

# SOLT 1 Arabic Module 4 Lesson 3

## Student Manual



الموقع والإتجاهات

Location and Directions

During this lesson, you will provide location and directions. Under this Terminal Learning Objective, you will learn three tasks. At the end of this lesson, you will be able to:

**Identify the Compass Directions**

- Tell cardinal points on the compass
- Name directions in the Target Language
- Provide information about how to get to certain places
- Use the vocabulary items for compass directions such as North, South, East and West
- Explain degrees, miles, azimuth, and grid coordinates when using a compass
- Discuss the differences between polar and magnetic north

**Give Directions in the Field, in Town, in a Building**

- Request and provide directions in a building
- Request and provide directions in town
- Request and provide directions in the field
- Provide distance in meters using a map

**Give Information Regarding Location**

- Ask and provide information on how to get to certain locations
- Provide and describe reference points
- Describe natural and man-made features

**Tip of the day:**

Compasses are commonly used by Arabs. Since they have to face Mecca to pray, if an Arab is praying in a new place or in another country, he has to use a compass to face the right direction.

**Identifying Directions and Locations**

Before you can get to where you want to go, you have to know how to ask. Soldiers especially need to know how to identify and understand terminology that describes how to get from one place to another, and to be able to tell others how to get to a designated point as well. In this lesson, you will learn the cardinal points in Arabic, and how to ask for directions, as well as provide directions in the field, in town, and in a building. At the end of this lesson, you will be able to recognize locations and give information about location.



Read the following dialogue between Henry and Randy. Familiarize yourself with the vocabulary, structural patterns, and usage that are used in order to convey directions.

### Scenario: Giving Directions

هنري: ما هو أسرع طريق من المعسكر الى القاهرة؟  
 راندي: يعتمد ذلك على حركة المرور ، فإذا كان الطريق مزدحم ، خذ مترو الأنفاق لأنه أسرع ، أو حتى خذ تاكسي ، فهذا أسرع الجميع.  
 هنري: إذا سأخذ مترو الأنفاق ، أين المحطة؟  
 راندي: أولاً إذهب الى محطة السادات وسوف تمر بعد ذلك على محطتين هما محطة مبارك ومحطة رمسيس وهذه هي المحطة الرئيسية.  
 هنري: بعد أن أنزل هناك ، أي إتجاه يجب أن آخذ؟  
 راندي: بما أنك ستذهب في إتجاه ميدان رمسيس سوف تكون في إتجاه شمال شرق المدينة.  
 هنري: هل من السهل أن أجد مكتبات لشراء الكتب في القاهرة؟  
 راندي: نعم ، إذهب على طول حوالي ٥٠٠ متر تقريبا في نفس الإتجاه سوف ترى شارع رئيسي إسمه شارع الفجالة - ستجد مكتبات عديدة هناك على يسارك و أيضا على يمينك.



**Example 1**

Listen as your instructor reads the directions on this compass star and repeat them to learn the cardinal points:

**Exercise 1**

Below is a map of the Middle East showing the geographical location of the Kingdom of Saudi Arabia. Some of the Arab countries are pointed out at using arrows. Fill in the blanks on the next page using the compass directions above to give the location of the countries in relation to Saudi Arabia.



Exercise 1 (Continued)

Fill in the blanks in Arabic:

- ١- تقع السودان ----- السعودية.
- ٢- تقع الكويت ----- السعودية.
- ٣- تقع اليمن ----- السعودية.
- ٤- تقع العراق ----- السعودية.
- ٥- تقع السعودية ----- مصر.

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□ *Tip of the day:*

The four compass points (الإتجاهات الأصلية) : North, South, East and West in Arabic are:

الشمال ، الجنوب ، الشرق ، الغرب

Civilians rarely use these directions. Arabs are very cooperative when someone ask them about directions and will describe to you which road to follow that will lead you to your destination, or sometimes they will escort you to your destination, if it is nearby.

Example., If you please, how do I get to Alexandria from here?

إذا سمحت ، كيف أذهب الى الإسكندرية من هنا؟

**Exercise 2 (Group Work)**

The class will be divided into groups. Your instructor will ask for a student volunteer to read the following directions. Then your instructor will call on students to stand up and follow the first student's directions. Each student will have the opportunity to read and lead the exercise.

**Directions:**

سر إلى الأمام بخطوات سريعة.  
إنحرف إلى اليمين بزاوية خمس و أربعين درجة في اتجاه الشمال الشرقي.  
عد إلى نقطة البداية.  
سر إلى الخلف في إتجاه الجنوب الغربي.  
تقدم ثلاثة خطوات في إتجاه الغرب.

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**Exercise 3 (Pair Work)**

Working with a partner, each of you will assume a role in the conversation that follows. The passage is a conversation between a receptionist and a tourist. The receptionist is trying to give directions to the tourist. Read the passage then read the statements and determine whether they are true or false.

موظف الإستقبال : كيف يمكن أن أخدمك اليوم؟  
 السائح: أريد أن تعطيني إرشادات إلى الأماكن السياحية هنا.  
 موظف الإستقبال : هل تريد أن تستخدم وسائل المواصلات العامة؟  
 السائح: لا، أريد أن أتجول سيراً على الأقدام.  
 موظف الإستقبال : هناك ثلاثة أماكن قريبة من هنا، المتحف و دار الأوبرا و مقهى الفرج.  
 السائح: حسناً. إشرح لي كيف أذهب إلى هذه الأماكن على الترتيب.  
 موظف الإستقبال : في اتجاه اليسار، أترك ثلاثة شوارع ثم إنحرف يمينا، سر في خط مستقيم ستجد المتحف. المقهى يقع خلف المتحف.  
 السائح: حسناً، يمكنني أن أذهب إلى هناك بعد زيارة المتحف.  
 موظف الإستقبال : من عند المقهى يجب أن تنحرف يمينا ثم تمشي حتى ترى حديقة دار الأوبرا بجوار بوابة الحديقة الرئيسية، نزهة سعيدة.  
 السائح: شكراً لمساعدتك لي. تفضل.  
 موظف الإستقبال : لا شكر على واجب سيدي، هذا عملي و أتقاضى اجر عليه، لا أستطيع أن أقبل مالك.

**Determine whether the following statements are True or False:**

1. The tourist was afraid to use public means of transportation.
2. The receptionist used a map to give him directions.
3. The coffee shop was in the building right behind the museum.
4. The receptionist explained the directions following the same order that he originally stated the three places were in.
5. The tourist requested a cab.
6. The receptionist did not accept the tip.
7. Associate this passage to a personal experience to share with the class.

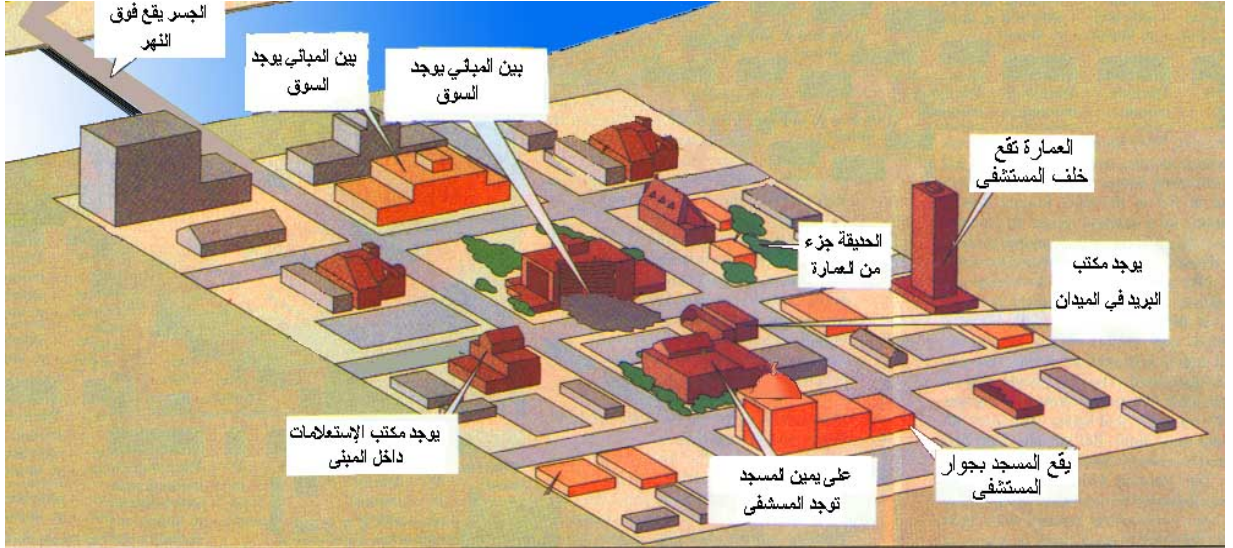
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



## Exercise 4 (Group Work)

The class will be divided into groups. Fill in the blanks on this page by looking at the picture below and inserting the appropriate words from the jumble box. Review your findings with your group:



بين	في	بجوار	فوق
داخل	أمام	من	على

- المستشفى يقع \_\_\_\_\_ العمارة.  
 \_\_\_\_\_ المباني يوجد السوق.  
 \_\_\_\_\_ يمين المسجد توجد المستشفى.  
 يوجد مكتب البريد \_\_\_\_\_ الميدان.  
 يقع المسجد \_\_\_\_\_ الكنيسة.  
 يوجد مكتب الإعلانات \_\_\_\_\_ المبنى.  
 الجسر يقع \_\_\_\_\_ النهر.  
 الحديقة جزء \_\_\_\_\_ العمارة.

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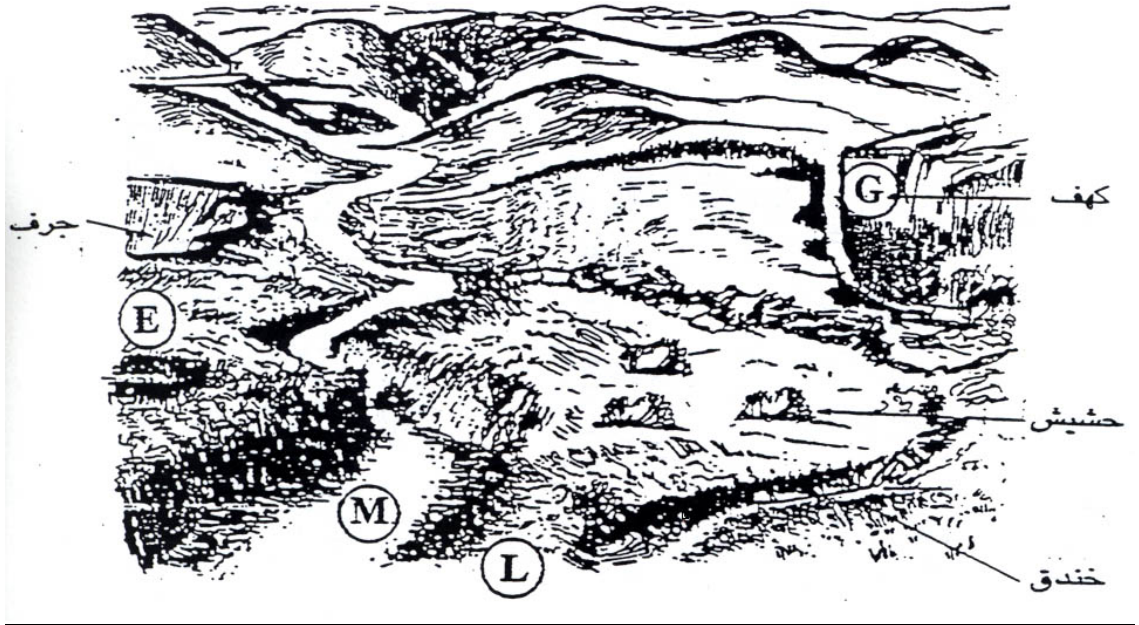
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**Exercise 5 (Pair Work)**

The class will be divided into pairs. Your Arabic counterpart needs specific information about this map. He will ask you questions. Tell him where the danger areas are. The letter **M** on your map indicates there is a minefield, the letter **G** means a guard, and the letter **L** represents a listening post. Explain to your partner where he can or cannot go. Your instructor will distribute the maps.



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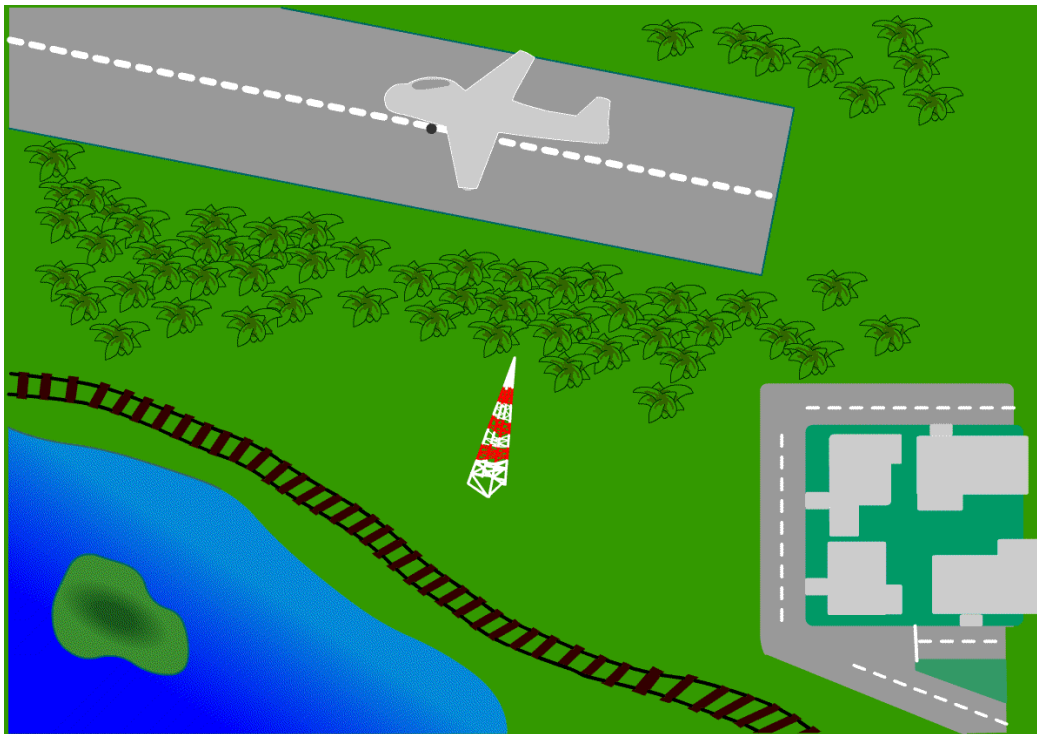
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**Exercise 6 (Pair Work)**

Work with a partner. Choose the spot where you are located and mark it with an **X** on the map below. You must give your Arabic counterpart directions on how to get from point **X** to the airfield then switch roles. Your partner will choose a different location to start from.





**Exercise 7 (Group Work)**

Listen while your instructor gives directions using the following references points.  
Decide which of the following are natural features and which are man made features.  
Explain your answers to the class:

	عمود إنارة
	نفق
	جسر
	بحيرة
	تقاطع طرق
	نهر
	أشجار
	إشارة مرور

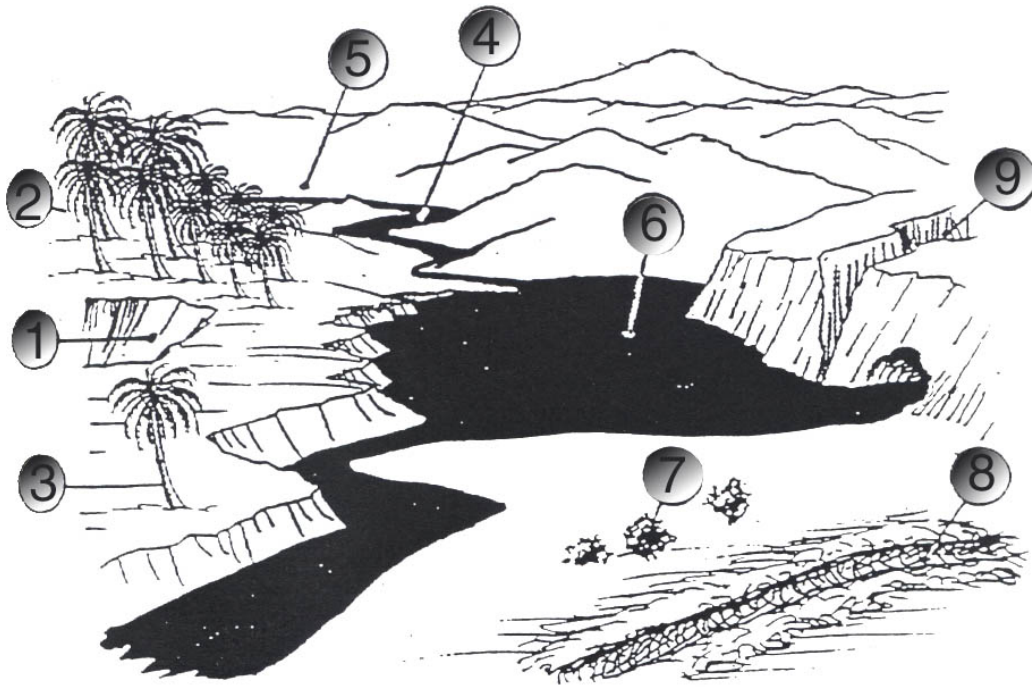


**Nile River**

**Exercise 8 (Group Work)**

Match the numbers on the map with the words in the table below and explain the location of the different features:

خندق	جرف	بركة
مجرى سيل	شجرة	حشيش
وادي	نهر	تل

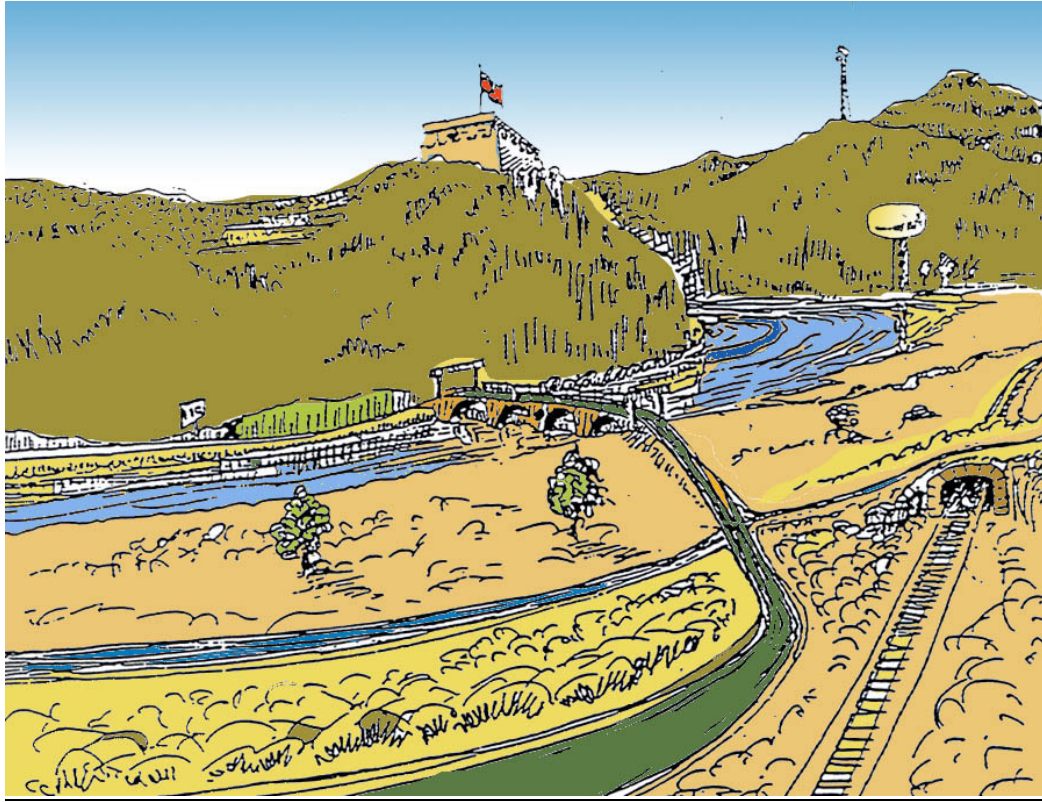


**Exercise 9 (Pair Work)**

Together with your partner, plan and chart a route to the rendezvous point in the desert area across the river next to kilometer marker 119. Be prepared to describe your route to the class.

**Example:**

Ask question	ما هو أقرب طريق الى هناك؟
Answer	نقطة التقابل ستكون في المنطقة الصحراوية شرق علامة الكيلومتر ١١٩







**Exercise 10 (Pair Work)**

Work with a partner. Considering the given situation, practice giving directions to your partner in Arabic. Alternate sentences so that each of you can ask and answer questions:

1. You are telling a person to go to the restaurant on the third floor.
2. You are telling a person to go to the ground floor to speak to the receptionist.
3. You are telling a person to go across the field and grab a ball.
4. You are telling a person to go past the building and wait on the other side.
5. You are telling a person to go around the pond and sit on the bench.
6. You are telling a person to cross the river then wait for the car.
7. You are telling a person to go over the hill then turn at the bakery.
8. You are telling a person to go along the road until they get to a stop sign.
9. You are telling a person to go forward 10 feet.
10. You are telling a person to go backward 3 feet.
11. You are telling a person to drive a car over the bridge then stop the car.
12. You are telling a person to go through the forest and come back.

**Exercise 11 (Pair Work)**

Work with your partner to ask and answer questions about cardinal points on the compass in Arabic.

1. State the following cardinal points in Arabic.  
Northwest, Northeast, Southwest, Southeast
2. Practice talking about directions, using the given information.

- ١ - اورلاندو تقع في الجنوب الشرقي للولايات المتحدة الأمريكية.
- ٢ - توسون تقع في الجنوب الغربي للولايات المتحدة الأمريكية.
- ٣ - بالتيمور تقع في الشمال الشرقي للولايات المتحدة الأمريكية.
- ٤ - سبوكان تقع في الشمال الغربي للولايات المتحدة الأمريكية.

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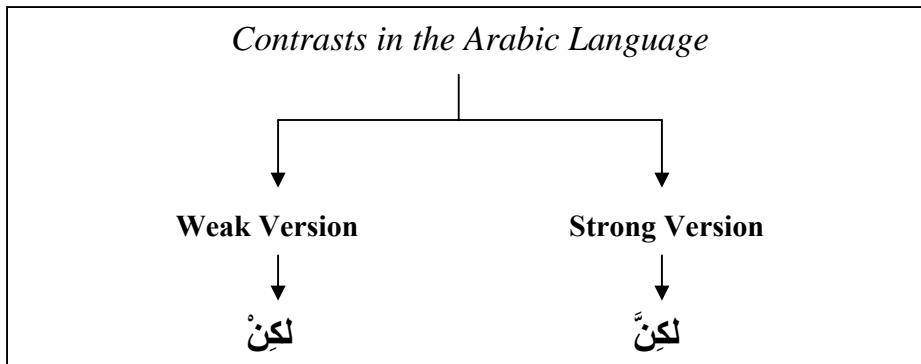


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### Contrasts in the Arabic Language

In English, many times we use the word **but** to show contrasts between people, objects, etc. In Arabic, the same rule exists which uses two Arabic words instead of the one that is the case in English.

The Arabic language uses two versions of contrasting words: “weak version” and “strong version”.



#### Weak Version لَكِنْ

لَكِنْ is used to contrast two sentences. The contrasted part after لَكِنْ must be a nominal phrase. Study the examples below.

Example 1:

الطريق طويل . الطريق ضيق . ← الطريق طويل لَكِنْ ضيق .

The road is long but narrow. ← The road is long. The road is narrow.

Example 2:

في منزلي سلم لَكِنْ ليس فيه مصعد .  
My house has stairs **but** not elevator.

ليس في منزلي مصعد لَكِنْ سلم .  
I don't have elevator in my house **but** stairs.

في منزلي سلم . ليس في منزلي مصعد .  
My house has stairs. There is no  
elevator in my house.

### Exercise 1

Use **لكن** to contrast the following pair of sentences.

- ١ - المخرج أمامي. المخرج مغلق.
- ٢ - الإتجاه سهل. المسافة بعيدة.
- ٣ - وصف صديقي العنوان. لم أستطع الوصول إلى المنزل.

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### لكن Strong Version

**لكن** must have *either* an attached pronoun suffixed to it *or* a noun following it. This pronoun or noun functions as the subject of **لكن**. Study carefully the examples below.

Example 3:

أنا أمريكي **لكنني** أسكن في مصر.  
I'm American **but I** live in Egypt.

In this example, the word **لكنني** consists of 2 parts: **لكن** and the suffix **ني** which is the relevant part of the pronoun **أنا** functioning as the subject.

Example 4:

آدم أمريكي **لكن** سعيد ليبي .  
Adam is American **but** Saeed is Libyan.

In the above example, **لكن** is followed by a noun **سعيد** which is the subject in this case.

### Exercise 2

Use **لكنَّ** to contrast the following pair of sentences.

- ١ - الكويت شمال السعودية . الكويت أصغر من السعودية .
- ٢ - الشارع واسع . الشارع مزدحم بالسيارات .
- ٣ - الرياض عاصمة السعودية . المنامة عاصمة البحرين .
- ٤ - ضللتُ الطريق . وصلت إلى المنزل بعد ساعة .

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### Exercise 3

Use **لكنَّ** and/or **لكن** to change the following sentences to Arabic.

1. My house is in Raleigh but her house is in Charlotte.
2. Doha is the capital of Qatar but Beirut is the capital of Lebanon.
3. I turned right but I lost my way.
4. The distance was long but we reached early.

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**Nouns**

accident	حادث
additional directions	الجهات الفرعية
azimuth	السمت
cardinal points	الجهات الأصلية
degree	درجة
direction	الجهة / إتجاه
distance	مسافة
elevator	المصعد الكهربائي
exit	مخرج / منفذ
grid	شبكة
hall	الردهة
highway	الطريق العام
journey	رحلة/ سفر
lamp post	عامود إنارة
narrow street	طريق ضيق
path	ممر
protractor	رق
road	طريق
road crossing	تقاطع طرق
stairwell	السلم
straight line	خط مستقيم
traffic light	إشارة مرور
tunnel	نفق

**Verbs**

to crash	تَحطَّم
to cross	عبر
to describe	وصف
to deviate	إنحرف
to indicate	دل على
to turn around	در حول
to walk	سار

### Adjectives

down	تحت
downstairs	الطابق الأسفل
East	شرق
horizontal	أفقي
inside	داخل
lost	تائه
North	شمال
outside	خارج
South	جنوب
vertical	رأسي
West	غرب

### Prepositions and Prepositional Phrases

around the corner	على الناصية
as far as	بعيد
across from	مقابل
behind	خلف
far away	بعيد
in front of	أمام
nearby	قريب
towards	نحو

### Miscellaneous

at the distance of	على مسيرة
lost his way	ضل الطريق

### Arabs in Space Exploration

Desert life has taught Arabs the importance of directions. Arabs worked as traders so they had to understand wind directions to plan their trips.

In 1985, aboard the space shuttle Discovery, Saudi Arabia's *Prince Sultan ibn Salman ibn 'Abd al-'Aziz Al Sa'ud*, the first Arab in space, helped launch the Arab world's second communications satellite, photographed the Arabian peninsula, and made precise lunar observations.

To scientists in Islam's *Golden Age* - whose bold thoughts laid the groundwork for today's exploration of space - the satellite might have been astonishing; but the Prince's photographic assignment and his other assignments would not have been totally unfamiliar. They too were knowledgeable about optics and astronomy and they were experts in *ephemerides* - tables showing the positions of celestial bodies on given dates.

Lunar observation, for example, was, and is, important to Muslims. For religious purposes, they follow the lunar calendar [twelve months] and the new moon marks the beginning and end of Islamic months, the fast of Ramadan, and determines the date of the pilgrimage to Makkah (Mecca) - the Hajj.

Celestial mapping also sprang from a religious concern: the need to establish the correct coordinates of cities so that Muslims could determine the direction of Makkah kabah- the *qibla* - towards which all Muslims [face] prostrate themselves in prayer five times a day. The observation of the new moon and determination of the *qibla* may seem prosaic subjects today, it was by pondering just such everyday phenomena that advances in science were made.

 **Tip of the day:**

The use of maps in the military is very common. There are four expressions that you need to remember when you read a military map: (خطر) danger, (ممنوع الاقتراب) do not approach, (ممنوع التصوير) do not take pictures, and (منطقة ألغام) mine field.

**Activity 1 (Pair Work)**

The class will be divided into pairs. Your friend left you directions to his house. Unfortunately, you could not read his handwriting and some words were even missing. Your instructor will read you the directions. Rewrite the text then draw a small map to your friend’s house and exchange it with your partner to see if you both worked out the same locale. Write the text and draw the map in the spaces provided below.

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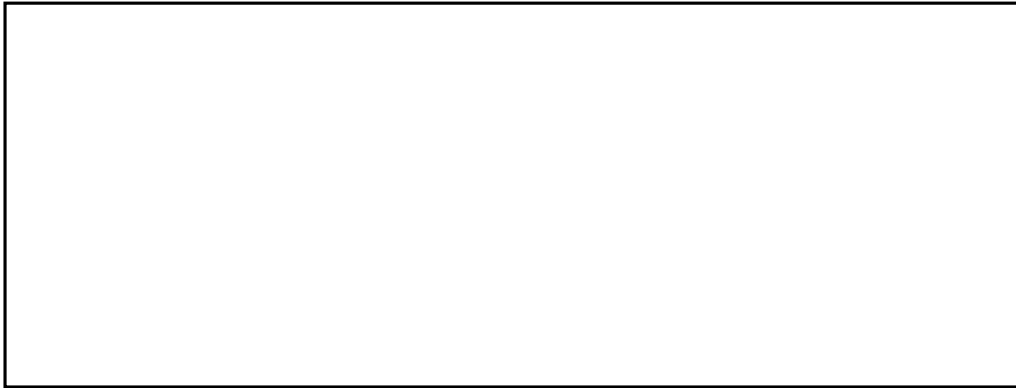
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**Activity 1 (Continued)**



**Activity 2 (Group Work)**

The class will be divided into two groups to play “treasure hunt”. Your instructor will hide pieces of paper with the word مبروك (congratulations) written on them. The leader of each group will know where the ‘treasure’ is hidden, but group members may only ask yes or no questions about their whereabouts. The winning team is the one who finds the treasure.

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**Activity 3 (Group Work)**

The class will be divided into groups. The following text is a partial transcript of a conversation between a tourist who is lost in town and a man walking on the street. All of the man's replies are missing. Write down reasonable answers to the questions that the tourist is asking about. Feel free to make the man's answers either very rude or very amicable to the tourist. Be prepared to share your answers with the class.

من فضلك، أنا تائه.	السائح:
_____	الرجل:
أنا في حاجة إلى المساعدة. ضللت الطريق.	السائح:
_____	الرجل:
أريد أن أعود إلى الفندق.	السائح:
_____	الرجل:
هل من الممكن أن تعطيني إرشادات؟	السائح:
_____	الرجل:
شكراً	السائح:
_____	الرجل:
إسم الفندق رمسيس، هو قريب من هنا.	السائح:
_____	الرجل:
شكراً	السائح:
_____	الرجل:
لا شكراً	السائح:

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**Activity 3 (Continued)**

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**Activity 4 (Group Work)**

The class will be divided into groups of two. Take the conversation that you worked on from the previous exercise and rewrite the answers with your partner to see how many possible variants you can create that still make sense. Afterwards, your instructor will call on each group to role-play one of their conversations.

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**Activity 5 (Pair Work)**

The class will be divided into pairs. You asked the receptionist in the hotel to write directions to **two** specific destinations. You received a paper written in English. You want to write it in Arabic to show it to people on the street in case you lose your way. Rewrite the following two texts in Arabic. Work with your partner to check for accuracy. Afterwards, role-play these directions with other pairs. Write your two texts below.

1. To go to the zoo, you will need to make a right turn as soon as you exit the hotel from the main entrance and keep going till you see a black big building on your right hand side. Turn left. At the end of this street is the back entrance of the zoo.
2. To go the nearest travel agency, you need to exit the hotel from the back entrance. Keep going straight and pass three traffic lights then turn right where you will find a white rectangular building. This is the nearest travel agency.

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**Activity 6 (Pair Work)**

The class will be divided into pairs. Look at the map of downtown Cairo and work with your partner, asking and responding to questions about the best way to get to some of the places on the map. After five minutes, switch pairs and repeat this activity.



Downtown Cairo, Egypt

**Activity 7 (Group Work)**

The class will be divided into groups. Listen to your instructor who will guide a soldier through a field. Then draw a map of the field that he is trying to describe. Draw the map below.



**Activity 8 (Group Work)**

The class will be divided into groups of two. One student will go out while the class prepares a field of booby-traps of strategically placed classroom materials (i.e. backpack, textbook, etc. Your instructor will blindfold the student coming in. His partner will guide him through the field (with out touching) by giving him directions in Arabic only. The winning team is the one who arrives at the end of the field by following appropriate directions.

**Activity 9 (Group Work)**

Below is a map of downtown Baghdad, Iraq. The class will be divided into groups. Each member of the group will choose a point on the map below. Brief your group about the route to that point. Make your starting point: “Saddam Hussein’s former Official Residence”. Give details and pay attention to using specific verbs that describe climbing on or over, going around, past, or along and avoiding or crossing landmarks. One of your group mates will then ‘block’ one of the legs of your route as a result of a bridge being washed out or dangerous artillery ahead. Prepare this alternate route briefing in writing.



**Downtown Baghdad, Iraq**

You are here

**Notes:**

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**Activity 10 (Pair Work)**

Working with a partner, assume a role in the conversation below. Read the following conversation that takes place in a government building and answer the questions below in Arabic. Keep in mind that sometimes Arabs close the exits in big buildings as a security measure, which can cause problems in case of fire. Be ready to defend your answers:

أين مكتب الهجرة و الجوازات؟	عدنان:
في الطابق الثالث عشر.	زكي:
أنا أخاف من المصعد الكهربائي.	عدنان:
حسناً، لنستخدم سلم الحريق و لكن لنسترح في كل طابق.	زكي:
السلم حلزوني والصعود صعب جداً.	عدنان:
المبنى مكون من عشرين طابق.	زكي:
نعم، بكل طابق أربعة مكاتب، هل أنت متأكد من موقع المكتب؟	عدنان:
طبعا للخريطة مكتب الهجرة و الجوازات في الطابق الثالث عشر.	زكي:
المبنى حديث، المباني القديمة ليس لها خرائط.	عدنان:
المباني القديمة كانت لا تزيد عن أربعة طوابق.	زكي:
الحمد لله ، لقد وصلنا.	عدنان:
المكتب مغلق.	زكي:

(إضطر زكي و عدنان أن ينزلوا إلى الدور الأرضي).

**Answer the following questions in Arabic:**

1. Where were they going?
2. Who suggested using the stairwell?
3. Why did they use it?
4. What type of stairwell was it?
5. Were they able to go back to the office? Why?

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**Activity 11 (Pair Work)**

Working with a partner, each student will assume a role in the conversation below. Read the following dialogue that happened between a foreigner and an Egyptian in Cairo. The foreigner has lost his way and the Egyptian is trying to give directions to his destination using reference points. Read and answer the following questions in Arabic. Share with the class a personal experience similar to this one.

- جون: من فضلك ، أنا تائه ، هل من الممكن أن تساعدني؟  
أحمد: بكل سرور. إلى أين تريد أن تذهب؟  
جون: أنا أريد أن أذهب الى شارع التوفيق.  
أحمد: أنت على بعد ثلاثة شوارع .  
جون: عفوا، على بعد كم مترا؟  
أحمد: أنا لا اعرف المسافة بالتحديد. ما هو المكان الذي تقصده؟  
جون: شارع التوفيق، رقم واحد و أربعين.  
أحمد: اتجه الى اليسار، ستمر على سوق. لا تقف، إستمر في السير ثم  
إنحرف عند العمارة البيضاء، ستجد نفسك في شارع التوفيق.  
جون: شكرا، أنا لا أعرف شيئا عن مدينة الإسكندرية.  
أحمد: يا إلهي، أنت في مدينة طنطا. لقد نزلت في المحطة السابقة لمدينة  
الإسكندرية.

**Answer the following questions in Arabic:**

- ١- ما هي نوع المساعدة التي يريدونها جون؟
- ٢- هل أحمد يعتقد أن المكان الذي يقصده جون بعيد؟
- ٣- هل يعرف أحمد المسافة بالتحديد؟
- ٤- ما هي علامات الطريق التي أعطهاها أحمد لجون؟
- ٥- هل يستطيع جون الوصول إلى الشارع باستخدام إرشادات أحمد؟

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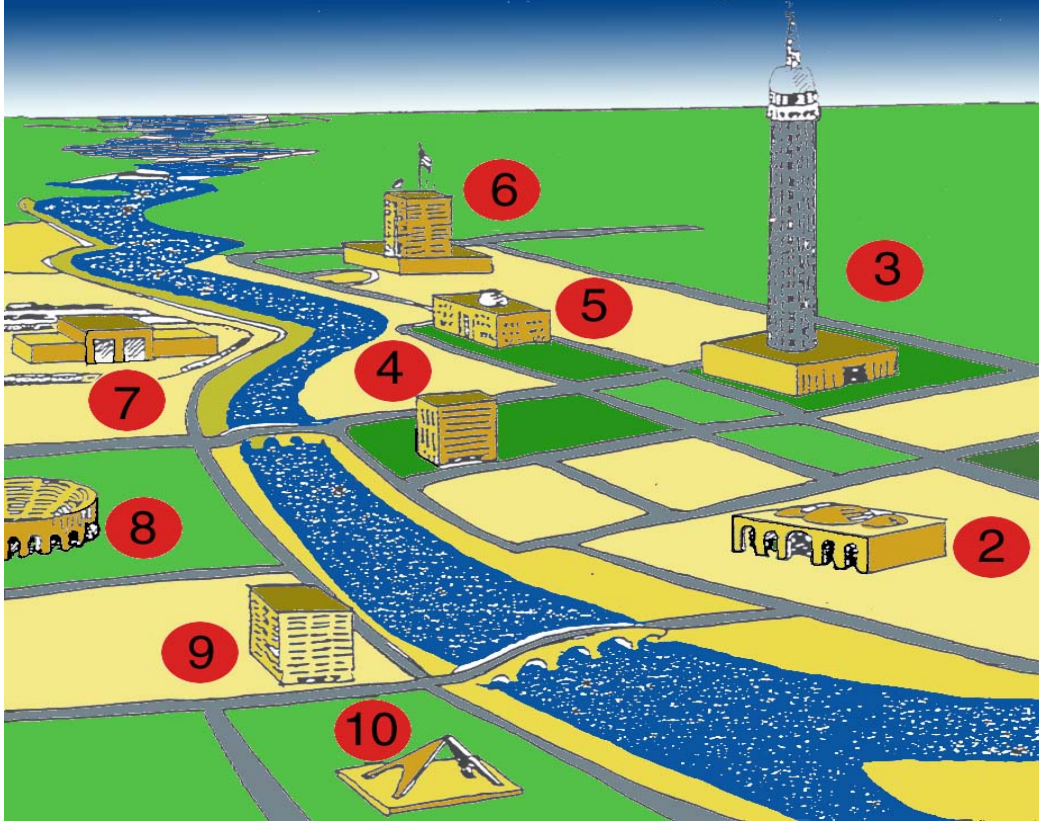
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Activity 1 (Group Work)

The class will be divided into pairs. You and your partner will take turns asking about the following points of interest and showing them on the map below.



سؤال : من فضلك ، هل تعرف أين فندق الهيلتون؟  
جواب: طبعاً ، سأريك على الخريطة.

٥ - محافظة القاهرة	٤ - فندق النيل هيلتون	٣ - برج القاهرة	٢ - المتحف المصري	١ - النصب التذكاري
١٠ - جسر الشهداء	٩ - فندق هيلتون رمسيس	٨ - ملعب القاهرة	٧ - مترو الأنفاق	٦ - السفارة الأمريكية

**Activity 2 (Group Work)**

The class will be divided into groups. You are currently living in Cairo and are now on the phone giving instructions to an Arab counterpart who will soon drive into town to meet you and others at a rendezvous point. Make ميدان الجلاء (Al-Gala Square), indicated by the arrow on the map, the point of departure. Select a meeting point on the map below and tell your partner how to reach it from El Gala Square. The partner will take notes in Arabic and report back for confirmation. Play each role with different meeting points.



**Activity 3 (Group Work)**

The class will be divided into groups. Listen as your instructor creates a description of a building. Take notes below.

**Notes:**

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**Activity 5 (Pair Work)**

Work with a partner. Imagine that he is lost in your town and engage in a conversation with your partner about this situation. You will be called upon to role-play the conversation to the rest of the class.

**Activity 6 (Group Work)**

The class will be divided into groups. Imagine that you are a tour guide for a travel agency. Look at the following map and create a list of major attractions for your tour group to visit. Write out a schedule of a one-week trip. Be prepared to present your week-long tour to the class.



 Sofitel Le Sphinx

Write down your list of attractions and your schedule on the lines provided on the next page.

**Activity 6 (Continued)**

**List of attractions:**

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**Write your schedule here:**

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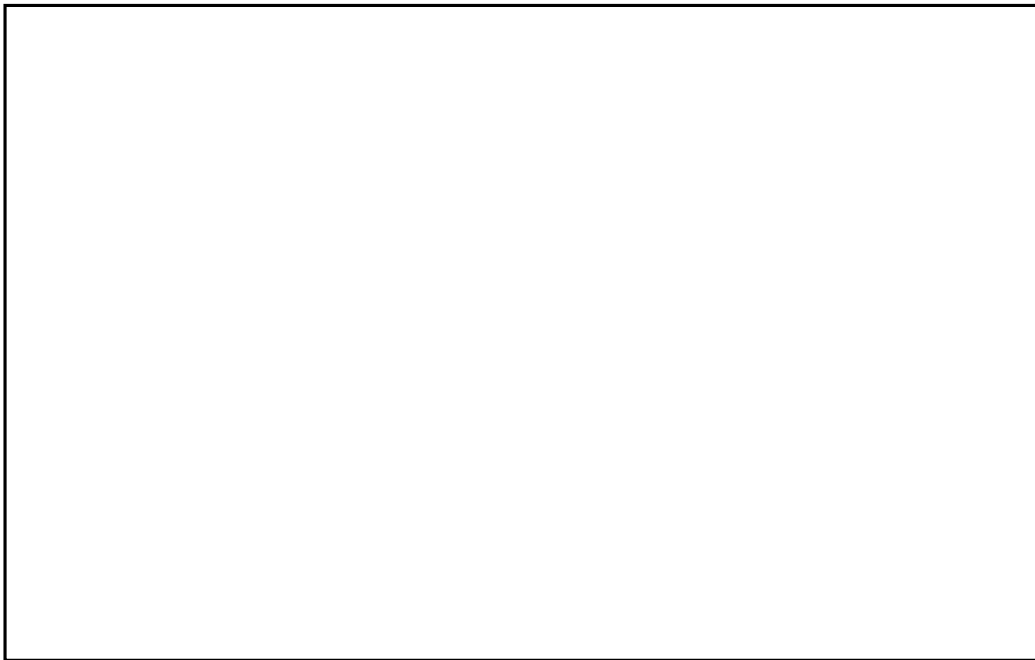
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**Activity 7 (Pair Work)**

Work with a partner. Your instructor will give you a map that shows the location of the Post Exchange, the hospital, the barracks, the Laundromat, the commissary, and several other sites on post. You will sit back to back. Your partner will give you directions about where each of these places are located and how they are placed in relation to one another. Practice asking your partner questions about directions in the field and, with your back still turned, sketch out a rough map of how the post looks as your partner describes it. After you finish, compare your map to the original one that your partner has. Your instructor will check your progress and see which teams found the locations.



**Activity 8 (Group Work)**

The class will be divided into two groups. Your instructor will give you a map of a field and each group will plan an attack on this field. Your instructor will toss a coin to determine which side will begin. The other side has one minute to write out a counter-maneuver, and so on. The team with the best strategy that takes the field wins the activity. Follow the example below:

قوات الاستطلاع تهاجم ليلا الحدود الشمالية في اتجاه ثلاثة و أربعين درجة من الشرق.

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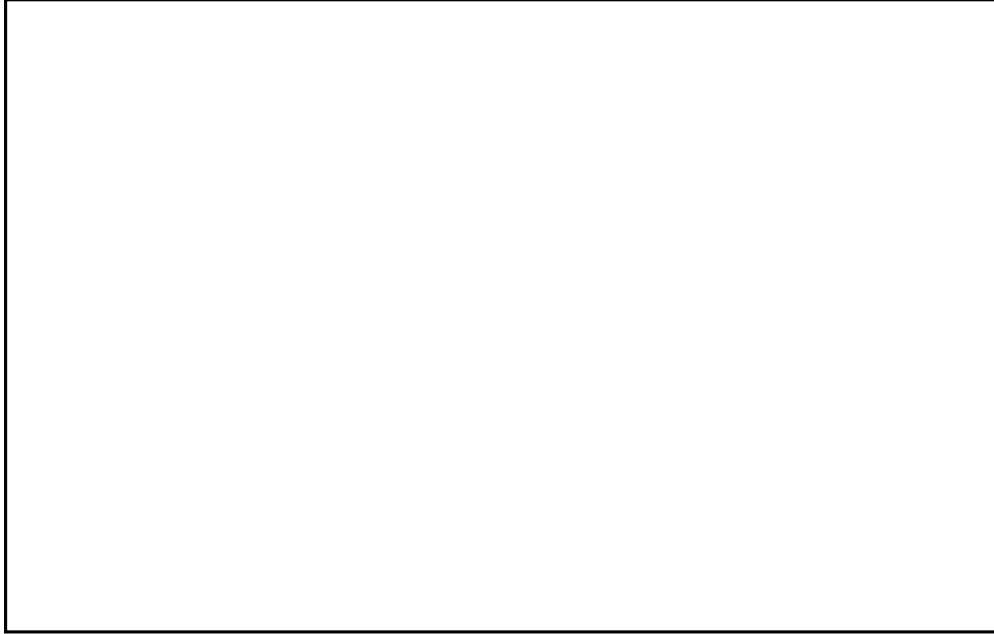
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**Activity 9 (Pair Work)**

The class will be divided into pairs. Listen as your instructor reads aloud distances between different cities and draw a map that shows the location of these cities and how they may relate to each other. Exchange maps with your partner and review each other's work as your instructor reads the directions once again.



**Homework 1**

Read the following conversation that takes place between a man who wants to go to the Opera and a bus driver who explains how to get there then answer the following questions in Arabic.

من فضلك، كيف أذهب إلى دار الأوبرا؟	الرجل:
أنت الآن في ميدان التحرير.	سائق الأتوبيس:
هل دار الأوبرا قريبة من هنا؟	الرجل:
نعم أنت قريب، هل ترى هذا المبنى الكبير؟	سائق الأتوبيس:
نعم أراه.	الرجل:
سر إلى الأمام، بمحاذاة هذا المبنى .	سائق الأتوبيس:
كيف؟ لكن الشارع يتفرع إلى شارعين.	الرجل:
سر في خط مستقيم، إلى أن تجد الكوبري.	سائق الأتوبيس:
أي كوبري؟	الرجل:
سر لمسافة ثلاثة أمتار دون أن تتحرف يمينا أو يسارا.	سائق الأتوبيس:
شكرا لك.	الرجل:

**Answer the following questions in Arabic:**

1. Where is the man?
2. Was the man close to the opera house?
3. What did the driver tell him to do?
4. Did the man understand?
5. Which was the easiest way to go?

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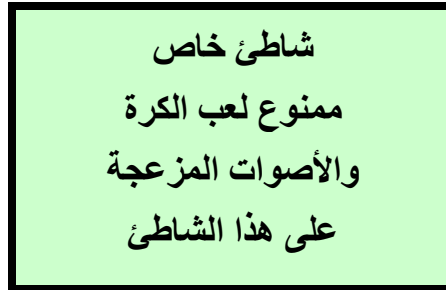
Homework 2

**Read the following questions and select the best answer for each:**

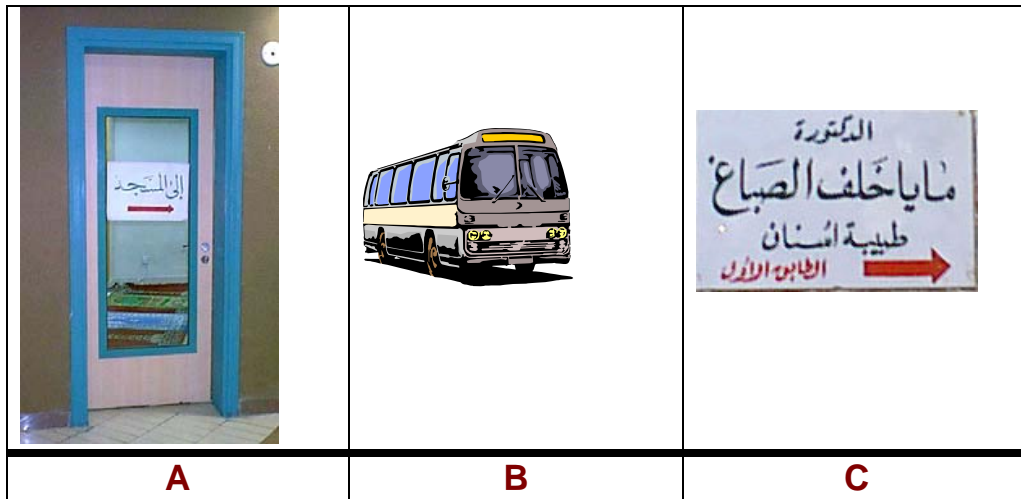
1. Which of these signs was posted near the water?

A	ممنوع السباحة على هذا الشاطئ
B	إحترس / خطر جهد عالي
C	ممنوع السير على الحشائش

2. The sign below is posted at a soccer field. True or False?



3. Which of these pictures does **not** point out at a residential area?



Notes:

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**Homework 3**

In each of the four tables below, one of the given words does **not** belong to the rest of the words in the same group. Circle the odd word out.

مسافة	الجهة
نهر	إرشادات

شرق	حار
جنوب	شمال

خط مستقيم	الجهات الأصلية
جسر	أفقي

أمام	خلف
در حول	مبنى

**Notes:**

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**Homework 4**

Create a mini-dialogue between a SOF soldier and his Arabic counterpart about the direction and distance between places around post. Be sure to include a brief map.

**Dialogue:**

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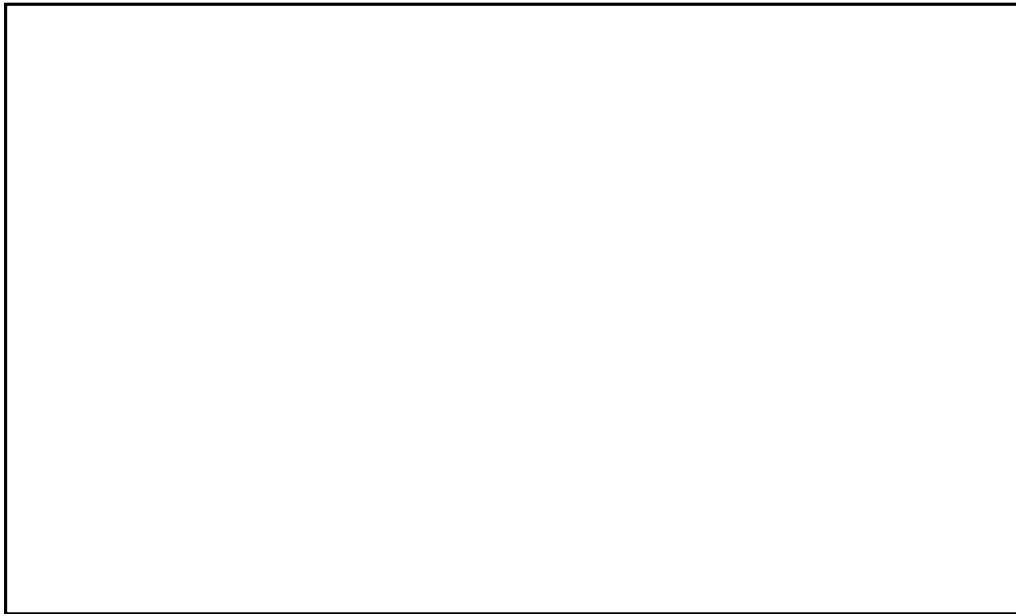
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**Homework 5**

Prepare a short presentation to be given to your class in the morning concerning how to get to your home, using as many reference points as needed. Be sure to include such information as relative direction and distance between places.

**Presentation:**

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