SOLT 1 Arabic Module 1 Lesson 3

Student Manual

ف

Describing Your Surroundings

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During this lesson, you will learn about describing surroundings. Under these Terminal Learning Objectives, you will learn how to complete the following three tasks. At the end of this lesson, you will be able to:

Describe One's Surroundings

- Describe a place or location
- Describe a building structure
- Name pieces of furniture
- Describe styles, size, and color

Identify Colors of Objects

- Name the colors of different objects
- Ask simple questions about objects
- Answer simple questions about objects

Express Quantities up to 20

- Count from 0 to 20
- Number the objects in the classroom
- Tell your SSN
- Count currency
- Tell your license plate number

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All soldiers understand the importance of being able to describe ones surroundings, identify colors with objects, and express quantities. These three tasks are very important when it comes to calling in an intelligence report or requesting a fire-support mission. Learning these tasks will assist you when dealing with your Arab counterpart and aid in your ability to communicate effectively in Arabic.

Scenario: Describing Your Surroundings

Major Mohammed:	What is this building?
Captain Stevens:	This is a school. Here is a classroom.
Major Mohammed:	What are in the classrooms?
Captain Stevens:	There are a blackboards, tables, chairs, and bookshelves in the classroom.
Major Mohammed:	How many students are there?
Captain Stevens:	There are twenty students and one teacher. The man in a blue shirt is the teacher.
Major Mohammed:	How many classrooms are there in this school?
Captain Stevens:	There are nine classrooms all together. Next to the classrooms is an office and there is a bathroom behind the school building.

Scenario translation:

الرائد محمد:	ما هذا المبنى؟
النقيب ستيفنس:	هذه مدرسة وهذا فصل.
الرائد محمد:	ماذا يوجد في الفصول؟
النقيب ستيفنس:	يوجد بالفصول سبورة ، طاولات، كراسي، رفوف الكتب.
الرائد محمد:	كم عدد الطلاب؟
النقيب ستيفنس:	هناك عشرون طالب و مدرس. الرجل الذي يلبس القميص الأزرق هو المدرس.
الرائد محمد:	كم عدد الفصول في المدرسة؟
النقيب ستيفنس:	هناك تسعة فصول ، بجوار الفصول هناك مكتب، و دورة مياه خلف مبنى المدرسة.

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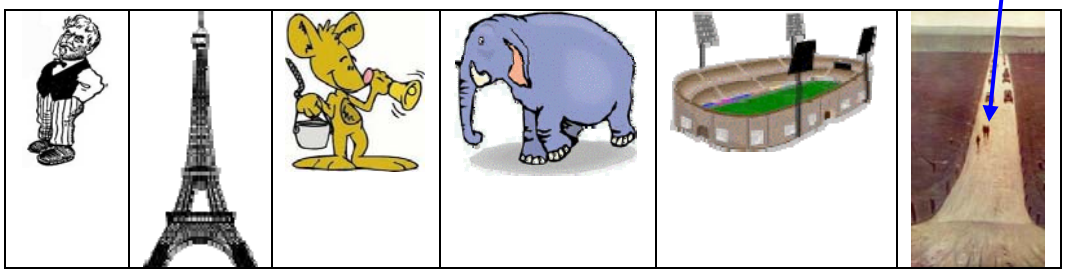
Example

You are in a situation where you have to describe various items to someone over the radio. Describe the objects below by choosing from the following list of adjectives. Use your vocabulary list to identify the adjectives. Remember, these adjectives will help you in describing your surroundings:

قَصير	طَويل	صَغير	كَبير	واسِع	ضَيِّق



١ - هَذا شارِع ضَيِّق
٢ - هَذا مَلْعَب واسِع
٣ - هَذا فيل كَبير
٤ - هَذا فأر صَغير
٥ - بُرْج إيفل طَويل
٦ - هَذا رَجُل قَصير

Note: Before going on to describing your surroundings, it is very important to learn numbers from 0 – 20 and the colors of objects. This will assist you in describing your surroundings.

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Express Quantities Up to 20:

Exercise 1

Below is a chart numbered from one to eleven. Each number has its Arabic name under it. Listen and repeat after the teacher. Repeat the exercise until everyone in the class can say the numbers on their own. Hint: learn zero to five first, then six to eleven:

5	4	3	2	1	0
٥	٤	٣	٢	١	٠
خَمْسة	أرْبَعة	ثَلاثة	إثْنَيْن	واحِد	صِفْر
11	10	9	8	7	6
١١	١٠	٩	٨	٧	٦
إحْدَ عَشَر	عَشْرة	تِسْعة	ثَمانِية	سَبْعة	سِتّة

Exercise 2

Copy the Arabic word for each number in the space provided. As you practice writing the numbers, say them to yourself silently. If you are having difficulty, ask for assistance:

5	4	3	2	1	0
٥	٤	٣	٢	١	٠
خَمْسة	أرْبَعة	ثَلاثة	إثْنَيْن	واحِد	صِفْر

Exercise 3

Copy the Arabic word for each number in the space provided. As you practice writing the numbers, say them to yourself silently. If you are having difficulty, ask for assistance:

11	10	9	8	7	6
١١	١٠	٩	٨	٧	٦
إحْدَ عَشَر	عَشْرة	تِسْعة	ثَمانِية	سَبْعة	سِتّة

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Exercise 4

Below are the numbers from 12 to 20. As the teacher reads these numbers, listen carefully and repeat them:

20	19	18	17	16	15	14	13	12
٢٠	١٩	١٨	١٧	١٦	١٥	١٤	١٣	١٢
عِشْرون	تِسْعة عَشَر	ثَمانِية عَشَر	سَبْعة عَشَر	سِتّة عَشَر	خَمْسة عَشَر	أرْبَعة عَشَر	ثَلاثة عَشَر	إثْنا عَشَر

Exercise 5

The teacher will call on students to count how many classmates there are aloud. Others will be asked to count notebooks, tables, chairs, or numbers on the clock. If you are having difficulty, make this a part of your personal homework.

Exercise 6

Add or subtract the following numbers and then write the sum in Arabic:

10+6= 6+3= 20-15= 8+7= 18-9= 12+5= 19-7=

9-5= 20-12= 10-8= 8-7= 14+6= 17-7= 20-10=

Note: See the following table for the Arabic numbers.

10	9	8	7	6	5	4	3	2	1	0
١٠	٩	٨	٧	٦	٥	٤	٣	٢	١	٠
20	19	18	17	16	15	14	13	12	11	
٢٠	١٩	١٨	١٧	١٦	١٥	١٤	١٣	١٢	١١	

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Exercise 7

You will be given blank cards. Write the following information in Arabic on the card:

The number of your family members ----------

The number of sisters ----------

The number of brothers ----------

The number on your license plate ----------

Exercise 8 (Pair Work)

The members of each pair will be assigned letters A and B. You will ask each other the following information:

Number of your family members.

Number of sisters.

Number of brothers.

Number of children.

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Identify colors with objects:

> ***Tip of the Day***
> According to Islam, the color of mourning is white; however, the Europeans have influenced the Arabs and now they use black for mourning and white for wedding dresses.

Exercise 9 (Pair Work)

Students will work together in pairs to decide what items of furniture are in the pictures. Afterwards, they will select one image and create a story of what they see and relay it to the class. Your description must include the colors listed in the vocabulary. The class members must guess which picture is being described. The activity will continue until all pairs have had the chance to provide a description. Use as many words from the vocabulary list as possible:

Exercise 10 (Pair Work)

The students will remain in the same pair grouping as in the previous activity. You are describing a safe house to your counterpart. Look at the pictures below. Your partner will ask what kind of building it is, how many floors the building has, how many rooms there are, and the types of rooms. Do not forget to ask about colors. Reverse roles so that both members can ask and respond to queries.

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Exercise 11

Read the following six Arabic phrases and then match them with the appropriate pictures below by drawing an arrow to the picture. If you have questions, refer to the vocabulary list:

	هذا الكرسي أزرق
	هذه الكنبة كبيرة
	هذا الكرسي أسود
	هذا الكرسي أحمر
	هذا الكرسي أصفر
	هذه الكنبة صغيرة

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Exercise 12

The teacher will ask you the colors of the different objects in the classroom. Use your vocabulary list to identify the colors. The following example in Arabic is provided to assist in asking and answering the questions:

ما لَوْنُ هَذا؟
هَذا لَوْنُهُ --------.

Describe one's surroundings:

Exercise 13 (Pair Work)

The situation is that you are driving with your Arab military counterpart through the center of Farwaniya, a section of Kuwait City, and are surprised to see a very large building with many floors. You're interested in the building and ask your counterpart about this building. Use as many Arabic words in the vocabulary list as you can to describe the building. Do not be afraid to use past vocabulary words. Reverse roles so that both students get the opportunity to ask and respond to the query:

Example: ما هَذا ؟

Answer: هذا مبنى كبير

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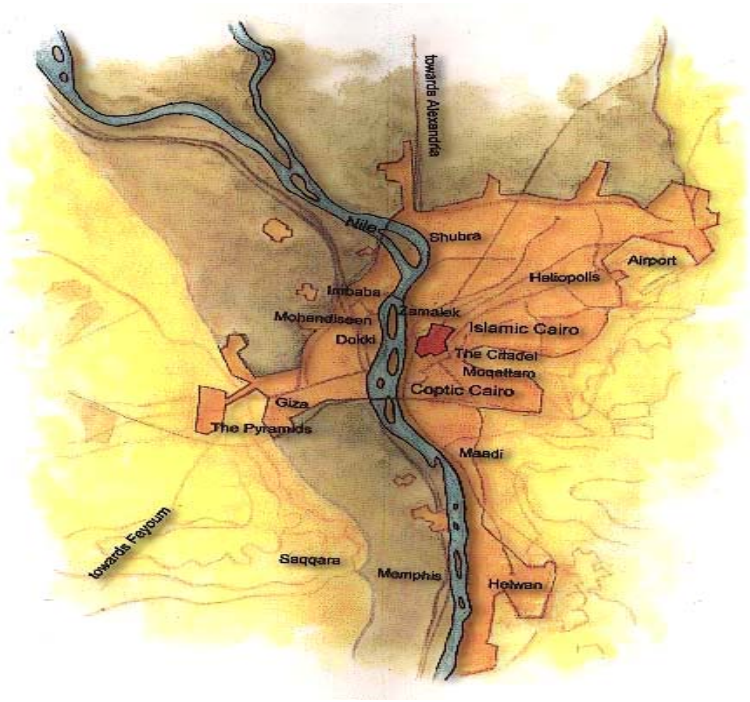
Exercise 14 (Pair Work)

You have the day off. Your Arab military counterpart wants you to gain a greater understanding of Egyptian history and architecture. You both decide to visit the Pyramids of Giza and the Sphinx. Upon entering West Cairo and Giza, you look at the guide map, point at each section of the map, and ask what is there. Using the map below, your counterpart responds. Reverse roles:



Example: ما إسم هذا المكان؟

Answer:
هذا المكان إسمه الأهرام.

Exercise 15 (Pair Work)

You are having a discussion with your Arab military counterpart about where you live in the U.S. and he asks you to describe the most beautiful place in your hometown. Use the vocabulary words from both this lesson and from lesson two to aid you in your description. Reverse roles.

Exercise 16 (Pair Work)

You are going to conduct a recon mission to look at the layout of a room in a building and later describe it to fellow team members. Each pair will enter the classroom individually. They will have several minutes to scan the classroom and determine which objects are there and where they are located. Afterwards, they will draw a sketch of the room and depict the location and nature of objects, to include color. When everyone has had their chance, pairs will report to the class on what they determined was the correct layout.

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Exercise 17 (Pair Work)

The task is to reinforce the ability to ask and describe objects and locations. Using the information from the previous activity, the pair will practice asking and answering queries about the locations and colors of objects. Let's see how many questions each pair can come up with. You may use the vocabulary from this lesson and from lesson two. The pair with the most questions and the pair with the most answers is the winner. The instructor will officiate.

Examples:

أين الطاولة؟
الطاولة فى المطبخ.

Exercise 18 (Pair Work)

You are having a conversation with your Arab military counterpart, Major Mohammed. He has asked about your home in the U.S. Now you must answer him and describe the size, type, color, type, number of rooms, and furniture. You may use the vocabulary words from both this lesson and from lesson two to aid you in your description. Reverse roles so that both members can ask and respond to queries.

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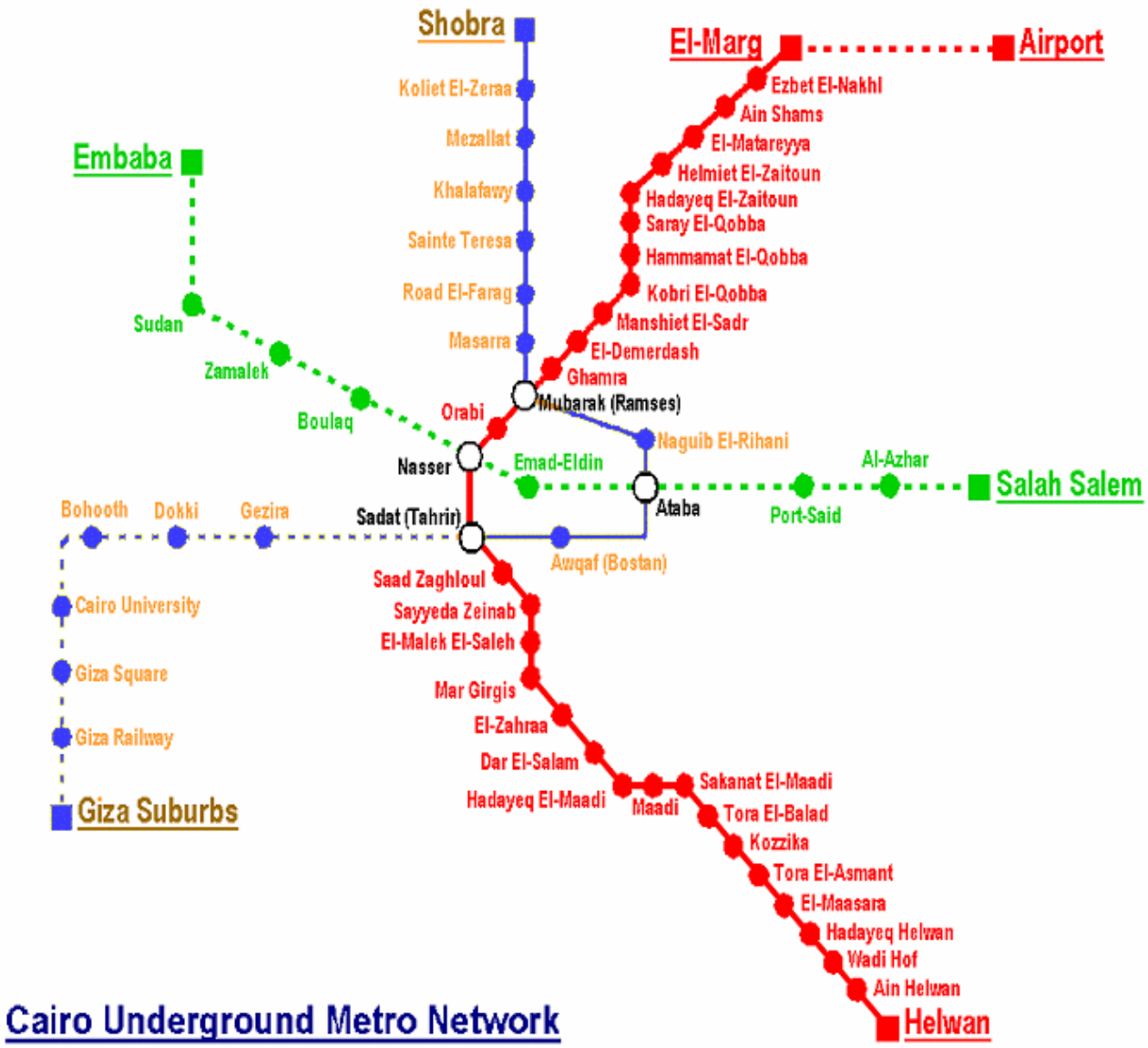
Exercise 19 (Pair Work)

You are at the Helmiet El –Zaitoun military installation and you are going to meet your Arab military counterpart at the Ataba station. From there, you are going to the big market and then you both decide to visit his family's farm in Shobra. Looking at the Cairo underground metro map below, discuss which would be the best route to Shobra. Later, you must make your way back to Helmiet El –Zaitoun. Discuss with your counterpart which route is the best. Use as many vocabulary words as you can. Reverse roles:



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Exercise 20

Listen to your teacher name different types of furniture and repeat afterwards. Note that for some items of furniture there may be more than one name. Pay close attention to the script:

سَرير	سِجّادة	خِزانة	طاولة الطَعام

مَقْعَد	كُرْسي	طاولة	كَنَبة

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> ***Tip of the Day***
> The color green represents authority in the Arab culture.
> The olive branch is a symbol of peace.

Gender in the Arabic Language:

In the English Language, we do not have genders for objects. However, genders play an important role in Arabic grammar.
There are two "grammatical" genders in Arabic: ***masculine*** and ***feminine***. Generally, any noun is considered masculine unless it ends with a feminine sign. The most common feminine ending in Arabic is the *taa marbouta* ـة/ـة . While some objects in Arabic are masculine, others are feminine, and we cannot change the gender of any object.

Examples:

Examples of feminine words		*Examples of masculine words*	
table	طاولة	chair	كرسي
window	نافذة	door	باب
apartment	شقة	house	منزل

Since *Adjectives* always follow the nouns in the Arabic language, adjectives always follow the same gender of their preceding nouns. If the noun is feminine, the adjective must also be feminine. If the noun is masculine, the adjective must also be also masculine. Most of the feminine singular adjectives end with "*taa marbouta*".

Examples:

Masculine	ضَيِّق	واسِع	قَصير	طَويل	صَغير	كَبير
Feminine	ضَيِّقة	واسِعة	قَصيرة	طَويلة	صَغيرة	كَبيرة

Exceptions to this rule are the colors which describe feminine nouns. The names of the colors, which begin with (ا) become feminine by deleting the (ا) from the beginning and adding the long vowel and hamzah (اء) to the end of the word. For example, أسْوَد becomes سَوْداء in the feminine form. There are other exceptions that you will learn in later lessons.

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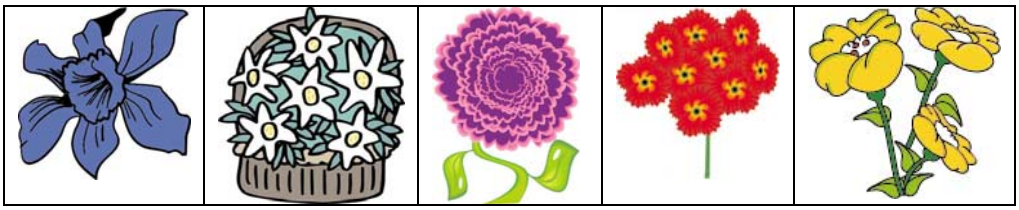
Exercise 1

Fill in the blanks with the appropriate adjectival ending denoting the feminine gender:



هَذِهِ وَرْدة -----
هَذِهِ وَرْدة -----
هَذِهِ وَرْدة -----
هَذِهِ وَرْدة -----
هَذِهِ وَرْدة -----

Exercise 2

Change the following adjectives into the feminine form:

أصْفَر- أحْمَر- أصْلَع- أخْضَر- أمْلَس- أبْلَه- أبْيَض

Write your answers here.

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The Definite Article

In Arabic, the letters ال represent the definite article corresponding to the article ***the*** in English. The article ال is attached to the beginning of nouns and adjectives only, and as in English, the definite article is never used with verbs.

Example:
In Arabic, the word تُفّاحة (apple) is an indefinite noun. To change it to definite, we attach ال to its begining and it becomes التُفّاحة (The apple).

The Definite Article and Nunation:
Nunation, in Arabic called تنوين , is the "n" sound phonetically pronounced on the end of nouns and adjectives. Nunation is the addition of a double vowels on the last letter of the word.
In the above example of "apple", this word maybe pronounced as **تُفّاحةٌ** (*tuffahatun*). It is important to know that this Nunation is only applied to indefinite nouns and adjectives and never to indefinite words.

indefinite noun (with nunation)	*definite noun (without nunation)*
تُفّاحة	التُفّاحة

Exercise 3

The following nouns are in the indefinite form. Change them to the definite form by adding the definite article at the beginning of the noun:

فِراش - صُنْدوق - مِرْآة - خِزانة - طاوِلة

Write your answers below.

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The pronunciation of the definite article:

In Arabic, we have two groups of letters where the definite article is pronounced differently. These two groups are the *Shamsy* letters and the *Qamary* letters. With the *Qamary* letters, the definite article (أل) is pronounced as (al), for example القَمَر is pronounced as (*alqamar*). With the *Shamsy* letters, the definite article is pronounced as (a) and the first letter of the word to which it is attached is doubled. For example, الشَمْس is pronounced as (*ashshams*). The *Qamary* and the *Shamsy* letters are shown in the following two tables respectively:

The *Qamary* Letters

غ	ع	خ	ح	ج	ب	أ
ي	و	ه	م	ك	ق	ف

The *Shamsy* Letters

س	ز	ر	ذ	د	ث	ت
ن	ل	ظ	ط	ض	ص	ش

Exercise 4

Listen to your teacher and repeat the following nouns after him. Listen for the influence that the definite article , الحروف القمرية , has on the nouns:

الخَروف	الحِمار	الجُرْن	البَقَرة	الأصْفَر
الكَلْب	القَلْب	القُرْن	الغابة	العِنَب
البنت	الياسَمين	الوَلَد	الهِرّة	المُفْتاح

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Exercise 5

Listen to your teacher and repeat the following nouns after him. Listen for the influence that the definite article,الحروف الشمسية has on the nouns:

السَيْف	الزَهْرة	الراهِب	الذِئب	الدُب	الثُعْبان	التَبْغ
النِسْر	اللَيْل	الظَبْي	الطاوِلة	الضابِط	الصُنْدوق	الشارِع

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Nouns

address	عُنْوان
age	عمر
apartment	شِقّة
bathroom	دَوْرة المِياه
beautiful	جَميلة
bed	سَرير
bedroom	غُرْفة النَوْم
black	أسْوَد
blackboard	سَبورة
blue	أزْرَق
bookshelf	رَف الكُتُب
brown	بُنّي
building	مَبْنى / عِمارة
chair	كُرْسي
children	أطفال
classroom	صَف
color	لَوْنُ
daughter	إبنة
floor	طابِق
front	أمام
girl	فَتاة
gray	رَمادي
green	أخْضَر
kitchen	مَطْبَخ
left	يَسار
living room	غُرْفة الجُلوس
man	رَجُل
market	سوق
place	مكان

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purple	بَنَفْسَجي
pyramid	الأهرام
red	أحْمَر
right	يَمين
room	غُرْفة
school	مَدْرَسة
sphinx	أبو الهول
street	شارِع
student	طالِب
table	طاوِلة
twenty	عُشرون
white	أبْيَض
woman	إمرأة
year	سنة
yellow	أصْفَر

Verbs

to add	جمع
to be able to	إسْتَطاع
to find	وجد
to see	رأى
to subtract	طرح
to visit	زار

Adjectives

big/old	كَبير
equal to	مساوي
small/young	صَغير
long/tall	طَويل
rectangular	مُسْتَطيل
short	قَصير

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wide	واسِع
narrow	ضَيِّق

Miscellaneous

behind (preposition)	خَلف
later (adverb)	لاحِقاً

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Descriptions in the Arab culture often have an expansive flavor. Hyperbole is widespread. It is common to exaggerate and to use emphatic adjectives. For example, one might say a good football player is a legend, a pretty woman is as lovely and graceful as a gazelle, and a presidential speech is an historical pronouncement.

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Activity 1 (Pair Work)

Students will practice counting from 0 to 20. Students will take turns writing numbers on a piece of paper using both numbering systems. Their partners will look at the written number and say the correct number.

Example:

6
٦

English	English	English	English
Arabic	Arabic	Arabic	Arabic

English	English	English	English
Arabic	Arabic	Arabic	Arabic

English	English	English	English
Arabic	Arabic	Arabic	Arabic

English	English	English	English
Arabic	Arabic	Arabic	Arabic

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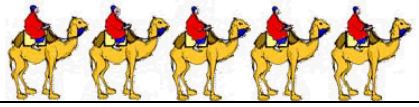
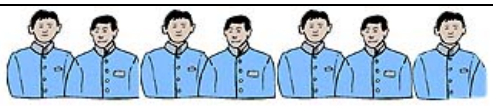
Activity 2

The instructor will read some number-noun combinations in random order. Students will attempt to copy them as accurately as possible. Write the word for the number, not the number itself. There may be words that you don't know, in which case just write the number. After you have completed the activity, refer to the vocabulary list to check your answers. There are some special rules that pertain to number-noun usage. Now is the time to learn them and put them to use.

Example: four rooms: أرْبَعة غُرْف

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Activity 3 (Pair Work)

Working together as a team, partners will listen as the instructor reads a list of names and ages. The teams will have 10 seconds between names to determine the ages of the following people:

_____

_____

_____

_____

_____

Activity 4

During an informal discussion with your Arab military counterpart, he shares that he has a teenage daughter. You are proud of the fact that you have three daughters of your own. You decide to show him a picture of your daughters and he asks you questions (politely) concerning them. Reverse roles so that both partners have the opportunity to ask and respond to age-related questions. Try to use as many vocabulary words as possible, both from this lesson and from lesson two:

Example: How many children do you have? كمْ طفلٌ عندكَ؟

Answer: I have three girls. عندي ثلاثُ بنات

Notes

_____

_____

_____

_____

_____

_____

_____

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Activity 5

Someone has put the wrong labels under the colors on the pallet below. Correct the mistakes: first write down the correct label and cross out the incorrect word:

(red)	(green)	(yellow)	(purple)	(white)
بُنّي	بُرتقالي	أبْيَض	أسْوَد	رَمادي
(gray)	(black)	(orange)	(brown)	(blue)
أخْضَر	أصْفَر	بَنَفْسَجي	أحْمَر	أخْضَر

Activity 6

Listen to the names of the colors in Arabic and match them with the correct colors. You will only have 10 seconds per color. If you have done poorly, make this activity a personal homework item, working for improvement:

yellow	أحْمَر
purple	بُنّي
black	أبْيَض
green	أصْفَر
orange	أزْرَق
blue	بَنَفْسَجي
white	أخْضَر
brown	رَمادي
red	برتقالي
gray	أسْوَد

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Activity 7 (Pair Work)

The situation is that Major Mohammed is moving into a new apartment and, in order to organize all his belongings, he has made a list of where each item is to be placed. Captain Stevens is helping him put the furniture in the rooms. One student will be Major Mohammed and the other student will become Captain Stevens. Looking at the list of items, Captain Stevens asks where each item is to be placed and Major Mohammed tells him to place each item where it is indicated on the list. Identify the correct location and write it in the space provided. Rearrange the list and change roles. Before you start the activity, go over the item names with the instructor.

Example: The chairs go in the kitchen.

Item	Room	Translation
white table	green kitchen	
red chairs	green kitchen	
black bookshelf	gray living room	
brown bed	blue bedroom	
blackboard	yellow room	

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Activity 8 (Pair Work)

You have just witnessed an accident and the driver has driven away. You got a good look at the license plate and you can remember the numbers. One student will be the police officer, the other the witness. Look at the license plate below, describe the plate, and write the plate number in the space provided on the plate and report your information to the police officer. What other information can you identify about the plate and the car? Use as many vocabulary words as you can from lesson two and three. Remember to reverse the roles.

Activity 9 (Pair Work)

You and your partner are conducting a surveillance of a suspected terrorist group. A strange vehicle from another country pulls up to the building from where the terrorists operate and four men get out and enter the building. Your partner is on the radio. Describe the vehicle and the license plate numbers, along with any other information you can identify. Try to sound out the country name on the plate and on the tire cover. Reverse the roles and repeat the activity.

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Activity 10 (Pair Work)

You and your Arab military counterpart are watching the launch of the space shuttle on TV. He is excited about the event. Do the countdown together from 10 to 0 and say إقلاع "blast-off" in Arabic.

Activity 11 (Pair Work)

Part one:

Step 1 - The class is to go outside, but use different exits and entrances.

Step 2 - Once outside, one partner will look to the left and record everything that is seen. The other partner will look to the right and record everything this is seen. Use as many of the vocabulary words as possible in your descriptions. Return to the classroom.

Part two:

Step 1 - One partner is to record the route taken to get outside while the other partner is to record the route taken to get back to the classroom. Draw maps of the two routes.

Step 2 - Once inside, one partner will describe everything seen on the left in Arabic, while his/her partner will write the Arabic words used in the description. Reverse the process.

Step 3 – One partner is to describe the route to get outside in Arabic, while his/her partner is to draw a map of that route. Reverse the process and compare maps to check accuracy. Remember to keep it simple.

Activity 12 (Pair Work)

Each pair of students will use the vocabulary words from lessons two and three to write a short story in Arabic. Use as many vocabulary words as possible. Next, each pair team will read their story to the class with one student reading the first half and the other student reading the second half. The pair team with the most vocabulary words in their story is the winner. Remember to keep it simple and use proper (formal/informal) greetings to match your story.

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Activity 1

Your teacher will read a list of addresses aloud. Look at the chart below and match the type of building indicated by the address to its proper address by drawing an arrow to your selection. Your teacher will repeat the address only once. You will have 10 seconds to make the match. Your teacher will go over the correct answers. If you have questions about addresses, ask them now.

مَسْجِد عُمَر بِن الخَطّاب	القاهِرة- مَصْر الجَديدة ١١ شارِع الحُسيْن إبْن عَلي
مَكْتَبة المرْكَز الثَقافي	بَغْداد- أُمْ البَطَل ٩ شارِع أبو بَكر الصِدّيق
مَدْرَسة المَحَبّة	لُبْنان- الجامِعة العَرَبِيّة ١٥ شارِع الدامِرْجي
مُسْتِشفى الأمَل	دِمَشَق- التَل الكَبير ٧ شارِع البُنّي
صَيْدَلِيّة النور	المُنيرة–الجيزة ٥ شارِع السُنْباطي

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Notes

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Activity 2 (Pair Work)

You have invited Major Mohammed to your apartment but he needs your address. Write your address in Arabic on a piece of paper and give it to your partner (Major Mohammed) who will read it aloud. Next, Major Mohammed will ask a series of questions as to the best route to your apartment, the type of building, number of floors, color of the building, your apartment number, and the number of rooms. Reverse roles and repeat the activity.

Activity 3

The instructor will put a box on the table with index cards containing numbers 1-20. The cards with be placed upside down. Each student will pull out a card, read it aloud to the rest of the class, and write the number on the other side of the card in Arabic. He or she keeps the number until everyone picks a card. After all the students have received their numbers, move to an open area in the room and make a formation (line-up) starting with the smallest number up to the highest. Reverse the number order and line–up again.

Activity 4

The Lottery Game: Look at the chart below and select six numbers by placing an X next to each number. The instructor will pull out the numbers from a hat and read them to the class in Arabic. Are there any winners? Repeat the activity several times. If you decide to be creative, you can create an Arabic Bingo game and take turns calling out the numbers:

1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20

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Activity 5 (Pair Work)

You are having a conversation with your Arab military counterpart, Major Mohammed. He has asked about your home in the U.S. Draw a floor plan that shows the layout of your home or apartment and label the rooms using the vocabulary words from this lesson. Additionally, describe the size, type of building, color, type and number of rooms, and the furniture. You may use the vocabulary words from both this lesson and from lesson two to aid you in your description. Reverse roles so that both members can ask and respond to queries.

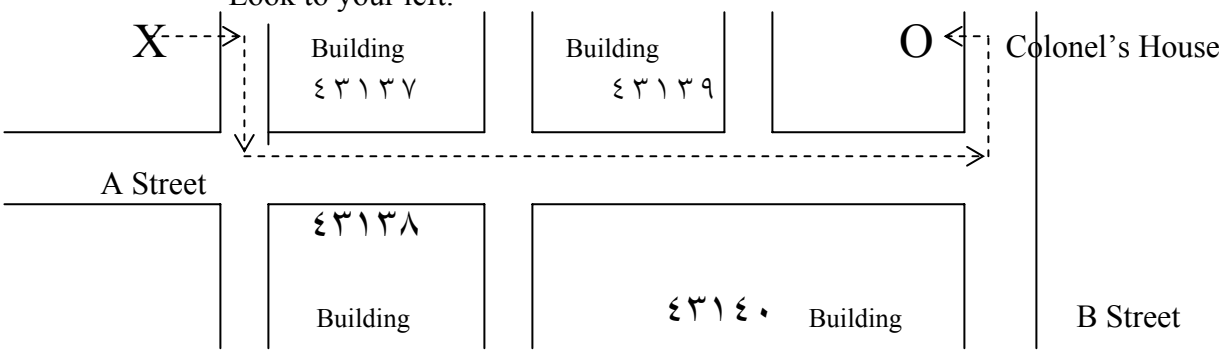
Activity 6 (Pair Work)

You are having a discussion with your Arab military counterpart, Major Mohammed (your partner) about where he lives in Saudi Arabia. You ask him to describe his home and the most beautiful place in his hometown. Use the vocabulary words from both this lesson and from lesson two to aid you in your description. Reverse roles.

Activity 7 (Pair Work)

Major Mohammed had just introduced you to his superior, Colonel Fahd Ali El Shehab and the colonel has invited you to his home for dinner, at which time you graciously accept the invitation. However, you do not know how to get to the colonel's home from the barracks that you are currently living in. You immediately ask Major Mohammed to draw a map of how to get there. As soon as your partner gives you the map, read the directions aloud and ask questions about the route. Keep it simple and use as many of the vocabulary words as possible.

Example: Turn right here.
Turn left here.
Look to your left.



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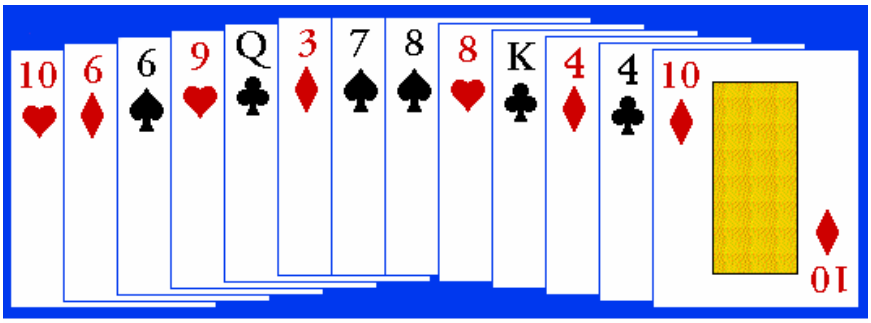
Activity 8 (Pair Work)

Part one:
Look at the cards below. Each pair of students will work together to identify the maximum number of card combinations that add up to twenty. Face cards are equal to 10. Once completed, your teacher will ask each team to present their combinations, expressing all numbers in Arabic. The team with the greatest number of card combinations that add up to twenty is the winner.

Part two:
Repeat as above, this time identifying all combinations of black cards that add up to twenty, then, the red cards. The team with the greatest number of combinations is the winner. Express all numbers in Arabic as well as the colors in Arabic:



Activity 9 (Pair Work)

You have been buying many items in the Royal Saudi PX. You have received your bank statement and the cancelled checks. Go through the cancelled checks and add-up the amounts spent and identify the dates you spent the money:

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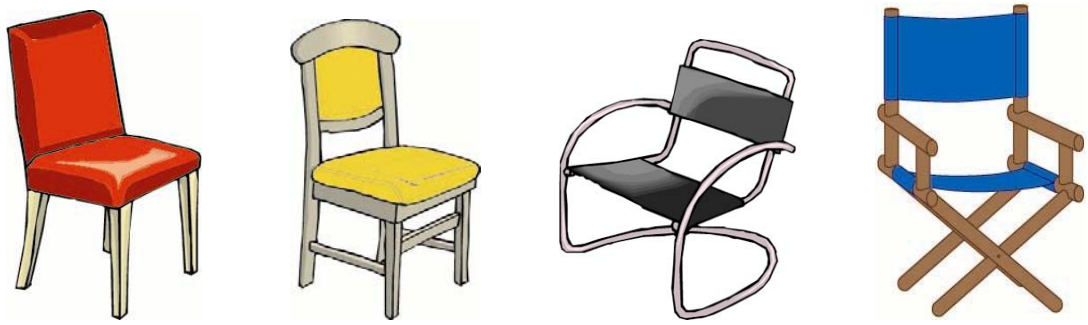
Homework 1

Read the Arabic statements below. Are the underlined adjectives feminine or masculine? Write **F** for feminine and **M** for masculine beside each word:

هَذِهِ فَتاة حَسْناء
هَذا دَرْس صَعْب
هَذِهِ سَيِّدة جَميلة
هَذا كلْب وَفي
هَذِهِ سَيّارة صَفْراء

Homework 2

Below are different colored chairs. Write the Arabic names for the colors below the chair:



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Homework 3

Listen to Track 10 on your Homework CD where a mother a asking her daughter to go out shopping. During the conversation, you will hear different numbers. As you listen, write down the numerical symbols for the numbers in the order you hear them. When you finish listening, write down the Arabic word for each number you heard.
Write your answers in the table below.

Arabic Word	*Numerical*

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