

UNDERSTANDING ISLAMIC HISTORY

Dr. Mohammad Kurjum, M.Ag



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PENULIS : Dr. Mohammad Kurjum, M.Ag

DESIGN COVER :

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PREFACE

As we know that Islamic knowledge has been the most important thing should be studied. As human being, we have to know science and technology. As scientist, we also have responsibility to understand about the key how to study the science. The main key to understand the huge knowledge is the Language, Islamic History and/or Arabic. Thus, State Islamic University Sunan Ampel has the main role in developing these two languages.

We realize that using handout in every teaching has been the main problem of our institution, We should have many varieties of handout used for the teaching and learning. One of the book has been used nowadays is “Understanding Islamic History”.

As a handout we realize that it should be appreciated, corrected or revised. On this moment, we hope there is a new contribution from scholars, especially from the field of Islamic teaching to complete or accomplish the contents of this handout. Finally, may this book has been useful in developing Islamic Understanding on History for the Islamic University.

State Islamic University has been planning various learning for students in many areas. One of the areas needed to be seriously is Comprehending the Islamic History. We hope that the teaching styles could encourage interactive communication used, so that students will have many opportunities to studying Islamic History.

This book will give students on a particular area of their need, especially on Islamic History. We offer only focused

intensive electives, not unproductive 'activities', 'self access' or 'videos'. We will include activities such as these for free, after class, if they need, in our clubs program at the campus they can plan.

Finally, the writer hopefully needs this book "Understanding Islamic History" to be so useful for students at State Islamic University specially and everyone who need to encourage themselves to study history points of views in general. We hope there will be someone who gives contribution in correcting the content of the book.

Surabaya, January 2023

Mohammad Kurjum

GENERAL OBJECTIVES FOR THE WHOLE MATERIALS

- a. Learners will know basic principles in studying Islamic History materials ; reading comprehension, grammar understanding, conversation, writing, etc.
- b. Learners from any faculties or departments will be able to follow general principles to produce good vocabularies and/or sentences dealing with historical comprehension.
- c. Learners will be able to read texts using techniques of speed reading, scanning, and skimming.
- d. Learners will be able to show meaningful reading skills for note-taking by using techniques of summarizing, writing quotations, and paraphrasing.
- e. Learners will be able to show meaningful reading skills by using techniques of highlighting, underlining and vertical line-marking.
- f. Learners will be able to identify which techniques of meaningful reading skills are appropriate for them personally.
- g. Learners will be able to decide which techniques of meaningful reading skills and note-taking which they are not in the habit of using could be helpful for them to apply.

DEVELOPING QUESTIONS

- a. Do you always read every book from beginning to end? What about articles, letters, e-mails, or information from internet? Explain your answer.
- b. If you wish to understand what you are reading on a deeper level, how many times do you read the material? Give details about the way you read for greater understanding.
- c. If you wish to understand what you are reading, do you try to remember all the events and data presented? Explain your answer.
- d. Do you usually catch every sentences on the text and then memorize them? Discuss with your friends in the class.
- e. From the very beginning lesson, try to practice point no.4,

There are many ways to do note-taking when you read texts, and there is no 'best' way. Find the ways which are suitable for you from the various techniques described in every books you read. There are examples and practice exercises for the techniques presented to assist you in gaining experience in identifying and using these techniques. Then, you will be in a better position to choose which techniques could be most helpful for you personally. Then read and read again every text on this book until you can catch many words you have read. The most important thing is that you can improve vocabularies from every text. Don't forget to catch and/or memorize them as many as possible.

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CHAPTER 1

The Life of the Prophet Muhammad

The Prophet Is Born

One day, while travelling north, one of the Arab tribes from Mecca met a hermit in the desert. Some of the men stopped to speak with him. Hermits were known to be wise and the Arabs often asked their advice. The hermit asked where they had come from. When they replied that they were from Mecca, he told them that Allah would soon send a prophet, who would come from their people. They asked the name of this prophet and the hermit answered that his name would be Muhammad and that he would guide them to a new way of life. Meanwhile in Mecca, Aminah, although saddened by the loss of her husband, felt especially well and strong as she awaited the birth of her baby. During this time she dreamt of many things. On one occasion it was as if a great light were shining out of her, and on another she heard a voice telling her that she would have a boy and that his name would be Muhammad. She never forgot that voice but she told no one about it.

On Monday, the twelfth day of Rabi al-Awwal in the Year of the Elephant, Aminah gave birth to a son. Allah sends man many signs when one of His chosen Prophets is born and on that twelfth day of Rabi alAwwal in the year 570 A.D, many such signs were seen. Some were seen by Jewish scholars who had read in their scriptures of a coming Prophet. One of these

learned men in Yathrib, for instance, saw a brilliant new star he had never seen before as he studied the heavens that night. He called the people around him and, pointing the star out to them, told them a Prophet must have been born. That same night another Jew was passing by the meeting place of the leaders of Quraysh in Mecca. He asked them if a baby boy had just been born and told them that if it were true, this would be the Prophet of the Arab nation. Aminah sent news of the birth to her father-in-law, 'Abd al-Muttalib, who was sitting near the Ka'bah at the time. He was very happy and began at once to think of a name for the boy. An ordinary name would not do. Six days came and went and still he had not decided. But on the seventh day, as he lay asleep near the Ka'bah, 'Abd al-Muttalib dreamt that he should give the baby the unusual name of Muhammad, just as Aminah herself had dreamt. And the child was called Muhammad (pbuh), which means 'the Praised One'. When 'Abd al-Muttalib told the leaders of Quraysh what he had named his grandson, many of them asked, 'Why did you not The Life of the Prophet Muhammad (Peace and blessings of Allah be upon him) 14 choose the sort of name that is used by our people?' At once he replied, 'I want him to be praised by Allah in the heavens and praised by men on earth.

Vocabulary : Kosa kata.

While : saat

Advice : saran

Tribes : suku

Prophet : nabi

Hermit : pertapa

Guide : petunjuk

Wise : bijaksana

Although : meskipun

Strong : kuat
Occasion : kesempatan
Signs : isyarat
Jewish : yahudi
Scriptures : tulisan suci
Heavens : surga
Pointing : menunjuk
Seen ; terlihat
Birth : kelahiran

Brilliant : cemerlang
Began : memulai
Ordinary : biasa
Decided : memutuskan
Which : yang mana
Praised : dipuji
Grandson : cucu
Sort : menyortir

Developing Questions!

Based on the text above, please make questions using your own expressions!

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Grammar Understanding

A or An?

A or **An** can precede only singular count nouns. They mean one. They can be used in a general statement or to introduce a subject which has not been previously mentioned.

Example: A baseball is round.
 (general-means all baseballs)
 I saw a boy in the street.
 (we don't know which boy)

An is used before words that begin with vowel sound.
A is used before words that begin with a consonant sound.

Example: A house A university
 An hour An umbrella

The is used to indicate something that we already know about or something that is common knowledge.

Example: The boy in the corner is my friend.
 (the speaker and the listener know which boy)
 The earth is round.
 (there is only one earth)

Exercise 1

Type a or an in the boxes below.

1. ___ good day
2. ___ excellent result
3. ___ big desk
4. ___ happy boy
5. ___ job
6. ___ house
7. ___ egg
8. ___ easy question
9. ___ flat
10. ___ computer
11. ___ sad person
12. ___ good teacher
13. ___ expensive house
14. ___ bad day
15. ___ fast car
16. ___ Islamic History book
17. ___ umbrella
18. ___ student
19. ___ orange
20. ___ friendly cat

Exercise 2

Use a/an or the in the following. (use the when a noun is mentioned for the second time.)

Yesterday I saw dog and cat. dog was chasing cat. cat was chasing mouse. mouse ran into hole, but hole was very small. cat couldn't get into hole, so it ran up tree. dog tried to climb tree too, but it couldn't.

Conversation

In a group of 4-5 people, make a dialog on one of these following questions and practice it in front of the class!

1. If you go to Sydney, what will you do?
2. If you meet an Australian, what will you ask him/her?
3. If you go to Australia, what kind of food you will eat?
4. If you go to Australia, what merchandise will you bring home?
5. Imagine you are in Australia, what tourism places will you visit?

Greetings = Salam.

Hello.	Halo.
Good morning.	Selamat pagi.
Are you Bill Jones?	Apakah kamu bernama Bill Jones?
I'm John Smith.	Saya bernama John Smith.
Yes I am.	Ya, saya bernama Bill Jones
How are you?	Bagaimana kabar anda?
Fine, thanks.	Baik-baik saja.
How is Helen?	Bagaimana kabar Helen?

She's very well, thank you.	Dia sehat-sehat walafiat, terima kasih.
Good afternoon Mr. Green.	Selamat sore, Tuan Green.
Good evening Mrs. Brown.	Selamat malam, Nyonya Brown.
How are you this evening?	Apa kabar kamu malam ini?
Good night, John.	Selamat tidur, John.
Good-bye, Bill.	Selamat jalan, Bill.
See you tomorrow.	Sampai ketemu besok.

Let's Write

Make sentences from the following words

1. Native:
2. Citizen:
3. To find:
4. To send:
5. Overcrowded:

Exercise

Arrange the following sentences in proper order. Then write your answer in paragraph form. The bold sentence is the first sentence.

Prof. Ober lives in Chicago.

His classes meet on Mondays, Wednesdays, and Fridays.

He reads about life in the sea.

Every day he teaches and he works in his office.

He talks with his students.

On Tuesdays and Thursdays, he studies in his office and in the library.

He has lived there for many years.

He reads every day for pleasure and relaxation.

He lives on a street near his university.

Answer:

CHAPTER 2

The Elephant Refuses To Move

Abrahah, who came from Abyssinia a country in Africa-conquered yaman and was made vice-regent there. Later, he noticed that at a certain time of the year large numbers of people would travel from all over yaman and the rest of Arabia to Mecca. He asked the reason for this and was told that they were going on pilgrimage to the Ka’bah. Abrahah hated the idea of Mecca being more important than his own country, so he decided to build a church of colored marble, with doors of gold and ornaments of silver, and ordered the people to visit it instead of the Ka’bah. But no one obeyed him.

Abrahah became angry and decided to destroy the Ka’bah. He prepared a large army led by an elephant and set off towards Mecca. When the Mecca heard that he was coming they became very frightened. Abrahah’s army was huge and they could not fight it. But how could they let him destroy the Holy Ka’bah? They went to ask the advice of their leader, Abdul Muthalib. When Abrahah arrived outside Mecca, Abdul Muthalib went to meet him. Abrahah said, “What do you want?” Abrahah had taken Abdul Muthalib’s camels, which he had found grazing as he entered Mecca. So’ Abdul Muthalib replied, ‘I want my camels back’. Abrahah was very surprised and said . ‘I have come to destroy your Holy Ka’bah, the holy place of your fathers, and you ask me about some camels?’ Abdul Muthalib replied calmly, ‘the camels belong to me, the

Ka'bah belongs to Allah and he will protect it'. Then he left Abrahah and went back to Quraysh and ordered them to leave Mecca and wait for their enemies in the mountains.

In the morning, Abrahah prepared to enter the town. He put armor on his elephant and drew up his troops for battle. He intended to destroy the Ka'bah and then return to Yaman. At that moment, however, the elephant knelt down and refused to get up, no matter how much the soldiers tried to get it to move by beating it.

But when they turned its face in the direction of Yaman it immediately got up and started off. In fact, it did the same in any other direction, but as soon as they pointed it towards Mecca it knelt down again. Suddenly, flocks of birds appeared from over the sea. Each bird carried three stones as small as peas and they dropped them on Abrahah's army. The soldiers suddenly fell ill. Even Abrahah was hit by the stones and fled in fear with the rest of his army back to Yaman, where he later died. On seeing their enemy flee the Arabs came down from the mountains to Ka'bah and gave thanks to Allah.

After this, Quraysh gained great respect and became known as the people of Allah and the year in which these events took place, 570 AD, was named the 'Year of the Elephant'. In that year Allah had saved the Ka'bah and he would soon bring forth a Prophet from among Quraysh. In the Name of Allah, the Beneficent, the Merciful: "Hast thou not seen how thy Lord dealt with the owners of the Elephant? Did he not bring their stratagem to naught, and send against them swarms of flying creatures, which pelted them with stones of baked clay, and made them like green crops devoured (by cattle)?"

1. Difficult Word :

Pilgrimage : naik haji

Conquered : menggabungkan

Marble : marmer

Grazing : peternak

Troops : Pasukan-pasukan

Knelt : Berlutut

Peas : petani

Gained : memperoleh

2. Sentence Structures:

a. Compound Sentence

- i. Abrahah, who came from Abyssinia a country in Africa-conquered yaman **and** was made vice-regent there.
- ii. He asked the reason for this **and** was told that they were going on pilgrimage to the Ka'bah. AbSimple Sentence

b. Simple Sentence

- i. The soldiers suddenly fell ill.
- ii. In the morning, Abrahah prepared to enter the town.

c. Complex Sentence

- i. On seeing their enemy flee the Arabs came down **from** the mountains to Ka'bah and gave thank to Allah.?

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Tiffany started baking cookies when she was in fifth grade.
2. By the time she reached seventh grade, her cookies were locally famous.
3. All of her friends would beg her to make her famous chocolate chip cookies almost every week. Then one day a local reporter wrote a story about her and her famous cookies.
4. The story was later picked up by National Television news.
5. The story talked about the number of different recipes tiffany could make and how tasty her cookies were.

Grammar Understanding

Plurals

To make most nouns plural, add -s

Example: one bird two birds

Add -es to nouns ending in -sh, -ch, -ss, and -x.

Example: one dish two dishes

 one match two matches

one class two classes

one box two boxes

If a noun end in a consonant + -y, change the -y to -i and add -es.

Example: one baby two babies

If -y is preceded by a vowel, add only -s

Example: one key two keys

**If a noun ends in -fe or -f, change the ending to -ves.
(Exceptions: beliefs, chiefs, roofs, cuffs)**

Example: one knife two knives

 one shelf two shelves

The plural form of nouns that end in -o is sometimes -oes and sometimes -os or sometimes both -oes and -os.

Example:

-oes potatoes, tomatoes, mosquitoes, heroes,
 echoes

-os pianos, studios, solos, sopranos, autos, photos

-oes/-os zeroes/zeros, volcanoes/volcanos, tornadoes/
 tornados

Some nouns have irregular form

<i>Example:</i>	one child	two children
	one foot	two feet
	one goose	two geese
	one mouse	two mice
	one man	two men
	one tooth	two teeth

The plural form of some nouns is the same as the singular form.

<i>Example:</i>	one fish	two fish
	one species	two species
	one sheep	two sheep

Some nouns that Islamic History has borrowed from other language have foreign plurals.

<i>Example:</i>	one bacterium	two bacteria
	one crisis	two crises
	one datum	two data

Exercise 1

Write the plural form of the noun.

- | | |
|---------------|----------------|
| 1. key : | 16. box : |
| 2. potato : | 17. pen : |
| 3. hat : | 18. city : |
| 4. class : | 19. dress : |
| 5. student : | 20. pencil : |
| 6. book : | 21. man : |
| 7. bus : | 22. child : |
| 8. boy : | 23. tooth : |
| 9. lady : | 24. woman : |
| 10. cat : | 25. fish : |
| 11. wife : | 26. foot : |
| 12. door : | 27. person : |
| 13. watch : | 28. sheep : |
| 14. window : | 29. mouse : |
| 15. teacher : | 30. category : |

Conversation

Classroom expressions = Pembicaraan dalam kelas

Come in, please.	Silahkan masuk.
Sit down.	Duduklah.
Stand up, please.	Silahkan berdiri.
Open your book, please.	Silahkan, buka buku kalian.
Close your book, please.	Silahkan, tutup buku kalian.
Don't open your book.	Jangan buka buku kalian.
Do you understand?	Apakah kamu mengerti?
Yes, I understand.	Ya, saya mengerti.
No, I don't understand.	Tidak, saya tidak mengerti.
Listen and repeat.	Dengarkan dan tirukan.
Now read, please.	Sekarang bacalah.
That's fine.	Baiklah.
It's time to begin.	Sudah waktunya untuk mulai.
Let's begin now.	Marilah kita mulai sekarang.
This is lesson one.	Ini pelajaran pertama.

Let's Write

Time Sequence (part 2)

As previously mentioned, presenting ideas and facts in time sequence is one means of developing paragraph. The order of development is to state first things first, second things next, and so on. This means of development is suitable for recounting daily routine and historical events. It is also useful in discussing or describing processes.

Exercise

Answer the following questions using your own words. Then write your answer in paragraph form.

My Routine

When do you get up in the morning? What time do you have breakfast? When do you study or go to work? How long do you study or work? When do you stop for lunch? How long does the lunch last? When do you return to study or work in the afternoon? Until when do you study or work? When do you leave for home? How do you go home? How long does the trip take?

Answer:

CHAPTER 3

The Year of sorrow (Part 1)

The Prophet (Sallallahu 'alaihi wassallam) and his followers went back to a normal way of life but the years of hard ship had made Khadijah very weak. She became ill and soon afterwards died. Thus, the Prophet (Sallallahu 'alaihi wassallam) lost his beloved wife and friend, the first person to accept Islam and support him. She had been a refuge from all his troubles and, through her good-heartedness, the best company in his suffering. He had loved her very much. This happened in 619 A.D., the year which became known as the 'Year of Sorrow'. Soon after this, the Prophet Muhammad's uncle and protector, Abu Talib, also died. Abu Talib had been one of the most respected men in Mecca—one of the elders of Quraysh. Even though he had never been a follower of Islam, he had protected the Prophet (Sallallahu 'alaihi wassallam) against his enemies. Not only was this a sad occasion for the Prophet (Sallallahu 'alaihi wassallam) but also a dangerous one. According to Arab custom anyone who is under the protection of another is safe so long as his protector lives. Now, with the death of his uncle, the Prophet's protection was gone.

The Prophet's enemies rejoiced to see him so sad, without a wife to console and comfort him, and without his uncle to protect him. They began to treat him worse than ever before. Even small children insulted him. One young man actually threw some filth on the Prophet's head, but the

Prophet (Sallallahu 'alaihi wassallam) went home without making anything of it. When one of his daughter srushed, weeping, to wash it away, he comforted her saying, 'Do not weep my little girl, for Allah will protect your father.' Abu Talib had been the Prophet's last tie with Quraysh and the Prophet (Sallallahu 'alaihi wassallam) now felt that Islam could make no further progress in Mecca because the hearts of Quraysh were closed against him. He decided, therefore, to travel to Ta'if where he hoped to find support. He walked all the way to the town, which was seventy kilometers away. There he spoke in all the places where people gathered, but no one listened to him. He met the leaders of the three most important tribes but they would not listen either. Not only did they take no notice of what he said, but they laughed at him and ordered their slaves to insult him and pelt him with stones.

Sadly, the Prophet (Sallallahu 'alaihi wassallam) left the city and found a quiet place near a wall on the edge of town where he could be alone. There he prayed to Allah in these words: "O Allah, to Thee I complain of my weakness, helplessness and low lines before men. O Most Merciful, Thou art the Lord of the weak, and Thou art my Lord. To whom wouldst Thou leave my fate? To a stranger who insults me or to an enemy to whom Thou has given power over me? If Thou art not angry with me, I care not what happens to me. Thy favor alone is my objective. I take refuge in the Light of Thy countenance by which the darkness is illumined and on which this world and the other depend, lest Thy anger descend upon me or Thy wrath light upon me. It is for Thee to be satisfied until Thou art well pleased. There is no power and no might save through Thee. "The wall near which the Prophet (Sallallahu 'alaihi wassallam) was sitting belonged to a

garden owned by two brothers. When they heard his prayer, they were very sorry for him and sent one of their slaves to him with a dish filled with grapes. Before he began to eat, the Prophet (Sallallahu 'alaihi wassallam) said 'Bismillah'-'In the Name of Allah.' The servant, whose name was, Addas, was very surprised at these words, which he had never heard before. 'By Allah', said, Addas, 'this is not the way the people of this country speak.' 'Then from what country do you come,' Addas, and what is your religion?' asked the Prophet (Sallallahu 'alaihi wassallam). 'I am a Christian from the Assyrian town of Nineveh', here plied. 'From the town of that good man Jonah, son of Matta', added the Prophet 'How do you know about him?' asked, Addas. 'He is my brother-he was a Prophet and I am a Prophet', answered the Messenger of Allah (Sallallahu 'alaihi wassallam), Addas bent down and kissed the Prophet's head, his hand and his feet, because now he saw that he was truly a Prophet. The Prophet (Sallallahu 'alaihi wassallam) then walked back to Mecca. He was now able to put up with every thing patiently for he knew that Allah would never leave him. His journey to Ta'if had not been in vain for, Addas, the Christian, had become a Muslim, and this was to be the beginning of great changes.

Source: Leila Azzam & Aisha Gouverneur, The Life of The Prophet Muhammad (Peace and blessings of Allah be upon him), 35-37

Sentences Structure

1. They began to treat him worse than every before (Simple past tense)
2. Abu Talib had been the prophet's last tie with Quraysh (Past perfect tense)

3. He met the leaders of the three most important but they would not listen either (Simple past Tense)
4. I take refuge in the Light of Thy countenance by which the darkness is illumined and on which this world and the other depend, lest Thy anger descend upon me or Thy wrath light upon me (simple present tense)
5. The prophet (Sallallahu 'alaihi wassallam) then walked back to mecca (simple past tense)

New Vocab

Servant	: Pelayan
Bowed	: Tertunduk
Depends	: Tergantung
Enemis	: Musuh
Strangers	: Orang Asing

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. If I had a rocket ship, my first destination would be the Earth's moon, which is called Luna.
2. When I got to Luna I would jump all around.
3. Because there is little gravity I would be able to jump very high.

4. After I finished jumping all over the moon, I would fly to Saturn and travel around Saturn's beautiful rings.
5. On my way to Saturn, I would try to avoid a number of Asteroids.
6. Asteroids are large pieces of rocks and minerals.

Grammar Understanding

Pronouns

A pronoun refers to a noun. It is used in place of a noun.

Example: Kate is married. She has two children.

Subject pronouns occur in the subject position of a sentence or after the verb be. They are: I, you, he, she, it, we, and they

Example: I am going to college everyday.

It was she who called you. (after the verb be)

Object pronouns occur in the object position or after preposition unless the preposition introduces a new clause. They are: me, you, him, her, it, us, and them.

Example: Kate is my friend. I know her very well.

Mary is going to class with me. (after preposition)

Possessive adjectives are not the same as possessive pronouns. These simply modify, rather than replace, noun. Possessive forms indicate ownership. These adjectives are: my, your, his, her, its, our, and their.

Example: Simon is eating his dinner.

She forgot her homework this morning.

Possessive pronouns cannot precede a noun. They are pronouns and thus replace the noun. The noun is understood from the context and is not repeated. The pronouns are: mine, yours, his, hers, its, ours, and theirs.

Example: This is my book. This is mine.

(mine = my + noun, eg. My book)

Exercise

Choose the correct words in brackets.

1. Mrs. Lee wrote a note to my paper. (She / Her) wanted to talk to (I / me) after class.
2. Betsy and (I / me) had dinner with Nick tonight.
3. Nick ate dinner with the Robertsons and (we / us).
4. Between you and (I / me), I think Brian made a bad decision when he quit his job. Brian and (I / me) see things differently.
5. Children should obey (his / their) parents.
6. Excuse me. Is this (my / mine) dictionary or (your / yours)?
7. This one is (my / mine). (Your / Yours) is on (your / yours) table.

8. Paula has to drive my car to work. (Her / Hers) had a flat tire.
9. Julie fell off her bicycle and broke her / hers) arm.
10. The bird cleaned (its / it's) feathers with (its /it's) beak.

Conversation

Identifying objects (part 1)= Mengenal barang-barang.

What's this?	Apa ini?
That's a book.	Itu sebuah buku.
Is this your book?	Apakah ini bukumu?
No, that's not my book.	Bukan, itu bukan buku saya.
Whose book is this?	Milik siapa buku ini?
That's your book.	Itu bukumu.
And what's that?	Dan apa itu?
Is that a book?	Apakah itu sebuah buku?
No, it isn't.	Bukan, itu bukan sebuah buku
It's a pencil.	Itu adalah sebuah pensil.
Is it yours?	Apakah itu milikmu?
Yes, it's mine.	Ya, itu milik saya.
Where's the door.	Dimana pintunya?

There it is.	Itu disana.
Is this book his?	Apakah buku ini miliknya?

Let's Write

Sequence Expressions

There are certain expressions that are frequently used to indicate order or sequence of events. They are especially useful in developing a paragraph according to time sequence. The following are some useful examples: *first, first of all, in the first place, to begin with, second, next, afterwards, later, after a few days, at the same time, immediately, presently, now, last of all, finally, in the end, at last.*

Note the use of such expressions in the following paragraph

Everything Happens to Me

My luck has been bad lately. For example, last week my father send me a check. I lost it. A few days ago, my grandmother gave me a present. I broke it. Next, Prof. Stein gave an examination. I failed it. Then, he assigned a special project. I didn't understand it. Finally, Lou introduced a good friend of his to me. She didn't speak Islamic History!

Exercise

Write a paragraph about a series of good or bad events in your life. Pay attention to the time sequence. Use some of the previously mentioned sequence expressions.

Answer:

CHAPTER 4

The Year of Sorrow (Part 2)

The Prophet (Sallallahu 'alaihi wassallam) and his followers went back to a normal way of life but the years of hardship had made Khadijah very weak. She became ill and soon afterwards she died. Thus, the Prophet (Sallallahu 'alaihi wassallam) lost his beloved wife and friend, the first person to accept Islam and support him. He had loved her very much. This happened in 619 A.D., the year which became known as the 'Year of Sorrow'. Soon after this, the Prophet Muhammad's uncle and protector, Abu Talib, also died. Abu Talib had been one of the most respected men in Mecca-one of the elders of Quraysh. Even though he had never been a follower of Islam, he had protected the Prophet (Sallallahu 'alaihi wassallam) against his enemies.

The Prophet's enemies rejoiced to see him so sad, without a wife to console and comfort him, and without his uncle to protect him. They began to treat him worse than ever before. Even small children insulted him. He decided, therefore, to travel to Ta'if where he hoped to find support. He walked all the way to the town, which was seventy kilometers away. There he spoke in all the places where people gathered, but no one listened to him. He met the leaders of the three most important tribes but they would not listen either. Not only did they take no notice of what he said, but they laughed

at him and ordered their slaves to insult him and pelt him with stones.

During the journey of the prophet muhammad peace be upon him. When thaif the prophet rested beside the city and prayed to Allah: O Allah only to you complaining about my weaknesses and helplessness and humility before men. yes, Allah is merciful. Your observation is that I aim for my refuge with the face of your light with the darkness shining here and where this world and others depend. And there is no power that can save except from you. The wall where the apostles rested by 2 brothers when they heard their prayer they were very sorry and sent slaves to bring a plate of wine. before the prophet ate saying Bismillah Addas was shocked by the word of the prophet he had not heard before. For Allah said the word Addas is not a custom of speaking in this country then what religion do you ask and from which country the prophet asked? Addas answered I am a Christian and from a ninevesh Assyrian country from the city of the good man jonah son of matta added the Prophet how if you know about him ask addas He is my brother he is a prophet and I am also a prophet replied the apostle. thedas were shocked immediately bowing and kissing the head of the apostle's hands and feet. he was patient and held everything knowing that Allah was always with him. the journey of thaif was not in vain because Addas, who was a Christian, became a Muslim and this was the beginning to change the magnitude of the religion of Islam

New Vocabularies ;

Eating Lunch (VP)	: Makan siang
Got up late (NP)	: Bangun terlambat
Arrived(V)	: Tiba
Ask for(V)	: Meminta
Hiccups (N)	: Kecegukan, ketegukan

Answer the questions!

1. Why is Ted so hungry for lunch?
2. What is Ted's favorite lunch meat?
3. What color apple might you find in Ted's lunch box?
4. Which lunch item should Ted never eat?
5. Why did Ted give himself the hiccups?

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. He got up late and did not get a chance to eat breakfast before the school bus arrived.
2. Ted was hoping to have a Ham sandwich.
3. Ham is Ted's favorite lunchmeat.

4. Ted also enjoys apples, but doesn't like the yellow or green ones.
5. At lunchtime Ted ran to the cafeteria.
6. When he got in line he asked for Ham sandwich, but they only had Tuna and Turkey.

Grammar Understanding

Verb Tense: Simple Present

The simple present expresses:

1. Daily habits, example: Ann takes shower every day.
2. Usual activities, example: I usually eat lunch at the cafeteria.
3. General statement of fact, example: the earth revolves around the sun.

In summary, the simple present is used for events or situations that exist always, usually, or habitually, in the past, present or future.

Form: Subject + Verb1 (+s/es)

Subject + (do/does) not + Verb1

(Do/Does) + Subject + Verb1?

Non progressive verbs

Hear	believe	be	own	need
like	forget	See	think*	
exist	have*	want	love	
remember	understand	possess	prefer	
hate	know	belong		

*sometimes think and have are used in progressive tenses.

Exercise 1

Do/Does

Type Do or Does in the blanks below.

1. you like chocolate?
2. he go to the beach very often?
3. we have any pens?
4. she know you?
5. it close at 6.30 pm?
6. they smoke?
7. I look funny in these jeans?
8. Bill and Anne like each other?
9. she speak German?
10. you want to go to the movies?

Exercise 2

“Wh” questions

Type “Wh” questions in the blanks below (Where, When, Who, What, How, Which)

1. cooks dinner every day?
2. much does it cost?
3. do you feel now? Well, thanks.
4. time does class begin?
5. does the shop open in the morning?
6. photo do you like best?
7. other languages do you speak?
8. often do you go to the movies?
9. do you live?
10. does it take you to drive home?

Conversation

Identifying objects = Mengenal barang-barang.

What are these?	Apa ini?
Those are books.	Itu adalah buku-buku.
Where are the books?	Dimana buku-buku itu?
There they are.	Disana buku-buku itu.

These are my pencils.	Ini adalah pensil-pensil saya.
Where are your pens?	Dimana pena-penamu?
They're over there.	Pena-pena itu ada disebelah sana.
Are these your pens?	Apakah ini pena-penamu?
Yes, there are.	Ya, pena-pena itu milikku.
Those are mine.	Itu milik saya.
These are your books, aren't they?	Ini buku-bukumu, kan?
No, they aren't.	Bukan, buku-buku itu bukan milik saya.
They're not mine.	Itu bukan milik saya.
These are mine and those are yours.	Ini milikku dan itu milikmu.
Those aren't your pens, are they?	Itu bukan pena-penamu, kan?

Let's Write

Review

(Time Sequence and Sequence Expression)

Make a paragraph that discusses or describes the following processes. (choose one of the titles)

1. How to Make My Favorite Food
2. How to Borrow A Book from The Library
3. How to Get Here from Your Place

Answer:

CHAPTER 5

The Rebuilding of the Ka'ba

When 'All was taken into the household, when Muhammad was thirty-five years old, Quraysh decided to rebuild the Ka'bah. As it then stood the walls were just above the height of a man, and there was no roof, which meant that even when the door was locked access was easy; and recently there had been a theft of some of its treasure which was stowed in a vault that had been dug inside the building for that purpose. They already had all the wood that was needed for the roof: the ship of a aGreek merchant had been driven ashore and wrecked beyond repair at Jeddah, so they had taken its timbers to serve as rafters; and there happened to be in Mecca at that time a Copt who was a skilled carpenter.

But such was their awe of the Ka'bah that they hesitated to lay hands on it. Their plan was to demolish its walls which were built of loose stones and to rebuild it altogether; but they were afraid of incurring the guilt of sacrilege, and their hesitation was greatly increased by the appearance of a large snake which had taken to coming every day out of the vault to sun itself against a wall of the Ka'bah. The first man to lift a stone from the top of one of the walls was the Makhzumire Abu Wahb, the brother of Fatimah, Muhammad's grandmother; but no sooner had it been lifted than the stone leapt from his hand and returned to its place, whereupon they all drew back from the Ka'bah, afraid to proceed with the work.

Inside the Corner of the Black Stone they found a piece of writing in Syriac. They kept it, not knowing what it was, until one of the Jews read it to them. Quraysh now gathered more stones, so as to increase the height of the building. They worked separately, clan by clan, until the walls were high enough for the Black Stone to be built once more into its corner. Then a violent disagreement broke out amongst clans. They fight for four or five days.

when the oldest man present proposed a solution. And they agreed to follow the old man's counsel; and the first man to enter the Mosque was Muhammad, who had just returned to Mecca after an absence. Muhammad gave a solution by stretching the cloak and laying the black stone and then having each clan hold the edge of the cloak. And when they had raised it to the right height he took the stone and placed it in the corner with his own hands; and the building was continued and completed above it.

Structure

Ali was taken into the house hold (simple past tense)

Muhammad was thirty five years old (simple past tense)

They had taken its timbers to serve as rafters (past perfect tense)

They were afraid of incurring the guilt of sacrilege (simple past tense)

They had raised it to the right height (past perfect tense)

Vocabulary

Recently	: baru saja
Stowed	: disimpan
Wrecked	: hancur
Sacrilege	: penistaan
Sustenance	: rezeki
Increase	: meningkatkan
Separately	: terpisah
Satisfaction	: kepuasan
Inviolable	: diganggu gugat
Prostration	: sujud

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. The cost in interest and fees amounted to more than \$1,000 for the typical budget.
2. If you just said, «Budget - what budget?,» you know what I mean.
3. Truth is, most of us go on spending sprees from time to time.
4. Power shopping creates the illusion of success.
5. Some obvious signs that spending is out of control include making minimum payments on your credit cards.

Grammar Understanding

Verb Tense: Present Progressive

The present progressive expresses an activity that is in progress right now. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future.

Example: It is lunchtime. I am eating lunch at the cafeteria right now.

Form: Subject + (am/is/are) + verb + ing
Subject + (am/is/are) not + verb + ing
(Am/Is/Are) + Subject + verb + ing?

Exercise 1

Complete the sentences using am/is/are and one of the verbs below.

Washing cooking playing building
swimming Snowing having watching
coming doing

1. I can't talk now. I the dishes.
2. Listen to Jim. He the guitar.
3. It so we can go skiing.
4. Look at Jill. She in the river.
5. They a new house in Fairfield.
6. Someone I can smell the food.
7. Hurry. The bus
8. They their exercises so they can lose weight.
9. I can't answer the phone. I a shower.
10. Don and Jerry the football on TV.

Exercise 2

Simple Present or Present Progressive

Enter the correct verb form.

Example:

You can go outside now. The sun _____ (shine).

You can go outside now. The sun is shining.

1. I can't help you now. I (have) a shower.
2. It always (rain) here in summer.
3. I (think) I should go now.
4. It (rain). Take your umbrella with you.

5. Listen! Somebody (make) a noise.
6. I'm tired. I (want) to go now.
7. Where are you? I'm in the kitchen. I (cook).
8. I (not/watch) the TV. You can turn it off.
9. Excuse me! You (stand) on my foot.
10. George (watch) TV at the moment.

Conversation

Identifying people by accupation = Mengenal orang berdasarkan pekerjaannya

Who are you?	Siapa kamu?
I'm a student.	Saya seorang mahasiswa
Who is that over there?	Siapa disebelah sana itu?
He's a student too.	Dia adalah seorang mahasiswa juga.
Is that lady a student?	Apakah wanita itu seorang mahasiswa?
No, she isn't.	Bukan, dia bukan seorang mahasiswa.
Those men aren't students, either.	Orang-orang lelaki itu bukan mahasiswa juga.
Am I your teacher?	Apakah saya guru anda?

Yes, you are.	Ya, anda guru saya.
That man is a teacher, isn't he?	Orang laki-laki itu seorang guru, bukan?
Yes, he is.	Ya, dia seorang guru.
Who are those people?	Siapa orang-orang itu?
Maybe they're farmers.	Mungkin mereka para petani.
Aren't they students?	Bukankah mereka mahasiswa?
I really don't know.	Saya sungguh tidak tahu.

Let's Write

General Statement as Topic Sentences

Another method of paragraph development is to begin with general statement and then support the statement with a number of sentences giving particular details or additional information. Study the following paragraph. The first sentence is an example of a general statement. This sentence, called topic sentence, is the subject or the theme of the paragraph. Notice that the other sentences give more information about the topic sentence.

Air travel terrifies me. It scares me about everything. Airports make me nervous. I worry about arriving on time at the airport. I often imagine that I will lose my ticket. Sometimes

I think the plane will leave ahead of time and leave me behind. The plane makes me uneasy too. The engines make alarming noises. The flight attendants talk too calmly. Are they just concealing their own fright? I worry about my suitcases. I imagine they are lost. I get more nervous and worried minute by minute.

Exercise

Write a paragraph about something you like or dislike. Use the above paragraph as a model.

Answer:

CHAPTER 6

The Country of Arabia

This country of Arabia was the first center of the grandeur of Islam. It was in this country and in its language that Revelation was sent and the last heavenly Book was revealed, which is the source of guidance to all the countries and nations of the world till the Day of Judgement. It is from this country of Arabia that the light of Islam spread to everywhere in the world. In the city of Makkah lies the Ancient House, the Ka'bah, towards which Muslims come from all over the world and appear together on the plain of Arafat worshipping and praying to Allah, praising and glorifying His Name.

Situation and Physical Features

On the map of Asia there can be seen a big rectangular peninsula. This is called the Arabian Peninsula or Arabia, which has the following four boundaries: The Arabian Peninsula is bounded on the east by the Arabian Gulf and that of Oman; on the south by Arabian Sea or Indian Ocean; on the west by the Red Sea; on the north by Jordan and Iraq. The total area of the Arabian Peninsula is 1,250,000 square miles of which 450,000 square miles is pure desert and forms part of a completely desolate area. At the time of the advent of Islam it was the center for Christians in Arabia.

Climate and Inhabitants

In Arabia there is no river worth mentioning. Almost the entire country comprises of burning desert and barren land and the areas lying along the seacoast alone are in a flourishing state with population. Najd is actually a plateau, it is mostly desert and the desert range of Najd meets the vast deserts of Syria. Arabia is dotted with mountains here and there but no mountain is fresh and green. The sun is very hot there, and sunstroke is so sharp and violent that it is generally considered poisonous. Even the camel, which is purely a desert animal, falls down dead with a stroke of this poisonous and burning wind. The camel is very useful in this country. For hundreds of miles one cannot find a trace of water. The camel is a desert ship. Long journeys are made on its back. Nothing significant grows except dates, and the population generally lives on camel's milk and dates, fish is eaten on the coastal areas. A greater part of the population of this country lives a nomadic life so there are few big flourishing cities.

(Referensi : Najeebabadi, Akbar Shah. 2000. *The History of Islam volume One*. New York : Darussalam Int'ml Publishers & Distributors.)

Difficult Word

1. Grandeur = keagungan
2. Judgement = Pertimbangan
3. Worshipping = Menyembah
4. Praising = Memuji
5. Boundaries = Batas-batas

6. Desolate = Terpencil
7. Barren = Tandus
8. Poisonous = Beracun

Tenses:

Simple Present Tense

- This country of Arabia was the first center of the grandeur of Islam.

Simple Present

- It is from this country of Arabia that the light of Islam spread to everywhere in the world.

Past Perfect Tense

- In the city of Makkah lies the Ancient House, the Ka'bah, towards which Muslims come from all over the world and appear together on the plain of Arafat worshipping and praying to Allah, praising and glorifying His Name.

Past Continuous Tense :

- In the city of Makkah lies the Ancient House, the Ka'bah, towards which Muslims come from all over the world and appear together on the plain of Arafat worshipping and praying to Allah, praising and glorifying His Name.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Chicago is the third largest city in the United States.
2. Over three million people live in the two hundred and twenty five mile area of Chicago.
3. The world's first skyscraper was constructed in Chicago in 1885.
4. Today, some of the world's tallest and most famous skyscrapers are found in the city.
5. Located in the heart of the city is the one hundred and ten story Sears Tower, which is among the most famous skyscrapers ever built.

Grammar Understanding

Verb Tense: Simple Past

The simple past expresses an activity or situation that began and ended in the past. (time markers: yesterday, last night, two years ago, etc.)

Most simple past verbs are formed by adding the final -d or -ed to the verbs.

Example: Our plane arrived on time last week.

Bob stayed home yesterday morning.

Some verbs have irregular past form.

Example: Mary ate sandwich yesterday.

Form: Subject + Verb2

Subject + did not + verb

Did + Subject + verb?

Exercise 1

What is the past form of the following irregular verbs?

- | | | | |
|-----------|---|-----------|---|
| 1. find | : | 12. sell | : |
| 2. stand | : | 13. lose | : |
| 3. catch | : | 14. hear | : |
| 4. write | : | 15. meet | : |
| 5. bring | : | 16. build | : |
| 6. tell | : | 17. go | : |
| 7. see | : | 18. win | : |
| 8. do | : | 19. sleep | : |
| 9. leave | : | 20. say | : |
| 10. speak | : | 21. buy | : |
| 11. fall | : | 22. pay | : |

- | | | | |
|-----------|---|------------|---|
| 23. come | : | 35. run | : |
| 24. get | : | 36. sing | : |
| 25. take | : | 37. swim | : |
| 26. have | : | 38. cut | : |
| 27. think | : | 39. ride | : |
| 28. read | : | 40. drive | : |
| 29. drink | : | 41. fight | : |
| 30. break | : | 42. ring | : |
| 31. make | : | 43. forget | : |
| 32. begin | : | 44. give | : |
| 33. eat | : | 45. teach | : |
| 34. fly | : | | |

Exercise 2

Type the negative in the boxes below.

(eg. I spoke to Alice but I didn't speak to Robert.)

1. They swam on Saturday but they on Sunday.
2. I went to work on Monday but I to work on Tuesday.
3. He bought a new car. He a second-hand car.
4. She learnt French in high school. She French in primary school.

5. We got up early this morning. We early yesterday.
6. They did Science at school but they Science at University.
7. He slept well last night but he well the night before.
8. I ate spaghetti for dinner but I anything for lunch.
9. You saw Helen but you Celia.
10. They lived in Fairfield. They in Cabramatta.

Conversation

Introductions and courtesies = Perkenalan dan keramahan

What's your name?	Siapa nama kamu?
My name is Jones. Jones.	Nama saya adalah Jones.
What's your first name?	Siapa nama pertama kamu?
My first nama is Bill.	Nama pertama saya adalah Bill.
How do you spell your last name?	Bagaimana kamu mengeja nama terakhir kamu?

Jones. J. O. N. E. S.	Jones. Jei-ow-en-i-es
What's your friend's name?	Siapa nama teman kamu?
His name is John Smith.	Namanya adalah John Smith.
John and I are old Friends.	John dan saya teman lama.
Are you John's brother?	Apakah anda saudara laki-laki John?
No, I'm not.	Bukan, saya bukan kakak John.
This is Mr. Jones.	Ini adalah Tuan Jones.
How do you do?	Apa kabar?
Mrs. Jones, this is Mr. John Smith.	Nyonya Jones, ini Tuan John Smith.
Very pleased to meet you.	Senang sekali saya berkenalan dengan anda.

Let's Write

Developing Topic Sentences by Enumeration

A related way of organizing writing is to make a general statement (the topic sentence) and then to list reasons. This method may be called organization by listing or enumeration. Observe the following example:

General statement :

basketball is popular in many countries.

Listing of reasons :

basketball is inexpensive

A ball and a hoop are all you need.

It is exciting

There is always lots of action.

It is a healthful sport that both men and women can play.

It is both an indoor and an outdoor game.

In warm countries the game is played outdoors all years.

In cold countries, it is a winter game.

In such countries basketball is usually played indoors.

Exercise

Interview your friend about his/her hobby. Ask also their reason why they like it. Write their answer as the general statement and list their reasons. Use the above example as the model.

Answer:

General statement :

Listing of reasons :

CHAPTER 7

First Pledge of Aqabah

The 12th year of Prophethood had set in. The Quraish were still adamant in their hostility. This whole year passed in a mixed state of hope and fear for the Prophet saw as he did not know about the missionary activities of the six persons who had gone back to Al Madinah with the promise of preaching Islam among their people. At last, the Prophet saw went to the same place of Aqabah. during the next Hajj season in search of those persons who had taken the pledge to preach Islam in Al-Madinah the previous year.

All of a sudden, he noticed them along with some new faces belonging both to the Aus and the Khazraj. Those twelve persons were: Abu Umamah, Auf bin Harith bin Rifa'ah, Rafi bin Malik bin Al-Ajlan, Qutbah bin Amir bin Hadbah and Uqbah bin Amir. These five persons belonged to the group, which had accepted Islam the previous year. The other seven persons were: Mu'adh bin Harith the brother of Auf bin Harith, Dhakwan bin Abd Qais bin Khalid, Khalid bin Mukhallad bin Amir bin Zuraiq, Ubadah bin Samit bin Qais (from Junaib tribe), Abbas bin Ubadah bin Nadlah These ten persons were from the Khazraj tribe, Abul-Haitham bin At-Taihan (from Banu Abdul-Ashhal) and Uwaim bin Sa'idah the last two were from the Aus tribe.

These twelve persons pledged their allegiance to Islam at the hand of the Prophet. While departing they requested the Prophet to dispatch along with them a preacher, and Mus'ab bin Umair was made in charge of the mission. He arrived at Al-Madinah and stayed at the house of As'ad bin Zurarah and made it his preaching center. During the first pledge of Aqabah, the Prophet had asked them to confess the following:

- 1) We shall worship one God associating none with Him.
- 2) We shall not go near stealing and adultery.
- 3) We shall not kill our daughters.
- 4) We shall vilify none.
- 5) We shall not backbite
- 6) We shall obey the Prophet saw in every thing good.

Resume

The 12th year of Prophethood had set in. The Quraish were still adamant in their hostility. This whole year passed in a mixed state of hope and fear for the Prophet saw. At last, the Prophet saw went to the same place of Aqabah during the next Hajj season in search of those persons who had taken the pledge to preach Islam in Al-Madinah the previous year. Then 12 Yastrib people who converted to Islam. These twelve persons pledged their allegiance to Islam at the hand of the Prophet. During the first pledge of Aqabah, the Prophet had asked them to confess the following:

- 1) We shall worship one God associating none with Him.
- 2) We shall not go near stealing and adultery.
- 3) We shall not kill our daughters.
- 4) We shall vilify none.
- 5) We shall not backbite
- 6) We shall obey the Prophet saw in every thing good.

**(Text Based The History Of Islam Volume One by Akbar
Shah Najeebabadi)**

Vocabullary :

Hostility : Permusuhan

Pledged : Perjanjian

Adamant : Tidak Menyerah

Backbite : Penghianatan

Vilify : Memfitnah

Adultery : Zina

Preaching : Berkotbah

Worship : Ibadah

Stealing : Mencuri

Obey : Mematuhi

Structure Of Sentence

We shall worship one God associating none with Him.
(Simple Future)

the Prophet saw went to the same place of Aqabah. **(Simple past)**

We shall not go near stealing and adultery. **(Simple Future)**

We shall not kill our daughters. **(Simple Future)**

We shall obey the Prophet saw in every thing good. **(Simple Future)**

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Carpenters are involved in the construction of many different types of structures such as bridges or large buildings.
2. Some carpenters change employers each time they finish a construction job.
3. The duties of a carpenter differ just about each time the accept employment.
4. In most cases, carpenters work in many different locations hundred miles away each year.
5. Carpentry is a very strenuous outdoor profession

Grammar Understanding

Verb Tense: Past Progressive

The past progressive expresses an activity that was in progress at a point of time in the past or at the time of another action.

Time markers:

when (at the time), while (during the time)

Example: When the phone rang, I was sleeping
 I was sleeping when the phone rang
 While I was sleeping, the phone rang
 The phone rang while I was sleeping

Form: **Subject + (was/were) + verb + ing**
 Subject + (was/were) not + verb + ing
 (Was/Were) + Subject + verb + ing?

Exercise 1

Complete the jokes by using was, were, wasn't or weren't!

1. A young man standing on a bus. He chewing gum. An old man sitting opposite him. After five minutes the old man shouted at him, "It's no good talking to me. I'm deaf."
2. Two cannibals walking along the road when they saw a long line of people at a bus stop. One said to the other, "Oh, look, do you fancy a barbequeue?"

3. On the ferry to France a green-faced passenger leaning over the side of the boat. "Would you like your lunch out here, Sir?" asked a steward from the ship's restaurant. The passenger feeling very well and said, "Just throw it over the side and save me the trouble."
4. two very drunk men trying to find their way home, but they were lost. They V staggering along a railway line. "This is a very long staircase," said the first one. "My legs are killing me!" The second drunk holding his back. "And the handrail is so low, my back is killing me"

Exercise 2

Complete the sentences using simple past or past progressive.

1. At 6:00 P.M, Bob sat down at the table and began to eat. At 6:05, Bob (eat) dinner.
2. While Bob (eat) dinner, Ann (come) through the door.
3. in other words, when Ann (come) through the door, Bob (eat) dinner.
4. While I (study) last night, Fred (drop by) to visit me.
5. My roommate's parents (call) him last night while we (watch) TV.

Conversation

Day and month of the calendar = Hari dan bulan kalender

What day is today?	Hari ini hari apa?
Today is Monday.	Hari ini hari Senin.
What day was yesterday?	Kemarin hari apa?
Yesterday was Sunday.	Kemarin hari Minggu.
What day is tomorrow?	Besok hari apa?
What month is this?	Ini bulan apa?
This is January.	Ini bulan Januari.
Last month was December, wasn't it?	Bulan lalu Desember, kan?
Yes, it was.	Ya, betul.
What month is next month?	Bulan depan bulan apa?
I was in the hospital for several weeks.	Saya masuk rumah sakit selama beberapa minggu
Where were you on Tuesday?	Pada hari Selasa yang lalu kamu ada dimana?
You were here in February, weren't you?	Bulan Pebruari yang lalu kamu ada disini, kan?

No, I wasn't.	Tidak, saya tidak berada disini.
Your friend was here a week ago, wasn't he?	Seminggu yang lalu teman kamu ada disini, kan?

Let's Write

Developing Topic Sentences by Enumeration (part 2)

Sequence expressions are very useful in this type of organization too; for example, in the first place, first of all, second, additionally, also, furthermore, finally, last of all. Notice how these expression are used in the following paragraph.

Basketball is popular in many countries. One reason for this is that it is inexpensive. A ball and a hoop are all you need. Moreover, it is exciting. There is always lots of action. Additionally, it is a healthful sport that both men and women can play. Furthermore, it is both an indoor and an outdoor game. In warm countries the game is played outdoors all years. In cold countries, it is a winter game. In such countries basketball is usually played indoors.

Exercise

Write a paragraph from your answer in Let's Write Chapter 6. Don't forget to use sequence expressions.

Answer:

CHAPTER 8

Abul Abbas Saffah (Part 1)

Abul Abbas Abdullah Saffah bin Mohammad bin Ali bin Abdullah bin Abbas bin Abdul Muttalib bin Hashim was born and raised at Hamimah in Balqa area in 104 A.H. He succeeded his brother. He was younger than his brother Mansoor. Ibn Jareer says one day the Prophet said to his uncle Abbas “The Caliphate will come to your descendants”, the descendents of Abbas were looking forward to it ever since that time.

Abdullah Saffah enjoyed distinction in his ability to cause bloodshed, competitive generosity and intelligence. His Governors and Officials were also experts at spilling blood. Saffah first deputed his uncle Dawood as Governor of Kufa and then made him the Amir of the Hijaz, Yemen and Yamama and appointed his nephew Isa bin Musa bin Mohammad as Governor of Kufa.

When Abu Dawood died in 133 A.H., Saffah made his maternal uncle Yazid bin Obaidullah bin Abdul Madan Harthi and his cousin Mohammad bin Yazid bin Obaidullah bin Abdul Madan the Governors of Hijaz plus Yamama and Yemen respectively. In 132 A.H., Sufyan bin Uyaina Halbi was made the administrator of Basra and then in 133 A.H., he was deposed and this office was given to Saffah's uncle Sulaiman bin Ali and the Sultanate of Bahrain and Oman were also

annexed to his territory. In 132 A.H. Saffah's uncle Ismail bin Ali, another uncle Abdullah bin Ali, Abu Aun Abdul Malik bin Yazid and Abu Muslim Khorasani were Governors of Ahwaz, Syria, Egypt and Khorasan with Jabal respectively. Khalid bin Barmak was the Revenue Officer in Khorasan. In 133 A.H., Abu Muslim appointed Mohammad bin Ash' ath the Governor of Persia on his own. At the same time, Saffah sent his uncle Isa bin Ali with the certificate of Governorship for Persia. Muhammad bin Ash'ath had already been installed there. When Isa bin Ali reached there, Muhammad bin Ash'ath refused to hand over the government of Persia to him and then took a promise from him that he would not deliver the Friday sermon from the pulpit and not to take up sword except to declare Jihad, then he handed over the authority of Persia to him but in fact, he himself remained the ruler. When Mohammad Ash'ath died, Saffah sent his uncle Ismail bin Ali as the Governor of Persia. Then he sent Mohammad bin Sool as the Governor of Mousil. The citizens of Mousil expelled Mohammad bin Saal.

They were against Banu Abbas. Getting angry Saffah sent his brother Yahya bin Mohammad bin Ali with 12.000 warriors. Yahya reached Mousil and stayed at the Governor's headquarters and sent for the leaders of Mousil and had them all killed through treachery. The inhabitants of Mousil were highly agitated because of this. They prepared themselves to fight. Yahya made a proclamation, saying. "Whosoever enters the Central Mosque will be granted pardon. Hearing it, they rushed towards the Central Mosque.

Yahya had his men standing guard at the doors of the Central Mosque. Who ever entered it was killed. In this way, 11.000 people were killed. Then a general massacre was ordered in the city. When it was night, Yahya heard the

lamentations of the women whose husbands, fathers, brothers and sons were unjustly killed. In the morning, he ordered even the women and children to be put to death. For three days in succession, the killing of the citizens was declared to be legal. With this declaration, the massacre in the city was enjoined with greater ferocity.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Martin The Monkey lives in an oak tree at Cragmore Park in Bananaville.
2. He works for the Banana telephone company.
3. He is the best employee they have because he can climb the telephone poles twice as fast as everyone else. On Saturdays, Martin pitches for Cragmore Craters Baseball team.
4. The Caters are a semiprofessional team.
5. Martin has become extremely famous for what he calls his “Primate Pitch”.
6. “The Primate Pitch” is thrown straight up.
7. The pitch then comes straight down and travels directly over home plate at over one hundred miles per hour.

Grammar Understanding

Verb Tense: Present Perfect

The present perfect expresses:

- a. activities or situations that occurred (or did not occur) “before now,” at some unspecified time in the past.

Example: Jim has already eaten lunch.

- b. Activities that were repeated several or many times in the past. The exact times are unspecified.

Example: Pete has eaten at that restaurant many times.

- c. Situations that began in the past and continue in the future by using since or for.

Example: Erica has lived in this city since 1990.

Erica has lived in this city for twenty years.

Form: Subject + (has/have) + verb3

Subject + (has/have) not + verb3

(Has/Have) + Subject + verb3?

Exercise 1

Complete the sentences. Use the words in brackets.

1. (I, meet) Ann's husband. I met him at party last week.
2. (They, know) Bob and Jane are old friends. They know each other for a long time.
3. (She, fly) Ms. Parker travels to Washington DC frequently. many times.
4. (It, be) I don't like this weather. Cold and cloudy for the last three days.
5. (You, learn) your Islamic History is getting better. a lot of Islamic History since you came here.
6. (I, write, not) my sister a letter in a long time should write her soon.
7. (He, finish, not) Greg is working on his composition, but it yet. He'll probably finish it in a couple of hours.
8. (Linda, be, not) in class for the last couple of days. I hope she's okay.
9. (Ron, never, be) in Hongkong, but he would like to go there someday.
10. (Alice, go, never) to the museum of Science and Industry in Chicago, but she would like to.

Conversation

Talking about objects = Bicara tentang benda-benda.

Do you have a book? buku?	Apakah kamu punya
Yes, I do.	Ya, saya punya.
You have a radio, don't you? kan?	Kamu punya radio,
No, I don't. punya.	Tidak, saya tidak
I don't have a phonograph, either. gramofon.	Saya juga tidak punya
Does this radio belong to you? milikmu?	Apakah radio ini
Yes, I think it does.	Ya, saya kira begitulah.
How many sisters and brothers do you have? saudara laki-laki dan perempuan kamu?	Berapa orang
Don't you have my hat?	Tidakkah kamu membawa topi saya?
Yes, I have both your hat and your coat. dan jas kamu dua-duanya.	Ya, saya bawa topi
Does John have a yellow pencil?	Apakah John punya pensil kuning?

Yes, he does.	Ya, punya.
He has a radio, doesn't he?	Dia punya radio, kan?
No, he doesn't have one.	Tidak, dia tidak punya radio.
He already has a phonograph, but he doesn't have a radio yet. Dia sudah punya gramofon, tapi dia belum punya radio.	

Let's Write

Review

(Developing Topic Sentences by Enumeration)

Write a paragraph based on one of the following titles.

1. My Idol
2. My Favorite Sport
3. My Hobby

Before writing the paragraph, write the general statement first then make the listing of reasons.

Answer:

General statement : _____

Listing of reasons : _____

Paragraph:

CHAPTER 9

Nasreddin and The Smell Of Soup

One day, a poor man, who had only one piece of bread to eat, was walking past a restaurant. There was a large pot of soup on the table. The poor man held his bread over the soup, so the steam from the soup went into the bread, and gave it a good smell. Then he ate the bread.

The restaurant owner was very angry at this, and he asked the man for money, in exchange for the steam from the soup. The poor man had no money, so the restaurant owner took him to Nasreddin, who was a judge at that time. Nasreddin thought about the case for a little while.

Then he took some money from his pocket. He held the coins next to the restaurant owner's ear, and shook them, so that they made a jingling noise.

“What was that?” asked the restaurant owner.

“That was payment for you,” answered Nasreddin.

“What do you mean? That was just the sound of coins!” protested the restaurant owner.

“The sound of the coins is payment for the smell of the soup,” answered Nasreddin. “Now go back to your restaurant.”

(Story courtesy of John and Muriel Higgins)

New Vocabularies

One piece(V)	: sepotong
Past (V)	: melewati
Pocket (N)	: dompet
Smell(Adj)	: bau, mencium bau
Think (V)	: berfikir

Answer the questions!

1. What food did the poor man have? What kind of food did he see in the restaurant?
2. Why did he hold the bread over the soup?
3. Why did the restaurant owner take the poor man to Nasreddin?
4. What did Nasreddin do with the coins?
5. What was the payment for the smell of the soup?

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. One day, a poor man, who had only one piece of bread to eat, was walking past a restaurant.
2. There was a large pot of soup on the table.

3. The poor man held his bread over the soup, so the steam from the soup went into the bread, and gave it a good smell.
4. The restaurant owner was very angry at this, and he asked the man for money, in exchange for the steam from the soup.
5. The poor man had no money, so the restaurant owner took him to Nasreddin, who was a judge at that time.

Grammar Understanding

Verb Tense: Past Perfect

The past perfect expresses an activity that occurred (completed) before a particular time in the past.

Example: I was not hungry at 1:00 PM. I had already eaten.

Form: **Subject + had + verb 3**

Subject + had not + verb 3

Had + Subject + verb 3?

Exercise 1

Complete the sentences with the words in brackets. Use the present perfect or the past perfect.

1. I am not hungry. I (eat, already)
2. I was not hungry. I (eat, already)
3. Last night I went to bed at ten o'clock. I (finish, already)
4. It's ten o'clock. I (finish, already) my homework, so I'm going to go to bed.
5. I was late. The party (start, already) by the time I got there.

Exercise 2

Complete the sentences with the words in brackets. Use the past progressive or the past perfect.

1. When I left for school this morning, It (rain) so I used my umbrella.
2. Before class was over this morning, the rain (stop) so I didn't need my umbrella anymore.
3. last night I started to study at 7:30. dick came at 7:35. I (study) when Dick came.
4. last night I started to study at 7:30. I finish studying at 9:00. dick came at 9:30. before Dick came, I (finish) my homework.

5. 1before I walked into the kitchen after dinner, my husband (wash, already) the dishes and (put) them away.

Conversation

Telling time = Menyebutkan waktu.

What time is it?	Jam berapa sekarang?
It's two o'clock.	Sekarang jam dua.
It's a few minutes after two. beberapa menit.	Sekarang jam dua lewat
My watch is fast and your watch is slow. Jam saya cepat dan jam kamu lambat.	
Excuse me, can you tell me the correct time? Maaf, dapatkah kamu mengatakan pada saya waktu yang tepat?	
No, I can't.	Tidak, saya tidak dapat.
I don't know what time it is.	Saya tidak tahu ini jam berapa.
I don't think it's four o'clock yet.	Saya kira sekarang masih belum jam empat.
It must be about three thirty.	Sekarang tentu sekitar jam tiga tiga puluh.

I get up before six o'clock every day. Saya bangun sebelum jam enam setiap hari.	
The restaurant doesn't open until seven forty-five. Restoran itu tidak buka sebelum jam tujuh empat puluh lima.	
Will you be here at ten o'clock tomorrow? Apakah kamu akan ada disini besok jam sepuluh?	
Yes, I will.	Ya, saya bersedia.
We'll be on time, won't we?	Kita akan tepat waktu, kan?
I hope so.	Saya harap begitulah.

Let's Write

Description

It is time to consider another basic and important type of writing: description. Description gives sense impressions – the feel, sound, taste, smell, and look of things. Emotion may be describes too – feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or imagination. The paragraph below is the example of describing somenoby's physical appearance.

Rainsford's first impression was that the man was singularly handsome; his second was that there was an original, almost bizarre quality about the general's face. He was a tall man past middle age, for his hair was a vivid white; but his

thick eyebrows and pointed military mustache were as black as the night from which Rainsford had come. His eyes, too, were black and very bright. He had high cheek bones, a sharp-cut nose, a spare, dark face, a face of a man used to giving orders, the face of aristocrat...

Richard Connell

The Most Dangerous Game

Exercise

Write a description about your classmate who sits next to you. Write about his/her physical appearance. Use the above paragraph as a model.

Answer:

CHAPTER 10

Abul Abbas Saffah (Part 2)

There were 4000 black soldiers in Yahya's army. During the slaughter, they turned to raping the women. Thousands of women were kidnapped. On the fourth day, Yahya came into the city on horse back for inspection. A woman gathered her courage and caught hold of the reins of his horse and said, "Are you not of Banu Hashim? Are you not the son of the Prophet's uncle? Don't you know that the black soldiers have married the Muslim women by force?" Yahya did not answer and went away. The next day, he sent for all the black soldiers to disburse their salaries and when all of them had assembled, he ordered them to be killed.

When Saffah was informed of this, he sent Ismail bin Ali to Mousil and transferred Yahya to Persia. In 133 A.H., the Roman Emperor took Maltiya and Qaliqala from the Muslims by force. The same year Yazid bin Obaidullah bin Abdul Madan gave an army to Ibrahim bin Hibban Sulami and sent him from Madinah to Yamama where Muthanna bin Yazid bin Omer bin Hubairah had been in power since his father's time. He fought Ibrahim and was killed. The same year Shareek bin Shaikh Mehri in Bukhara revolted and gathered 30.000 men. Abu Muslim sent Zeyad bin Saleh Khazai against Shareek who fought and was killed. Abu Muslim sent Abu Dawood Khalid bin Ibrahim to invade the city of Khatal in 133 A.H. Habsh bin Shibl, the king of Khatal, suffered defeat and escaped to China via Farghana in eastern Uzbekistan. The same year saw the

war between the kings of Akhsheed, Farghana and Shash. The Chinese king intervened and sent one hundred thousand man army against them. Abu Muslim sent Zeyad bin Saleh to meet it. The clash with the Chinese army took place along the river of Taraz 50.000 Chinese were killed and 20.000 were captured by the Muslims.

In 134 A.H. Bassam bin Ibrahim Bassam, a Khorasani Commander of repute, occupied Maclain. Saffah sent Khazim bin Khizaima to confront Bassam who lost and escaped. Then Saffah sent Khazim to Oman to face the Khwarij. He defeated them and killed their chief. The same year Abu Dawood Khalid bin Ibrahim invaded Kush, killed its king who was a Dhimmi (Protected non-Muslim subject, this indicates the treachery of Abu Muslim) and sent his head to Abu Muslim in Samarkand. He enthroned the king's brother Tazan and returned to Balkh. At the same time he massacred the civilians of Bukhara and after making Zeyad bin Saleh the ruler of Bukhara and Samarkand and ordering the construction of fortifications for Samarkand, he came back to Merv. After these happenings, Saffah got the news that Mansoor bin Jamhoor had committed a breach of trust and revolted. Mansoor bin Jamhoor had been the Governor of Iraq and Khorasan for two months during the reign of Yazid the Reducer. He was one of the companions of Abdullah bin Muawiya bin Abdullah bin Jafar. When Abdullah bin Muawiya was defeated by Dawood bin Yazid bin Umar bin Hubairah and Ma'an bin Zaidah near Astakhar, Mansoor bin Jamhoor had fled to Sindh. Abdullah bin Muawiya re~ched Herat where he was killed by its Governor Malik bin Haithan Khazi by order of Abu Muslim as related previously .. Saffah sent his commander of the police Musa bin Kab to Sindh and deputed Musayab bin Zuhair in his place. Musa and Mansoor clashed along the Indian border. Mansoor had 12,000 fighters

but was defeated. He escaped to the desert and died of thirst there. Mansoor's Governor who was in Sindh marched towards the city of Khizr along with the members of his family and belongings. That same year in Dhul Hijja 134 A.H., Saffah visited Ambar and made it his capital.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Basketball players with gravity-defying vertical jumps are said to have «hops».
2. Spiking specialists on a volleyball team need to have good “ups” in order to elevate above the net.
3. Whatever you choose to call it, athletes from the junior high level to the professional level would love to improve their vertical leaping ability.
4. New developments in the design of specialized training shoes are allowing athletes to do just that - and also reduce their risk of injury.

Grammar Understanding

Adjective vs Adverb

Adjectives modify nouns, pronouns and linking verbs. They normally precede the nouns they modify, or follow the linking verbs.

Example: **pretty** girl

I feel **bad**

Adverbs modify verbs (except linking verbs), adjectives or other adverbs.

Example:

Rita is reading carefully. (modifies the verb)

John drank too much coffee. (modifies adjective much)

I don't play tennis very well (modifies other adverb well)

Many adjectives can be changed to adverbs by adding -ly to the adjective base.

Example: bright – brightly

careful – carefully

quiet – quietly

Exercise 1

Type the opposites of the bold words in the boxes below.

1. My house isn't big. It's
2. He doesn't have short hair. He has hair.
3. We like good movies. We don't like movies.
4. You're beautiful. You aren't
5. It's an old pen. It isn't a pen.
6. They have a slow computer. I have a computer.

7. He's short. She's
8. It's hot. It isn't
9. They're rich. They aren't
10. He's fat. He isn't

Exercise 2

Adjectives/Adverbs

Choose one of the two words (adjective or adverb).

1. He drives very careful/carefully.
2. They speak Islamic History quick/quickly.
3. Isabel is working hard/hardly.
4. Dean left sudden/suddenly.
5. This is a library. Please be quiet/quietly.
6. I didn't hear Adam leave. He shut the door quiet/quietly.
7. The teacher speaks clear/clearly.
8. It's a good day for a picnic. The sky is clear/clearly.
9. The teacher explained that bad/badly.
10. Brad is a careful/carefully driver.

Conversation

Talking about dates = Bicara tentang tanggal.

What's the date today?	Hari ini tanggal berapa?
Today is November first, nineteen sixty-three. Hari ini tanggal satu Nopember, sembilan belas enam puluh tiga.	
When were you born?	Kapan kamu lahir?
I was born on November first, nineteen thirty-five. Saya lahir pada tanggal satu Nopember, sembilan belas tiga puluh lima.	
Today is my birthday.	Hari ini adalah hari ulang tahun saya.
My sister was born in nineteen thirty-eight. Saudara perempuan saya lahir pada tahun sembilan belas tiga puluh delapan.	
I don't know what the exact date.	Saya tidak tahu tanggal pastinya.
Where were you born?	Di mana kamu lahir?
I was born in a little town not far from here. Saya lahir di suatu desa kecil tidak jauh dari sini.	
What do you know about the tenth century? Apa yang kamu ketahui tentang abad kesepuluh.	

I don't know anything about that.	Saya tidak tahu apapun tentang itu.
Let's talk about something else.	Mari kita bicara mengenai sesuatu yang lain.
Where were you during the month of April last year? Kamu ada dimana selama bulan April setahun yang lalu?	
I don't remember where I was then.	Saya tidak ingat dimana saya berada ketika itu.
Where will you be next year at this time? Kamu akan berada dimana tahun depan pada waktu seperti sekarang?	

Let's Write

Description (part 2)

Good description requires careful observation and organization. Listed below are some of the steps that may be followed in writing a description:

1. Establish the point of view. Make it clear to the reader where the writer is in relation to the thing being described.
2. Give the general overall view or impression.
3. Give the details of the description in a logical sequence. One kind of logical sequence is space sequence:

From near to far or from far to near.

From left to right or from right to left.

From high to low or from low to high.

Description can also be oriented from the general to specific or from specific to general.

In the valley of Rociada, the biggest river runs south from high hills, then turns to the east. Where it turns is the village of Rociada. A few miles above that is Upper Rociada. Each village has about twenty adobe houses, a church, a store and a dancehall, built around a center square. Since adobe is not painted, the villages look like the earth around them, from which they are built.

- Oliver La Farge

Exercise

Write a paragraph describing a place/a building/a street that you know. Use the above paragraph as a model.

CHAPTER 11

Abul Abbas Saffah (Part 3)

In 135 A.H. Zeyad bin Saleh, Abu Muslim's Governor of Samarkand and Bukhara, rebelled against him. Abu Muslim left Merv. Abu Dawood Khalid bin Ibrahim, upon receiving this news, sent Nasr bin Rashid to Tirmiz (city in southern Uzbekistan) to protect it from Zeyad. As soon as he reached there, some persons came from Talqan (Iran bordering the Caspian Sea in the north) and killed him. Abu Dawood then sent Isa bin Mahan to pursue Nasr's killers. Isa punished Nasr's -murderers. Meanwhile Abu Muslim arrived at Amad. He was accompanied by Saba bin Noman Azdi. The caliph Saffah entrusted the task of murdering Abu Muslim to Zeyad bin Saleh and Saba bin Noman.

After his arrival at Amad, Abu Muslim somehow came to know about the plot. He at once arrested Saba and giving orders to the Governor to kill him, left for Bukhara. On the way, he came across some of Zeyad bin Saleh's commanders who rebelled against him and were coming to join Abu Muslim. When Abu Muslim reached Bukhara, Zeyad hid himself in a local man's house. The local man killed him and presented his head to Abu Muslim. Abu Muslim informed Abu Dawood of Zeyad's death. Abu Dawood was engaged at the time on the expedition at Talqan. After becoming free from this expedition, he returned to Kush and Isa bin Mahan went to Bassam but without much success. That same year Isa bin Mahan had sent a few letters to Abu Muslims' companions

criticizing Abu Dawood. Abu Muslim sent those letters to Abu Dawood. Abu Dawood had Isa beaten up and thrown into captivity. When he was released after a few days, the soldiers mobbed and killed him. Relieved of this situation, Abu Muslim returned to Merv.

In 136 A.H., Abdullah bin Ali called on Saffah. He sent him, along with the troops of Syria and Iraq, to fight the Romans. Saffah's brother Abu Jafar Mansoor was the administrator of Jazirah. He made up his mind to perform Hajj at Saffah's instance submitted a petition of request asking his permission. Saffah wrote to him, "Come to me and I shall send you as Amir al-Hajj (leader of the pilgrimage). So, Mansoor came to Ambar and Muqatil bin Hakeem was assigned to Harran. The fact was that Abu Muslim had also sought Saffah's permission to do Hajj. So, he secretly informed his own brother Mansoor to get ready for Hajj and send a petition stating his request to come to Hajj, as all governors were required to do. It is essential to clarify here that Abu Muslim Khorasani contributed the most to making the propagation of the Abbasids a success as the previous events have shown. Now following Saffah's accession to the caliphate and the strengthening of the authority of the Abbasids, he was made the governor of Khorasan and Saffah had sent him the certificate of governorship in his name. However, Abu Muslim never came to the court in person to take the oath. When, on behalf of Imam Ibrahim, he was first sent to Khorasan, he had been living there ever since. He himself conquered Khorasan, established his government there and dominated over its rule. When all the enemies were removed, Abdullah bin Saffah thought that it was best not to transfer Abu Muslim to any other government of the province nor could he reduce his power.

Abu Muslim considered himself to be the founder of the caliphate of the Abbasids and the patron of caliph Saffah. Caliph Saffah consulted him and often acted accordingly but regarding Khorasan, he did not think it necessary to consult Saffah. Sulaiman bin Katheer was one of the most famous and oldest of the deputies of the Abbasids. Abu Muslim killed him on personal grounds and Saffah could not ask him to explain. Saffah, his uncle and his brother kept overlooking these excesses but found it difficult to tolerate Abu Muslim's autocratic method of ruling. When Saffah sent his brother Abu Jafar Mansoor to Khorasan to take the oath on his behalf and with the certificate of Abu Muslim's governorship, Abu Muslim's attitude to Abu Jafar was not courteous and Abu Jafar felt that all his activities reflected self-conceit and autocracy. That led to an estrangement between the two and when Abu Jafar briefed Saffah with all that transpired, Caliph Saffah was all the more concerned and began to think of ways to reduce Abu Muslim's authority and influence. He finally decided to do away with him. That was the reasoning behind why he assigned that job to Zeyad bin Saleh and Saba bin Noman Azdi as mentioned earlier. In short, they harbored ill feelings and suspicion in their hearts against each other.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Most farm animals love corn, but it has to be picked at just the right time so the farmers can have a supply all winter long.
2. Most corn today is picked with a picker-sheller or a combine,
3. Both machines shell the corn off the cob and then the farmer dumps it in a gas batch dryer which dries it to a certain hardness.
4. Otherwise it will get moldy in storage.
5. Some farmers still just pick the whole ear with a regular corn picker and store it in a corn crib, if they are going to just pick it, they leave it in the field longer so it will dry.
6. They test the moisture by shelling the corn off the cob and putting a handful into a moisture tester.

Grammar Understanding

Comparison

Comparison indicate degrees of difference with adjectives and adverbs, and may be equal or unequal.

Equal comparison indicates that the two entities are (are not if negative) exactly the same.

Form1: subject + verb + as + adjective/adverb + as + noun/pronoun

Example: Peter is as tall as I

John sings as well as his sister.

Form2: subject + verb + the same + noun + as + noun/pronoun

Example: my house is the same height as your house.

Unequal comparison

comparative degree implies that the entities are comparable in a greater or lesser degree. The rules are:

- a. Add -er to the adjectives base of most one and two syllable adjectives. (thick-ticker, cold-colder, quiet-quieter)
- b. Use the form more + adjective for most three syllable adjectives.
- c. Use the form more + adjective for adjectives ending in the following suffixes: -ed, -ful, -ing, -ish, and -ous.
- d. Double the final consonant of one syllable adjectives which end in a single consonant (except w, x, and z) and are preceded by a single vowel. (big-bigger, red-redder)
- e. When an adjective ends in a consonant +y, change the y to i and add -er (happy-happier)

Form:

Subject + verb + (adj/adv + er) + than + noun/pronoun

Subject + verb + (more/less + adj/adv) + than + noun/pronoun

Example: Today is hotter than yesterday

This chair is more comfortable than the other

Superlative degree compares three or more entities, one of which is superior or inferior to the others.

Form:

Subject + verb + the + (adj/adv + est) + (in + singular count noun/of + plural count noun)

Subject + verb + the + (most/least + adj/adv) + (in + singular count noun/of + plural count noun)

Example: Patrick is the tallest boy in the family.

Lucy is the shortest of the three sisters.

Exercise 1

Type the comparatives in the boxes for the words below.

- | | | | | | |
|-----------|---|-----------|---|-----------|---|
| 1. Hot | : | 6. small | : | 11. happy | : |
| 2. big | : | 7. thick | : | 12. sad | : |
| 3. pretty | : | 8. tired | : | 13. thin | : |
| 4. hard | : | 9. short | : | 14. fat | : |
| 5. bright | : | 10. sweet | : | 15. quick | : |

16.interesting :	21.bad :	26.young :
17.warm :	22.good :	27.intelligent :
18.cold :	23.expensive :	28.long :
19.large :	24.old :	29.fast :
20.heavy :	25.cool :	30.busy :

Exercise 2

Type the superlatives in the boxes for the words below.

1. This is the (high) mountain in Australia.
2. That's the (poor) country in the world.
3. They're the (beautiful) flowers I've ever seen.
4. George is the (slow) runner in the race.
5. Anne is the (young) in class.
6. That's the (difficult) exercise I've ever done.
7. This is the (busy) restaurant I know.
8. The room at the back is the (quiet).
9. Who has the (fast) car?
10. Your pillow is the (soft).

Conversation

Talking about objects and people = Bicara tentang benda dan orang

What do you want?	Kamu mau apa?
I want a cup of coffee.	Saya mau secangkir kopi.
What would you like to eat?	Kamu ingin makan apa?
Please give me a piece of pie.	Berilah saya sepotong pastel.
Which one would you like, this one or that one? Yang mana yang kamu inginkan, yang ini atau yang itu?	
It doesn't matter to me.	Tidak menjadi soal buat saya.
I'd like to talk with Mr. Jones or Mr. Smith. Saya ingin bicara dengan Tuan Jones atau Tuan Smith.	
I'm sorry, but both of them are busy right now. tapi mereka dua-duanya sedang sibuk saat ini.	Maaf,
Wouldn't you like some coffee?	Kamu tidak ingin kopi?
I'd rather have some tea, if you don't mind. Saya lebih suka minum teh, jika kamu tidak keberatan.	
Do you know any of those people? Apa ada yang kamu kenal diantara orang-orang disitu?	
Two or three of them look familiar. Dua atau tiga orang diantara mereka sudah tidak asing lagi.	
All of those people are friends of mine. Semua orang itu adalah teman-teman saya.	

Which one of those men is Mr. Taylor?

Yang mana diantara pria-pria itu yang bernama Tuan Taylor?

Is he the tall man on the left?

Apa ia pria yang tinggi
disebelah kiri itu?

Let's Write

Review (Description)

Write a paragraph in which you describe one of the following subject. The first sentence of your paragraph should state the dominant impression.

My Faculty Building

My Bedroom

My House

Answer:

CHAPTER 12

Cultural Greatness in Political Decline

The poetry which under the Spanish Umayyads had been establishing itself in new soil, growing and building up energy, but into flower in the late tenth and the eleventh centuries. This was a period of political division and instability, but poetry does not immediately rise and fall with every fluctuation of political fortune, and the fact that under the “party kings” there were several courts, each rivalling the others in the patronage of arts, gave scope for many poets to prove their talents and reap their rewards.

There was no lack of talent. The most celebrated of all Andalusian poets was Ibn-Zaydun (1003-1070) who expressed with much tenderness and delicacy his unhappy love for the princess Wallada, herself poetess. The severn theologian Ibn-Hazm (994-1064) also composed a treatise on love, *The Ring of the Dove*, illustrating each of the aspects of love and the experiences of lovers with verses by himself and by others. Particularly distinguished was the court of the Abbadiids in Sevilla, where the tone was set by princes who were themselves gifted poets, by al-Mu'tadid (1012-1069), a poet of vigorous spirit capable at his best of coining some striking similes, and even more by his son al-Mu'tamid (1040-1095). Al-Mu'tamid gave fine expression to the fashionable themes of his time before he was reduced to abject captivity by the Almoravids, and poured out his heart in pathetic laments. In his service also was a close friend whom he

advanced to high office but who eventually fell out of favour and was put to death, Ibn-'Ammar (1031-1083), whose verses have a certain grandeur and resonance, and to his court came Ibn-Hamdis (1055-1132) when driven out of Sicily by the Normans.

This golden age of Andalusian poetry is generally held to have come to an end with the eleventh century, and this is true in the sense that no significant new upsurge took place thereafter, but the models then created continued to be imitated with great skill and refinement for several centuries. Fine poets continued to thrive under the Berber dynasties, not least in the provinces, the most distinguished being Ibn Khafaja of Alcira (1050-1139), particularly renowned for his descriptions of gardens.

It is tempting to connect this flowering of poetry with life in the secular, tolerant principalities of the Reyes de Taifas “turbaned Italian republics” as they have been dubbed, or rather with the leisure of their courts. It is also easy to ascribe its subsequent loss of vitality to the reactionary and repressive character of the Berber dynasties, whose rulers are often depicted as semi-barbarians incapable of appreciating the subtleties of the Andalusian mind. There is indeed a measure of truth in these assertions, but against their unqualified acceptance must be set the facts that life under the “party kings” was not without its seamy side of base intrigue and gnawing insecurity, that the successors of Yusuf ibn-Tashufin were quick to adopt Andalusian attitudes and offer their patronage to poets, and that poetry did not in fact significantly alter its character as one dynasty succeeded another.

No more in this age than in any other can poetry be neatly explained in terms of political and social conditions. With perhaps nothing more precise to stimulate it than the bounty of nature and the Umayyad Caliphate's patronage and promise of grandeur, Andalusian poetry developed along lines that quickly became stylized, and its life was thus protracted even when very different times had come not only upon Spain but upon the whole of Islam, times when threatening from without and orthodoxy was reacting within.

It is fact difficult to imagine any society where the distinctive poetry of al-Andalus could for long be anything but a conventional or escapist expression. Its main themes were those of fastidious, luxurious pleasure-seeking. Other themes honoured in Arabic literature—the gnomic, the ascetic, the mystic—did have their spokesmen, but they were in poor voice. Instead, we read of drinking parties held on the river at night, or in a grove or flowery meadow either in the cool of the evening or at dawn “when night washes off its kohl in the morning dew” of fawn-like ephebes or girls slim-waisted and round-hipped inducing inebriation by the wine they pour, by the glances they give, by the kisses they yield, while to the accompaniment of a lute a slave-girl sings or another dances, finally slipping out of her dress to appear “like a bud unfolding from a cluster of blossoms.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. One day, Nasreddin was up on the roof of his house, mending a hole in the tiles.
2. He had nearly finished, and he was pleased with his work.
3. Suddenly, he heard a voice below call "Hello!"
4. When he looked down, Nasreddin saw an old man in dirty clothes standing below.
5. Nasreddin was annoyed, but he was a polite man, so he put down his tools.
6. Carefully, he climbed all the way down to the ground.

Grammar Understanding

Preposition of time: in, at, and on

The prepositions **in**, **at**, and **on** are used in time expressions as follows:

Please be on time in the future.	<i>In the past, in the present, in the future, in the morning, in the afternoon, in the evening</i>
I usually watch TV in the evening.	<i>At noon, at night, at midnight</i>
We sleep at night. I was asleep at midnight.	<i>At + clock time</i>
	<i>At present, at the moment, at</i>

<p>I fell asleep at 9:30.</p> <p>He's busy at present. Please call again.</p>	<p><i>the present time</i></p>
<p>I was born in July.</p> <p>I was born in 1982.</p> <p>I was born in the twentieth century.</p> <p>The weather is hot in (the) summer.</p>	<p><i>In + a month/a year/a century/a season</i></p>
<p>I was born on July 04, 1982.</p> <p>I went to a movie on Monday.</p> <p>I have class on Monday morning(s)</p>	<p><i>On + a date</i></p> <p><i>On + weekday</i></p> <p><i>On + weekday morning(s), afternoon(s), evening(s)</i></p>

Exercise 1

Complete the sentences with in, at, or on. All of the expressions contain time expressions.

1. History is the study of events that occurred the past.
2. newspaper report events that happen the present
3. Ms. Walker can't come to the phone right now. She's in a meeting the moment.
4. I usually take a walk the morning before I go to work.

5. Our children always stay home night.
6. I moved to this city September.
7. I moved here 2000.
8. I moved here September 2000.
9. I moved here September 4, 2000.
10. Wednesday morning, I have an Islamic History class

Conversation

Talking about languages = Bicara tentang bahasa-bahasa.

Do you speak Islamic History?	Apakah kamu paham berbahasa Inggris?
Yes, a little.	Ya, sedikit-sedikit.
Does your friend speak Islamic History?	Apakah teman kamu paham berbahasa Inggris?
Yes, he speaks Islamic History perfectly.	Ya, dia berbahasa Inggris dengan sempurna.
What's his native language?	Apa bahasa aslinya?
I don't know what his native language is. Saya tidak tahu apa bahasa aslinya.	
How many languages do you speak? Kamu paham/bicara berapa bahasa?	

My friend reads and writes several languages. Teman saya membaca dan menulis dalam beberapa bahasa.
How well do you know French? Sampai seberapa pandainya kamu ber-bahasa Perancis.
He speaks French with an American accent. Dia berbahasa Perancis dengan logat Amerika.
My parents speak Islamic History fluently. Orang tua saya dua-duanya lancar berbahasa Inggris
Mr. Jones can read French pretty well. Tuan Jones dapat membaca bahasa Perancis baik sekali.
Sometime I make mistakes when I speak Islamic History. Kadang-kadang saya membuat kesalahan bilamana saya berbicara dalam bahasa Inggris.
I have a lot of trouble with pronunciation. Saya banyak kesulitan dengan ucapan.
How is her accent in French? Bagaimana logatnya dalam berbahasa Perancis.

Let's Write

Business Letter

There are several different common types of business letters. They are letter of order, request, application, and recommendation.

All business letters have the following components: heading, inside address, salutation, body, closing, and signature.

a. Heading

The heading of a letter gives the writer’s address: street, city, state, and country (if necessary), and the date. The heading goes in the upper right-hand corner of the first page. The heading may be blocked or indented. The punctuation used in the following examples is accepted everywhere and is recommended.

Blocked: 7819 Woodland Ave.
 Puyallup, Washington 98371
 May 15, 2010

Indented: 7819 Woodland Ave.
 Puyallup, Washington 98371
 May 15, 2010

b. Inside address

The inside address is the name of the company or business the letter is being written to. It includes the street address, city, state, zip code, and country. It is the same address that appears on the envelope. Envelopes are not kept in business files; the letter must carry all pertinent information.

Example: Olson’s Hardware
 12 Sixth Street
 Boise, Idaho 83710

c. Salutation

The greeting part of a business letter is more formal than that of a personal letter. The salutation is followed by a colon. These are suitable salutations.

Dear Madam:

Dear Mrs. Itgen:

Dear Sir:

Dear Mr. Modian:

Dear Sir/Madam:

Dear Ms. Wartsky:


d. Body

e. Closing

f. Signature

Exercise:

Write a heading, inside address and the salutation in the following form.



A rectangular box with a light green border, containing seven horizontal lines for writing, intended for a student to practice writing a heading, inside address, and salutation.

CHAPTER 13

Abul Abbas Saffah (Part 4)

As Abu Muslim was highly courageous and a man who loved power when he suspected Saffah, he not only thought it necessary to keep his hold and authority in Khorasan but he also tried to establish his influence in Hijaz and Iraq in order to crush the Abbasids, if necessary. It was not surprising that he was preparing to enhance his popularity in Hijaz, Iraq and all over the Islamic world covertly. He had contributed most to make the propagation of the Abbasids a success but he forgot the fact that his adversary was the family, which could produce persons like Mohammad bin Ali and Ibrahim bin Mohammad, the founders of the Abbasid movement and they had the ability to ruin the caliphate of Banu Umayyah. Though Abu Muslim contributed to it most, he was after all taught and trained by the Abbasids. He sought permission from Caliph Saffah to perform the Hajj, Saffah permitted him and instructed him that he should not take more than 500 people with him. Abu Muslim wrote back, "There are people who are against me. My life would be in danger if I travel with such a small number." Saffah wrote, "1000 then should be sufficient for you. Travelling with a large number of people is inconvenient because managing supplies in Makkah might prove to be difficult." Abu Muslim left Merv with 8,000 men and when he approached the border of Khorasan, he left 7,000 men there and moved towards the capital Ambar with 1000 men. Saffah sent well known and respected commanders to receive him. Saffah honored him

royally when he visited the court and said to him. "If my brother Abu Jafar Mansoor had not intended to perform Hajj, I would have made you the leader of the pilgrimage, Amir al-Hajj. Thus, his wish to be the Amir al-Hajj and increase his popularity was thwarted. Abu Jafar Mansoor and Abu Muslim both left Ambar for Hajj together. Abu Muslim had left Khorasan with a big treasure and he did not like Mansoor's company because he could not do things, which he wanted to do freely. Nevertheless, he had wells dug to supply water at every stage of the journey. He started the work of building inns and making more amenities available to the travelers. He distributed clothes, set up welfare houses, gave away many awards and showed his generosity with gifts, which endeared him to the masses. In Makkah, he performed the same acts of generosity on a larger scale where people from all over the world could witness his kindness. Before Abu Jafar decided to leave Makkah at the end of the Hajj, Abu Muslim had left already. Abu Muslim had hardly journeyed two stages when he came across the messenger from the capital Ambar who carried the news of Saffah's death and Abu Jafar Mansoor's succession to the caliphate. The messenger was on way to Abu Jafar Mansoor. Abu Muslim kept the messenger with him for two days and then let him go to Mansoor. Abu Jafar Mansoor was unhappy at Abu Muslim's departure before the proper time. Now he was even more unhappy at the news including the messengers delay, Abu Muslim did not congratulate him on his becoming the caliph nor did he remain encamped to take the oath and continue the journey together although he was expected to so. When Abu Jafar received the news, he left Makkah but Abu Muslim kept moving on until he reached Ambar and after him Mansoor entered the capital.

Abul Abbas Abdullah Saffah lived as caliph for four years and eight months and died on 13 Dhul Hijjah 136 A.H. His uncle Isa led the funeral service and he was buried at Ambar. Before dying, he had written a testament that Abu Jafar Mansoor and after him, Isa bin Musa would be caliph. He rolled it in a cloth and put the seal of the Prophet's family on it and gave it to Isa. Since Mansoor was absent, Isa bin Musa took the oath from the people as his deputy and sent the messenger to Makkah to inform Abu Jafar Mansoor.

Abdullah Saffah made use of money to establish and strengthen his caliphate in the same way in which the founder of the caliphate of Banu Umayyah Amir Muawiyah had done. Amir Muawiyah had stopped public opposition and support of his opponents the Alawiites with generosity and succeeded in winning their favor. Similarly, the Alawiites were claimants for the caliphate against the founder of the Abbasids, Saffah. They ruined Banu Umayyah in collision with the Abbasids and once again were disappointed when the caliphate went to Banu Abbas. Abdullah Saffah also gave large sums to the Alawiites as Amir Muawiyah had done. When Saffah was made caliph, Abdullah bin Hasan Muthanna bin Hasan bin Ali and other Alawiites came to Kufa and accused them of usurping the caliphate to which they were entitled. This is the same Abdullah bin Hasan Muthanna whose son Mohammad was chosen caliph by the Abbasids and the Alawiites at the meeting in the month of Dhul Hijjah in 131 A.H. All the people present at that meeting including Abu Jafar Mansoor had taken the oath for him. Saffah presented one million dirhams to Abdullah bin Hasan Muthanna though the amount was not available with him at the time. He had borrowed it from Ibn Muqrin. In the same way, he gave money to each Alawiite and let them go on their way. Abdullah bin Hasan Muthanna had

hardly left Saffah when a messenger arrived with the news of Marwan bin Mohammad's death with a large amount of precious jewels and ornaments as spoils of war. Saffah immediately ordered the messenger to take all the jewels and ornaments and sell them. A trader purchased them from him for 80,000 dinars. If Abdullah bin Saffah had neglected payment to the Alawiites they would have surely stood up against him and most of the influential deputies might have joined them making the saving of their caliphate extremely difficult for the Abbasids. Saffah's greatest achievement lies in the fact that he silenced all the Alawiites with his money and did not let them stand against him. Immediately after Saffah's death, the Alawiites prepared to revolt but by then the caliphate of the Abbasids had become very powerful?

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Mary likes to run. Ever since she was in third grade she has been training to run long distances.
2. Now that she was in eighth grade, her parents agreed to let her run in the Banana Classic.
3. The Banana Classic is a ten kilometer run.
4. It takes place every year in Mattydale.
5. The winners get a lifetime supply of peanuts and fruit juice from Paul's Peanut Stand.
6. Mary practiced by running for ten kilometers twice a day.

7. On the average run, she would finish in thirty minutes.
8. Last year's winner finished the race in twenty-six minutes and ten seconds.

Grammar Understanding

Modals

The verbs in the list below are called modal auxiliaries. They are helping verbs that express a wide range of meaning (ability, possibility, necessity, permission, etc.) Most of the modals have more than one meaning.

Expressing ability: **CAN** and **COULD**

Example: Bob can play guitar.

Our son could talk when he was two years old.

Expressing possibility: **MAY/MIGHT** and **COULD**

Example: It may/might rain tomorrow.

Look at those dark clouds. It could start raining any minute.

Expressing permission: **MAY** and **CAN**

Example: You may have a cookie after dinner.

She can have a little rest after this.

Asking for permission: **MAY I**, **COULD I**, and **CAN I**

Example: May I borrow your pen, please?

Could I bring this book?

Can I call you later?

Asking for assistance: **WOULD YOU, COULD YOU, WILL YOU,**
and **CAN YOU**

Example: would you please open the door?

 Could you pass the salt, please?

 Will you marry me?

 Can you do this by yourself?

Expressing advice: **SHOULD, OUGHT TO,** and **HAD BETTER**

Example: Your room is messy. You should clean it.

 The test is tomorrow. I ought to study tonight.

 You had better sleep earlier if you don't want
 to wake up late.

Expressing necessity: **HAVE TO, HAVE GOT TO,** and **MUST**

Example: I have to study tonight.

 Rene has got to go to the bank.

 You must learn how to speak Islamic History
 well.

Making logical conclusion: **MUST**

Example: Nancy is yawning. She must be sleepy.

Conversation

Talking about activities = Bicara tentang kegiatan

What are you doing?	Kamu sedang apa?
I'm reading a book.	Saya sedang membaca buku.
What's your friend doing?	Teman kamu sedang apa?
He's studying his lesson.	Dia sedang mempelajari pelajarannya.
I'm not doing anything right now. Saya tidak sedang mengerjakan apa-apa sekarang ini.	
Where are you going?	Kamu mau pergi kemana?
I'm going home.	Saya mau pulang.
What time are you coming back? Jam berapa kamu akan kembali?	
I'm not sure what time I'm coming back. Saya tidak yakin jam berapa saya akan kembali.	
What are you thinking about?	Kamu sedang memikirkan tentang apa?
I'm thinking about my lesson.	Saya sedang memikirkan tentang pelajaran saya.
Who are you writing to?	Kamu sedang menulih surat pada siapa?

I'm writing to a friend of mine in South America. Saya sedang menulis surat pada seorang teman saya di Amerika Selatan.	
By the way, who are you waiting for?	Ngomong-ngomong, siapa yang sedang kamu tunggu?
I'm not waiting for anybody.	Saya tidak menunggu siapa-siapa.

Let's Write

Business Letter (part 2)

- a. **Heading**
- b. **Inside address**
- c. **Salutation**
- d. **Body**

The business is discussed in the body of the business letter. It should be brief, well stated, and easy to read. It also must be succinct and to the point.

- e. **Closing**

The closing is followed by comma. The first word is capitalized. Here are some useful closing expressions

Sincerely,

Yours truly,

Sincerely yours,

Yours respectfully,

Very truly yours,

f. Signature

The sender's name should be written the way the company is to address the return letter. If the sender wishes to be addressed by a personal or professional title, it should be written after the name, usually in parentheses: (M.D.), (Ph.D.), (Mrs.), (Miss), (Ms.), etc.

Exercise:

Write a heading, inside address, salutation, closing and signature in the following form.

CHAPTER 14

Moslem in North Africa

In the eyes of the west the significance of muslim north africa is primarily that it was a basis for the conquest of spain, that highly civilized outpost of muslim culture whose survival in the long run depended entirely on renewed injections of berber "barbarian" power. It can scarcely be said that muslim Spain i the period of its political stability had any market effect on the rest of Europe; what the Cristian world owed to it was the classical inheritance in philosophy and science retought by Islam andformulated in Arabic, and available in latin from the twelfth century, when it filtered through in the centres which had again become Christian-particularly toledo, where extensive translation work was done. The less tangible but unmistakable influence of from and mood in the songs of the troubadours also belong to period of decline. It must be borne in mind that the political and military strenght of the spanish Umayyads was smaller than might be assumed from the courtly splendour and cultural brilliance of Cordoba.

The Abbasids were relatively quickly reconciled to the loss of the remote province of Spain; after 763 there are no more rebellions fomented by the Abbasids to report. The hereditary hostility to the Abbasids still presisted but it no longer preveted the influx of eastern Islamic culture under Abd ar-Rahman II (822-852); it even had official sanction and soon gave a Syrian venner to Islamic life in Spain; in fact until

the end of the tenth century and later, Spain can be called a kind of colonial area from the cultural point of view. . Thus in 955 Abd ar-Rahman III helped his devoted berber Emir of Fez to rebuild the mosque of Qarawiyyin. A sign of the times was the institution of diplomatic relations with Byzantium in 839/840; these were occasionally renewed during the tenth century, without in fact yielding any political results.

The Christian states in the north were quite invincible in their geographical seclusion, and were even able to press southward as far as the Duero in the years between the battle of Covadonga which in 718 (or between 721 and 726) put an end to the muslim expansion, and the late ninth century. The invasions of the Normans, whom dramatic, and the fall of Seville in 844 came as great shock, but the Umayyad state was not any real danger from them. The political structure erected by Umayyads was not however at all securely grounded. The conquerors were small in numbers and divided between arabs and berber : until the tenth century was the Arab minority able to overcome the tribal tensions which it had brought with it from its old homeland, though in Spain, divided up in their new homeland according to the five military districts of their way in large numbers to Spain in the eighth century but after that there were no more statistically important reinforcements of Arabs. When Abd Ar-rahman I (755-788) gave the name of the famous Umayyad residence near Palmyra, Rusafa, to the palace he built before the gates of cordoba he was not only expressing his personal nostalgia for the Syrian homeland but suiting the mood of the leading circles of his entourage.

Assimilation, furthered by widespread Islamization and the generally conciliatory policy towards Non muslim the jewish communities in particular flourished as never before, until the Almohad persecutions. Of the twelfth century did not of course necessarily signify political harmony. The arabs not agree, and the berber. Especially were a disturbing element. The burgeoning towns, particularly the capital of cordoba. Were Refractory The fuqaha of dominant (since c.800)After this Uprising there grew up new centres of unrest in the rural districts. From 879 to 928 the reconverted Christian 'Mozarab' To later generations the fragmentation of an authority which by its nature is indivisible remained a perpetual stumbling block, but his contemporaires, or at any rate his Andalusia subjects, understood that " abd ar-rahman was not desirous of destroying the older caliphate nor of dividing the umma by asuming the title of caliph

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Nasreddin once had an old boat, which he used to ferry people across the river.
2. One day, he was taking a university professor to the other side.
3. "How do you spell elephant?" asked the professor.
4. "I have no idea," replied Nasreddin.
5. "Didn't you study anything at school?" demanded the professor, surprised.

6. “No,” said Nasreddin.
7. “Then you wasted half your life,” said the professor.
8. Nasreddin was silent for a little while.

Grammar Understanding

Tag Questions

A tag question is a question that is added onto the end of a sentence. An auxiliary verb is used in a tag question. Observe the following rules:

1. Use the same auxiliary verb as in the main clause. If there is no auxiliary, use do, does or did.
2. If the main clause is negative, the tag is positive; if the main clause is positive, the tag is negative.
3. Don't change the tense.
4. Use the same subject in the main clause and the tag. The tag must always contain the subject form of pronoun.

Example:

You talked to the professor yesterday, didn't you?

It's raining now, isn't it?

You have two children, don't you?

They have been in Mexico, haven't they?

Exercise 1

Tag Questions - Positive

Type the correct word in the boxes below.

isn't	aren't	don't	doesn't
-------	--------	-------	---------

1. He's rich, he?
2. These are your glasses, they?
3. You live in Fairfield, you?
4. It's a lovely day, it?
5. I'm late, I?
6. You smoke, you?
7. They walk to work, they?
8. Bill likes chocolate, he?
9. Those flowers are beautiful, they?
10. Anna is from Sweden, she?

Exercise 2

Tag Questions - Negative

Type the correct word in the boxes below.

am	is	are	do	does
----	----	-----	----	------

1. This isn't your pen, it?
2. You don't want this book, you?
3. This food isn't very nice, it?
4. He doesn't work, he?
5. They aren't happy, they?
6. I'm not good at this, I?
7. You don't like shopping, you?
8. We aren't late, we?
9. She doesn't smoke, she?
10. It isn't a very nice day, it?

Conversation

Asking About Age = Bertanya Tentang Umur

How old are you?	Berapa umur kamu?
I'm twenty-one years old.	Umur saya dua puluh satu tahun.
My brother is not quite twenty-five.	Saudara laki-laki saya belum sampai dua puluh lima tahun.
John is not forty-five yet, is he?	John belum empat puluh lima tahun, kan?
Mr. Smith is still in his fifties.	Tuan Smith umurnya masih lima puluhan.
I'm two years older than you are.	Saya dua tahun lebih tua daripada kamu.
My brother is two years younger than I am. Saudara laki-laki saya dua tahun lebih muda daripada saya.	
How many are there in your family?	Dalam keluarga kamu ada berapa orang?
There are seven of us altogether.	Kami semua bertujuh.
My sister is the oldest.	Saudara perempuan saya yang tertua.
I'm the youngest.	Saya yang bungsu.

Guess how old I am.	Coba tebak berapa umur saya.
I'd say you're about twenty-three.	Saya taksir umur anda sekitar dua puluh tiga.
I was thirty on my last birthday.	Saya berumur tiga puluh pada ulang tahun saya yang terakhir.
I'm going to be sixty-one next Tuesday. Saya akan mencapai umur enam puluh satu pada hari Selasa mendatang.	

Let's Write

Types of Business Letters

a. The Order Letter

probably the most common use of the business letter is to order goods and materials. It is important that the letter clearly state the exact name of the merchandise, the price, and the amount of payment being sent. Study the following

Example:

Abdin District

Cairo, Egypt

May 13, 2010

Ms. K. Hutchinson
Beller Company, Inc.
424 Park Avenue
New York, New York 10021

Dear Ms. Hutchinson:

Thank you for sending your catalog so promptly. It arrived within a few days of my request.

Please sent me the following items by parcel post:

1 copy Emnet and Mullen,

High School Algebra @ \$ 7.50	\$ 7.50
-------------------------------	---------

25 copies Pinehurst,

Plane Geometry @ \$8.75	\$ 218.75
-------------------------	-----------

Total	\$ 226.25
-------	-----------

I am enclosing a money order for \$ 226.25. if there are additional charges, please let me know.

Please mail the books to the address given above.

Very truly yours,

Abdul Rahman Farouki

b. Letter of Request

Sarmiento 702

Buenos Aires, Argentina

August 22, 2010

Matthew-Nessen Publishing Company

139 West 50th street

New York, New York 10020

USA

Dear Sir/Madam:

A recent notice in Education News indicated that your firm has established a textbook division.

If you plan to publish elementary schoolbooks dealing with geography, I would be interested in having my name placed on your mailing list for catalogs and for notices of other educational materials.

Sincerely yours,

Gabriel Pabon

CHAPTER 15

The Berber Empires, The Almoravids

The foundations of the Almoravids State

The North African state to which the eyes of Spanish Muslims turned after the fall of Toledo in 1085 had grown to a vast size in less than half a century. It included not merely of the Senegal river in Only meagre accounts have been preserved of the outward history of the religious movement of Almoravids, and these give little understanding of the fundamental causes of its rapid success. This is one many subject which deserve fuller investigation.

The movement began in a group of camel-breeding, nomadic Berber tribes known collectively as Sanhaja. Their home had been the steppes of the Sahara, but some of them had moved south to the basins of the Senegal and the upper Niger. They are the ancestors of the modern Tuareg, and it may be that "Senegal" is derived from their name through a dialectal variant "Sanaga". The story of the movement begins with the performance of the pilgrimage to Mecca by some notables of one of the Sanhaja tribes, led by their chief Yahya ibn-Ibrahim. On their way back they spent some time in Cairouan, then the intellectual centre of North Africa (Apart from Egypt). Here they were much impressed by the teaching of a Malikite jurist, Abu Imran al-Fasi, who probably died a few months after their visit. He realised how much they and their fellowtribesmen needed instruction, and with his support they prevailed on the pupil of his to accompany them

as teacher. The man was Ibn-Yasin (more fully, Abd-Allah ibn-yasin al-Jazuli), and the date April 1039.

The subdivision of Sanhaja to which Yahya ibn-Ibrahim belonged did not like the teaching of ibn Yasin, and at length the latter, with some disciples from another subdivision, retired to an island in the Niger, and is repious exercises. European conceptions, however must not be allowed to mislead us, for despite the undoubted mysticism and asceticism these men presently emerged as fierce and efficient soledr. The Arabic word for such a "house of retreat" as they had is *ribat*, and from this is derived the usual name of the adherents of ibn-Yasin's movement al-murabitun, which has come through Spanish and French into English in the form "Almoravids". These facts help to make it clear that what attracted the sanhaja in the first place was not simply malikite jurisprudence, but the mystical teaching associated with it; and it is noteworthy that the man who first stirred the sanhaja, Abu-Imran al-Fasi, was regarded as a saint by later sufis or mystics.

It was about the year 1055 that Almoravid army entered on phase of expansion by conquering the small state with its capital at the oasis of sijilmasa. The military leader here was Yahya ibn-Umar, but Ibn-Yasin was still the acknowledged spiritual head. When Yahya was killed a year or so later, Ibn-Yasin saw to it that he was succeeded by his brother Abu-Bakr ibn-Umar, and (since Ibn-Yasin in truth was killed about 1058) Abu-Bakr remained supreme head (amir) of the movement till his death in 1087. Successes now came rapidly, and in 1061 Abu-Bakr gave his cousin, Yusuf ibn-Tashufin, a semi-independent command in the northern regions, while he himself devoted his attention to the south. From the new capital of Marrakesh (Marrakush), which he founded in 1062,

Ysusf ibn Tashufin Extended Almoravid rule over the fertile areas of morocco and the western half of modern Algeria.

This expansion of the Almoravid and their growth in power is partly explained by the fact that the regions they conquered were at that period divided up into many small, weak states; but it was presumably the combination of religious and political aims which gave the Almoravids their power by making possible a measure of unity between the various subdivisions of sanhaja. The rapid growth of empires from insignificant beginnings has been a noy infrequent feature of nomadic life, and a comparison at once springs to mind with the religious an political movement in Arabia under Muhammad. Apart from the final outcome, however, there were various differences. One was that the Almoravids found a ready-made system of law, and worked as much as possible through the existing Malikite jurists. Another was that they acknowledged themselves part of a greater unit by professing loyalty to the Abbasid caliphs in Bagdad

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. One day a visitor came to Nasreddin's house.
2. I am your cousin from Konya.
3. I have brought you a duck to celebrate the visit.
4. Nasreddin was delighted.
5. He asked his wife to cook the duck, and served the visitor a fine dinner.

6. The next day another visitor arrived.
7. I am the friend of the man who brought you the duck.
8. The next day another visitor arrived, and said he was the friend of the friend of the man who had brought the duck.
9. Again Nasreddin invited him in for a meal.

Grammar Understanding

Simple Sentences

Simple sentences are independent clauses.

They contain a subject and a predicate.

Rule 1:

Simple sentences can be very short, consisting of only one word (a noun) for the subject and one word (a verb) for the predicate. The noun is called the simple subject, and the verb is the simple predicate.

Example: John laughed.

Rule 2:

Simple sentences can be long, although they still consist of one subject (a noun and modifiers) and one predicate (a verb and other elements). The noun is called the simple subject, and the verb is the simple predicate.

Example:

The tall, good-looking boy with the curly blond hair laughed uproariously at his best friend's suggestion.

Rule 3:

Simple sentences can be declarative or interrogative.

Example:

You can shop at the mall on the weekend. (declarative)

Can you shop at the mall on the weekend? (interrogative)

Rule 4:

Simple sentences can have a verb in any tense (past, present, future), mood (indicative or imperative), or voice (active or passive).

Example:

My friend shops at the mall on the weekend. (present)

My friend shopped at the mall last weekend. (past)

My friend will shop at the mall next weekend. (future)

You shop at the mall every weekend. (indicative)

Shop at the mall this weekend! (imperative; subject is "you" understood)

The next player at bat hit the baseball into left field. (active)

The baseball was hit into left field by the next player at bat. (passive)

Rule 5:

Simple sentences can have a compound subject.

Example:

Simon and Garfunkel recorded an album that year.
(compound subject)

America's best known novelists, journalists, and editors attended a conference in New York last week. (compound subject)

Yellow-throated warblers, red-breasted robins, and flightless rails were pictured in her new bird identification guide.
(compound subject; nouns separated by modifiers)

Rule 6:

Simple sentences can have a compound predicate.

Example:

Marianne sang, danced, and played the violin with equal competence, passion, and enthusiasm. (compound predicate)

In her last semester in school, the brilliant student received top marks on all her final exams, graduated with honors, and was interviewed for a junior faculty position at the university.
(compound predicate; verbs separated by modifiers)

Rule 7:

Simple sentences can have both a compound subject and a compound predicate.

Example:

The mashed avocado, minced garlic, olive oil, balsamic vinegar, mayonnaise, and lemon-flavored pepper should be blended thoroughly, whipped briefly for a light consistency, and served with warm tortillas. (compound subject and compound predicate)

Exercise

Identify the subject and the predicate in these different types of simple sentences. Circle the noun (or compound nouns) in the subject and underline the verb (or compound verbs) in the predicate.

1. Will you go to the store with me to buy some groceries?
2. According to the nutrition magazine, watermelon and tomatoes contain major amounts of a chemical called lycopene and are good for you.
3. Because of the wind and the rain, the trees danced back and forth, threw up their leafy arms, and sang to the sky above.
4. Don't forget to take your vitamins in the morning with a full glass of water.
5. The tennis ball was served across the net, hit back and forth several times, and then dropped in the mud puddle at the back of the court.
6. Have you brushed your teeth, combed your hair, and eaten your breakfast yet?

7. Marianne laughed heartily, crossed her eyes like a crazy person, and stuck her tongue out at me.
8. Place the pens, pencils, erasers, and pads of paper in the top drawer of your desk.
9. His favorite rock group had a new CD for sale at the record store on Main Street.
10. Didn't she love to eat pizza, ice cream, and brownies as a little girl?

Conversation

Talking about daily activities : Bicara tentang kegiatan sehari-hari.

What time do you get up every day?	Jam berapa kamu bangun setiap hari.
I usually wake up early.	Saya biasanya terjaga dinihari
I get up at 6 o'clock every day.	Saya bangun jam 6.00 setiap hari.
My brother gets up later than I do.	Saudara laki-laki saya bangun belakangan daripada saya.
After I get dressed, I have breakfast.	Setelah saya berpakaian, saya sarapan.
Usually, I have a big breakfast.	Biasanya, makan pagi saya banyak.

<p>I have juice, cereal, toast and coffee for breakfast. Saya sarapan sari buah, makanan dari biji-bijian, roti panggang dan minum kopi.</p>	
<p>I leave the house at eight a.m. each day. Saya berangkat meninggalkan rumah pada jam delapan setiap hari.</p>	
<p>I get to work at nine o'clock every morning. Saya mulai kerja pada jam sembilan setiap pagi</p>	
<p>I work hard all morning.</p>	<p>Saya bekerja keras sepanjang pagi.</p>
<p>I go out for lunch at about 12:30.</p>	<p>Saya keluar makan siang sekitar jam 12:30.</p>
<p>I finish working at 5:45 p.m.</p>	<p>Saya selesai kerja pada pukul 5:45 sore.</p>
<p>I eat dinner at about 7 o'clock.</p>	<p>Saya makan malam sekitar jam 7:00.</p>
<p>Before I eat dinner, I read the newspaper for a while. Sebelum saya menyantap makan malam, saya membaca surat kabar sebentar.</p>	
<p>I usually go to bed at about midnight.</p>	<p>Saya biasanya pergi tidur sekitar tengah malam.</p>

Let's Write

Types of Business Letters (part 2)

a. Letter of Application

175 Mission Lane
Ogden, Utah 84402
August 18, 2010

Dr. Francesco Gomes
Chairman, Department of Chemistry
University of Colorado at Denver
Denver, Colorado 80202

Dear Dr. Gomes:

I have read the announcement of the scholarship in chemistry that the University of Colorado is offering, and I would like to submit my application.

The enclosed application form for admission to the graduate school of your university will give my educational history. However, I would like to point out that I have just received an M.S. degree in chemistry with highest honors. For one semester I acted as teaching assistant in chemistry, working with Professor Saramna.

My thesis involves polymer chemistry, which I understand is a specialty at the University of Colorado. I would like to concentrate in that field for my advanced studies.

If you should require further information, I shall be happy to provide it. I would welcome the opportunity to have a personal interview.

Sincerely yours,

Diane Valente

b. Letter of Recommendation

115 Lanyard Street

Elyria, Ohio 44035

July 24, 2010

Mr. Richard Tron

Director of Personnel

Family Insurance Company

986 38th Street

Cleveland, Ohio 44102

Dear Mr. Tron:

Ms. Suzanne Rogers has requested that I write to you in connection with her application for employment with your company.

Ms. Rogers and I were colleagues for two years, and I can testify regarding her work performance and qualifications. She started as a secretary and within one year was promoted to office manager. During the time that I worked with her, she never missed a single hour of work. She is characteristically punctual, careful and efficient. She is also highly dependable.

Ms. Rogers has a pleasant, easygoing personality which has won her many friends here among our other colleagues. I know she is leaving her present position of her own volition in order to seek advancement. I will miss her as a colleague, but it is a pleasure and an honor to recommend her to you.

Yours truly,

Gregory Papas

CHAPTER 16

Cause of the Fall of the Umayyads

Many causes that made Umayyad collapse both inside and outside according to ibn khaldun, his dynasty was a natural historical phenomenon, the umayyah itself had been established for ninety years. The Umayyad dynasty suffered a setback, marked by the weakening of the system and political power due to many problems faced by the rulers of this dynasty. Among these are politics, economics, and so on. The first factor that caused the Bani Umayyah to collapse was the monarchical system carried out by Bani and did not implement a republican system so that the Bani Umayyah did not receive full support from the people. on the other hand it also causes unfair competition between the family members of the cause. second, the main cause of the weakness of the ruling family, except during Muawiyah Abdul Malik Walid 1, Umar bin Abdul Aziz and Hisham. third, the inability of the rulers as well as the crime of their behavior was a major factor in the destruction of the dynastic forces. Almost all the rulers are weak except for the five great Caliphs of the Umayyads, besides that the Caliphs after Hisham were incompetent and evil moral rulers. fourth, their pleasure is hunting, drinking wine and absorbing in listening to music and dancing from the harem of the palace, the rulers forget to preserve the government and the fate of the people, they instead burden the people with high taxes. fifth, dissatisfaction with non-Arab Muslims and Persian Muslims who felt they were alienated and felt distinguished

from the Arabs by the Umayyads so that they often made rebellions and eventually joined the Bani Abbasid forces. sixth, the selfishness of government officials and the occurrence of military defections, Usually has the authority to entrust governmental affairs to court officials. Palace officials carry out the mandate to satisfy their personal ambitions and goals.

The governmental mechanism did not satisfy all parties, causing a movement that shook the stability of the kingdom. This is evidenced by the joining of the royal forces with the enemy. Towards the fierce clashes between Arab tribes which had long been divided into two groups, the Mudariyah (North Arab) group which occupied Iraq and the Himyariah group (South Arab) who lived in Syria. Shia propaganda and movement. They are supporters of Ali who developed into a genre after the Karbala tragedy. From the beginning, this group did not recognize the Umayyad government and considered its ruler to be a usurper. They have never forgiven the crime of killing Ali, Hasan and Husen. Their mission and propaganda to effectively defend the descendants of the Prophet Muhammad succeeded in drawing the sympathy of the oppressed groups. the latter is propaganda carried out by the abbasiyah assisted by Shiites as supporters of ali also assisted by the kharijites and mawalis, besides the killing of the caliph marwan by the abbasiyah army so that the emergence of new forces as a rival to the umayyads. (*Islam its concepts & history/syed mahmudunnasir*)

Sentences Structure

1. Past continuous tense :
They were estranged and felt distinguished and their only pleasure hunt.
2. Passive voice :
The later is propaganda carried out by Abbasyiah assisted.
3. Simple past tense :
The Umayyah dit not get full support from the people
4. Past continuous tense :
Their only pleasure was to hurt
5. Past continuous :
Dynasti was a natural phenomenon of history

New Vocab

1. Established : didirikan
2. Collapse : jatuh
3. Absorbed : terserap
4. Clashed : bentrok
5. Estranged : terasing

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. They got off the Oimachi train at Jiyugaoka Station, and Mother took Totto-chan by the hand to lead her through the ticket gate.
2. She had hardly ever been on a train before and was reluctant to give up the precious ticket she was clutching.
3. “May I keep it!” Totto-chan asked the ticket collector.
4. “No, you can’t,” he replied, taking it from her.
5. She pointed to his box filled with tickets. “Are those all yours!”
6. “No, they belong to the railroad station,” he replied, as he snatched away tickets from people going out.

Grammar Understanding

Quantifiers

Quantifiers are expressions used to measure the quantity or amount of both count noun and non-count noun.

a. **Some and any**

Some is used to talk about a restricted quantity or amount. It is usually used in affirmative sentence.

Example:

I have got some very nice friends. I am very lucky.

Any is used when the quantity or amount is unrestricted. It is usually used in negative or in interrogative sentence.

Example:

He doesn't have any friends. He's so difficult.

Do you know any person who lives here?

b. Many and much

Many is used with count nouns.

Example: I bought many apples yesterday.

Much is used with non-count nouns.

Example: I need much sugar to make this cake.

c. A few and a little

A few is used with count nouns.

Example: We sang a few songs at the party.

A little is used with non-count nouns.

Example: I need a little more time to finish this job.

d. A lot of

A lot of is used for either count noun or non-count noun.

Example: I took a lot of pictures in my last holiday.

You can get a lot of information from this book.

Exercise 1

Complete the jokes by some or any.

1. Waiter, I'd like coffee. Why isn't there on the menu?
> Because I wiped it off.
2. Do you have holes in your socks?
> Of course not.
Then how do you get your feet into?
3. There aren't flies in the kitchen today. How did you manage that?
> Easy! I put the rubbish bin in the living room!
4. Doctor, I need advice I seem to get fat in certain places. What can I do?
> Stay a way from those places!
5. There will be no ice cream until you wash your hands.
> But i DID wash my hands.
You didn't use soap or water.
> Well, haven't you heard of dry cleaning?

Exercise 2

Complete the jokes by much, many or a lot of.

1. We don't have beautiful women in our town.
> Why do you say that?
Well, we had a beauty contest and nobody won!.
2. How money do you have in the bank?
> I don't know. I haven't shake it recently.
3. What do you take for a headache?
> I drank beer the night before.
4. How do you know about 18th century Islamic History scientist?
> Nothing. They're all dead!
5. Why are artists Italians?
> I don't know.
Because they were born in Italy.

Exercise 3

Complete the jokes by a few or a little .

1. Doctor! Help me quickly! I think I'm shrinking..
> Well, first you will have to learn to be patient!
2. Why is there only honey in Brazil?

> Because there is only one “B” in Brazil.

3. That will be £20, sir.

> That’s a lot of money for a haircut, especially as I’m going bald and I only have hairs.

That’s the trouble, Sir. It’s the time I spent finding the hairs that cost the money!

4. This match won’t light.

> Why? What’s wrong with it?

I don’t know. It was all right minutes ago.

5. Who is bigger, Mr. Bigger, Mrs. Bigger or baby Bigger?

> Mr. Bigger, I suppose.

No, the baby. Because it’s Bigger.

Conversation

Talking about yesterday’s activities = Bicara tentang kegiatan kemarin.

What time did you get up yesterday morning?

Jam berapa kamu bangun kemarin pagi?

I woke up early and got up at 6 o’clock.

Saya terjaga dinihari dan bangun pada jam 6:00

My brother got up earlier than I did.

Saudara laki-laki saya bangun lebih awal daripada saya.

<p>Did you get dressed right away? Apakah kamu langsung berpakaian?</p>
<p>Yes, I got dressed and had breakfast. Ya, saya berpakaian dan sarapan.</p>
<p>What kind of breakfast did you have? Apa macam sarapan kamu?</p>
<p>What time did you get to work yesterday morning? Jam berapa kamu mulai kerja kemarin pagi?</p>
<p>I left the house at 8 o'clock and got to work at 8:30. Saya berangkat meninggalkan rumah pada jam 8:00 dan mulai kerja pada jam 8:30.</p>
<p>Did you work all day? Apakah kamu bekerja seharian?</p>
<p>Yes, I worked from early morning until late at night. Ya, saya bekerja dari pagi sekali hingga larut malam.</p>
<p>At noon I had lunch with a friend of mine. Tengah hari saya makan siang bersama seorang teman saya.</p>
<p>I finished working at 5:30 and went home. Saya selesai kerja jam 5:30 dan pergi pulang.</p>
<p>After dinner I read a magazine and made some telephone calls. Setelah makan malam saya membaca majalah dan menelpon beberapa kali.</p>
<p>I went to bed at 11:30 p.m. Saya pergi tidur pada jam 11:30 malam.</p>

I went to sleep immediately and slept soundly all night.
Saya langsung pergi tidur dan tidur nyenyak sepanjang malam.

Academic Writing (part 1)

Writing as a process of expressing ideas or thoughts in words should be done at our leisure. How can we do something that we do not enjoy? Writing can be very enjoyable as long as we have the ideas and the means to achieve it. This chapter will lead you to a very pleasant journey where you can experience the process of writing academically.

There are three basic principles, namely, content, register, and topic, which need to be considered in a piece of academic writing. Referring to content, it should be made clear, specific, and relevant. However, register should be formal, to the point, and concise. Topic, on the other hand, should be free from offences, and should avoid sensitive issues in most cases.

1. Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the core or the body of a piece of writing. Therefore, it is significant that it should be clear, specific, and relevant.

a. Clear

The writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intends to tell them. Clarity is one of the requirements

of academic writing. As a result, ambiguities and misinterpretations should be avoided. The following example demonstrates clarity, so that the reader knows for sure what the discussion will be about.

Example:

In this thesis, I propose to analyze the symbolism in *The Pilgrim's Progress* with regard to religious allusion.

Exercise :

Write down two paragraphs dealing with the explanation above.

CHAPTER 17

History of Islamic Spain

The Conquest as a Phase of Arabic Expansion

The conquest of Spain the Arab conquest in the years from 711 to 716 came as a bolt from the blue. For the Arabs themselves, however, the overrunning of Spain was just one phase long process of expansion .: It was an economically profitable and successful phase, and the success came very rapidly; but in the process of expansion which has at least as early as 630 there have been comparable phases. During the reign of the caliph'Umar (634-44) the Arab embryonic state-time alliance of many, but not yet all, of the tribes of the Arabian peninsula has defeated the Byzantine empire and wrested from it the provinces of Syria and Egypt, and had a special blow to the Persian empire to exist, leaving what we now call Iraq and Persia to be held to hold them securely. It was never easy in the Arabian desert, however, and normal, which was usually aimed at driving people but occasionally involved loss of human life. Deaths in the razzias and other fighting must have done something to reduce pressure on the limited supplies. At some point in Muhammad's career it must have become clear to him, if there was to be a political union of the Arabs, fighting and razzias would have to be able to support this would increase the pressure on the available; available food. How could this difficulty be surmounted? It is this context of the Islamic conception of the. It was indeed a transformation of the nomadic relevant to

the condi- jihad or holy war must be considered. It was a special but always at least part of the razzia, when the Medina controlled Medina only and a few families or families with which wasun allied tribes. The ordinary tribe might carry the moment on friendly terms. The little state of Med tribes might carry out in many ways as a tribe.

During the following year Mūsā occupied Saragossa, and may have exploratory probes which were reached as far as Narbonne, for the Visigothic kingdom of parts of south-east France, including the Mediterranean littoral. He then seems to have decided that affairs were west and urgent to have moved west- wards and penetrated into the Asturias. Tariq had already occupied Leon and Astorga, and Fortún of Aragon had been submitted to him and become a Muslim.

All these events are resumably belong to 715, except for the fact that Malaga and Elvira have been taken into account and have been abandoned as having come to an end . been in 713. The whole of the berian peninsula had not been conquered nor occupied. In the north-west in particular there was a large area that was virtually untouched. Elsewhere, too, there were probably localities where Muslim control was not effective. Yet in the essentials of organizational unity o the country, which was vanished in the break-up of Visi-gothic power, it has been restored. The network of administration, with adequate military backing, covering nearly the whole peninsula, and the actual degree of controversy by the central Muslim authority of the geaterthian that of the later Visigothic kingdom.

(References :W.Montgomery Watt and Pierre Cachia.1992. History Of Islamic Spain. (Edinburgh: UniversityPress).

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. A good man had a beautiful wife, whom he loved passionately, and never left if possible.
2. One day, when he was obliged by important business to go away from her, he went to a place where all kinds of birds are sold and bought a parrot.
3. This parrot not only spoke well, but it had the gift of telling all that had been done before it.
4. He brought it home in a cage, and asked his wife to put it in her room, and take great care of it while he was away.
5. On his return he asked the parrot what had happened during his absence, and the parrot told him some things which made him scold his wife.

Grammar Understanding

And, But, and Or.

When **and** is used to connect only two items within a sentence, no commas are used. When **and** connects three or more items in a series in a sentence, commas are used.

Example:

I saw a cat and a mouse.

I saw a cat, a mouse, and a rat.

I opened the door and walked into the room.

I opened the door, walked into the room, and sat down on my desk.

Our flag is red and white.

Their flag is red, white, and green.

When **and** connects two two sentences, a comma is usually used.

Example:

I talked. He listen = I talked, and he listened.

But and **or** are used in the same way as and. But expresses contrary while or expresses option.

Example:

I went to bed but couldn't sleep.

Is a lemon sweet or sour?

Did you order coffee, tea, or milk?

Commas are used when but or or connects two complete sentences.

Example:

I dropped the vase. It didn't break = I dropped the vase, but it didn't break.

Exercise 1

Add and, but, or or. Add COMMAS if necessary.

1. I washed my shirt it didn't get clean.
2. I washed my face brushed my teeth took a shower.
3. Jennifer invited the Carters to dinner they couldn't come.
4. You can have chicken fish beef for dinner.
5. Who called whom? Did Bob call you did you call Bob?
6. It began to rain I didn't have my umbrella with me.
7. Golf tennis are popular sports.
8. The flight attendants served dinnerI didn't eat.

Exercise 2

Add COMMAS, PERIODS, and CAPITAL LETTERS as appropriate.

1. Cats are mammals turtles are reptiles.
2. Cows are farm animals but zebras are wild animals.
3. Cars buses and trucks use roads but trains run on track.
4. Most vegetables grow above the ground but some are roots and grow aunder the ground corn beans and cabbage grow above the ground but carrots and beets grow under the ground.

5. A good office has midern equipment such as computers intercoms and copying machines but the most important part of good office is the people who work there.

Conversation

Talking about last year's activities = Bicara tentang kegiatan tahun lalu.

What time did you use to get up last year? Tahun lalu kamu biasanya bangun jam berapa?
I used to wake up early and get up at 7 o'clock. Saya dulu biasanya terjaga dinihari dan bangun pada jam 7:00.
I used to set my alarm clock for exactly 7 a.m. Saya dulu biasanya menyetel jam weker saya tepat pada jam 7:00 pagi.
I never used to oversleep. Saya dulu biasanya tidak pernah kesiangan.
I used to get dressed quickly every morning. Saya dulu biasanya cepat berpakaian setiap pagi.
I always used to leave for work at 8:30. Saya dulu biasanya selalu berangkat kerja pada jam 8:30
I used to start working at 9 o'clock every day. Saya dulu biasanya mulai kerja pada jam 9:00 setiap hari.

I used to have lunch every day at the same time.
Saya dulu biasanya makan siang pada waktu yang sama setiap hari.

I used to work until nearly 6 o'clock each day.
Saya dulu biasanya bekerja sampai hampir jam 6:00 setiap hari.

I used to have dinner at 7:30 and go to bed early.
Saya dulu biasanya makan malam pada jam setengah delapan dan pergi tidur lebih awal.

My brother and I used to go a lot of places together.
Saudara laki-laki saya dan saya dulu biasanya pergi bersama-sama ke banyak tempat.

We used to go to the movies about once a week.
Kami dulu biasanya pergi menonton ke bioskop kira-kira sekali seminggu.

We used to have a lot of interesting friends.
Kami dulu biasanya punya banyak teman yang mengasyikkan/menarik hati.

My brother used to speak French to me all the time.
Saudara laki-laki saya dulu biasanya berbahasa Perancis terus pada saya.

I always used to ask him a lot of questions.
Saya dulu selalu biasanya mengajukan banyak pertanyaan kepadanya.

Academic Writing (Part 2)

b. Specific

Furthermore, the content should be specific enough for the topic to be focused. In this way, overgeneralization can be avoided. If a piece of writing is too general, it becomes vague. As a consequence, the reader cannot really grasp the meaning or message that the writer means to convey. The following example states specifically what will be the focus of the discussion.

Example:

There are several reasons why a strike happens in a company; however, in this article I will focus only on labour disputes with management.

c. Relevant

A piece of writing, moreover, should be relevant to the topic. Relevant ideas can guarantee that there will be no confusion in understanding the message. Therefore, the readers can feel more confident that they will understand what they read.

Example:

I will include Sociolinguistics to support my analysis, giving specific examples from advertisements.

Exercise :

Write down two paragraphs dealing with the explanation above.

CHAPTER 18

Province of Damascus Caliphate

Arabs call their new territory in Iberian, “al-Andalus”. The word is considered a corruption of “Vandalicia”, a name that originated from the Vandal invaders. It was used exclusively for the part of the Peninsula under Muslim rule, so that, when reconquista developed, the geographical area in which the term was applied was contracted. In modern use Andalusia was applied to the southeastern region of Spain where Moor had their last foothold in the thirteenth and fifteenth centuries.

Initially, all Arab Muslims were responsible for military service and all received benefits from the state. Thus they are superior military caste. When a booty move taken on an expedition, it is usually sold to the dealer and the results are shared among participants in the previous edition. Land, however, is not sold, but is left to existing owners and tenants, and rent is paid to the treasury center. However, when the owner fled, as allegedly happened some Visigoth noble families, the provincial governor had the right to donate these lands to Muslims; So in the course of time many Muslims became landlords. It is difficult to follow in detail the transition from the recipient-receiving class to those who own land in any part of the Caliphate, and that is very difficult in Spain. Around the year 750, the salary payment system was apparently no longer important because it became a relatively small part of person's income, and might fall into a state of

obsolescence soon after, However, before this happened, many Arabs in Andalusia had become landlords, usually siding in cities close to their plantations.

Because the Visigothic kingdom expanded to Southern France, it was natural for Arabs to occupy this part, too, of the kingdom they conquered. It was indeed part of the emptiness they created by destroying the Visigoth central administration. Unfortunately, information about the occupation of muslims in begun soon after the defeat of the Visigoths in Spain. Of Course by 719 the Arab governor at the time, Samh, was able to occupy Narbonne and advance to Toulouse. The energetic action by Duke og Aquitaine, Eudo, however, led in 721 to reject muslimousines from Toulouse and Samh”s death.

Very little known about what happened in Spain between 720 and 740. The raid expedition was carried out to France; Security and state settlement continues; and local uprisings were put out. In 740, however, the Berber rebellion broke out in North Africa, and Tangier was captured by the rebels. The troops sent by the governor from his seat in Kairouan were defeated, and in 741, despite assistance from Syria from Damascus, his troops were again defeated. This success led to Berbe’s rebellion in northwestern Spain Alt really was not satisfied with the treatment they received in the hands of the Arabs. They were given inferior shares of whatever was distributed, and less desirable areas to settle, and although they were muslims Arab did not consider them equal. Because there are more, and maybe men who are more responsive to humans, it’s no surprise that they are successful initiates.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. It was nearly midnight, and he was lying on his stomach in bed
2. The blankets drawn right over his head like a tent
3. A flashlight in one hand and a large leather-bound book (A History of Magic by Bathilda Bagshot) propped open against the pillow.
4. The quill paused at the top of a likely-looking paragraph.
5. Harry Pushed his round glasses up the bridge of his nose, moved his flashlight closer to the book,

Grammar Understanding

Clauses & Phrases

Clauses are divided into two types: independent clauses and dependent clauses.

- a. **Independent Clauses** are clauses that contain a subject and a verb and they can stand alone as complete sentences.

Example: I met my teacher this morning.

- b. Dependent Clauses** are clauses that also contain a subject and a verb but they can't stand alone as complete sentences. They must be connected to independent clauses.

Example: who came to my party last night.

Phrases are a group of related words but they don't have any subject and verb.

Example: a beautiful young lady.

Exercise 1

For each of the following, write S on the line if it is a complete sentence. Write Ph if it is a Phrase.

1. ___ Long, long ago, in a faraway land.
2. ___ There lived a princess named Gretchen.
3. ___ The most beautiful girl in the land.
4. ___ She was still very unhappy.
5. ___ Her 21st birthday was approaching.
6. ___ Her twin brother, Prince Reginald, would become king.
7. ___ She would have to marry King Jomen of Far Land.
8. ___ A very cruel and unkind man.
9. ___ She decided to run away and formed an excellent plan.
10. ___ The plan required the help of her friends, Grumpy and Happy.

11. ___ They were eager to help, as they did not like the idea of their friend being unhappy for the rest of her life.
12. ___ She disguised herself as a maid and left the palace.
13. ___ Unfortunately, her brother saw her and thought she was being kidnapped.
14. ___ Set out to rescue her.
15. ___ She ran until she reached Near Land.
16. ___ A happy and somewhat silly place full of very silly people.
17. ___ When Prince Reginald reached Near Land.
18. ___ She agreed to go home when he promised that when he became king, he would not make her marry anybody.

Exercise 2

Read the following passage. Identify which one is the independent clause, dependent clause and the phrase.

Horseshoes is an outdoor game played between two people (or two teams of two people) using four horseshoes and two stakes. Players alternate tossing horseshoes at stakes in the ground, which are placed 40 feet apart. The game begins with a coin toss to decide who goes first. The winner of the toss throws both horseshoes; one at a time, at the opposite stake, and then the second player throws both of their horseshoes at their end. Play continues until one player has at least 15 points at the end of a round.

Conversation

Asking about address = Bicara tentang alamat.

Where do you live?	Kamu tinggal dimana?
I live on Washington Street	Saya tinggal di jalan Washington.
What's your address?	Dimana alamat kamu?
I live at 1203 Washington Street.	Saya tinggal di jalan Washington nomor 1203.
I'm Mr. Smith's next door neighbor.	Saya tetangga sebelah Tuan Smith.
You live here in the city, don't you?	Kamu tinggal di kota ini, kan?
I'm from out of town.	Saya dari luar kota.
How long have you lived here?	Sudah berapa lama kamu tinggal disini?
I've lived here for five years.	Saya sudah tinggal disini selama lima tahun.
He's known me for over ten years.	Dia sudah kenal saya selama lebih dari sepuluh tahun.

I've spoken Islamic History all my life.	Selama hidup saya, saya sudah berbahasa Inggris.
I've already read that book.	Saya sudah membaca buku itu.
Has he studied French very long?	Apakah dia sudah lama mempelajari bahasa Perancis?
Have you had breakfast already?	Apakah kamu sudah sarapan?
Yes, I had breakfast two hours ago.	Sudah, saya sarapan dua jam yang lalu.

Academic Writing (Part 3)

Register

Register refers to the style of language and choice of vocabulary used in a particular piece of writing; this could be formal or informal. Academic writing differs from non-academic writing in terms of being formal, to the point, and concise.

a. Formal

Formality refers to a particular style of writing in which nonstandard, colloquial, or slangy language should be avoided. Therefore, the language should be free from grammatical errors, simplistic sentence structure, and casual expressions, including too many idioms or phrasal verbs and

contracted forms. In other words, academic writing pays more attention to choice of vocabulary, sentence; structure, [and style. When you read the following sentence, notice its use of, specific vocabulary and the use of a conjunction to avoid simplistic sentence construction.

Example:

Diabetes treatment strategies should be individualized to match the needs of each patient, but a general guideline may be useful as an initial starting point for management. (Journal of Pharmacy Practice, 2004)

b. To the Point

Different from story telling, academic writing should be direct, in the sense that the writer states directly what he or she wants to tell the readers without wandering here and there. In this way, it can be easily understood. Moreover, it saves time and energy. The following statement explicitly gives the purpose of the article.

Example:

This article discusses the important role of Total Quality Management as a strategy to enhance an organization's competitive advantage.

c. Concise

Being concise means being brief or short. Brevity is important in academic writing; long-winded explanations become unclear, and the readers can lose their interest and concentration. Although it is brief, it does not mean that it is inadequate. A clear explanation is necessary, and including a

good example is also recommended as an illustration of the point being made.

Example:

Learning a second language involves four language skills: listening, speaking, reading, and writing.

Exercise :

Write down two paragraphs dealing with the explanation above.

CHAPTER 19

Abdurrahman

After entering the Andalusian region Abdurrahman came to power with various rules which led to rebellion, then the Abbasids asserted their authority and tried to defend North Africa and not seriously take care of the Umayyad regime in Spain, when power was in Abdurrahman's hands he faced various racial problems namely diversity. First: Arab Bansa dominates and breaks down (tribes) based on the first time Baladiyyun comes and the new ones coming from Syria Shamiyyun these two tribes interact with each other and join forces in building the economy and social environment.

In early 842 one of the last governors of the Tudela Musa ibn Musa Al-Qasi, refused to obey the emir and succeeded in rejecting a series of amir forces. The Amir finally accepted his profession of loyalty, albeit on Moses' own terms. When Abdurrahman II died in 852, prosperous Umayyah emerged and was successfully established but events in the following 60 years showed that this appearance was deceptive and in fact the structure was fragile and precarious, problems in the previous period were almost all caused by city residents who were dissatisfied for one reason.

Until this period, it was impossible for the Umayyad's policy to make Islam the main integration force of al-Andalus, or at least, if they had such a policy, it had not so far been effective. on the other hand, the Umayyads may have begun to

be interested in Islamization for the emir Abd-Allah (888-912) said to be under the influence of legal experts, and the existence of legal experts would be a sign of Islamization. . At this point it is relevant to mention Americo Castro's theory in the structure of Spanish history. he saw Saint Jade Compostella, including pilgrimage, as an amalgamation of old galika experts or given trust in heavenly twins (because our James is considered the twin brother of Jesus), and also as giving glacians and their neighbors from the ninth century onwards the strong belief that they had help their divine war with the Muslims and that they will eventually win. This cult because it is the acid of the spiritual power underlying the reconquista. Apart from that theory it is certain that the cult existed in the mid-ninth century, and under Alfonso III (860-910), while Muslims were busy with their internal divisions, the combined Austrian-Leonese empire grew and developed stronger.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Alice was beginning to get very tired of sitting by her sister on the bank
2. Once or twice she had peeped into the book her sister was reading
3. So she was considering in her own mind
4. Whether the pleasure of making a daisy-chain would be worth the trouble

5. In another moment down went Alice after it, never once considering how in the world
6. The rabbit-hole went straight on like a tunnel for some way
7. So suddenly that Alice had not a moment to think about stopping herself before she found herself falling down a very deep well.

Grammar Understanding

Using AND + TOO, SO, EITHER, NEITHER

And ... too and and so ... are used with affirmative sentences.

And ... too

Form:

subject 1 + verb + object, AND + subject 2 + aux + TOO

Example: Alice likes milk, and Tom does too.

And so ...

Form:

subject 1 + verb + object, AND + SO + aux + subject 2

Example: Alice likes milk, and so does Tom.

And ... either and and neither ... are used with negative sentences.

And ... either

Form:

subject 1 + verb + object, AND + subject 2 + aux + EITHER

Example: Mary doesn't like milk, and Andy doesn't either.

And neither

Form:

subject 1 + verb + object, AND + NEITHER + aux + subject 2

Example: Mary doesn't like milk, and neither does Andy

Exercise 1

Complete the sentences by using the words in parentheses and an appropriate auxiliary.

1. (David) Jack has mustache, and so
Jack has mustache, and too.
2. (Brian) I didn't study last night, and neither
I didn't study last night, andeither.
3. (Chloe) Sue can't speak Arabic, and
.....either.
Sue can't speak Arabic, and neither.....

4. (Porpoises) Whales are mammals, and so
- a. Whales are mammals, and too.
5. (Sarah) I have a car, and too.
- a. I have a car, and so
6. (Erin) Rob won't join us for lunch, and either.
- Rob won't join us for lunch, and neither

Exercise 2

Complete the sentences by using the names of your classmates and appropriate auxiliaries.

1. wasn't in class yesterday, and neither
2. has dimples, and so
3. has been in class all week, and too.
4. isn't married, and..... either.
5. can't speak Chinese, and neither
6. stayed at home and studied, and so
7. live in a dormitory, and too.
8. doesn't have a mustache, and either.

Conversation

Asking questions = Mengajukan pertanyaan.

Where were you yesterday afternoon?

Kemarin sore kamu ada dimana?

I was at home all afternoon.

Saya dirumah saja sepanjang sore.

I was writing some letters to friends of mine. Saya

sedang menulis beberapa surat pada teman-teman saya.

What were you doing at about 4 o'clock yesterday afternoon?

Anda sedang mengerjakan apa pada sekitar jam 4:00 kemarin sore?

I was listening to the radio.

Saya sedang mendengarkan radio.

What were you doing when I called you on the telephone?

Kamu sedang mengerjakan apa ketika saya menelponmu?

When you called me, I was eating dinner.

Ketika kamu menelpon saya, saya sedang makan malam.

When I saw Mr. Jones, he was talking with John Smith.

Ketika saya bertemu Tuan Jones, ia sedang bicara dengan John Smith.

While you were writing letters, I was reading a book.

Sementara kamu menulis surat, saya sedang membaca buku.

While we were having breakfast, John was talking on the telephone.

Sementara kami sarapan, John sedang bicara di telepon.

Can you guess what I was doing this morning?
Dapatkah kamu menebak apa yang sedang saya kerjakan tadi pagi?

I can't remember what John was doing yesterday afternoon.
Saya tidak dapat mengingat apa yang John kerjakan kemarin sore.

I've forgotten what he said his address was.
Saya sudah lupa ia mengatakan dimana alamatnya.

I've forgotten what time he said he had dinner last night.
Saya sudah lupa ia mengatakan jam berapa ia makan malam tadi malam.

They called us just as we were having dinner.
Mereka menelpon kami tepat ketika kami sedang makan malam.

Academic Writing (Part 4)

1. Offences

A piece of academic writing should be free from offences, especially plagiarism and sensitive issues. Plagiarism can be in the form of (direct quotations, paraphrases, and specific ideas. On the other hand, sensitive issues are concerned with race, religion, and different social groups.

a. Plagiarism

Plagiarism is generally known as 'academic theft', which means taking other people's ideas without acknowledging their contribution. In other words, the writer does not mention the source from which he or she has taken the ideas, opinions, or specific words. Plagiarism can be in the form of direct quotations, paraphrases, or ideas which are not considered general knowledge.

Direct Quotations

Some writers, consciously or unconsciously, quote the exact words of other people, probably experts in particular fields, without using quotation marks or indenting for longer quotations, or without acknowledging the source of the quotations. Similarly, other writers directly quote from on line information with the assumption that they are free to do so without acknowledging the source of the information.

Paraphrases

In some cases, paraphrase is preferable to a quotation. If, for example, the style of the original text is complicated, it can be simplified to make it clearer. If the text is too long, it can be shortened. The writer still has to identify the source. However, a paraphrase is not a summary. In fact, it is a restatement of the same idea of the original statement. The following two sentences are paraphrases of each other.

Example: He is a bachelor.

 He is unmarried.

CHAPTER 20

The Grandeur of The Umayyed Caliphate

(Part 1)

The Emir 'Abd-Allah was succeeded by his grandson 'Abd-ar-Rahmān III, a young man of twenty-one. When the new ruler came to the throne the prospects were not bright. In addition to what was practically a civil war against Ibn-Hafṣūn, and to the diminishing control by the central government over the lords of the Marches, there were two external dangers appearing on the North, the kingdom of León and, in what is now Tunisia, the new Fatimid power. Yet by his gifts of character and statesmanship and by the good fortune of a long reign 'Abd-ar-Rahmān was able not merely to overcome these weaknesses and threats, but also to bring al-Andalus to a height of greatness.

One of his prime concerns was the restoration of internal unity. Vigorous and well-conducted campaigns during the first two years of his reign led to the defeat of many supporters of Ibn-Hafsun in the outer section of his sphere of influence; to the reconciliation of waverers with the government in Cordova; and to the encouragement of those loyal to it. A large number of castles and strongholds were placed in reliable hands. Advantage was taken of a dispute within the family ruling Seville in only nominal dependence, and before the end of 913 a governor obedient to 'Abd-ar-Rahmān had been installed.

By such tactics Ibn-Hafsun's authority was greatly weakened, and after his death in 917 his sons quarrelled and their power disintegrated. The surrender of Bobastro in 928 marked the end of the threat to unity. In the years immediately following, 'Abd-ar-Rahman completed the work of establishing effective control over the Marches, In the lower March this was marked by the surrender to him, in 930, of Badajoz, by a descendant of Ibn-al-Jilliqli. In the middle March required a two-year siege before Toledo surrendered in 932. In the upper March, on the other hand, the Tuibids had from the first show them selves relatively faithful vassals of Abd-ar-Rahman, though in 937 the lord of Saragossa transferred his allegiance to the king of Leon, and it was only after a military campaign in the region and a siege of Saragossa that 'Abd-ar-Rahman.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Owls are mostly nocturnal, meaning they are awake at night.
2. Owls are predators- they hunt the food that they eat.
3. Owls hunt for mice and other small mammals, insects, and even fish. Owls are well adapted for hunting.
4. Their soft, fluffy feathers make their flight nearly silent. They have very good hearing, which helps them to hunt well in the darkness.

5. The sharp hooked beaks and claws of the owl make it very easy to tear apart prey quickly, although owls also eat some prey whole.

Grammar Understanding

Noun Clauses

Verbs are often followed by objects. The objects may be in the form of nouns, noun phrases or noun clauses.

Example:

Susan ate sandwich (sandwich is a noun and the object of the verb ate)

I know his address (his address is a noun phrase and the object of the verb know)

I know where he lives (where he lives in a noun clause and the object of the verb know)

A noun clause can begin with a question word.

Example: I know why she was absent.

A noun clause can begin with if or whether.

Example: I don't know if she married.

A noun clause can begin with that.

Example: I know that the world is round.

Exercise

Complete the sentence by changing the questions to noun clauses.

(Example: What did she say? I don't know what she said.)

1. Where did he go?
I don't know
1. What time is it?
Could you please tell me
2. Where does she live?
I don't remember
3. What did he say?
I didn't hear
4. How far is it to Jakarta?
I wonder
5. When does the semester end?
Can you tell me
6. What is Suzy talking about?
I don't understand
7. What does this word mean?
Do you know

Conversation

Describing objects = Menguraikan benda dengan kata-kata.

What color is your book?

Buku kamu warnanya apa?

My book has a dark blue cover.

Buku saya kulitnya biru tua.

How much does that typewriter weigh?

Mesin tik itu berapa beratnya?

It's not too heavy, but I don't know what the exact weight.

Tidak terlalu berat, tapi saya tidak tahu beratnya yang pasti.

This round table weighs about forty-five pounds.

Meja bundar ini beratnya sekitar empat puluh lima pon.

What size suitcase do you own?

Kamu punya koper ukuran berapa?

One of my suitcases is small, and the other one is medium size. Satu dari koper-koper saya berukuran kecil dan yang lainnya berukuran sedang.

I like the shape of that table.

Saya suka bentuk meja itu.

How long is Jones Boulevard?

Jones Boulevard panjangnya berapa?

That street is only two miles long.

Jalan itu panjangnya hanya dua mil.

Will you please measure this window to see how wide it is?
Maukah kamu mengukur jendela ini untuk mengetahui berapa lebarnya?

This window is just as wide as that one.
Jendela ini sama lebarnya dengan yang itu.

The walls are three inches thick.
Dinding-dinding itu tebalnya tiga inci.

This material feels soft.
Bahan ini terasa empuk.

This pencil is longer than that one.
Pensil ini lebih panjang dari yang itu.

Academic Writing (Part 5)

b. Sensitive Issues

There are certain issues which should be avoided in academic writing because they are personal, very sensitive, and controversial. These issues include different races, religions, and social groups.

Race

Racial issues in multiracial countries like Indonesia can be problematic. Therefore, in writing about such issues, special attention should be paid to avoid friction between races, which might only result in social prejudice and unresolved conflicts.

Religion

Since religion is very personal, it is advisable that a theme of a religious nature be written for a particular religious group only. In other words, it is best if it is exclusively written for people of a specific religion without involving other religions, let alone comparing religions or making statements about the shortcomings of other religions. Indicating a particular religious superiority or preference is not recommended at all!

Different Social Groups

Different social groups refer to majority and minority groups, and can highlight social classes and different economic levels. This issue is best avoided, considering that it only causes never ending conflicts instead of mutual trust or understanding.

Practice 1

Identify “sara” Issue

Study the following paragraphs and underline the words or phrases that contain “sara” issues: The first task is done for you.

Paragraph 1:

In some parts of this archipelago, certain religions are always causing problems. The problems are very complicated as they involve not only religion, but also ethnicity. Some ethnics feel that they are superior to others. Although we are one nation, our appearance can be very different. Some of us

have dark skin, brown skin, yellow skin, or even fair skin. And, very often, people judge a person by their appearance.

Now, do it yourself as shown in the above example:

Paragraph 2:

We cannot close our eyes that men are superior to women in many ways. Men are physically stronger than women. Therefore, men are better qualified in many different fields. It is true that women are emotionally more sensitive than men, which means that they can show more affection to their spouses, children, and families. However, women are so emotionally affected that it is very easy for them to panic in certain situations. Many times their emotions are stronger than their rational thinking, so that they become poor decision makers. On the other hand, men are masters of the situation. They can make wiser decisions, even in emergencies.

Paragraph 3:

Urbanization is one of the major problems in our country. From year to year, especially after Idul Fitri people from small villages come to big cities. These people are very uneducated and cannot do anything. Therefore, they only cause problems. It would be wise if the government made a regulation to ban such people from coming to big cities. Without taking firm action, it is impossible to avoid the exodus of village people to big cities, which eventually will only bring social unrest and mass unemployment to our nation.

Practice 2

Rewrite the Paragraphs

After completing Practice 1, now improve paragraphs 2 and 3; so that, there are no longer any “sara” issues. You do not need to change the tense.

CHAPTER 21

The Grandeur of The Umayyed Caliphate

(Part 2)

Whilst the first twenty years of the reign thus saw the unity of al-Andalusre-established, they were also noteworthy for a large measure of success against the Christian king- doms of the north, Leon and Navarre.It may be that the weakness of these states was in same way a repercussion of the collapse of the Carolingian empire, or it may be that the rulers of the period were less capable than some of their predecessors and successors, Certainly by expeditions in 920 and 924 'Abd-ar-Rahman was able to put a stop to the Chris- tian raids into Muslim territory.A halt was placed to the extension of Muslim influence, however, during the reign of Ramiro II of Leon from 932 to 950.(It is convenient to speak simply of "Leon" for what is properly the kingdom of the Asturias and Leon.)

The climax of the successes of Ramiro was in 939. Abd-ar-Rahmân had marched against Leon with a larger army than usual, allegedly about a hundred thousand men.He was met by Ramiro at Simanca, just south af modern Valladolid.After several days of preliminary encounters the unwieldy Muslim forces were put to flight, and many lost their lives owing to the fact that Ramiro had previously dug a trench (khandaq) at their rear.This military disaster was not ir- reparable, but it was a severe blow to 'Abd-ar-Rahman's pride.Ramiro took advantage of his success to resettle Chris- tians in the

neighbourhood of Salamanca, Presently, however, he became fully occupied in quelling the attempted assertion of its independence by Castile; and 'Abd-ar-Rahman soon restored his military.

After the death of Ramiro II in 950 internal disputes greatly weakened the Christian states, and the years from 951 to 961 witnessed a great increase in the power and influence of 'Abd-ar-Rahman. The suzerainty or hegemony of 'Abd-ar-Rahman and his successors was acknowledged by the king of Leon, the queen of Navarre and the counts of Castile and Barcelona; and this acknowledgement was no mere formal affair, but was accompanied by the payment of an annual indemnity or tribute; and failure to pay resulted in a punitive raid. At the same time a number of strongholds were dismantled or handed over to the Muslims. Thus from about 960 to the end of the century Muslim control of the Iberian peninsula was more complete than at any other time before or after.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. When he was nearly thirteen, my brother Jem got his arm badly broken at the elbow.
2. When it healed, and Jem's fears of never being able to play football were assuaged,
3. He was seldom self-conscious about his injury.

4. His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles to his body, his thumb parallel to his thigh.
5. He couldn't have cared less, so long as he could pass and punt.

Grammar Understanding

Reported speech

Reported speech refers to reproducing the idea of another's person's words. Not all the exact words are used: verb forms and pronouns may change. Quotation marks are not used.

Example:

Ann said, "I'm hungry." (quoted speech)

Ann said that she was hungry. (reported speech)

When we use reported speech, the main verb of the sentence is usually past (Tom said that ... I told her that... etc.). The rest of the sentence is usually past too:

* Tom said that he was feeling ill.

* I told her that I didn't have any money.

You can leave out that:

* Tom said (that) he was feeling ill.

* I told her (that) I didn't have any money.

In general, the present form in direct speech changes to the past form in reported speech:

am/is -> was

do/does -> did

will -> would

are -> were

have/has -> had

can -> could

want/like/know/go etc. -> want/liked/knew/went etc.

The past simple (did/saw/knew etc.) can usually stay the same in reported speech, or you can change it to the past Perfect (had done/had seen/had known etc.).

Example:

Quoted : Tom said, "I woke up feeling ill, so I didn't go to work."

Reported : Tom said (that) he woke up feeling ill, so he didn't go to work.

Or

Tom said (that) he had woken up feeling ill, so he hadn't gone to work.

Exercise

Yesterday you met a friend of yours, Charlie. Here are some of the things Charlie said to you:

1. I'm living in London now.
2. My father isn't very well.
3. Sharon and Paul are getting married next month.
4. Margaret has had a baby.
5. I don't know what Fred is doing.
6. I saw Helen at a party in June and she seemed fine.
7. I haven't seen Diane recently.
8. I'm not enjoying my job very much.
9. You can come and stay at my flat if you are ever in London.
10. My car was stolen a few weeks ago.

Later that day you tell another friend what Charlie said. Use reported speech. Number 1 had been done for you.

1. Charlie said that he was living in London now.
2. He said that
.....
3. He
4.
5.

6.
7.
8.
9.
10.

Conversation

Asking people to do things = Meminta orang untuk berbuat sesuatu.

<p>Would you please tell Mr. Cooper that I'm here? Maukah kamu memberitahukan pada Tuan Cooper, bahwa saya ada disini?</p>
--

<p>Take this books home with you tonight. Bawa buku-buku ini pulang malam ini.</p>
--

<p>Please bring me those magazines. Tolong ambilkan saya majalah-majalah yang disana itu.</p>

<p>Would you help me lift this heavy box? Maukah kamu menolong saya untuk mengangkat kotak yang berat ini?</p>
--

<p>Please ask John to turn on the lights. Tolong suruh John untuk menyalakan lampu-lampu?</p>

<p>Put your books down on the table. Letakkan buku-buku kalian diatas meja.</p>

<p>Get me a hammer from the kitchen, will you? Tolong ambilkan saya martil dari dapur, ya?</p>
<p>Hang up my coat in the closet, will you please? Tolong gantungkan jas saya di lemari gantungan baju, ya?</p>
<p>Please don't bother me now, I'm very busy. Tolong jangan mengganggu saya sekarang, saya sangat sibuk.</p>
<p>Would you mind mailing this letter for me? Maukah kamu memposkan surat ini untuk saya?</p>
<p>If you have time, will you call me tomorrow? Jika kamu ada waktu, maukah kamu menelpon saya besok?</p>
<p>Please pick up those cups and saucers. Angkatilah cangkir-cangkir dan tataknya yang disana itu.</p>
<p>Will you do me a favor? Maukah kamu menolong saya?</p>
<p>Please count the chairs in that room. Tolong hitung kursi-kursi dalam ruangan itu.</p>
<p>Please pour this milk into that glass. Tolong tuangkan susu ini ke dalam gelas itu.</p>

Academic Writing

Definitions of 'Essay', 'Topic', and 'Title'

Study the following definitions of 'essay', 'topic', and 'title'. Which do you think the best definition is for each of them? Why do you think so?

An essay is ...

- a. A piece of writing several paragraphs long, not just one or two paragraphs [Oshima and Hogue, 1991:76).
- b. a short piece of writing by a student as part of a course of study.
- c. a short piece of writing on a particular subject, written in order to be published.

A topic is ...

- a. a subject that we write, talk, or learn about.
- b. a subject for conversation, talking, writing, etc.
- c. a particular subject that you write about or discuss.

A title is...

- a. a label given to a piece of writing.
- b. a name given to a book, painting, play, etc.
- c. .the name given to a book or an article by the person who wrote it.

Exercise

Make an examples dealing with the terms above.

CHAPTER 22

The Grandeur of The Umayyed Caliphate

(Part 3)

This makes it pertinent to consider the view expressed by Arnold Toynbee in *A Study of History* (viii 351) that the failure of Abd-ar-Rahman and al-Mansür to complete the conquest of the peninsula at this period when they had undoubted military supremacy marked the turning of the tide—the end of Muslim expansion in this direction and the beginning of Christian recovery. A discussion of the point will throw into relief some important features of Umayyad Spain. In one sense the conquest of the peninsula was complete, for all the north-west corner was included in the kingdom of Leon, and Leon had acknowledged the suzerainty of 'Abd-ar-Rahmān. Yet the conquest was incomplete in two respects: no Muslims wanted to settle in these northern lands; and the local rulers remained vassals of a suzerain and did not become heads of communities of dhimmis or “protected persons”.

The reasons for the non-settlement of the northern lands are similar to those suggested above (pp 16-0) for the lack of enthusiasm for the continued penetration of France after the defeat of 732, and for the failure to maintain pressure on the north-west about the middle of the eighth century. The Arabs almost certainly disliked the climate; and most of them were town-dwellers, who found the towns of the north small and lacking in comfort. It has been suggested that the Arabs

were never happy except where olive-trees flourished. The Berbers who had originally settled in the north-west had had unfortunate experiences before they withdrew, and this was doubtless remembered. The hardness of the life, coupled with the hostility of the local inhabitants, especially the mountaineers, made settlement in this region an unattractive proposition. Where lands were unoccupied or sparsely populated, it was rather the Christians who were prepared to undergo the rigours of resettlement.

The treatment of dependent political units in a feudal-like rather than a traditional Islamic manner might be explained by stating that the Muslims were only strong enough to impose a form of vassalage and not the complete Islamic dhimmi-status; but it is by no means clear that this supposition is justified. It is more likely that at many points traditional Arab and Islamic ideas were proving less satisfactory than local Spanish ideas in dealing with the peculiar problems of the northern frontier of al-Andalus. The conception of the holy war or *fihad* as already noted, was excellent for unifying the tribes of Arabia and directing their energies into the vast expansion of the first Islamic century; but even in the east this conception was not suited to be the guiding principle of a great empire in its policies with regard to its neighbours. In the west the problems had been intensified by the divisions among the Muslims of North Africa. Abd-ar-Rahmān certainly made use of the idea of the holy war in summoning men to join the army, but for most of his soldiers the primary motive was probably materialistic and not religious. The existence of strategic castles naturally gave a special importance to the relation of the owner of such a castle to his liege-lord; and Islamic political tradition, which was concerned rather with the relation of political communities to one another, had nothing to say on this

point. When is further remembered that many of the leading muwallads or Spanish Muslims had close ties of kinship with some of the Christian noble families, it is not surprising that lords of castles often stood in relationships to one another which were conceived in purely feudal terms without regard for religion. In short, there had been a failure to adapt the distinctive Islamic political ideas to a situation where, largely for geographical reasons, castles and knights were the chief feature.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. I had answered the door expecting big Clarence Mayhew and his cousin Ricky.
2. The three of us had a standing date to play cards on Thursday nights.
3. I was surprised even to hear the doorbell because it was too early for my friends to have made it home from work and neither one of them would have rung the bell anyway.
4. We'd been friends since childhood, since my grandparents owned the house.
5. "My house is your house, I never locked the door.
6. We lived in a secluded colored neighborhood way back from the highway.
7. Everybody knows everybody in my neighborhood, so strangers don't go unnoticed.

Grammar Understanding

Reported speech (2)

It is not always necessary to change the verb when you use reported speech. If you report something and it is still true, you do not need to change the verb.

Quoted:

Tom said, "New York is more lively than London."

Reported :

Tom said that New York is more lively than London.

(New York is still more lively. The situation hasn't changed.)

Note that it is also correct to change the verb into the past:

Example:

Tom said that New York was more lively than London.

But you must use a past form when there is a difference between what was said and what is really true. Study this

example situation:

You met Sonia a few days ago.

She said: 'Jim is ill.' (direct speech)

Later that day you see Jim. He is looking well and carrying a tennis racket.

You say: 'I didn't expect to see you, Jim. Sonia said you were ill. (not 'Sonia said you are ill', because clearly he is not ill.)

Say and tell

Say is followed immediately by a noun clause.

Example: Sonia said that you were ill.

Tell is followed immediately by a (pro)noun object and then by a noun clause.

Example: Sonia told me that you were ill.

Tell/ask somebody to do something

We also use the infinitive (to do/to stay etc.) in reported speech, especially with tell and ask (for orders and requests), example:

Quoted : "Stay in bed for a few days," the doctor said to me.

Reported : The doctor told me to stay in bed for a few days.

Quoted : "Don't shout," I said to Jim.

Reported : I told Jim not to shout.

Quoted : "Please don't tell anybody what happened," Ann said to me.

Reported : Ann asked me not to tell anybody what (had) happened.

'... said to do something' is also possible:

The doctor said to stay in bed for a few days. (but not 'The doctor said me ...')

Exercises 1

Here are some things that Ann said to you:

1. Dave is lazy.
2. I don't like fish.
3. I can't drive.
4. Jane is a friend of mine
5. I'm working tomorrow evening.
6. Jane has a very well-paid job.

But later Ann says something different to you. What do you say?

1. Dave works very hard. Your answer: But you said he was lazy.
2. Let's have fish for dinner. Your answer:
.....
3. I'm going to buy a car. Your answer:
.....
4. I've never spoken to Jane. Your answer:
.....
5. Let's go out tomorrow evening. Your answer:
.....
6. Jane is always short of money. Your answer:
.....

Exercises 2

*Complete the sentences with say or tell (in the correct form).
Use only one word each time.*

1. Ann said goodbye to me and left.
2. --- us about your holiday. Did you have a nice time?
3. Don't just stand there! --- something!
4. I wonder where Sue is. She --- she would be here at 8 o'clock.
5. Jack --- me that he was fed up with his job.
6. The doctor --- that I should rest for at least a week.
7. Don't --- anybody what I --- It's a secret just between us.
8. 'Did she --- you what happened?' 'No, she didn't --- anything to me.'
9. George couldn't help me. He --- me to ask Kate.
10. George couldn't help me. He --- to ask Kate.

Conversation

Getting information and directions = Mendapatkan informasi dan petunjuk

Excuse me, Sir. Can you give me some information? Maaf, Tuan. Dapatkah anda memberi saya sedikit informasi?
Can you tell me where peach Street is? Dapatkah anda mengatakan pada saya, jalan Peach itu dimana?
It's two blocks straight ahead. Ini lurus saja sejauh dua blok.
Which direction is it to the theater? Arah mana jalannya ke gedung pertunjukkan?
Turn right at the next corner. Belok kanan di pojok jalan berikutnya.
How far is it to the university? Berapa jauhnya ke Universitas?
It's a long way from here. Masih jauh jalannya dari sini.
The school is just around the corner. Sekolahnya pas disekitar pojok jalan itu.
The restaurant is across the street from the hotel. Retoran berada di seberang jalan dari hotel.
You can't miss it. Anda tidak akan tersesat.

<p>Do you happen to know Mr. Cooper's telephone number? Apakah kamu kebetulan tahu nomor telepon Tuan Cooper?</p>
<p>Could you tell me where the nearest telephone is? Dapatkah anda memberitahu saya dimana telepon yang terdekat?</p>
<p>Should I go this way, or that way? Apakah saya harus lewat jalan ini atau jalan itu?</p>
<p>Go that way for two bloks, then turn left. Lewati jalan itu sejauh dua blok, lalu belok kiri.</p>
<p>I beg your pardon. Is this seat taken? Maaf, tempat duduk ini sudah ada orangnya?</p>

Academic Writing

Deciding on a Topic

When we write an essay, the first thing we have to decide on is a topic. Topic helps us to stay focused on what we write. A general topic gives general coverage of information. This kind of topic is not able to discuss further information if the length of the essay is limited. For essay writing, it is suggested that a specific topic is chosen. This can help us to write more detailed and deeper information, even though the length of our writing is limited in the number of words or pages.

No.	Topic	
	General	Specific
1	Education	Sex Education at an Earlier Age
2	Reading	Developing a Good Reading Habit
3	Writing	Students' Responses to Essay Writing
4	Games	Online Game Addiction Games

Deciding on a Title

After a topic has been decided, a title is given to attract readers to read, to inquire, to know about, and to fulfil their curiosity and need. Your title is meaningful only when it catches readers' eyes. Here are some guidelines on how to write a good essay title:

1. A title must be interesting to attract readers. Readers have their own judgment of whether a title is interesting or not. Some of them are interested in a title because they need the information or are curious about it. Some others feel interested in something which is sinister, controversial bombastic, or provocative. There are also readers who are interested in something which is challenging, encouraging, or motivating.

You yourself, as the writer, need to be interested in your title. Otherwise, you will not feel motivated to start writing, to find the resources, or to complete the writing of an essay based on your title.

Examples:

- a. Why Are Indonesias is Not Perfect in Islamic History? (arouses curiosity)
 - b. Celebrating Differences in an Islamic History Literature Class (arouses curiosity)
 - c. Students Hate Punctual Teachers (controversial)
 - d. Is the Pornography Bill Important? (controversial)
2. A title will attract more readers if it is about up-to-date topics. Readers often need the latest information. They do not want to be left behind without knowing new information which the title offers. Being up-to-date is not only related to science and technology, but also other aspects of life or study.

Examples:

- a. How to Combat Corruption in Indonesia (up-to-date)
 - b. Marriage Life of Celebrities in Indonesia
 - c. World Computer Expo in the Year 2010 (not in the past)
3. It is specific. A specific title helps readers to gain deeper and specific information. It also helps the writer to focus on the most accurate and appropriate information and to drop minor aspects or junk information.

Examples:

- a. The Dreams of Street Kids in Jakarta
 - b. The Life of National Disaster Volunteers
 - c. Some Games for Teaching Vocabulary to Young Learners
4. It is active and powerful. Being active reminds us of children who are restless to do something and who are full of ideas. A powerful title refers to the choice of words. The use of modal auxiliaries makes a title powerless. For example, consider the title: 'Academic Writing Assignments Can Drive Students Crazy'. This is a weak title because of the word 'can'. It does not convince the readers and it also shows that the writer is not confident enough. The title 'Academic Writing Assignments Drive Students Crazy' is more powerful and more convincing for the readers.

Examples:

- a. Smoking May Cause Cancer (not powerful)
- b. Smoking Causes Cancer (powerful)
- c. Online Game Addiction Can be Hazardous (weak)
- d. Online Game Addiction is Hazardous (convincing)

Exercise

Make other examples of deciding a topic and a title.

CHAPTER 23

The Collapse of Arab Rule (Part 1)

The Amirid Dictatorship and The Breakdown.

When al-Hakam II died in 976 he was succeeded by his son Hisham II, then eleven years old. There were some influential men who wanted a younger brother of al-Hakam, since they realised that a regency would be disadvantageous to themselves; but Ja'far al-Mus'hafi, the minister to whom the caliph had entrusted the management of affairs during his illness, acted energetically, and secured both the boy's succession and the continuation of his own power.

In these events al-Mus'hafi was supported by a man of thirty-eight, often known as Ibnabi Amir, who came from an old Arab family with lands near Algeciras. Ibnabi Amir had come to Cordova to study Jurisprudence and literature, and had been appointed steward to the princess Subh to look after the properties and revenues of her son Hisham, whom al-Hakam had regarded as his successor. From this fairly humble position Ibnabi Amir was able to scheme and intrigue his way up the ladder of the civil service until in 976 his influence was an important factor in securing the succession of Hisham. His ambitions were, not yet satisfied, however. Until in 978, with support from the general Ghalib, whose daughter he married, he ousted al-Mus'hafi and himself became *hajib* or chamberlain.

In the three following years he was busy strengthening his own position further. One side of his policy was to gain the support of the jurists. A plot against the caliph gave him the opportunity to order the execution of a Mu'tazilite opponent of the jurists who was implicated in it. To gain further support he himself copied out the Qur'an with his own hand, and had many heretical works removed from the library of al-Hakam II and burned. Another side of this policy was to reduce the young caliph to impotence. He was encouraged in sensual indulgences and was kept away from contacts and activities which might have prepared him for assuming personal control of state affairs. The princess Subh, seeing what was happening to her son, have been also her lover; but her efforts to alter the situation were easily countered by the astute political climber. The final blow was in 981 when he moved the administration from the caliphal palaces of the Alcazar in Cordova and Madinat az-Zahra to a new palace built by himself and called Al-Madina az-Zahira. The caliph was virtually cut off from outside contacts; and it was given out that he had decided to devote himself to piety and to hand over the entire supervision of the affairs of the realm to Ibn Abi Amir.

In this same year of 981 a quarrel developed between Ibn Abi Amir and his father in law, Ghalib. The latter had some help from the Christian princes of the north, but Ibn Abi Amir with keen foresight summoned from Africa another general with his Berber troops, and placed his reliance on these and on Christian mercenaries. The *jundis* or men of the levies were grouped in artificial regiments instead of in tribes as previously, and this meant that they were much weaker than they had been. Despite his Christian help Ghalib was defeated and killed. Ibn Abi Amir on his return in triumph to Cordova

took the title of al-Manshurbi'llah ("the one rendered victorious by God"). The period from 980 to the death of al-Mansur's son al-Muzaffar in 1008 is thus justifiably referred to as the Amiridictatorship, but apart from the fact that al-Mansur was both strong and efficient his rule was no more autocratic than that of most other Muslim regimes of the time.

Al-Mansur's "reign" is known to have been one of great military activity, but the records are scanty. He is said to have led fifty-seven victorious expeditions. Most of the expeditions were against Leon and Castile or against semi-independent feudal lords within this general area.

When al-Mansur died in 1002, apparently worn out by the anxieties of his strenuous career, his son Abd-al-Malik had little difficulty in succeeding to his father's position by obtaining from the caliph Hisham II a grant of similar powers. During his "reign" of six years the position of the Muslims with regard to the Christian kingdoms in the north was more or less maintained, though with increasing difficulty. After a successful expedition in 1007 the caliph decreed for Abd-al-Malik the honorific title al-Mufazzar, "the victor", but less than a year later the ruler of al-Andalus was dead in somewhat mysterious circumstances. He had proved, even if not the equal of his father, a competent administrator and a first-class general.

The years from 1008 to 1031 are in some ways one of the most tragic quarter-centuries in all history. From the pinnacle of its wealth, power and cultural achievements al-Andalus fell into the abyss of a bloody civil war. No central authority remained which was able to maintain order throughout the country. One leader after another appeared, each with his supporting group, and tried to establish

effective government at the centre; but one after another had to admit failure. Some lasted only a month or two, none more than two or three years. They nominal (and often also actual) leaders of the various attempts to re-establish central control claimed the dignity of caliph. Besides Hisham II, who was forced to abdicate in 1009 but restored in 1010, six members of the Umayyad family held the caliphate in this period, as well as three members of a half-Berber family known as the Hammudids. The farce was ended in 1031 when a council of ministers meeting in Cordova decreed the abolition of the caliphate and the setting up of council of state..

The sorry sequence of events was started off by the younger brother who succeeded al-Muzaffar. He quickly antagonised the people of Cordova, not least by persuading the caliph to declare him heir to the caliphate; and while he was absent in the north they deposed the caliph and set up another Umayyad in his place. Even now the loyalty of his army, and he soon perished. Before long, however, the new caliph had lost most of his original support, and it was the turn of a group of Saqaliba or Slavs, mostly civil servants or mercenary soldiers, likewise with a candidate. So it went on. It is impossible here to give all the details, but it may be noted that the three chief caliph making groups were the populace of Cordova, the Berbers and the Saqaliba.

By 1031 the thirty towns of any size and had a more or less independent ruler. This was the state of affairs which caused the period from 1031 (or from 1009) to be known as the era the “party kings” or reyes de taifas (Ar. Muluk at-tawa’if).

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. One day last summer, my friend Rahim Khan called from Pakistan.
2. He asked me to come see him.
3. Standing in the kitchen with the receiver to my ear, I knew it wasn't just Rahim Khan on the line.
4. It was my past of unatoned sins.
5. After I hung up, I went for a walk along Spreckels Lake on the northern edge of Golden Gate Park.
6. The early-afternoon sun sparkled on the water where dozens of miniature boats sailed, propelled by a crisp breeze.
7. Then I glanced up and saw a pair of kites, red with long blue tails, soaring in the sky.

Grammar Understanding

Using IF

If is often used to talk about situations that are true or contrary to fact in the future or in the past. Study the following form.

Situation (type)	If-clause	Result clause
True (type 1)	Simple present	Will/can + simple form Contrary-to-fact
In the future (type 2)	Simple past	Would/could + simple form Contrary-to-fact
In the past (type 3)	Past perfect	Would have/could have + Past participle

Example:

Type 1: If I find your wallet, I will tell you. If I find it, I'll tell you.

Type 2: If I found a wallet in the street, I would take it to the police.

Type 3: if I had found your wallet, I would have told you.

Exercise

Put the verb into the correct form.

Example:

They would be rather offended if I didn't go to see them.
(not/go)

If you took more exercise, you would feel better. (feel)

1. If I was offered the job, I think I --- it. (take)
2. I'm sure Amy will lend you the money. I'd be very surprised if she ---. (refuse)
3. If I sold my car, I --- much money for it. (not/get)
4. A lot of people would be out of work if the factory ---.
(close down)
5. What would happen if I --- that red button? (press)
6. Liz gave me this ring. She --- very upset if I lost it. (be)
7. Mark and Carol are expecting us. They would be disappointed if we ---. (not/come)
8. Would Tim mind if I --- his bicycle without asking him?
(borrow)
9. If somebody --- in here with a gun, I'd be very frightened. (walk)
10. I'm sure Sue --- if you explained the situation to her.
(understand)

Conversation

Talking about family and relatives = Bicara tentang keluarga dan para kerabat.

Are you married?	Apakah kamu sudah menikah?
No, I'm not married. I'm still single. Tidak, saya belum menikah. Saya masih sendiri.	
Your niece is engaged, isn't she?	Keponakan perempuan kamu sudah bertunangan, kan?
My sister has been engaged for two months. Saudara perempuan saya sudah bertunangan selama dua bulan.	
My grandfather got married in 1921. Kakek saya menikah dalam tahun 1921.	
When is your grandparents' wedding anniversary?	
Kapan hari ulang tahun pernikahan kakek-nenek kamu?	
How long have they been married?	
Sudah berapa lama mereka menikah?	
They've been married for quite a few years. Mereka menikah sudah ada beberapa tahun.	
Who did George marry?	George menikah dengan siapa?
Do they have children?	Apakah mereka punya anak?
They had a baby last month. Bulan yang lalu mereka punya bayi.	

My son wants to get married in June. Anak laki-laki saya mau menikah dalam bulan Juni.
They don't know when the wedding will be. Mereka tidak tahu kapan pernikahan itu akan berlangsung.
Their grandchildren are grown up now. Cucu-cucu mereka sekarang sudah besar.
She's a widow. Her husband died last year. Dia seorang janda. Suaminya meninggal tahun lalu.

Academic Writing

General Topics and Specific Topics

Write specific topics from the general topics given. Add your general topics for numbers 6 and 7, then specific ones too.

No.	Topic	
	General	Specific
1	Education	
2	Crime	
3	Pollution	
4	Sports	
5	Fashion	
6		
7		

CHAPTER 24

The Collapse of Arab Rule (Part 2)

The Reasons for the Breakdown

Although the breakdown of the caliphate has a central place in the history of Islamic Spain, the reasons for that breakdown have not been thoroughly investigated. What is to be said here is therefore once again of a provisional character.

The immediately obvious fact underlying the breakdown was what is called “particularism”, and this was character local and racial. Difficulties of communication, due to the various mountain ranges probably encouraged the tendency for each region to become an independent political unit. Effective power was in the hands of the local ruler and only a vast expenditure of energy by the central government could keep the local rulers in check. Also, from about the middle of the tenth century the mixture of races was becoming more of a problem. It is possible that up till then the foreign elements which entered in the eighth century had been largely assimilated. Even when there was little physical intermingling, there seems to have been a degree of cultural homogeneity. In the tenth century however, it became usual to import many slaves from the north and east of Europe, known as *ṣaḡaliba* or “Slavs”, to serve as soldiers and to fill posts in the civil service. Their chief came to have considerable influence. In addition, al-Mansūr in his rise to power had brought over from Africa fresh contingents of

Berbers, whose attitudes were different from those of the long-established Berbers. A these facts indicated that there had been an accentuation o racial divisions. Though this state of affairs is tolerably clear, it is not clear why it should have become so much more difficul in the early eleventh century to maintain unity.

Even if some of those who attempted to re-establish the central government were incompetent, surely they were not all incompetent. Or, if they were, had some change come over the character of the people? We know that wealth had greatly increased under Abd-ar-Rahman III, and it may be that the bulk of the population had become so material- istic in outlook that few were capable of the sacrifices needed for unity. This materialistic outlook of the leaders or of their supporters, or both, was very probably one of the factors which lead to the breakdown.

Another line of thought is suggested by keeping in mind the similarities of the situation in Baghdad. There the power had for some time been slipping from the caliph, and in 945 it finally passed into the hands of a family of military leaders; but neither they nor their successors managed to keep control of the full extent of the caliphate. Though the breakdown was never so complete as in al- Andalus and was followed by a partial revival, there is something comparable both to the 'Amirid "dictator ship" and to the loss of unity. Could it be, then, that there was either some fundamental defect in Islamic civilisation.or in the whole medieval structure of society? Two points seem to be specially relevant: the failure to adapt Islamic ideas to contemporary problems, and the absence of a strongly-based middle class interested in maintaining an effective central government.

With respect to the first of these points it may be noted that Islam, though it has the name of being a political religion, has not been conspicuously successful in its political ideas. Things went well enough during Muhammad's lifetime because he was able to adapt existing ideas and institutions to the needs of his growing community. He and his immediate followers, however, were virtually restricted to the political conceptions associated with the Arabian tribe. In one or two matters these proved capable of useful development, namely, in regarding the community of Muslims as comparable to a tribe and communities of non-Muslims as subordinate tribes. Yet such ideas alone were not sufficient in a great empire, and inevitably Persian ideas of statecraft were borrowed, tentatively under the Umayyads of Damascus, and without result under the Abbasids.

Some of these Persian ideas also permeated to Spain. What was noteworthy in Spain, however, as has been already mentioned, was the acceptance of some of the feudal conceptions of Western Europe. Did the Muslim rulers who were prepared to have Christian princes under their suzerainty (while leaving them local autonomy) think they were acting according to Muhammad's model for the treatment of subordinate communities and fail to notice the differences? Or were they aware of the differences but happily decided to accept local practices? If the latter alternative is near the truth, is it possible that the Islamic religion was less effective than the Christian in giving support to the relationship of a man to his liege lord (even if the Christian was far from perfect)? Because the political ideas according to which Muslims acted were not closely linked with the basic ideas of Islam as a religion political activity had little religious sanction and men tended, therefore, to follow self-interest or

raison d'etat. In other words, the chief concern of any régime came to be its own maintenance and not the welfare of those ruled.

The considerations about ideas of a feudal type are most relevant to a discussion of why the Muslims failed to expand in the Iberian peninsula or even to hold what they possessed. Yet they also affect other aspects of the problem, such as military policy. The reason for having fresh Berber and Slav immigrants was to make it possible to keep the Christian princes in check and to expand in North Africa. But were these genuinely Islamic policies, conducive to maintaining a body politic in which men could freely worship God and prepare themselves for facing the Last Judgement? The rulers of al-Andalus certainly spoke about the holy war; but was this any more than a way of raising the spirits of their troops? The relationship of politics to religion is never an easy matter. Politics has a proper autonomy, and political activities must be guided by political considerations. At times, however, in the Islamic world politics was carried on wholly within a framework of religious ideas; and this was so at some of the more successful periods. Yet elsewhere of the religious framework, and one wonders how much this, as in al-Andalus, politics burst out and had to do with the political failure.

The second point for discussion was the absence of a middle class interested in maintaining a strong central government, and some of the matters just mentioned are again relevant. The question of class structure in the Mediterranean. Roughly speaking, it seems to have been the case that there were two classes, an upper class and a lower class. The latter consisted of the urban and rural proletariats; the former, of the rulers, the civil servants and other

administrators, the land-owners (often also administrators) and perhaps the great merchants. The intellectuals, of whom the Sunnite jurists are the chief representatives, stood apart, but had come to be largely dependent on the rulers and subservient to them. In so far as the intellectuals performed their function of safeguarding the intellectual basis of Islam they had some influence over the urban proletariat. Otherwise only the upper class evaluation is not politically active and influential.

It would appear, however, that the effect on the upper class of the increasing wealth of the country (whether al-Andalus or Iraq) was to accentuate the division into groups or cliques, each trying to better itself materially at the expense of the other groups. Seldom in Islamic history had the upper class found its primary motivation in the ideas of religion; and non-religious motivations were certainly strong in al-Andalus at the end of the tenth century. While those in power were ready to use religious ideas like the holy war to spur the proletariat to greater efforts, other members of the upper class probably recognised this exploitation for what it was. The expansionist military policy of the 'Amirids was doubtless regarded by rival cliques as aimed at increasing their own power and glory rather than simply at keeping the Christian princes in check. In such circumstances there would be little support for the policy among the upper class, and something of this attitude might filter down through the society. The increase of luxury would in any case make many men unwilling to expose themselves to the discomforts and dangers of military campaigns.

At the root of some of the difficulties inherent in this condition of affairs was the failure to develop a religiously based conception of the function of the upper class in the

community of Muslims. There was some idea of the special place of the imam or leader, but there was really nothing between him and the ordinary Muslim. The consequence in practice was that relations between the caliph and the upper class were not guided by any religious ideas but by sheer self-interest. There was nothing to foster in any members of the upper class a loyalty to the central government as a structural principle of the community. If they opposed those in power, it could only be from self-interest in the hope of increasing their own share of power. The wealthier members of the proletariat were likewise without any grounds for exerting themselves to preserve the structure of society. The masses could indeed be stirred to vigorous action by religious ideas such as opposition to heretical innovation, but such ideas were largely irrelevant to contemporary circumstances and their application to such circumstances merely opportunist.

Also, it was perhaps the case in al-Andalus that, hidden under its Sunnite exterior, there was an almost Shiite respect for the person of the rightful imām. This would be in keeping with the outlook of the peoples of North Africa. That this factor was important is suggested by the reports of the dismay of many when the younger son of al-Mansūr (who of course had none of the blood of the Prophet's family) got himself declared heir to the caliphate. These then are some of the factors in the situation of al-Andalus just before the breakdown of the caliphate and of the central government. Before a final evaluation of them can be given much further research is needed.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. My father has asked me to be the fourth corner at the Joy Luck Club.
2. I am to replace my mother, whose seat at the mah jong table has been empty since she died two months ago.
3. My father thinks she was killed by her own thoughts.
4. She had a new idea inside her head.
5. The doctor said she died of a cerebral aneurysm.
6. My mother was supposed to host the next meeting of the Joy Luck Club.

Grammar Understanding

Using WISH

We use wish to say that we regret something, that something is not as we would like it to be. We use the past in the same way after wish (I wish I knew/I wish you were etc.).

Example:

I wish I knew Paul's phone number. (= I don't know it and I regret this)

Do you ever wish you could fly? (you can't fly)

After wish, you can use were instead of was (if I were, I wish it were etc.).

Example: I wish I were you

We do not normally use would after wish:

Example:

I wish I had something to read. (not 'I wish I would have')

Sometimes wish ... would is possible ('I wish you would listen').

Exercise

Write sentences beginning I wish ...

Example:

I don't know many people (and I'm lonely).

I wish I knew more people.

1. I don't have a key (and I need one). I wish ---
2. Ann isn't here (and I need to see her).
3. It's cold (and I hate cold weather).
4. I live in a big city (and I don't like it).
5. I can't go to the party (and I'd like to).
6. I have to work tomorrow (but I'd like to stay in bed).
7. I don't know anything about cars (and my car has just broken down).
8. I'm not lying on a beautiful sunny beach (and that's a pity).

Conversation

Talking about neighbors and friends = Bicara tentang tetangga dan teman-teman.

Where did you grow up?	Kamu dibesarkan dimana?
I grew up right here in this neighborhood. Saya dibesarkan di sekitar sini.	
My friend spent his childhood in California. Teman saya menghabiskan masa kanak-kanaknya di California.	
He lived in California until he was seventeen. Ia tinggal di California sampai ia berumur tujuh belas tahun.	
There have been a lot of changes here in the last 20 years. Banyak terjadi perubahan disini dalam 20 tahun terakhir ini.	
There used to be a grocery store on the corner. Pernah ada toko keperluan sehari-hari di pojok jalan itu.	
All of the houses have been built in the last ten years. Semua rumah disana itu dibangun dalam 10 tahun terakhir ini.	
They're building a new house up the street from me. Mereka sedang membangun rumah baru di tanjakan jalan dari rumah saya.	
If you buy that home, will you spend the rest of your life there? Jika kamu beli rumah itu, apakah kamu akan menghabiskan sisa hidupmu disana?	

<p>Are your neighbors very friendly? Apakah para tetangga kamu bersikap sangat bersahabat?</p>
<p>We all know each other pretty well. Kami boleh dikatakan kenal baik satu sama lain.</p>
<p>A young married couple moved in next door to us. Sepasang suami-istri muda usia pindah ke rumah disebelah rumah kami.</p>
<p>Who bought that new house down the street from you? Siapa yang membeli rumah baru di turunan jalan dari rumahmu?</p>
<p>An elderly man rented the big white house. Seseorang yang sudah agak tua menyewa rumah besar yang putih itu.</p>
<p>What beautiful trees those are. Alangkah indahnya pohon-pohon disana.</p>

Academic Writing

Correct the Titles

The following titles have problems. Feel free to correct them and change them. Then, write your own versions, showing interesting titles which meet the criteria above. The first one is done for you.

1. UUD 45 Guarantees Freedom of Worship in Indonesia.
This is a sentence instead of a phrase because of the full stop at the end It should be written: UUD 45 Guarantees Freedom of Worship in Indonesia

2. Respecting other's beliefs to Bring Peace Among Believers
3. Is death Penalty For Terrorists Inhuman
4. Prisons won't be Able to Accommodate Criminals if all are arrested
5. Divorces will Bring bad Impact on Children.
6. How a Golden mairiage Anniversary can be Celebrated
7. Your life is Only Meaningful When Others Need You
8. The Role of Indonesia foi peace in the Middle East
9. Should the Indonesian Government Implement a Regulation on Pornography ?
10. Busy People aie Able to Do More Activities than Other People do

CHAPTER 25

The Collapse of Arab Rule (Part 3)

The "Party Kings" (1009-91)

Though a semblance of the caliphate continued until 1031, the break-up of the unity of al-Andalus began in 1009. AS soon as the central government lost control local governors or other leaders were virtually compelled to take authority to their own hands. On the frontier areas or Marches the disintegration was not so great, since much power was already concentrated in the hands of the commanders there. Thus political units of moderate size continued to exist with their capitals at Badajoz, Toledo and Saragossa in the Lower, Middle and Upper Marches respectively. In the rest of the country the situation was rather different, and in the earlier part of the eleventh century nearly thirty separate political units can be found in or near the south and east coasts. Some did not maintain for long any degree of independence. There were constant intrigues both between the small states and within each, and also constant fighting. A ruler often could not trust his chief minister, and yet had to rely on him; and the members of a ruler's family were frequently plotting to bring about his downfall and replace him. The political history of the period is thus a confused and tangled mass of petty events.

The "parties" (taifas, *tawā'if*) from whom the "party kings" take the name are the three ethnic groups of Berbers, Sagāliba ("Slavs") and "Andalusians"; the latter included all

Muslims of Arab and Iberian stock (and perhaps some descendants of early Berber settlers), who were now almost fused into one so that the Arabs were not reckoned as a separate "party". In any region one "party" tended to be dominant and to rule primarily in its own interests without much thought for the welfare of the rest of the population. Thus there was a lack of unity even in the small states into which Spain was now divided.

The Berbers controlled the south coast from the Guadalquivir to Granada with its seaboard. One notable dynasty was the Hammüdid which before 1031 produced three claimants to the caliphate and which ruled Malaga and Algeciras until after the middle of the century. Still stronger was the Zirid dynasty in Granada, which shortly after mid-century added Malaga to its domains. About the same time Algeciras and the small towns between it and the Guadalquivir became subject to Seville. The Saqäliba mostly moved eastwards at the breakdown of the central government, and some of their representatives gained power in coastal towns like Almeria, Valencia and Tortosa; but they did not form dynasties like the Berbers.

Among the "Andalusians" the strongest dynasty was that of the Abbädids in Seville. Its founder was the qädi or judge Muhammad ibn-Abbad, who held the supreme power from 1013 to 1042. He was succeeded by his son and grandson, usually known by their honorific titles of al-Mu'tamid (1042-68) and al-Mu'tamid (1068-91). Al-Mu'tamid greatly extended the small kingdom of Seville to the west and south-west, and engaged in fighting against Cordova and Granada in the east. Cordova was eventually included in his kingdom by al-Mu'tamid. Despite the political upheavals art and letters flourished under the party kings", since each little

ruler imitated the splendour of the former caliph al-courtas far as his resources permitted. The court of Seville, however, under al-Mu' tadid and al-Mu'tamid, was undoubtedly the most brilliant in Spain.

Cordova, after the fall of the Āmirids in 1009, was first of all the chief scene of the struggle for the caliphate. In the course of this it was pitilessly sacked in 1013. Jahwar, the man responsible for the declaration abolishing the caliphate in 1031, virtually held supreme power thereafter though he tried to insist that rule was in the hands of a council. He was followed by his son and grandson; and historians sometimes speak of a dynasty of Jahwarids,⁵ Cordova, as just mentioned, was finally added to the domains of Seville, after a short interlude when it was under Toledo.

The disintegration of al-Andalus was, of course, the opportunity for the Christian princes in the north, and, though occasionally still quarrelling among themselves they did not fail to make use of the opportunity. Instead of themselves paying tribute to the caliph, they were able to demand tribute from the "party kings". First it was the turn of the rulers on the Marches-at Badajoz, Toledo and Saragossa-to reach this degree of subordination. The most vigorous of the Christian rulers, Alfonso VI of Leon and Castile (1065-1109), was able to exact tribute even from the relatively strong kingdom of Seville. The "party kingdom" of Toledo was the weakest of the three on the Marches and succumbed to Alfonso in 1085. This was an important stage in the Reconquista, since Toledo was never afterwards in Muslim hands. Yet one wonders how a man like Alfonso was consciously fighting as a Christian against Muslims, and how far simply strengthening his own kingdom. It has been suggested that the Christian Spaniards and the Arabo-Iberian Muslims (called "Andalusians" above)

felt themselves to be essentially a single people. One point corroborating this suggestion is the Muslim acceptance of “feudal ideas” (discussed in the previous section). Another illustration would be the career of the Cid; this name is an Arabic title (sayyid or sid meaning “lord”) which is used par excellence of Rodrigo 93.

Diaz de Vivar, a Castilian noble, who about 1081 after quarrel with Alfonso VI offered his services as a milit leader to the Muslim king of Saragossa and ended as in dependent ruler of the Muslim town of Valencia. Despite his close association with Muslims he was adopted b Christian Spain as a paragon of manly prowess. 0 8 The fall of Toledo and the generally threatening situation caused al-Mu'tamid of Seville to seek the help of the ruler of the powerful Almoravid state in North Africa, Yüsufibn-Täshufin (or Täshfin). Yüsuf brought an army across the straits to Spain and defeated Alfonso VI at Zalliqä near Badajoz in 1086, then he and his men returned to Africa. Despite the Muslim victory, however, the threat continued; Yüsuf was again summoned, and arrived in 1oSS. The campaign did not go so smoothly as he had hoped, and under the influence of the Malikite jurists o Andalus he decided not simply to pursue the limited ob- jectives of those who invited him, but to make an all-out efort on his own account to retrieve the fortunes of Islam At the end of rog0 he moved forward to dispossess Muslim rulers, and in the course of 1091 Cordova and Seville fell into his hands. This may be taken as the begin ning of the Almoravid period.

Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. The door had flown open and a huge negro had burst into the room.
2. He would have been a comic figure if he had not been terrific,
3. He was dressed in a very loud gray check suit with a flowing salmon-coloured tie.
4. His broad face and flattened nose were thrust forward,
5. His sullen dark eyes, with a smouldering gleam of malice in them, turned from one of us to the other.

Grammar Understanding

Error analysis

All of the following sentences contain errors. Find and correct the mistakes

1. Alaska is large than texas.
2. He have been here for two months.
3. Mary's dog was died last week.
4. Mr. Wong teach chinese at the university.
5. I am agree with you.
6. when I went downtown, I get lost.

7. my running shoes are more comfortable as my boots.
8. I saw a beauty picture.
9. I had a accident.
10. He is here since June.
11. Last night I very tired.
12. this is belong to me.
13. I am interesting in that subject.
14. We are not agree with him.
15. Goose are larger that ducks.
16. Ted lives with three other university student.
17. music consist of pleasant sound.

Conversation

Talking about future activities = Bicara tentang kegiatan mendatang.

What time are you going to get up tomorrow morning?
Kamu besok pagi mau bangun jam berapa?

I'll probably wake up early and get up at 6:30.
Saya mungkin akan terjaga dinihari dan bangun pada jam 6:30.

What will you do then?
Lalu apa yang akan kamu lakukan?

After I get dressed, I'll have breakfast.
Setelah saya berpakaian, saya akan sarapan.

What will you have for breakfast tomorrow morning?
Kamu akan makan apa untuk sarapan besok pagi?

I'll probably have eggs and toast for breakfast.
Untuk sarapan mungkin saya akan makan telur dan roti panggang.

After breakfast, I'll get ready to go to work.
Setelah sarapan, saya bersiap-siap berangkat kerja.

I'll leave the house at 8:00 and get to the office at 8:30.
Saya akan berangkat meninggalkan rumah pada jam 8:00 dan sampai di kantor jam 8:30.

I'll probably go out for lunch at about 12:30.
Saya mungkin akan pergi ke luar makan siang sekitar jam 12:30.

I'll finish working at 5:30 and get home by 6 o'clock.
Saya akan selesai kerja pada jam 5:30 dan sampai di rumah menjelang jam 6:00.

Are you going to have dinner at home tomorrow night?
Apakah kamu akan makan malam di rumah besok malam?

Do you think you'll go to the movies tomorrow night?
Apakah kamu berpikir akan pergi menonton film besok malam?

I'll probably stay home and watch television.
Saya mungkin akan tinggal di rumah dan menonton televisi.

When I get sleepy, I'll probably get ready for bed.
Bila saya mengantuk, mungkin saya akan siap-siap untuk tidur.

Do you think you'll be able to go to sleep right away?
Apakah kamu pikir kamu akan dapat segera pergi tidur?

Academic Writing

Write Your Own Titles

Write 5 essay titles which you think will attract other people. Then, ask your friends if they think the title is interesting.