatible. While the holy book of the Jews was written in the thirteenth century BC on the basis of the religious doctrines and customs of ancient Israel and the ancient Jews, the book of the Christians appeared in the early AD. Jews do not recognize the Christian book as a holy book. Christians, on the other hand, recognize the book of the Jews as a holy book. The word Bible in Greek means biblia - "book", "package". The present Bible consists of 72 books in Catholic editions and 66 books in Protestant editions. Another Jewish religious source, the Talmud, reports that the Old Testament should contain 24 books. According to the ancient Jewish historian Josephus Flavius, there should be 22 books. Protestants and Jews, after the Trident Cathedral (1545-1563), Catholics also include 45 books in the Old Testament. The difference between this number and the number quoted above can be explained by the fact that some books were later divided into several independent books. For example, the "Five Books of Moses" was

originally a whole, later divided into five independent books, and the "Book of the minor Prophets" was divided into 12 books. Christians divided the Old Testament into "Books of Legends," "Books of Doctrine," and "Books of the Prophets." They classify the 27 books of the New Testament as follows: The Book of Legends includes the "Bible" and the "Acts of the Apostles". The Doctrine includes the "Letters of the Apostles", and the "Books of the Prophets" includes the "Book of Revelation".

The books of the Bible are divided into chapters, and the chapters into verses. Its now accepted division was introduced by the Bishop of Nenterberia, Stephen Langton (d. 1228). He divided the Latin text into chapters in 1214, and this was later introduced into the Jewish and Greek texts as well. The verses were first numbered by Santes Panino (d. 1541) and later in 1555 by Robert Eten.

The word "biblical" is derived from the Greek word "euangelion", which means "gospel". It tells the story of Jesus Christ, the only Savior who saved mankind. The Bible, which is part of the New Testament in Christianity, is divided into 4 parts:

1. The first 4 books of the Bible are devoted to the life and doctrines of Jesus Christ, and they are called the Gospel narrated by Matthew, Mark, Luke, John. Each of the authors of these 4 books describes specific features of the personality and activities of Jesus Christ, and all four books conclude with the way and resurrection of Jesus. This is the central point of the gospel.

2. The booklet "The Acts of the Holy Apostles" tells about the work of the chosen disciples of Jesus Christ - the apostles, their speeches, expulsions, the formation of Christian communities in the spread of Christianity.

3. The letters of the apostles Paul, James, Peter, John, and Jude to various countries and kings explaining the tenets of Christianity are also included in the Bible.

4. The book called "Revelation" is a prophecy sent by God to St. John. It describes the tribulation of the Hereafter, the return of Jesus Christ to the world, Gog and Magog, the Antichrist, the resurrection, heaven and hell.

II. Reading task:

After reading the article, determine if each statement is T or F. If the statement is false, rewrite the statement to express a true fact.

1. _____ The Jewish and Christian Bibles are incompatible.
2. _____ Another Jewish religious source, the Talmud, reports that the New Testament should contain 24 books.
3. _____ The booklet "The Acts of the Holy Apostles" tells specific features of the personality and activities of Jesus Christ.
4. _____ The word "Bible" is derived from the Greek word "evangelion", which means "savior".
5. _____ The first 4 books of the Bible are devoted to the life and doctrines of Jesus Christ.
6. _____ Before divided into five independent books, the "Five Books of Moses" was originally a whole.
7. _____ Christians divided the Old Testament into "Books of Legends," and "Books of the Prophets.".
8. _____ According to the ancient Roman historian Josephus Flavius, there should be 22 books.

_____ The books of the Bible are divided into verses, and the verses into chapters.

10. _____ Its now accepted division was introduced by the Nenterberia of Bishop, Stephen Langton.

VOCABULARY TASK:

Read the sentences below and decide if the underlined word is a noun or verb. Then choose the correct definition for the word. Both definitions are correct; one defines the word as a verb, while the other defines the word as a noun.

1. It describes the tribulation of the Hereafter, the return of Jesus Christ to the world.

Return: _____ a. come back b. resurrection

2. The booklet "The Acts of the Holy Apostles" tells about the work of the chosen disciples of Jesus Christ - the apostles.

Work: _____ a. activity b. be employed

3. In Christianity, these authors are said to have been inspired by the spirit of God and to have written in the Bible exactly what God commanded.

Command: _____ a. direct, instruct b. order, instruction

4. Once the text of the Bible was completed, many copies of it were copied and distributed throughout the world.

Copy: _____ a. duplicate b. transcript

GRAMMAR:

APPOSITIVES

Appositives are nouns or pronouns, often with modifiers, positioned beside another noun or pronoun to rename or identify it.

The first sentence in paragraph 1 uses an appositive to identify the noun it is next to.

The Bible, according to the doctrines of Judaism and Christianity, is a collection of holy books revealed by God, embodying the basic religious beliefs and moral laws.

Grammar Exercise: Combine the following sentences using an appositive.

The Bible was written by authors. They saw Jesus Christ. They knew him intimately, and studied his doctrines carefully.

The Bible was written by authors who saw Jesus Christ, knew him intimately, and studied his doctrines carefully.

Talmud is another religious source. It reports that the Old Testament should contain 24 books.

_____ The word biblical is derived from the Greek word "evangelion". It means "gospel".

_____ It tells the story of Jesus Christ. He is the only Savior. He saves mankind.

_____ The Bible is part of the New Testament in Christianity. It is divided into 4 parts.

SPEAKING TASK:

- Make a speech on the summary of the given text.



LESSON 13. CONJUNCTIONS

OBJECTIVES OF THE LESSON:

1. **Vocabulary; Getting acquainted words related to reading passage.**
2. **Reading: "The pre-Islamic period. The period of Ignorance". Reading for detailed information.**
3. **Speaking: Making a dialogue.**
4. **Grammar: Conjunctions.**

VOCABULARY:

A) Tick the words you know.

B) Use the following words in the sentences describing Fasting.

Dark	Intolerance	Common	Property
Ignorance	Creed	Sacrifice	Slavery
Anarchy	Morality	Propitiate	Society
Social	Discipline	Kill	Confusion
Cultural	Unrestrained	Poverty	Exception
Shatter	Freedom	Degrade	Primitive
Disintegrate	Supreme	Chattel	Adore
Ebb	Husband	Contempt	Impose
Corruption	Step-mother	Curse	Law
Prevail	Liberty	Heartless	Divide

SPEAKING TASK:

- Work in pairs. Make a dialogue using these words.

READING:

THE PRE-ISLAMIC PERIOD. THE PERIOD OF IGNORANCE

I. Read the text

The pre-Islamic period was the darkest age in human history. It was a time of ignorance and anarchy in the religious and social life in the world.

The political, social and cultural life developed by the peoples of the ancient world was shattered by the barbarians. The social and religious order organized by Judaism, Christianity and Zoroastrianism had disintegrated.

The people had forgotten the ideal of their religion. Morality had fallen at low ebb. Corruption, intolerance, persecution and wrangling of creeds and sects prevailed everywhere. Greatest anarchy prevailed in the social life of the Arabs. There was no ideal morality or discipline in the society.

Corruption, vices superstition, unrestrained freedom and unrestricted enjoyment ruled supreme in the Arab society. Plurality of wives or husbands was the order of the day. Adultery was common among the pre-Islamic Arabs. Step sons could marry their step-mothers and even the others sometimes married their own sisters. Men and women could have all liberty with their opposites.

Human beings were sacrificed to propitiate gods. Fathers sometimes killed their children also for fear of poverty. The position of the women was very degrading in the Arab society. They were treated as chattels and with contempt. The birth of a female child was considered as a great curse and she was often buried alive by the heartless father. Women could not have any share of the property of the husbands or the fathers in a word, no status in the society. Slavery, in its worst form, prevailed in the Arab society; the master can even put his slave to death.

Economically, pre-Islamic Arabian society was very much in the primitive stage the soil being barren; there was little of agriculture in the country. Prior to the rise of Islam, worst anarchy and confusions prevailed in the religious life of the Arabs. There were some Jews and Christians in Arabia, but they had become corrupt and not hold any higher religious ideal to the Arabs.

Except the Jews and Christians, the rest of the Arabs followed the most primitive form of religious belief. They were idol worshippers, adoring many gods or goddesses. There were no basic human rights and the rich ruled the poor and imposed whatever laws they wanted. The world society was primarily divided into ruling class and the ruled.

II. Reading questions:

Answer the following questions:

1. How can we describe pre-Islamic period??
2. Who developed the political, social and cultural life?
3. What religions organized the social and religious order?
4. What do you understand by corruption and intolerance? Describe the level of them in pre-Islamic period?
5. Was there an ideal morality or discipline in the society?
6. Could they have plural wives and husbands at that time?
7. Why did fathers sacrifice their children?
8. How were women treated in pre-Islamic period?
9. Why were female children buried alive?
10. what did you learn about slavery in this period?

III. Reading Exercises:

- a) Give in English the meaning of the following words and then use them in sentences of your own:

Adore, persecution, prevail, morality, corruption, poor

b) Complete the following:

1. Corruption, vices superstition, unrestrained freedom and unrestricted enjoyment -----.
2. Brothers sometimes married -----.
3. The position of the women -----.
- 4; The master can even put -----.
5. There was little of agriculture -----.
6. There were no basic human rights and the rich ruled -----.

GRAMMAR:

CONJUNCTIONS

Conjunctions are words used to link words, phrases or clauses. Some common conjunctions are and, but and or, and, but and or.

- Use **and** to link words that are similar, e.g:

Except the Jews **and** Christians, the rest of the Arabs followed the most primitive form of religious belief.

It was a time of ignorance **and** anarchy in the religious **and** social life in the world.

- Use **but** to link words that are different and do not normally go together.

There were some Jews and Christians in Arabia, **but** they had become corrupt and not hold any higher religious ideal to the Arabs.

- Use **or** to talk about choices.

There was no ideal morality **or** discipline in the society.

Grammar Exercise:

Complete the following sentences by adding "and", "but" or "or".

1. Men _____ women could have full liberty with their opposites.
2. They were treated as chattels _____ with contempt.
3. There were no basic human rights _____ the rich ruled the poor _____ imposed whatever laws they wanted.
4. They were idol worshipers, adoring many gods _____ goddesses.
5. Prior to the rise of Islam, worst anarchy _____ confusions prevailed in the religious life of the Arabs.
6. Plurality of wives _____ husbands was the order of the day.
7. The birth of a female child was considered as a great curse _____ she was often buried alive by the heartless father, _____ sometimes fathers killed their children also for fear of poverty.

LESSON 14: CAN AND COULD.

OBJECTIVES OF THE LESSON:

1. **Vocabulary; Getting acquainted words related to reading passage.**
2. **Reading: "Islam is a religion of enlightenment and peace?" Reading for gist.**
3. **Speaking: Discussion on the topic.**
4. **Grammar: Can and Could.**

VOCABULARY:

- A) *Tick the words you know.*
- B) *Use the following words in the sentences describing Islam as a religion of peace.*
- C) *Work in pairs. Use these words while talking about Islam as a religion of enlightenment.*

Belief	Prophet
Faith	Record
Adherent	Respect
Founder	Religion
God	Sacred
Holy	Sole
Humanity	Submission
Human being	Supreme
Judgement	Unique
Major	Will
Obedience	
Predestination	

READING:

I. Pre-reading activity:

Get familiar with the given information and discuss in a group.

Islam is mainly followed in the Middle East, Asia and the north of Africa.

Place of origin	Saudi Arabia
Founder	Muslims believe in a chain of prophets starting with Adam.
Sacred text	The Quran
Sacred Building	Mosque
Holy places	Mecca, Medina, Jerasalem
Major festivals	Ramadan, Eid-ul-Fitr, Eid-ul-Adha

II. While-reading activity:

- A) *Read the text about Muslims and Islam.*
- B) *Find ten things that are important for Muslims.*
- C) *Find the names of prophets in the text.*

ISLAM IS A RELIGION OF ENLIGHTENMENT AND PEACE

Islam is the second most popular religion in the world with over a thousand and a half billion adherents. It is more often thought of as a complete way of life rather than religion. Islam began in Arabia and was revealed to humanity by the Prophet Muhammad (peace be upon him). Those who follow Islam are called Muslims. Muslims believe that there is only one God, called Allah.

The Prophet Muhammad (peace be upon him) who was born about 570 in Mecca, in Saudi Arabia, is often regarded as the founder of Islam. He was the last prophet to be sent by Allah. However, the first prophet was Adam.

There were more prophets before Muhammad, including: Adam, Noah, Abraham, Ismael, Isaac, Jacob, Joseph, Job, Moses, Aaron, David, Solomon, Elias, Jonah, John, and Jesus, peace be upon them.

The Arabic word "Islam" means submission and obedience, and derives from a word meaning "peace".

Islam based on the ministry of a man named Muhammad (peace be upon him), and the word that Allah gave to the world through Muhammad (Muhammad is so esteemed by Muslims that it is usual to utter blessing "peace be upon him" after his name).

A Muslim is an adherent of the religion of Islam. The basic belief of Islam is that there is only one God, whose name in the Arabic language Allah, and who is the sole and sovereign of the universe.

The Muslims scripture is the Holy Qur'an. Muslims believe it's "the word of God".

Muslims beliefs and practices are rooted in the Qur'an. Muslims treat the Qur'an with the great respect because they believe that the Qur'an is from Allah, and every word and every letter is sacred. It is usually placed on a special wooden stand to be read. Muslims regard the Qur'an as the unaltered word of God.

III. Post-reading activity:

Now answer the following questions.

1. What is thought of Islam?
2. Who revealed Islam to humanity?
3. When was the founder of Islam born?
4. Can you tell the names of the prophets?
5. What is the meaning of the word "Islam"?
6. What words do the Muslims utter when they mention the prophet?
7. Who revealed Allah's words to the prophet?
8. Where were Muhammad's interpreted words recorded?

SPEAKING:

Discuss the followings in groups.

- a) Modern Muslims in the world.
- b) Traditional features of Muslims in your region.
- c) Muslims in the multi-confessional regions.

GRAMMAR:

CAN AND COULD

- Use can and could to say that someone is able to do something.
She can draw really good pictures.
Saidbek can run faster than Muzaffar.
Can you ride a bike?
Can you help me with my homework?
She could already read before she started school.
Our teacher said we could go home early.
I ran as fast as I could.
Nafisa could not come to the party because she was ill.
- You may also use can and could to say that someone is allowed to do something.

My mother says you can come to our house for dinner.
My parents say that I can't go to school on my own.
My father said I could have ice cream after my dinner.

- Can and could are also used for asking for information or help, for offering something, and for suggesting something.

Can you tell me if this train goes to Baghdad?
Could you show me where the accident happened?

Could you open that window, please?
 You can borrow my pen, if you like.
 Your sister could come with us, if she wanted to.
 I could lend you my football.
 We can go to the library instead.
 You could ask your dad to help us.

Grammar Exercises:

Complete the sentences below by writing can or can't on the blanks.

1. You----- borrow my book, if you want to.
2. Sam looked everywhere but he -----find his pencil.
3. I don't need your help. I ----- do it by myself.
4. Dinara-----open the window. She is not tall enough.
6. ----- you help me with this heavy bag?
7. They have lost the map and ----- find their way back to the hotel.

LESSON 15. VERB. SUBJECT AND VERB AGREEMENT.

OBJECTIVES OF THE LESSON:

1. **Vocabulary; Getting acquainted words related to reading passage.**
2. **Reading: "Imam Mohammed Al-Bukhari". Reading for detailed information.**
3. **Speaking: Making a dialogue.**
4. **Grammar: Verb. Subject and verb agreement.**

VOCABULARY:

A) Tick the words you know.

B) Use the following words in the sentences describing one of our great ancestors.

Consider	Attend	Religious	Sharpening
History	Eyesight	Science	Scientist
Distinguish	Atmosphere	Collection	Raised
Hadith	Science	Quality	Center
Book	Intelligent	Fear	
Fear	Sight	Lose	
Cure	Religion	Educated	
Memorized	help	Passion	

SPEAKING TASK:

- *Work in pairs. Make a dialogue using these words.*
- *Write down your dialogues and underline the words that you used from the box.*

READING:

IMAM MOHAMMED AL-BUKHARI

I. Read the text.

Imam Mohammed Al-Bukhari is considered as one of the most distinguished scholars of Hadith in Islamic history. His book Sahih al-Bukhari, in which the Prophet's words, actions, or habits were collected, is one of the greatest sources of the prophetic influence in history.



His full name is Abu Abdullah Mohammed bin Ismail Al-Bukhari and was born in 8100 in Bukhara, one of the present cities of Uzbekistan. His father died when he was young, and he was raised as an orphan by his mother, who educated him well and had a role in sharpening his love and passion for science.

As a child, he had a disease in his eyes which led to fears of losing his eyesight, but he was cured. He was highly intelligent as a child and had strong memory, one of the qualities that helped him later in the collection of the Prophet's words and actions (Hadiths).

During his youth he memorized the Holy Qur'an and learned the basics of religion. He had memorized thousands of Hadiths while he was still a young boy. Bukhara's atmosphere, which was then one of the centers of science, also helped him. He attended the meetings with scientists and religious scholars frequently.

He followed a strict method in Hadith, inquiring of the narrators and references, he became a symbol in this section in the good classification and scrutiny.

In addition to the basic reference "Sahih al-Bukhari" of the Hadiths, he classified more than twenty books, including "the odd-literature" and "the great history", which is a book of translations where the names of the modern narrators arranged by the letters of the lexicon, and "the small history", a brief history of the Prophet and his companions and narrators that came after them.

II. Reading questions:

Answer the questions

1. Who is Imam Mohammed Al-Bukhari?
2. What are Imam Mohammed Al-Bukhari's the most famous works?
3. What is Hadith?
4. What kind of disease did Imam Mohammed Al-Bukhari have?
5. What was his method which was followed in writing "Sahih al-Bukhari"?

III. Fill in blanks with suitable words taken from the text:

1. Imam Mohammed Al-Bukhari _____ considered as one of the most _____ scholars of Hadith in Islamic history.
2. His full name _____ Abu Abdullah Mohammed bin Ismail Al-Bukhari and _____ in 8100 in Bukhara.
3. He _____ a disease in his eyes.
4. _____ was highly intelligent as a _____.

5. He _____ the meetings with scientists and religious scholars frequently.
6. He _____ more than twenty books.
7. His father _____ when he was young.
8. He _____ as an orphan by his mother, who _____ him well and _____ in sharpening his love and passion for science.

GRAMMAR:

SUBJECT AND VERB AGREEMENT

1. Verbs:

There are different types of verbs. Verbs are said to be lexical or auxiliary verbs. Most lexical verbs describe actions, so they are called action verbs. Action verbs tell what people or things are doing. Here are some common action verbs. e.g.

Drink, look, jump, swim, fall, eat, shout, walk, throw, climb, laugh, run, sit, catch, fast, pray, worship

2. Subject and Verb Agreement

When you use a verb, you have to say who or what is doing the action.

The subject and the verb match each other. You say that the subject and the verb agree when they match each other. Use a singular verb if the subject is a singular noun.

For example:

She eats bananas for breakfast.

Nodira walks to the Academy every day.

The baby falls when she tries to walk.

Our cat climbs the trees in our garden.

Grammar Exercises:

1. Read the following sentences and underline the verbs.

1. We live in an apartment.
2. Some children learn very fast.
3. We go for swimming lessons on Sunday.
4. I like my new bike.
5. Babies sometimes sleep during the day.
6. My dad buys a newspaper every morning.
7. These books belong to Suha.
8. I often walk to school with my dad.
9. Sarah sometimes reads in bed at night.

2. Fill in the blank spaces with the third person singular form of the verbs.

Example: Ali ----- (look) sad today. Ali looks sad today.

1. Idris ----- (speak) English very well.
2. Mr. Kazakbaev ----- (come) to school on his motorbike.
3. ----- (bark) very loudly.
4. My little brother always ----- (brush) his teeth properly.
5. Dad is so tall that his head almost----- (touch) the ceiling.
6. Our dog ----- (catch) the ball in its teeth.
7. Madina ----- (go) to her relatives.
8. Mum ----- (buy) her dress from the store on the corner.
9. She ----- (be) a student in our department.
10. He ----- (have) three brothers.

LESSON 16. ADVERBS

OBJECTIVES OF THE LESSON:

1. **Vocabulary; Getting acquainted words related to reading passage.**
2. **Reading: "Sahih al-Bukhari". Reading for detailed information.**
3. **Speaking: Making a dialogue.**
4. **Grammar: Adverb.**

VOCABULARY:

A) Tick the words you know.

B) Use the following words in the sentences describing Sahih al-Bukhari.

Author	Attention	Guidelines	Unique
Contribution	Reliable	Fabricate	Evidence
Collection	Accept	Require	Inspect
Authentic	Consecutive	Discover	Requirement
Chain	Verify	Include	
Abstain	Trustworthy	Depth	
Narrator	Discarded	Strict	

SPEAKING TASK:

- *Work in pairs. Make a dialogue using these words.*

READING:

SAHIH AL-BUKHARI

I. Read the text.

Although Imam al-Bukhari authored several works on the science of hadith, his most lasting contribution to Islamic sciences was his

compilation of over 7000 hadiths, which he called al-Jaami' al-Sahih al-Musnad al-Mukhtasar min Umur Rasool Allah wa sunanihi wa Ayyamihi, meaning "The Abridged Collection of Authentic Hadith with Connected Chains regarding Matters Pertaining to the Prophet, His practices and His Times". This collection took him 16 years to complete and since its compilation has been considered the most authentic book of hadith in history, thus the book's common name: Sahih al-Bukhari meaning "The Authentic Hadiths of al-Bukhari".

What makes Sahih al-Bukhari so unique was Imam al-Bukhari's meticulous attention to detail when it came to the compilation of hadiths. He had far stricter rules than other hadith scholars for accepting a hadith as authentic. The chain of narrators for a particular hadith had to be verified as authentic and reliable before Imam al-Bukhari would include that hadith in his compilation.

This chain of six narrators was meticulously inspected by Imam al-Bukhari. In order for him to consider the hadith authentic, he had to study the lives of all the people in the chain in depth. He studied where and when the narrators lived, in order to make sure that if someone narrates from someone else, they must both have been in the same place at the same time and have actually met and discussed hadith. Other hadith scholars did not all require evidence that two consecutive narrators met personally, but Imam al-Bukhari's strict requirements is what makes his compilation unique.

Imam al-Bukhari also studied the lives of narrators, to make sure they were trustworthy and would not fabricate, or change the wording of a hadith. If he discovered that someone in a chain openly sinned or was not considered trustworthy, that hadith was immediately discarded and not included in his book unless a stronger chain for it existed.

Using his strict guidelines for hadith acceptance, Imam al-Bukhari was the first to make a systematic approach to classifying hadith. Each hadith he

analyzed was labelled as either sahih (authentic), hasan (good), mutawatir (recurrent in many chains), ahad (solitary), da'eef (weak), or mawdu' (fabricated). This system for hadith then became the standard by which all hadiths were classified by other hadith scholars.

II. Reading questions:

1. How many hadiths does "Sahih al-Bukhari" have?
2. How many years did he spend to complete "Sahih al-Bukhari"?
3. How did he make the collection of Hadiths unique?
4. For hadith acceptance, what was Imam al-Bukhari the first to do?
5. What does Sahih al-Bukhari mean?
6. What evidence did not the other hadith scholars require?

III. Complete the following sentences:

1. Imam al-Bukhari also studied _____.
2. This chain of six narrators was _____ inspected by Imam al-Bukhari.
3. Hadith was _____ discarded and not included in his book unless a stronger chain for it existed.
4. The chain of narrators for a _____ hadith had to be verified as _____ before Imam al-Bukhari would include that hadith in his compilation.
5. He had far stricter rules than other hadith scholars for accepting a hadith as _____.

GRAMMAR:

ADVERBS

Adverbs are words that tell you more about verbs, adjectives and other adverbs. Adverb phrases are groups of words that function as single adverbs to describe the action of the verb,

For example:

Are you sitting in a comfortable chair?

Mr. Akbar always dresses in fashionable clothes.

The train arrived on time.

Grammar Exercises:

1. Choose an adjective from the list and turn it into an adverb to complete the sentences below. (close, firm, bright, neat, careful, quick, sad, regular, quiet, clear)

1. She writes very-----.
2. You have to talk -----when you are in the library.
3. Carry the glass ----- not to drop it.
4. You should exercise -----if you want to stay fit.
5. "Bye, see you soon," she said -----.
6. The sky was blue and the sun was shining-----.
7. If you follow us-----, you will not get lost.
8. Please speak more-----.
9. Let's walk, so we can get home -----before it starts to rain.
10. Attach the sign----- to the wall.

2. Complete the sentences with an adverb or adverb phrase from the list.

(outside, this morning, ever, on the bus, clearly, all day, in old clothes, for a week, already, every day)

1. His face was dirty and he was dressed-----.
2. Have you ----- been in a plane?
3. She was so ill that she missed school-----.
4. I did some homework last night and finished it-----.
5. We went -----to play.
6. Dad takes his son for a walk-----.
7. Sally left her pencil case-----.
8. Speak-----so everyone can hear you.
9. It was a fine day and the children played in the garden -----.

LESSON 17: GRAMMAR: THE VERB "TO BE".

OBJECTIVES OF THE LESSON:

5. Vocabulary; Getting acquainted words related to reading passage.
6. Reading: "Who is Mahmudkhodja Behbudiy?" Reading for gist.
7. Speaking: Discussion on the topic.
8. Grammar: The verb "to be".

VOCABULARY:

D) Tick the words you know.

E) Use the following words in the sentences describing M. Behbudiy's life.

F) Work in pairs. Use these words while talking about M. Behbudiy's life.

Scholar	Support
Outskirt	Launch
Member	Include
Become	Revolution
Judge	Executive
Madrasah	Debate
Trip	Autonomy
Cairo	Strengthening
Movement	Arrest
Contact	Will
Career	Honor
Subscribe	Period of torture

READING:

IV. Pre-reading activity:

Get familiar with the given information and discuss in a group.

Name	Makhmudkhodja Behbudiy
Birth	20th of January, 1875
Family	Scholars
Works	The Mirror
Death	25th of March, 1919

Makhmudkhodja Behbudiy



Makhmudkhodja Behbudiy was born on the 20th of January 1875 in Samarkand and died on the 25th of March 1919 in Qarshi. He was a Jadid activist, writer, journalist and leading public figure in Imperial Russian and Soviet Turkistan.

Life:

Makhmudkhodja Behbudiy was born on 20. January 1875 (new calendar) on the outskirts of Samarkand in Russian Turkestan. Many members of his family were Islamic scholars, and Behbudiy too became a Judge (Qozi) following his madrasah education. After an eight-month trip to Arabia, Transcaucasia, Istanbul and Cairo in 1899, which brought him into contact with the cultural movements in Islam in the wider world, he started his public career in Central Asia in 1903. He subscribed to Ismail Gaspirali's "Translator" (Tercüman-Newspaper) and changed his name from ibn Behbud Chodscha to Behbudiy. He also wrote articles in support of Jadidism in all Central Asian newspapers and in 1913 launched "Oina" ("The Mirror"), a weekly magazine, which he published almost by himself for twenty months. He also published articles in the newspaper

Samarkand. His friends were Siddiqiy Ajziy, Abduqodir Shakuriy and Haji Muin.

After the February Revolution in 1917, Behbudiy became one of the two Muslim members of the first executive committee in Samarkand. During the debate on territorial autonomy for Turkestan in the following months, Behbudiy was one of the few Jadids to argue in favor; many others afraid of the possible strengthening of the Ulama.

Behbudiy was arrested by the last Emir of Bukhara in Karshi in 1919, probably while on his way to the Paris Peace Conference. After a period of torture, in which he also wrote his last will, he was executed. Karshi was later renamed in his honor from 1922 to 1937.

V. While-reading activity:

- D) Read the text about Makhmudkhodja Behbudiy and his life.
- E) Find some important events in his life.
- F) Find out about his death.

VI. Post-reading activity:

Now answer the following questions.

1. When and where was Makhmudkhodja Behbudiy born?
2. What did he study in madrasah?
3. How long did his trip last Arabia, Transcaucasia, Istanbul and Cairo in 1899?
4. What brought him into contact with the cultural movements in Islam in the wider world?
5. Where did he start his public career?
6. What did his work "Oina" (The Mirror) support?
7. What happened after the February Revolution in 1917?
8. When was he arrested?

GRAMMAR:

VERB TO BE

The uses of verb (to be):

1. As an auxiliary, verb "to be" is used in:

a) The form of the continuous tense:

1. Present continuous tense as in:

He **is** reading a book. She **is** writing a letter. They **are** cleaning the room.

2. Past continuous tense as in:

He **was** eating his meal. We **were** playing football.

b) The form of the passive voice as in :

The book **is** written by Ali. Three letters **are** written by Layla.

This city **was** built in 1700. These papers **were** printed in 1990.

2. When comes alone in the sentence, verb "to be" is used as a lexical verb as in:

He **is** a teacher. She **is** happy. They **are** brave. They **were** hungry. Ali **was** ill last week.

Exercises on Grammar:

1- Read the text and find out the forms of verb "to be" and their uses.

2- Read the following passage and give the use (Auxiliary or lexical) of each form of verb "to be".

Jadidism is a movement of reform among Muslim intellectuals in Central Asia, mainly among the Uzbeks and the Tajiks, from the first years of the 20th century to the 1920s. It took its name from *oşul-e jadid* (new method), which was applied to the modern schools that the reformers advocated in place of the "old" (*qadim*) schools: the traditional *maktabs* and *madrasas*. "Jadid" or "jadidçi" became a synonym for reformer, while "qadim" or "qadimçi" meant a conservative opposed to change. These terms also suggested a generational divide: the *jadids* were, on the whole,

younger men and looked to the future, whereas leading *qadims* were older and embraced tradition.

3- Using words from the text, write two meaningful sentences in which verb to be is used once as an auxiliary and once as lexical.

SPEAKING:

Discuss the followings in groups.

- d) Why did he become a Judge?
- e) What contributions did he do for Jadidism?



LESSON 18: ADJECTIVES

OBJECTIVES OF THE LESSON:

1. **Vocabulary; Getting acquainted words related to reading passage.**
2. **Reading: "Mahmudkhodja Behbudiy's work". Reading for detailed information.**
3. **Speaking: Mini-group discussion on the topic and presentation.**
4. **Grammar: Adjectives.**

VOCABULARY:

- a) Which words are familiar to you?
- b) Give the meaning of the following words in English.
- c) Use them in sentences of your own:

Divide	Modernist writing
Phase	Strong
Magazine	Directly
Publication	Involve
Establish	Attend
Promote	Speech
Effective	Representative
Propaganda	Furthermore
Native	Play-writer
Counterweight	Founder
Against	Opportunity
Equal	Gender

READING:

MAHMUDKHODJA BEHBUDIY'S WORK

I. Read the text

Behbudiy's work is divided into two phases by the Russian Revolution of 1917. Before it, Behbudiy wrote newspaper and magazine articles as well as textbooks, his first publication being an article in "*Turkiston viloyatining gazeti*". He also established a reading room in Samarkand and promoted theatre, which he saw as an effective way to spread propaganda. In 1913, he also wrote the first modern Central Asian play with "*Padarkush*" (The Patricide), which was seen as a native counterweight against Tatar guest plays. Typical for modernist writing in Central Asia, many of his works had a strong educational message. After the revolution, he became directly involved in politics, attending congresses and giving speeches to Soviet government representatives.

Furthermore, Behbudiy was a founder of newspapers, such as: "Samarqand" and "Oina" (The mirror). He was a first play-writer and a founder of theatre. For the first time his play "Padarkush" ("Patricide") was dramatized by himself (1911). Additionally, Behbudiy wrote more than 300 articles which were published in Turkistan's newspapers and journals.

One of his concerns was equal education opportunities for all citizens; he also fought for the rights of women and wanted both genders to be equal.

II. Now answer the following questions:

1. When was Russian Revolution?
2. What Behbudiy's his first publication?
3. What newspapers did he establish?
4. What was the first modern Central Asian play?
5. To whom did Behbudiy give speech after revolution?
6. How many articles did he write?

III. Complete the gaps in the following sentences:

1. The English translation of the Padarkush is -----
2. Behbudiy was the first play-writer and a -----
3. He wrote ----- than 300 articles
4. Behbudiy published his articles in ----- newspapers and journals
5. His concern was to set equal education ----- for all citizens, including boys and girls

GRAMMAR:

ADJECTIVES

Adjectives describe nouns and pronouns. They give you more information about people, places, and things. As far as form is concerned, there are many adjectives ending in -ing and -ed. e.g.

The news was **shocking**

I think sport is very **interesting**.

That **moving** car is mine.

Some adjectives tell about the size of people or things.

a **big** house, a **long** bridge, **tiny** feet
a **large** army, a **high** mountain, **big** hands
a **huge** ship, a **short** man, a **short** skirt
a **tall** building, a **thin** boy, **long** trousers

Some adjectives tell about the color of things.

a **red** carpet, a **gray** suit, a **brown** bear
a **white** swan, an **orange** balloon, **green** peppers
a **blue** uniform, **black** shoes

Some adjectives tell what people or things are like by describing their quality.

a **young** soldier, a **flat** surface, an **old** uncle, a **hot** drink, a **poor** family, a **kind** lady, a **cold** winter, a **familiar** voice, a **sunny** day, a **strange** place, a **deep** pool

Some adjectives tell what things are made of. They refer to substances.

a **plastic** folder, a **stone** wall, a **clay** pot, a **paper** bag, a **metal** box, a **glass** door, a **cotton** shirt, a **silk** dress, a **concrete** road

Some adjectives are made from proper nouns of place. These adjectives are called adjectives of origin.

a **Mexican** hat, a **British** police officer

a **Japanese** lady, an **Italian** car

The Order of Adjectives:

Sometimes several adjectives are used to describe a single noun or pronoun. When you use two or more adjectives, the usual order is: size, quality, color, origin, substance.

For example:

Size	color	substance	quality	color	origin
small	green	plastic	stylish	red	Italian

a large Indian temple, a tall white stone building
 a colorful cotton shirt, a long Chinese silk robe
 delicious Spanish food, an old graceful Japanese lady
 crunchy Australian apples, a short handsome English man

Grammar Exercise:

Read all paragraphs of the text and find out the adjectives.

SPEAKING TASK:

In 5 groups try to discuss Mahmudkhodja Behbudiy's works and articles. Present your discussion in front of whole class.



GLOSSARY:

Word	Meaning
Abraham	the first of the Old Testament patriarchs and the father of Isaac; according to Genesis, God promised to give Abraham's family (the Hebrews) the land of Canaan (the Promised Land); God tested Abraham by asking him to sacrifice his son
Adventism	any Christian religion that believes the second coming of Christ is imminent
Agnosticism	a religious orientation of doubt
Ahimsa	a Buddhist and Hindu and especially Jainist doctrine holding that all forms of life are sacred and urging the avoidance of violence
Allah	Muslim name for the one and only God
alms	money or goods contributed to the poor
angel	spiritual being attendant upon God
animism	the doctrine that all natural objects have souls
apocalypse	a cosmic cataclysm in which God destroys the powers of evil
apostle	an ardent early supporter of a cause or reform
ascetic	someone who practices self denial as a spiritual discipline
atheist	someone who denies the existence of god
atonement	the act of making amends for sin or wrongdoing
baptism	a sacrament signifying spiritual cleansing and rebirth
baptize	administer a sacrament signifying spiritual rebirth
Bible	the sacred writings of the Christian religions
bishop	a senior member of the Christian clergy
blasphemy	the act of depriving something of its sacred character
Brahminism	the religious beliefs of ancient India as prescribed in the sacred Vedas and Brahmanas and Upanishads

Buddha	founder of Buddhism; worshipped as a god (c 563-483 BC)
Buddhism	the teaching of Buddha that life is permeated with suffering caused by desire, that suffering ceases when desire ceases, and that enlightenment obtained through right conduct and wisdom and meditation releases one from desire and suffering and rebirth
caliph	the civil and religious leader of a Muslim state
Calvinism	the theological system of John Calvin and his followers emphasizing omnipotence of God and salvation by grace alone
Canonize	declare (a dead person) to be a saint
caste	a hereditary social class among Hindus
cathedral	the principal Christian church building of a diocese
Christian Science	religious system based on teachings of Mary Baker Eddy emphasizing spiritual healing
Christianity	a monotheistic system of beliefs and practices based on the Old Testament and the teachings of Jesus as embodied in the New Testament and emphasizing the role of Jesus as savior
clergy	the entire class of religious officials
confession	the act of a penitent disclosing sinfulness before a priest
Conservative Judaism	beliefs and practices of Conservative Jews
conversion	a change of religion
convert	change religious beliefs, or adopt a religious belief
covenant	an agreement between God and his people
crucifixion	the act of executing by a method widespread in the ancient world; the victim's hands and feet are bound or nailed to a cross
cult	a system of religious beliefs and rituals
Dalai Lama	chief lama and once ruler of Tibet

deity	a supernatural being worshipped as controlling the world
denomination	a group of religious congregations with its own organization
Dharma	basic principles of the cosmos
diaspora	the dispersion of something that was originally localized
diocese	a district that is under the jurisdiction of a bishop
divine	being or having the nature of a god
dogma	a religious doctrine proclaimed as true without proof
ecclesiastical	of or associated with a church
enlightenment	the beatitude that transcends the cycle of reincarnation
episcopal	denoting or governed by or relating to a bishop or bishops
eschatology	the branch of theology that is concerned with final things
Eucharist	a Christian sacrament commemorating the Last Supper by consecrating bread and wine
evangelical	of or pertaining to or in keeping with the Christian gospel
evangelicalism	stresses the importance of personal conversion and faith as the means of salvation
faith	a strong belief in a divine power or powers
fundamentalism	the interpretation of sacred texts as literal truth
Gnosticism	a religious orientation advocating gnosis as the way to release a person's spiritual element; considered heresy by Christian churches
goddess	a female deity
gospel	the written body of teachings accepted by a religious group
guru	a Hindu or Buddhist religious leader and spiritual teacher

hajj	a pilgrimage to Mecca that is a religious duty for Muslims
halal	conforming to dietary laws
Hare Krishna	a religious sect founded in the United States in 1966
heresy	a belief that rejects the orthodox tenets of a religion
heterodox	characterized by departure from accepted standards
Hinduism	a body of religious and philosophical beliefs and cultural practices native to India and based on a caste system; it is characterized by a belief in reincarnation, by a belief in a supreme being of many forms and natures, by the view that opposing theories are aspects of one eternal truth, and by a desire for liberation from earthly evils
icon	a conventional religious painting in oil on a small panel
idol	a material effigy that is worshipped
imam	the person who leads prayers in a mosque
Jainism	religion founded in the 6th century BC as a revolt against Hinduism; emphasizes asceticism and immortality and transmigration of the soul; denies existence of a perfect or supreme being
Jesus Christ	a teacher and prophet born in Bethlehem and active in Nazareth; his life and sermons form the basis for Christianity (circa 4 BC - AD 29)
jihad	a holy struggle by a Muslim for a moral or political goal
Judaism	the monotheistic religion of the Jews having its spiritual and ethical principles embodied chiefly in the Torah and in the Talmud
karma	effects of one's actions that determine his or her destiny
kosher	conforming to dietary laws
Krishnaism	worship of Krishna the 8th avatar of Vishnu

laity	members of a religious community who are not clergy
Last Judgment	(New Testament) day at the end of time following Armageddon when God will decree the fates of all individual humans according to the good and evil of their earthly lives
Lutheranism	teachings of Martin Luther emphasizing the cardinal doctrine of justification by faith alone
Mahayana Buddhism	one of two great schools of Buddhist doctrine emphasizing a common search for universal salvation especially through faith alone; the dominant religion of China and Tibet and Japan
martyr	one who voluntarily suffers death
Mary	the mother of Jesus
Mecca	joint capital of Saudi Arabia
meditation	contemplation of spiritual matters
Mennonitism	system of beliefs and practices including belief in scriptural authority; plain dress; adult baptism; foot washing; restriction of marriage to members of the group
messiah	any expected deliverer
Methodism	the religious beliefs and practices of Methodists characterized by concern with social welfare and public morals
monastic order	a group of person living under a religious rule
monk	a male religious living in a cloister and devoting himself to contemplation and prayer and work
monotheistic	believing that there is only one god
Mormonism	the doctrines and practices of the Mormon Church based on the Book of Mormon
Moses	(Old Testament) the Hebrew prophet who led the Israelites from Egypt across the Red sea on a journey known as the Exodus; Moses received the

	Ten Commandments from God on Mount Sinai
mosque	a Muslim place of worship that usually has a minaret
Muhammad	the Arab prophet who, according to Islam, was the last messenger of Allah (570-632)
Muslim	a believer in or follower of Islam
mystic	someone who believes in realities beyond human comprehension
nirvana	the beatitude that transcends the cycle of reincarnation
nun	a woman religious
orthodox	adhering to what is commonly accepted
Orthodox Judaism	beliefs and practices of a Judaic sect that strictly observes Mosaic law
paganism	a religion outside of mainstream monotheism
parable	a story told by Jesus to convey his religious message
parish	a local church community
pentecostalism	the principles and practices of Pentecostal religious groups
pilgrim	someone who journeys to a sacred place as an act of devotion
pilgrimage	a journey to a sacred place
polytheistic	worshipping or believing in more than one god
pope	the head of the Roman Catholic Church
predestination	previous determination as if by destiny or fate
Presbyterianism	the doctrines and practices of the Presbyterian Church: based in Calvinism
profane	not concerned with or devoted to religion
prophecy	a prediction uttered under divine inspiration
prophet	someone who speaks by divine inspiration
Protestantism	the theological system of any of the churches of western Christendom that separated from the Roman Catholic Church during the Reformation
purgatory	a temporary state of the dead in Roman Catholic

	theology
Puritanism	the beliefs and practices characteristic of Puritans
Quran	the sacred writings of Islam revealed by God to the prophet Muhammad during his life at Mecca and Medina
rabbi	spiritual leader of a Jewish congregation
Ramadan	the ninth month of the Islamic calendar
Rastafarianism	a religious cult based on a belief that Ras Tafari (Haile Selassie) is the Messiah and that Africa (especially Ethiopia) is the Promised Land
Reform Judaism	beliefs and practices of Reform Jews
reincarnation	the doctrine that a person may be reborn successively
Roman Catholicism	the beliefs and practices of the Catholic Church based in Rome
Sabbath	a day of rest and worship: Sunday for most Christians
saint	a person who has died and has been canonized
Saktism	a Hindu sect worshipping Shakti
salvation	the act of delivering from sin or saving from evil
sect	a subdivision of a larger religious group
secular	not concerned with or devoted to religion
secularization	removal of religion as a control or influence over something
shaman	one acting as a medium between the visible and spirit worlds
sharia	the code of law derived from the Koran and from the teachings and example of Mohammed
Shiah Islam	one of the two main branches of orthodox Islam
Shintoism	the ancient indigenous religion of Japan lacking formal dogma; characterized by a veneration of nature spirits and of ancestors
Shivaism	a Hindu sect worshipping Shiva

shrine	a place of worship associated with something sacred
Siddhartha	founder of Buddhism; worshipped as a god (c 563-483 BC)
Sikhism	the doctrines of a monotheistic religion founded in northern India in the 16th century by Guru Nanak and combining elements of Hinduism and Islam
Sufism	Islamic mysticism
Sunni Islam	one of the two main branches of orthodox Islam
synagogue	the place of worship for a Jewish congregation
syncretism	the union of different systems of thought or belief
synod	a council convened to discuss ecclesiastical business
Talmud	the collection of ancient rabbinic writings on Jewish law and tradition (the Mishna and the Gemara) that constitute the basis of religious authority in Orthodox Judaism
Taoism	philosophical system developed by Lao-tzu and Chuang-tzu advocating a simple honest life and noninterference with the course of natural events
temple	a place of worship
Ten Commandments	the biblical commandments of Moses
tenet	a religious doctrine proclaimed as true without proof
theocracy	a political unit governed by a deity
theological	of or relating to or concerning the study of religion
theology	the rational and systematic study of religion
Theravada Buddhism	one of two great schools of Buddhist doctrine emphasizing personal salvation through your own efforts; a conservative form of Buddhism that adheres to Pali scriptures and the non-theistic ideal of self purification to nirvana; the dominant religion of Sri Lanka (Ceylon) and Myanmar (Burma) and Thailand and Laos and Cambodia
Tibetan	a Buddhist doctrine that includes elements of

Buddhism	India that are not Buddhist and elements of preexisting shamanism
Torah	(Judaism) the scroll of parchment on which the first five books of the Hebrew Scripture is written; is used in a synagogue during services
transcendent	beyond and outside the ordinary range of human experience
transubstantiation	the Roman Catholic doctrine that the whole substance of the bread and the wine changes into the substance of the body and blood of Christ when consecrated in the Eucharist
Trinitarianism	Christian doctrine stressing belief in the Trinity
Trinity	the union of the Father and Son and Holy Ghost in one Godhead
Unitarianism	Christian doctrine that stresses individual freedom of belief and rejects the Trinity
untouchable	belongs to lowest social and ritual class in India
Veda	(from the Sanskrit word for 'knowledge') any of the most ancient sacred writings of Hinduism written in early Sanskrit; traditionally believed to comprise the Samhitas, the Brahmanas, the Aranyakas, and the Upanishads
Yahweh	a name for the God of the Old Testament as transliterated from the Hebrew consonants YHVH
Zen Buddhism	school of Mahayana Buddhism asserting that enlightenment can come through meditation and intuition rather than faith; China and Japan
Zoroastrianism	system of religion founded in Persia in the 6th century BC by Zoroaster; set forth in the Zend-Avesta; based on concept of struggle between light (good) and dark (evil)

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