ARABIC
IRAQI COURSE

MODULE 5
LESSONS 17 - 20

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FIRST EDITION

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
ABBREVIATIONS USED IN THIS MODULE

f. feminine
m. masculine
MSA Modern Standard Arabic
pl. plural
ID Iraqi
sing. singular
CONTENTS

MODULE 5 OBJECTIVES................................................................. 1

LESSON 17: ARMY ORGANIZATION, PART I...................................... 3

Objectives................................................................. 3
Grammatical Features..................................................... 4
Communicative Exchanges.................................................. 5
Frame I................................................................. 5
Explanatory Notes......................................................... 7
Drills................................................................. 10
Communicative Exchanges.................................................. 15
Frame II................................................................. 15
Explanatory Notes......................................................... 17
Drills................................................................. 18
Classroom Exercises....................................................... 24
Homework............................................................... 28
Summary................................................................. 31
Reference Grammar......................................................... 33
Evaluation................................................................. 34
Enrichment................................................................. 36
Vocabulary................................................................. 37

LESSON 18: ARMY ORGANIZATION, PART II................................... 39

Objectives............................................................... 39
Grammatical Features..................................................... 40
Communicative Exchanges.................................................. 41
Frame I................................................................. 41
Explanatory Notes......................................................... 43
Drills................................................................. 45
Communicative Exchanges.................................................. 51
Frame II................................................................. 51
Explanatory Notes......................................................... 53
Drills................................................................. 55
Classroom Exercises....................................................... 61
Homework............................................................... 66
MODULE 5

Summary........................................................................................................... 69
Reference Grammar......................................................................................... 70
Evaluation....................................................................................................... 74
Enrichment...................................................................................................... 76
Vocabulary...................................................................................................... 77

LESSON 19: AIR FORCE ORGANIZATION............................................................... 79
Objectives........................................................................................................ 79
Grammatical Features.................................................................................... 80
Communicative Exchanges............................................................................. 81
Frame I............................................................................................................ 81
Explanatory Notes......................................................................................... 83
Drills................................................................................................................ 85
Communicative Exchanges............................................................................. 90
Frame II........................................................................................................... 90
Explanatory Notes....................................................................................... 92
Drills................................................................................................................ 94
Classroom Exercises...................................................................................... 101
Homework...................................................................................................... 106
Summary........................................................................................................ 109
Reference Grammar....................................................................................... 110
Evaluation...................................................................................................... 112
Enrichment.................................................................................................... 114
Vocabulary.................................................................................................... 116

LESSON 20: NAVY ORGANIZATION................................................................. 118
Objectives...................................................................................................... 118
Grammatical Features................................................................................... 119
Communicative Exchanges........................................................................... 120
Frame I........................................................................................................... 120
Explanatory Notes....................................................................................... 122
Drills................................................................................................................. 124
Communicative Exchanges........................................................................... 130
Frame II........................................................................................................... 130
Explanatory Notes....................................................................................... 132
Drills................................................................................................................. 134
Classroom Exercises..................................................................................... 139
Homework..................................................................................................... 143
## Module 5 Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>146</td>
</tr>
<tr>
<td>Reference Grammar</td>
<td>147</td>
</tr>
<tr>
<td>Evaluation</td>
<td>150</td>
</tr>
<tr>
<td>Enrichment</td>
<td>152</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>153</td>
</tr>
<tr>
<td>Self-Evaluation Test</td>
<td>155</td>
</tr>
<tr>
<td>Cumulative Vocabulary</td>
<td>162</td>
</tr>
</tbody>
</table>
OBJECTIVES

Upon successful completion of this module, the student will be able to understand and carry out conversations in Iraqi including the grammatical features and vocabulary of Module 5, and based on the following topics or situations:

Lesson 17: Army Organization, Part I
Lesson 18: Army Organization, Part II
Lesson 19: Air Force Organization
Lesson 20: Navy Organization

To evaluate successful completion of the module, the student will be given a Module CRT (Criterion Referenced Test) according to the following specifications.

LISTENING COMPREHENSION

Part 1. Given 10 recorded Iraqi sentences, the student selects the best English translation from four printed choices. Minimum acceptable performance is 70 percent.

Part 2. Given 10 recorded Iraqi sentences, the student selects the best Iraqi response from four choices which are printed and also recorded. Minimum acceptable performance is 70 percent.

Part 3. Given a recorded Iraqi dialogue, the student gives English answers to 10 written English questions. Minimum acceptable performance is 70 percent.

WRITTEN INTERPRETATION

Given 10 recorded Iraqi sentences, the student translates each sentence into written English. Minimum acceptable performance is 70 percent.
MODULE 5

DICTATION

Given 10 recorded Syrian sentences, the student transcribes each sentence verbatim. Minimum acceptable performance is 70 percent.

SPEAKING

Spoken Interpretation. Given a recorded dialogue between an Iraqi who speaks ID and an American who speaks English, the student orally interprets for both speakers. Minimum acceptable performance is 70 percent.

Role Playing. Given a situation in which the instructor plays the role of an Iraqi, the student responds in ID to the instructor's lines. Minimum acceptable performance is 70 percent.
LESSON 17

ARMY ORGANIZATION, PART I

OBJECTIVES

Upon completion of this lesson you will be able to understand and use military vocabulary concerning:

• Ranks and their corresponding posts.

• The order and relationships of army units.
1. Usage and writing of a special MSA compound:

2. The military usage of:

3. Measure I sound verb:

4. Measure II verbs:

5. Measure III verb:

6. Measure V verb:

7. Measure VIII verb:

8. Measure X verb:
COMMUNICATIVE EXCHANGES

FRAME I

Major Shareef the company CO has sent for his company’s first sergeant to congratulate him on his promotion. First Sergeant Najim enters and salutes. Major Shareef answers and says:

الراصد شريف: راحنا مبروك تهانيك على ترفيعك إلى رتبة ريس عرفاء.

رئس عرفاء نجم: أشكر سيدتي، ممنون هواية. بي ما أتقلت بعدين، الخلفية الخامس هو بلوافنان هين.

الراصد شريف: كمك سيدتي، لحسن الحظ.

رئس عرفاء نجم: بي ريت أسيرك مندي حتى أصابتك إنا بي خيرة ضباط جدب، سيدتي.

الراصد شريف: أشكرك على حق تفكك سيدتي.
TRANSLATION

MAJ Shareef: Rest. Congratulations on your promotion to the rank of command sergeant major.

1SG. Najim: Thank you, sir; very grateful, but I am sorry I got transferred.

MAJ Shareef: You didn't transfer far; the 5th Battalion is in our brigade, too.

1SG. Najim: Yes, sir, fortunately.

MAJ Shareef: I wanted to inform you myself so that I shake your hand because you are one of the best NCOs in this brigade.

1SG. Najim: Thank you for your confidence, sir.
EXPLANATORY NOTES

General

When the present Iraqi army was organized in the early 1920s, it was closely modeled after the British army. It should therefore be expected that the organization of the Iraqi army differs from that of the American army. The differences, however noticeable, are found in the details and not in the overall structure. Throughout the coming lessons, these differences will be pointed out when encountered.

Most of the Iraqi military's language is MSA. In situations when ID is used it will be pointed out.
1. "rest," in the Iraqi military is used as a command. This command is usually given after the command "parade ease," which is given to bring the men out of "attention posture." is the imperative from إستراح , "rested." See Lesson 1, Reference Grammar.

is the verbal noun of . It has numerous meanings, but here it means "posture," "position" or "pose." إستعداد means "readiness." Each of these orders is called إعاز .

2. "our congratulations," is an example of showing emphasis and enthusiasm in Arabic by repeating the same word or phrase or by saying a synonym. is plural. The singular is . The perfect verb in ID is .

3. "command sergeant major" or , "warrant officer," is the highest NCO rank. In the Iraqi army, the warrant officer is an NCO. This position is found only at the regimental or battalion level. Below this level, in the company, there is . The list of the NCO ranks is as follows:

<table>
<thead>
<tr>
<th>equivalent</th>
<th>literal meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>lance corporal</td>
<td>first soldier</td>
</tr>
<tr>
<td>corporal</td>
<td>deputy knowledgeable</td>
</tr>
<tr>
<td>sergeant</td>
<td>knowledgeable</td>
</tr>
<tr>
<td>first sergeant</td>
<td>chief knowledgeable</td>
</tr>
<tr>
<td>warrant officer</td>
<td>deputy officer</td>
</tr>
</tbody>
</table>

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Usually the corporal is at a section or equal level; the sergeant is at a platoon level; the first sergeant is at a company level and the warrant officer is at a regiment or a battalion level. See Lesson 7, Enrichment. وحدة means "unit," and is usually used for battalion or regiment.

4. نور, "battalion," is used for infantry only. Mechanized units of the same strength are called regiments. See Lesson 4, Enrichment. The plural is أفواج.

5. لواء, "brigade," is also used as a rank, "major general." The plural is الوية.

6. "fortunately" or "luckily," is an MSA and ID phrase. حسن means "beauty," and حظ is "luck." The opposite is سوء, "misfortune." سوء means "evil," "calamity" or "bad."

7. "I shake your hand," is ID and MSA.

8. خيرة, "the best," "choice" or "prime," is the verbal noun from خار or خير.

9. ضباط الصف is the plural. The singular is ضابط الصف, "NCO." It is a compound of ضابط, "officer," and صف which is used here to mean "file" or "rank."

10. حسن طفك literally means "your good thought." but the meaning intended and understood is "your confidence in me."
One
Repeat after the model. To be completed outside class. (Notice that the Arabic numbers correspond to the items in Explanatory Notes.)

Rest. Congratulations on your promotion to the rank of command sergeant major.

The 5th Battalion is in our brigade also.
LESSON 17

Yes, sir, fortunately.

I wanted to tell you myself so I can shake your hand for you are one of the best NCOs in this brigade.

Thank you, sir, for your confidence.
LESSON 17

DRILLS

Two

Repeat after the model.

１. الجندى الأول سلمان ترفع إلى نائب عريف

２. النائب عريف كامل ترفع إلى رتبة عريف

３. رتبة ضابط الصف هذا هى رتبة عريف

４. رئيس عريفنا ترفع إلى رتبة رئيس عريف وحدة

５. رئيس عريف وحدة ونائب ضابط هي نفس الرتبة

Three

Repeat after the model.

１. نادي ضابط الصف بعيد منا

２. لحسن الحظ عريفنا ترفع بش لوئ الحظ إنقل مينانا

３. رئيس عريفنا من خيرة ضابط الصف

４. إلوا، بيه تله أنتوا عادة

５. تهنينا على ترفيهك سيدي

Four

Change the underlined rank in each of the following 10 sentences to the next higher rank.

Example:

العريف بشير ترفع  (Teacher)

رئيس العريف بشير ترفع  (Student)

１. الضابط صح رئيس العريف

２. اشكرك على حق ذلك عريف

３. العريف صح الجندي

４. نائب العريف ترفع

５. الجندي الأول انقل
Two--Translation

1. Lance Corporal Salman got promoted to corporal.
2. Corporal Kamil got promoted to the rank of sergeant.
3. The rank of this NCO is first sergeant.
4. Our first sergeant got promoted to the rank of command sergeant major.
5. Command sergeant major and warrant officer are the same rank.

Three--Translation

1. The NCO Club is far from here.
2. Fortunately, our sergeant got promoted, but unfortunately he got transferred from here.
3. Our first sergeant is one of the best NCOs.
4. The brigade has three battalions usually.
5. Congratulations on your promotion, sir.
Five
Make the underlined words in the following 10 sentences plural. Make any necessary changes.

Six
Complete the following sentences with an appropriate word or phrase from the left-hand column.

Example:

Teacher

(Teacher)

Student

(Student)
COMMUNICATIVE EXCHANGES

FRAME II

Captain Moowafack, commanding officer of the first company, is briefing his platoons about the upcoming annual exercises.
TRANSLATION

CPT Moowafack: As you know, we are going to start the annual exercises soon.

LT Akram: In which area is it going to be this year? And who are the participants?

CPT Moowafack: Our group which is composed of the 2nd Infantry Division and the supporting regiments such as engineers, signal, artillery, armored and motor pool, and so on, must be in the Rawanduz area next Wednesday.

LT Akram: And who is going to represent the enemy?

CPT Moowafack: A group from the 3rd Division and its supporting corps.

LT Hammdan: Are we going to use live ammunition again this year?

CPT Moowafack: Yes, live ammunition; and some of the mines we are going to lay will be live.
1. "as" or "according to," is a compound of حسبا, "as" or "according," and ما, "which," a conjunctive noun. In Arabic this kind of construction is necessary. حسبما is enterchangable with حسبا.

2. جنّال, "group," is used for different units or even different armies when put together for a specific function. The plural is جنّال. It may be used as a verb to mean "to form a group." The infantry is one of the main fighting crops, الجَنَّال المُقَنِّل. The division is the unit to which the support groups are attached. The divisional commander, قائد الفِرَقَة, may assign various support units to any of his three brigades, if it is engaged in separate action. The CO, up to the division level, is called آمن, "leader;" at the division level he is called قائد, "leader."

3. راوندوز is a small town in the northeast part of Iraq. It is close to both the Iranian and the Turkish borders. It is located in a mountainous area.

4. يُعَمِّل is used here to mean "represents."

5. "ammunition," is a collective noun. The singular is طَلْعٌة, "bullet." The plural of the collective noun is أَعْدَة which means "many different types of ammunition."
DRILLS

One
Repeat after the model. To be completed outside class. (Notice that the Arabic numbers correspond to the items in Explanatory Notes.)

As you know, we are going to start the annual exercises soon.

Our group, which is composed of the 2nd Infantry Division and the supporting regiments, must be in the Rawanduz area next Wednesday.

Who is going to represent the enemy?
This year we are going to use live ammunition.

Some of the mines we are going to lay are live.
LESSON 17

DRILLS

Two
Repeat after the model.

Three
Repeat after the model.

Four
Change the underlined words to the plural in the following 5 sentences. Make any necessary changes.

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LESSON 17

Two--Translation

1. According to what I heard, our sergeant will be promoted soon.
2. The Rawanduz area is a good area for the annual exercises.
3. Our group will participate in the annual exercises with the 3rd Division.
4. The 4th Armored Regiment arrived at the area.
5. The brigade is composed of three battalions or more.

Three--Translation

1. The 1st Battalion is going to act as the enemy this year.
2. We have orders to use live ammunition in the exercises.
3. Some of the laid mines are live.
4. The engineer's corps is considered one of the support corps.
5. The group is composed of fighting and support units.
LESSON 17

DRILLS

Five
Complete the following 5 sentences with the appropriate word or phrase from the left-hand column.

1. الجمل ي تكون من وحدات مقالته و
2. الهندسة من
3. المشاة من
4. هذا ___________ حي
5. هذي ___________ حية
6. آخر ___________ جملة نوجيهم ودعهم للمشاورة

Six
Change the verbs in the following 5 sentences to the perfect form. Make any necessary changes.

Example:

العريف راح يترفع  (Teacher)

العريف ترفع  (Student)

1. الفوج الأول يمثل العدو
2. الفرقة راح تومل باجر
3. هذا الجمل يتكون من لواذين وكتيبة
4. اللواء، ديتعمل عشاد حي
5. نوجنا راح يشترك بالتعارب

Seven
Read the following paragraph, then draw a diagram illustrating its meaning.

اللواء يتكون من ثلاث أفواج وكل طلث الویة تسوي فرقة وكل فرقة

عدها كتيبة هندسة وكتيبة مدفعية وكتيبة مخابرات على الاقل
Eight

Replace the underlined verbs in the following 5 sentences with the noun of subject. Make any necessary changes.

Example:

فوجنا مشترك بالتمارين . (Teacher)
فوجنا جان مشترك بالتمارين . (Student)

1. كل الألغام اللي انزيمت على جبة .
2. بالتمارين الجابة راح تستعمل عشاد قي .
3. اللي مثل العدو جان الفوج الجامع .
4. اللواء يتعلق من ثلاث افواج .
5. مشترك بالتمارين هالسنة .
CLASSROOM EXERCISES

What Do You Say?


2. Your friend got promoted to sergeant and transferred to another town. Express your feelings.

3. Your sergeant is talking about the upcoming exercises. Ask him about the exercise area.

4. Ask your sergeant if live ammo is going to be used in those exercises.

5. Your sergeant commended you on a job well done. Thank him for his confidence in you.

6. You are a civilian. Ask your corporal friend about the rank that comes after first sergeant.

7. You are a troop commander in a signal company of the 3rd Regiment. The new recruit mistakenly said, "our battalion." Correct him and explain why.

8. You are briefing your platoon sergeant about the minefield to be laid. Tell him that some of the mines will be live.

9. Explain to your troops that they are going to represent the enemy in the coming night exercise.

10. You are a troop commander. Tell your sergeant to order 50 rounds of live ammo for each man.
Role Playing

Situation 1. Student A plays the role of the company CO. Student B plays the role of a troop commander in the company. A finds in the company’s official mail the promotion and transfer papers of B. A calls B to his office to give the good/bad news and congratulate him and so on. B arrives. Complete the situation.

Situation 2. Student A is the company CO. Student B is his battalion CO who is briefing him about the upcoming annual exercises.

The discussion includes the threeWs (what, where and when), the enemy composition, whether or not live ammo will be used and how long.

Interpretation Practice

Act as an interpreter in the following situations.

<table>
<thead>
<tr>
<th>English speaker (Instructor)</th>
<th>Arabic speaker (Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ترّى راج نحتاج نحو جسر جرين؟</td>
</tr>
<tr>
<td>Situation 1.</td>
<td></td>
</tr>
</tbody>
</table>

In the Rawanduz area.

|                              | قم لواء راح يشترك بها؟ |
| Two brigades.                |                          |

|                              | بناي منطقة راح تعمر التمرين؟ |
| Only one regiment            |                          |

Yes, I know. The engineers will do that.

|                              | حسبما سمحت الفرقة الثالثة كليتها راح تعمل العدو |
| Yes, that is right, but we will have a lot of support from an armored brigade. |
Situation 2.

What branch is the infantry?

There are three infantry brigades in a division.

What is the engineering regiment for each division?

The infantry is the fighting corps.

What is the engineering branch?

The engineers are considered a support corps.

What is the signal corps also for support?

He is a full colonel.

Translation Practice

Translate orally into English the following 10 sentences.

1. نائب العريف كامل رفع إلى رتبة عريف
2. رتبة رئيس الالتحاء أعلى من رتبة عريف
3. رتبة رئيس اسماء الوحدة أعلى من رتبة عريف
4. رتبة رئيس اسماء الوحدة وناياب ضابط نفس الشيء
5. النائب ضابط هو ضابط صف وما يعتبر ضابط
6. المهندسة والمخابرة والمدفعية هم من الصفوف السائدة
7. المشاة يعتبر الصف المقاتل
8. المهندسين يزرعون الغام ويسعون طريق
9. مبارك، نحنينا على ولدك الجديد، اسميته؟
10. ضابط الصف عدهم ناديين الخاص
Dictation Practice

With books closed, transcribe the following 10 Iraqi sentences as the teacher dictates them.

1. العقيد الركن سالم هو أمير الفوج الثاني.
2. التمرين السنوي هالسنة راح تكون بمنطقة الموصل.
3. كتابة المحادثة الثانية راح تشارك ويانا بالتمارين.
4. المناهج الحي راح يستعمل ببداية التمرين.
5. قسم من الألغام المزروعة هنا عريحة.
6. حسبما قالت ان رئيس عرفنا وحدثنا انقل.
7. الملازم الجديد حمدان بلعب كرة قدم كلش زين.
8. النقيب لازم يأدب نحية للرايد واعلى.
9. ضباط الصف عدهم ناديمهم الخاص.
10. والضباط عدهم ناديمهم الخاص همين.
HOMEWORK

Exercise One
On a separate sheet of paper, transcribe the following 10 recorded Iraqi sentences.

Exercise Two
On a separate sheet of paper, translate the following 10 recorded Iraqi sentences into English.

Exercise Three
Listen to the following recorded Iraqi paragraph, then answer the 10 printed questions based on it.

1. What units are considered support units?
2. What is the infantry?
3. How many brigades are there in an infantry division?
4. Describe the basic organizational concept?
5. What is a group composed of various units called?
6. Who is authorized to form such groups for various tasks?
7. Does an infantry battalion have its own support element?
8. What is the basic size of the support units that are allocated to an infantry division?
9. What is the title of the division commander?
10. What is the title of a brigade commander?
Exercise Four

You will hear 10 questions or statements, each followed by three responses. On a separate sheet of paper, write the letter which corresponds to the best response in each case.

1. a. راحة تجي قبل استعداد
   b. راحة تجي قبل استرجاع
   c. استرجاع تجي قبل راحة

2. a. المشاة
   b. المدفعية
   c. المدرعات

3. a. المشاة
   b. المخابرة
   c. الهندسة

4. a. اثنين
   b. ثلاثة
   c. أربعة

5. a. قائد
   b. آمر
   c. مساعد

6. a. قائد
   b. آمر
   c. مساعد
LESSON 17

HOMEWORK

٧
• a
• b
• c

٨
• a
• b
• c

٩
• a
• b
• c

١٠
• a
• b
• c
SUMMARY

1. "the command attention," must precede all other commands.

2. The most common congratulatory words are:
   أهْنِيُكَ، تَهَانِيْنَا، مُبرُوكَ، أَبَارِكِ لَكَ

3. "rank," is used only for an actual rank. Coming through the ranks to become an officer is not possible in the Iraqi armed forces.

4. "unit," is applied to a regiment or a battalion. The rank رَقَّةُ عَرَفَ فِيهَا، وَرَقَّة is found only at this level; it is equivalent to "warrant officer," and is not a commissioned rank.

5. فَوجِ is battalion for infantry. كَتِبَةِ is its equivalent for mechanized units. لَوَاهُ، "brigade," is composed of three units and miscellaneous others. It also is a rank "major general" or "flag." Three brigades form a division.

6. حسن حالَ is a phrase meaning "fortunately." سُوء الحالَ is the opposite.

7. NCO," literally means the "officer of the rank."

8. "confidence," "trust" or "high consideration," means "good thought," literally. سوء ظنً means "low regards," "low opinion" or "distrust."
LESSON 17

9. "according to," may be written as حسبًا حسبًا. Actually حسبًا by itself means "according," and حسبًا is a conjunctive noun like الذي.

10. "exercises" or "drills," is plural. The singular is تمرين تمرين. It is usually followed by another noun as an adjective, which controls the meaning.

Examples:

- athletic exercises
- mathematic problems
- military maneuvers
- mental exercises

11. For the various armed forces branches, see Lesson 7, Enrichment.

12. مثل is used mainly to mean "acted."

13. عتيدة is ammunition. It is a collective noun. Its plural, عتيدة, means different kinds of ammo. طاقة is round.

14. The phrase for "laying mines" is زرع الألغام, "planting of mines." Minefield is حقول الألغام. Its plural is حقول الألغام. ألغام ضد الأشخاص

15. اغلاق ضد الأشخاص means "antipersonnel mines," and is "anti-vehicle."
1. رَأس رَئِيس means "head." Remember that ID drops the hamza and
pronounces the seat.

2. رُتب "rank," is derived from the verb رَتَب.

3. عَرِف, "sergeant," is the form of excess from عَرَف, "knew." So is
عُرِف, "knew." "Referred" from جَعَلَ, "made.

4. لواء, used in the military, means "brigade" or "major general."
It has other meanings such as "state," "province" and "flag."

5. حسبا, "according to," may be written separately حسب ما is a
conjunctive noun meaning الذي, "which."

6. نَكَون, "composed," is the noun of subject from measure V verb, نَكَنَى.

7. مَشْتَرِك, "participant," is the noun of subject from the measure IV verb, إشترَك.

8. مَثل, "acted" or "represented," is the measure II verb. See the verb
سَلَم, in Lesson 1.

   verbal noun, تَدْعَيْن
   noun of subject, مَثَل
   noun of object, مَثَل. ID prefers مَثَل

9. رَفع, "promoted," is also a measure II verb.

   verbal noun, تَرْفَع
   noun of subject, مَرفَع
   noun of object, مَرفَع
EVALUATION

Part A.

You will hear 5 Arabic sentences, each followed by four responses. On a separate sheet of paper, write the letter that corresponds to the best response in each case.

1. العربية ترفع
   a. العربية ترفع
   b. العربي جاء له ابن
   c. العربية رفع ابنه
   d. ابن العربية رفع

2. هذا الغام من صدك
   a. هذا الغام من صدك
   b. هذا الغاميبها قسم حي
   c. هذا الغام ميتة
   d. هذا الغام مزروعة

3. تلك افواج تكون لواء
   a. اللواء، بيه تلك فرق
   b. تلك فرق تكون لواء
   c. اللواء، بيه تلك مدرعات
   d. اللواء، بيه تلك مدرعات

4. الفرقة الأولى عدها عدد
   a. عدد الفرقة الأولى عدد
   b. العدد عدد
   c. العدد متمثل بالفرقة الأولى
   d. العدد عدد الفرقة الأولى
LESSON 17

EVALUATION

. العربية ينفع الجندي

. الجندي صافحة العريف

. العريف امر الجندي يصافحة

. العريف انطلق الجندي ابعاز

Part B.

Translate the following 5 recorded sentences into English.

Part C.

Transcribe the following 5 recorded sentences.

Part D.

Listen to the recorded paragraph, then answer the 6 printed questions based on it.

1. What is going to start next month?
2. How long is it going to be?
3. Where is it going to take place?
4. Who is going to participate?
5. Who is going to group with the 2nd Division? Why?
6. Who is going to represent the enemy?
1. "exercises," may be called مناورات. Notice the plural form.

2. "lead," may be used for طقة, "round."

3. "armored," is used for any fully armored vehicle. نصف مدرع is "half-track." دبابة is "tank."

4. is "bridge building" or "bridge erecting." عمل أو بناء طرق is "road construction."

زرع الغام is "mine laying."
تموين مياه is "water supplying."

All of the above are services provided by the engineers as part of their duties.

5. Drill commands: إلى اليمين در or إلى اليسار در , إلى الوراء در

   forward, march عادة سر
   platoon, halt فصيل قف
   left, right يس , يم
   double-time, march هرول
<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>ID</th>
<th>MSA</th>
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<tr>
<td>according to</td>
<td></td>
<td>حسبًا</td>
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<tr>
<td>act (to), represent (to)</td>
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<td>anti</td>
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<td>ضد</td>
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<tr>
<td>armored</td>
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<tr>
<td>bad</td>
<td></td>
<td>سيء</td>
</tr>
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<td>battalion</td>
<td></td>
<td>جيش، أفواج (ج)</td>
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<td>best, choice, prime</td>
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<td>خير، حسن</td>
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<tr>
<td>brigade, major general, state, flag</td>
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<td>لواء، ألوية (ج)</td>
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<td></td>
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<td>فرقة، فرق (ج)</td>
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<td>عدو، أعداء (ج)</td>
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<td>exercise</td>
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<td>تمارين، تمارس (ج)</td>
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<tr>
<td>far from</td>
<td></td>
<td>بعيد</td>
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<td>field</td>
<td></td>
<td>حقل، حقول (ج)</td>
</tr>
<tr>
<td>group</td>
<td></td>
<td>حقل، حقولات (ج)</td>
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<tr>
<td>group (to)</td>
<td></td>
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<tr>
<td>-------------</td>
<td>----</td>
<td>-------</td>
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<tr>
<td>Hammadan (name)</td>
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<td>حَمَّادَان</td>
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<td>رَئِيسٌ ، رَئِيَّسَةٌ (ج)</td>
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<tr>
<td>leader</td>
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<td>قَادِرٌ ، قَوَادٌ (ج)</td>
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<td>mental</td>
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<td></td>
<td>إِنْسَانٌ</td>
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<td>plant (to), lay (to)</td>
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<td>زَرَعٌ</td>
</tr>
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<td>portray (to)</td>
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<td>مَثَلٌ</td>
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<td>حَرْفٌ</td>
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<td>طَلْفَةٌ</td>
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<td>صَافِحٌ</td>
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<td></td>
<td>وَحْدَةٌ</td>
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<tr>
<td>use (to)</td>
<td></td>
<td>إِسْتَعْمَالٌ</td>
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LESSON 18

ARMY ORGANIZATION, PART II

OBJECTIVES

Upon completion of this lesson you will be able to converse about:

- The basics of army organization.
- The detailed organization of a regiment or battalion.
1. The form of excess:

2. The pronunciation of the adverb:

3. The Iraqi word:

4. The Iraqi phrase:

5. The usage of the word:

6. The military usage of the word:

7. Measure I sound verbs:

8. Measure I doubled-ending verb:

9. Measure II verbs:

10. Measure V verb:

11. Measure VIII verb:

12. Measure X verb:

13. The quadrilateral verb:
COMMUNICATIVE EXCHANGES

FRAME I

Captain Shareef is in his office talking to Lieutenant Akram, the commander of the 3rd Platoon.

النائب شريف: ﻋかったです ﺧ新た ﺔأ ﺔأ ﺔأ ﺔأ ﺔأ 

أنا أقترح هذا الامر.

النائب شريف: ﻋ(630,386),(776,402) أ ﺔأ ﺔأ ﺔأ ﺔأ 

أنا أتمنى أن نتمكن من متابعة محاكمة محكمة بهذا الشكل.

النائب شريف: ﻋ(630,565),(776,579) أ ﺔأ ﺔأ ﺔأ ﺔأ 

أنا أتمنى أن نتمكن من متابعة محاكمة محكمة بهذا الشكل.

النائب شريف: ﻋ(630,735),(776,749) أ ﺔأ ﺔأ ﺔأ ﺔأ 

أنا أتمنى أن نتمكن من متابعة محاكمة محكمة بهذا الشكل.

النائب شريف: ﻋ(630,892),(776,906) أ ﺔأ ﺔأ ﺔأ ﺔأ 

أنا أتمنى أن نتمكن من متابعة محاكمة محكمة بهذا الشكل.
TRANSLATION

CPT Shareef: You know that our first sergeant has been promoted and transferred and they haven't assigned his replacement yet. What do you say if I made your platoon sergeant the acting first sergeant.

LT Akram: Good choice. Sergeant La'aby is capable and a go-getter. I wish they would make him permanent.

CPT Shareef: I suggested that to the CO.

LT Akram: I am going to assign Corporal Thabit in his place temporarily, but this means that I'll have two sections without leaders.

CPT Shareef: I met with the assistant yesterday who promised me that they will fill the vacancies before we start bridging camp.
1. "replacement," is the form of excess, derived from the verb بَدَلَ, see Lesson 7.

2. "platoon," is composed of three sections, حضارة, "section" or "squad," has eight men and a leader, a corporal. The platoon or troops has a sergeant and a leader who is a lieutenant. Three platoons plus headquarters form a company, سرية, which is commanded by a captain or a major. The plural of فصيلة is فصائل and of سرية is سرايات. تكوّنة means "barracks."

3. بالوكالة, "by proxy" or "acting," is in wide use in the military.

acting troops commander

العمير فصيلة بالوكالة

acting troops sergeant

عريف فصيلة بالوكالة

acting company commander

العمير سرية بالوكالة

4. موقنا, "temporarily," is pronounced without the hamza in ID. The must be pronounced in order to give the meaning of an adverb, otherwise it becomes a noun, "temporary." See Enrichment.

5. باليا, "without," is ID derived from the MSA بلا أي "without any." is MSA and ID and gives the same meaning.

6. المعاون, "the assistant," is used in the military at a battalion or a company level to mean "deputy commandant." The organization of a battalion differs slightly from that of the regiment. In the regiment, matters of
pay and supplies are handled at the company level by the "pay and supplies officer," in the battalion this is done at the battalion level.

The rest is similar, consult the diagram below.

7. "plug up," is used here to mean "fill." As a noun it means "dam." The plural is "dams.

8. "vacancies," is the plural of "shā'ir.

9. "the camp of the engineers" literally means the "camp of bridges," but it is a phrase used by the engineers to allude to the annual bridge-building training camp.
One

Repeat after the model. To be completed outside class. (Notice that the Arabic numbers correspond to the items in Explanatory Notes.)

They have not assigned his replacement yet.

بعد ما عينوا بديله.

1. بديل
بديل، بدلاً، بديله، بديلهم، بديلها
عينوا بديله، ما عينوا بديله
بعد ما عينوا بديله.

I made your platoon sergeant first sergeant by proxy.

سويت عريض فصيلك رئيس عرفاة السرية بالوكالة.

2. فصيل
فصيل، فصائل
عريف الفصيل، أمر الفصيل، عريف فصيلك، أمر فصيلك
سويت عريض فصيلك رئيس عرفاة السرية بالوكالة.

3. بالوكالة
وكالة، بالوكالة
ريس عرفاة السرية بالوكالة، أمر سرية بالوكالة، أمر فصيل بالوكالة
سويت عريض فصيلك رئيس عرفاة السرية بالوكالة.

I will assign Corporal Thabit in his place temporarily.

راح أمين شاب، عريف ثابت بمكانته مؤقتاً.

4. مؤقتا
بمكانته مؤقتاً، شاب، عريف ثابت بمكانته مؤقتاً
امين شاب، عريف ثابت بمكانته مؤقتاً
راح أمين شاب، عريف ثابت بمكانته مؤقتاً.
Two squads without a leader.

They will fill the vacancies before bridging camp starts.
**Two**

Repeat after the model.

1. رَبِّيَاَرَفْنَا ما لنا ترْفَعُ بعد ما عِيسى بْنِهِ.
2. وَعَرِفْ الفَعْلِ مَارَّ بِمَكَانِهِ بِالْوَكَالَةِ.
3. وَأَمْرُ الْكَرْيَةِ وَعَدَّ بِسَيِّيْجِي وَيَا الْمَرَّ مِنْ تَرْفُعِهِ.
4. وَرَاحَ الْأَمْرُ وَكَلَّهُ مَعْرِفُ نَافِرٌ وَفِيْدُرٌ.
5. وَأَمْرُ الْكَتِبَةِ كَالَّيَةِ مُحْذِرُ بِسَيِّيْجِي إِنَّا اللهُ كَبْرٌ مَعْلِمُ الْجَهَّزِ.

**Three**

Repeat after the model.

1. فَجَا ءُ مَهْرُ صَوَاعِرِ بِضَبْطِ الصَّفِ وَقِسْمٍ مِنْ الْحَصَابِ بِلَيْلَةِ أَمَامَاتِ.
2. وَعَرِفْنَا أَخْتَارْ جَنَّةُ أَوْلَى وَسَعَى آمَرَ حَضْرَةً مُؤْنِثَةً.
3. الْحَمْارِنَ أَوْلُ مَمْمَا إِنَّا چَان مَوْقِتٍ وَمَعْدِيْنَ إِنْتَيْ.
4. وَأَحْدِدُ مِنْ الْعَرْفَا أَقْرَرْتُ ثَنْبَيْنِ حَتَّى يَقْبَلَ كَلِمَةً چِبْيَ مِي.
5. عَرِفْ لَعَلِيِّ أَوْلُ مَا صَارَ رَبِّيَاَرَفْنَا سُوَى اجْتَمَاعٍ لِكِلِّ الْعَرْفَا.

**Two—Translation**

1. Our first sergeant got promoted and they have not assigned his replacement yet.

2. And the platoon sergeant is acting first sergeant in his place.

3. And the company CO promised to talk to the commandant about his promotion.

4. He went to the CO and told him that he is a go-getter and a capable sergeant.

5. And the regiment CO said that he is thinking about his confirmation, God willing, before bridging camp.
Three—Translation

1. Suddenly, there are vacancies in NCO and some of the squads are without leaders.

2. Our platoon sergeant chose a lance corporal and made him a squad leader temporarily.

3. The assistant came as a temporary at first and got confirmed later.

4. One of the sergeants suggested that we do a drill where we stay all day without water.

5. The first thing Sergeant La'aby did when he became first sergeant was to hold a meeting with all the sergeants.

Four
Change the underlined nouns in the following 5 sentences to the plural form. Make any necessary changes.

١ آمر السربط سد الشافر اللي چان موجود بقباط الصف
  ٢ اكو حضيرة بلبا آمر بها لفصيل
  ٣ آمر السربط اجتمع وبا المعوان بعقر الفوج
  ٤ الفصيل سوى تزرين بزرع الألغام
  ٥ هدي بنية مقر الكتيبة
In the 5 sentences below, form the noun of subject for each of the underline verbs and use it in the sentence.

Example:

١ سائق السيارة (Teacher)
٢ السائق سائق السيارة (Student)
٣ لعب كرة سلة (Teacher)
٤ اللعب لعب كرة سلة (Student)
٥ عاون الآخر بالتمارين

Six
Change the underlined verbs in the following 10 sentences to the perfect form. Make any necessary changes.

١ الأمر نقل العريف وراح يعين بديله
٢ رئيس العريف يخلي اجتماع العريف
٣ المساعد راح يصد الشوارع بHighlights
٤ الحضرة تنتهى حقل الغام
٥ الجندي راح يجري بدلا عسكريه جديدة
٦ الفمجل يمر المنطقة بانجر
٧ المعوان يجوز من الأمر موقفا
٨ أمر السربة يعيني شيخ العريف لعبي
٩ الحضرة الأولى راح تتصير بلبا آخر
١٠ العدو يريد بعد طريقنا
Seven
Study the following sketch, then answer the questions based on it.

فوج المشاة السابع
الامير - عقيد ركن

المعاون - مقدم
الساعد - رائد

ضابط استخبارات
رئيس عرضا الوحدة
نائب ضابط - كتاب
ملازم أول

1. What is the unit in this sketch?
2. What is the CO's rank in this unit?
3. What is the major's job in this unit?
4. What is the assistant's rank?
5. What is the 1st lieutenant's office?
6. There is a warrant officer in the sketch; what is his job?
7. How many soldier clerks are there in the sketch?
8. How many staff officers are there in the sketch?
9. How many officers are there in the sketch?
10. Do the NCOs outnumber the officers?
COMMUNICATIVE EXCHANGES

FRAME II

The 1st Company of the 3rd Brigade was assigned to defend a vital bridge that the enemy would like to control. The battalion commander has assigned some support units to help the company. The company CO is now briefing his officers about the situation.

الرائد علوان: مساء الخير، انطلوا استريحوا هناك داير مادية

السلام عليكم، سيدتي آني الملازم شامير أمر الفحص الثاني سربى الهندسة

الرائبة، عيدي أمر أن البت مسرحكم

الرائد علوان: ملازم أكرم، أريد فصيتك بعض مواقعي الدفاعية

على بعين الحذر، ولملازم أحمد إني على سرير الجسر

السلام أكرم، مازا إحنا بعدنا ما سوينا استيلاء، وأكر مينا معلومات

عن طبيعة الأرض؟

الرائد علوان: فصيتك يمار دو، زع من الاستيلاء، أريد الفحص الثاني

بالإحترام ومسؤول هميش عن واجبات الدوريات

الملازم أحمد: يوجد خطة معينة لتلبية حضاير الركاب؟

الرائد علوان: نعم خلواها عالجنا

الملازم شامير: إن جيت وبيك مفرقات والغام في الدبابات؟

الملازم شامير: نعم سيدي عدننا كل ما نحتاجه من المعدات

أريدك تحفر الجسر لتنضيف إذا افقيت الأمر

الملازم شامير: نعم سيدي، حافز
TRANSLATION

MAJ Alwan: Good evening. Please sit down over there around the sand table.

LT Thamir: Sir, I am LT Thamir, commander of the 2nd Platoon, the 4th Company Engineers. I have orders to join your company.

MAJ Alwan: Welcome. LT Akram, I want your troops to take their defensive positions to the right of the bridge, and you, LT Ahmad, to the left.

LT Akram: But we haven't done reconnaissance yet.

MAJ Alwan: Yes, the assistant just returned from reconnaissance. I want the 2nd Platoon to be in reserve and charged with patrol duties.

LT Ahmad: Do you have a specific plan for deployment of the machine gun squads?

MAJ Alwan: Yes, place them on the wings and that of the 2nd Platoon in the center. LT Thamir, did you bring with you explosives and anti-tank mines?

LT Thamir: Yes sir, we have all the equipment we need.

MAJ Alwan: I want you to prepare the bridge for demolition if need be.

LT Thamir: Yes, sir, ready.
EXPLANATORY NOTES

1. "دَابِر مَادِير" is an ID expression meaning "all around," "تَحيط" which is both ID and MSA, expresses it too. "احاطه" is "surrounding" and "حيط" is "circumference."

2. "sand table," is a compound of "مناخة" and "رمل," "sand." The plural of "مناخة" is "مناخات" and of "رمل," "رمال," but the plural of the phrase is "sand tables." "رمال" is a collective noun.

3. "NOW" is ID slang meaning "just now," used to describe an action that has just been done. It should always be suffixed. With first person singular the letter "ن" should proceed the suffix.

Examples:

He just came.

She just returned.

They just finished.

I just ate.
4. is ID for the MSA . When used as a verbal noun it means "tactical deployment." When used as a modifier adjective it means "tactical."

Examples:

- troop deployment
- the tactical troops
- weapons deployment
- tactical weapons

The verb is in ID and in MSA. The opposite is , "strategic," which is always used as a modifier adjective.

Examples:

- strategic plan (overall plan)
- tactical plan (limited plan)
- strategic weapon
- tactical weapon
DRILLS

One

To be completed outside class. Repeat after the model. (Notice that the Arabic numbers correspond with items of Explanatory Notes.)

Be seated there around the sand table.

The assistant just returned from reconnaissance.

Do you have a specific idea about deployment of the machine gun squads?

استريحوا هناك داير ماداير منفدة الرمل.

1 داير ما داير

داير ماداير، داير ماداير، نحيط، محيط.

2 منفدة الرمل

منفدة الرمل، منافذ الرمل.

داير ماداير، منفدة الرمل.

استريحوا هناك داير ماداير منفدة الرمل.

المعاون شو رجع من الاستطلاع.

3 توّه

توّه، توّه، توّه، توّه، توّه.

توّه رجع، توّه رجع من الاستطلاع.

عندك فكرة معيّنة عن تعبئة حضاير الرشاشات؟

4 تعبئة

تعبية، تعبية عسكرية، خطة تعبية، خطة سوقية.

تعبية حضاير الرشاشات، مواقع تعبية، مواقع سوقية.

عندك فكرة معيّنة عن تعبية حضاير الرشاشات؟
Two

Repeat after the model.

1. فصل الهندسة الثاني يحقق بسرعة المشاة الأولى.
2. الأول والثانيان يحضران الجسر للنصب.
3. أمر الفصل بأكلم أسلوب الجسر روعي فتحته.
4. أمر عريق الفصل أن يدشن المفرقات المطلوبة لمنطقة الجسر.
5. واختار الحفيرة الأولى وكلفها بتحضر الجسر للنصب.

Three

Repeat after the model.

1. سرية المشاة الأولى عدها وأجب كل من.
2. أمر العدو، كلنا بإنطلق عن الجسر وأصحاب بها فصيل هندسة.
3. أمر السراة على النزاع من فصيل الهندسة أن يخرجون خلف ألغام ويحضرون الجسر للنصب.
4. أمر الفصل الأول والثاني سافر موقعي دفاعية بين وبين العسكري.
5. أمر الفصل الثاني أن يكون بالجيش واختار يدشن دورية لجميع المعلومات.
Two--Translation

1. The 2nd Engineer Platoon joined the 1st Infantry Company.

2. And the first duty they were charged with was preparing the bridge for demolition.

3. The platoon commander did reconnaissance of the bridge and made his plans.

4. Then he ordered the platoon sergeant to send the required explosives to the bridge area.

5. He chose the 1st Squad and charged them with preparing the bridge.

Three--Translation

1. The 1st Infantry Company has a very important task.

2. The battalion CO charged it with defending the bridge and attached to it an engineer platoon.

3. The company commander ordered the engineer platoon to lay a minefield and to prepare the bridge for demolition.

4. And he ordered the 1st and 3rd Platoons to dig defensive positions on the right and left sides of the bridge.

5. Then he ordered the 2nd Platoon to be in reserve and to send patrols out to gather information.
Study the following sketch, then answer the questions based on it.

الفصل الثاني

 الاحتياط
Questions:
1. What kind of troop positions do you see in the sketch?
2. Explain the deployment of the troops.
3. What is the objective of the troops?
4. What is the size of the force in the sketch?
5. What do you see southeast of the bridge?
6. How are the machine guns being deployed?
7. Is there a minefield? If your answer is yes, what types of mines do you see?
8. What do you see on the bridge? What is the purpose of that?
9. To what corps does the force belong?
10. How many roads do you see in the sketch?

Five
Complete the following sentences with the appropriate selections from the left-hand column.

للفсы

الضباط اجتمعوا _______ الميز
2. الجنود _______ مواقعهم الدفاعية
3. فصيل البندسة زرع _______
4. حضروا مواقع الرشاشات _______
5. الأمير كلف الفصيل الأول بواجب _______
6. حضروا الجسر _______ إذا اقتفي الأمير
7. الجسر راح يشف _______
8. المعاون رفع _______
9. ضابط البندسة سوي _______ لتحضر الجسر للتفس
10. الأمير عليه فكرة معينة عن _______ الرشاشات

59
### Drill Six

Pronounce, in Arabic, each of the units for which there are symbols below. The correct answers are at the bottom of the page.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Name</th>
<th>Symbol</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Symbol" /></td>
<td>squad</td>
<td><img src="image2" alt="Symbol" /></td>
<td>*regiment</td>
</tr>
<tr>
<td><img src="image3" alt="Symbol" /></td>
<td>platoon</td>
<td><img src="image4" alt="Symbol" /></td>
<td>brigade</td>
</tr>
<tr>
<td><img src="image5" alt="Symbol" /></td>
<td>company</td>
<td><img src="image6" alt="Symbol" /></td>
<td>division</td>
</tr>
<tr>
<td><img src="image7" alt="Symbol" /></td>
<td>*battalion</td>
<td><img src="image8" alt="Symbol" /></td>
<td>army</td>
</tr>
</tbody>
</table>

*A battalion and a regiment are the same size in the Iraqi Army.*

### Drill Seven

Pronounce, in Arabic, each of the branches for which symbols appear below. The correct answers are at the bottom of the page.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Name</th>
<th>Symbol</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9" alt="Symbol" /></td>
<td>infantry</td>
<td><img src="image10" alt="Symbol" /></td>
<td>medical</td>
</tr>
<tr>
<td><img src="image11" alt="Symbol" /></td>
<td>armor</td>
<td><img src="image12" alt="Symbol" /></td>
<td>military police</td>
</tr>
<tr>
<td><img src="image13" alt="Symbol" /></td>
<td>artillery</td>
<td><img src="image14" alt="Symbol" /></td>
<td>signal</td>
</tr>
<tr>
<td><img src="image15" alt="Symbol" /></td>
<td>engineer</td>
<td><img src="image16" alt="Symbol" /></td>
<td>transportation</td>
</tr>
</tbody>
</table>

#### Answers to Drill Six

1 - دفع - 2 - فوج - 3 - سيرة - 4 - كتيبة - 5 - لواء - 6 - فرقة - 7 - جيش

#### Answers to Drill Seven

1 - مشاة - 2 - مدرعات - 3 - مدفعية - 4 - هندسة - 5 - طبية - 6 - انصباط عسكري - 7 - مخابرات - 8 - نقلية آلية
CLASSROOM EXERCISES

What do you say?

1. You are a platoon commander. Your commanding officer has ordered you to send out a reconnaissance patrol. Call your sergeant and tell him to choose a patrol composed of a corporal and two men to start out at 0600.

2. You are a platoon sergeant. Tell your corporals to take their men and start digging their assigned positions.

3. You are the company's first sergeant. Tell the leader of the machine gun section to place his machine guns on the right wing of the 3rd Platoon.

4. You are the company commanding officer. You call your platoon commanders and tell them to meet you around the sand table.

5. You are a private. Your daughter is sick. Ask your corporal for a couple hours off to take her to the doctor.

6. You are the battalion commanding officer. An engineer platoon has been attached to your battalion. Order their lieutenant to prepare the bridge for demolition.

7. You are the patrol leader, and you've just returned. Report to your company's commanding officer that you sighted an enemy's mechanized patrol.

8. You are the battalion commanding officer. Tell the engineer lieutenant to lay a field of antitank mines.
9. You are the drill sergeant. Give the commands: Attention. Parade rest. At rest.

10. You are a corporal. Invite the NCOs in your platoon to have a beer at the NCO Club in the evening.

Role Playing
Situation 1. You are the Engineer Company commander and you have received orders to dispatch one of your platoons to join the 3rd Brigade for support. Call the 1st Platoon commander to give him the assignment. He asks where and when to join the brigade and what's expected of his platoon. Also, he wants to know if there are any specific tasks and if his transportation has been taken care of. You answer all his questions. The conversation should be conducted in a dialogue manner.

Situation 2. Situation 1 above continues. The lieutenant tells you his platoon is without a sergeant now since his sergeant became ill two days ago and is still in the hospital. You tell him to check with your assistant and ask him to solve the problem.

Interpretation Practice

<table>
<thead>
<tr>
<th>English speaker (Instructor)</th>
<th>Interpreter (Student)</th>
<th>Arabic speaker (Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>یمکى راح تبدي التمارین السنوية؟</td>
</tr>
<tr>
<td>Situation 1.</td>
<td></td>
<td>گینو رأسا ورا معسكر الجسور؟</td>
</tr>
<tr>
<td>In September.</td>
<td></td>
<td>Yes, only two weeks later.</td>
</tr>
</tbody>
</table>
Yes, in the Rawanduz area.

I don't know. The CO doesn't know yet either.

According to what I heard, the 1st Division will represent the enemy.

Situation 2.

Yes, sir.

What for, sir? Any specific thing?

OK. I'll need a couple of hours.

When do we have to start preparing it?
Translation Practice

Translate the following 10 sentences orally into English.

1. ريس عرفنا سريعاً ترفع وانقل للفوج السابع اللواء الثالث.
2. اجاه جندي جديد ما يعرف الفرق بين استعد واسترح.
3. آمر سريتنا كان نقيب بن عرفة وصار رائد.
4. مساعد الكتيبة انقل بكلية الأركان وراح يدخلها هالسنة.
5. ريس عرفنا الوحدة اجا له ولد البارحة وراح اروج ابارك له.
6. عوان واغوتو ضباط واحده من المدرعات الآخ.
   بصفه المخابرة وهو بالمدفعية.
7. اريدكم ناخذون مواقعكم الدفاعية ورا الجسر.
   وتشتيت حضائر الرشاشات بالجناح.
8. والجسر راح يستغرض للنسف اذا اقتضت الحاجة كُل ما تتقدم اليات العدو.
9. والهندسة راح تزرع قدم الجسر الغام ضد الدبابات وتحيطها بالغام.
   ضد الاشخاص.
10. دورية الاستطلاع طلعت كُل ساعتين وبعدها ما رجعت. يمكن العدو لزمنها.
Dictation Practice

With books closed, transcribe the following 10 sentences as the instructor dictates them.

1. justification for the written test
2. the written test for the examination
3. to transfer and write the name of the applicant
4. one of the verbs of the written text
5. the written text is written on the written text
6. where the written text is written
7. the written text is written
8. the written text is written
9. the written text is written
10. the written text is written
HOMEWORK

Exercise One
Transcribe the following 5 recorded Iraqi sentences.

Exercise Two
On a separate sheet of paper, translate the following 5 recorded Iraqi sentences into English.

Exercise Three
Listen to the following passage, then answer the 6 printed questions based on it.

1. What is the infantry considered to be?
2. Who helps the infantry?
3. What are the foot soldiers supposed to do to prepare for defense?
4. Where does the artillery place its guns usually?
5. How does the engineer corps help in defense?
6. What should they surround antitank mines with? Why?

Exercise Four
You will hear 10 statements or questions, each followed by 4 responses. On a separate sheet of paper, write the letter of the best response.

1. آمنا رجع من كلية الاركان •
2. آمنا تخرج من كلية الاركان •
3. آمنا انتقل لكلية الاركان •
4. آمنا زار كلية الاركان •
2. التمارين السنوية بدأت
   a. التمارين السنوية انتهت
   b. التمارين السنوية طولت
   c. التمارين السنوية اجت

3. الغام ضد الأشخاص تحيط لغم ضد الدبابة
   a. الغام ضد الأشخاص على لغم ضد الدبابة
   b. الغام ضد الأشخاص بين لغم ضد الدبابة
   c. الغام ضد الأشخاص بصف لغم ضد الدبابة

4. الرشاشات بمواقع تمكينها من الدفاع
   a. الرشاشات أخذت مواقع مهمة
   b. الرشاشات أخذت مواقع تعويضية
   c. الرشاشات أخذت مواقع مؤقتة

5. الجسر إنسف
   a. الجسر منسوف
   b. الجسر راح يشف
   c. المرتفعات انتهت عالجسر

6. القائد اقترح خطة تعويذة
   a. القائد اقترح خطة مؤقتة
   b. القائد اقترح خطة مهمة
   c. القائد اقترح خطة عامة

67
7. الجنود دخلوا مواقعهم
   a. 
   b. 
   c. 
   d. 

8. حقل الالغام مزروع
   a. 
   b. 
   c. 
   d. 

9. منطقة راوندوز زيئة للتمارين
   a. 
   b. 
   c. 
   d. 

10. اجأنا عريف جديد
    a. 
    b. 
    c. 
    d. 

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SUMMARY

1. The subject in مَنْ وَا is the prefix و which refers to "they," meaning "the authorized people."

2. Remember that measure VII is used to form the passive voice in ID, like in إنّ slic.

3. When مَتَنَّا is used as an adverb, the تَبْنُس must be pronounced.

4. "without," is derived from the MSA بلا أي. It accepts a suffix depending on the situation.

Examples:

without me بلَيَا
without us بلَيَا
without you (pl) بلَيَا
without her بلَيَا

5. "around" or "surround," is ID. بَحْص, which is ID and MSA, gives the same meaning.

6. ~, "just now," must always be suffixed.

7. تَعَمِّيْرَة is used to mean "tactical deployment." When used as an adjective, it just means "tactical." Its opposite is سُوْقِي, "strategic."
1. "replacement" is the noun of excess. Remember فعل بال. Come up with the verb for بال.

2. شاطر in ID gives the meaning of "cleaner, shrewd, smart, bright and skillful."

3. "temporarily," is an adverb. وقت is a noun that, in Arabic grammar, may be used as any part of speech in a sentence.

4. "without," is used in ID interchangeably with MSA's بدون.

5. "position," is derived from the verb وقع, "fell."

6. مسؤول means "charged with" or "responsible." This word is widely used in politics to mean "official."

Examples:

رجل حكومي مسؤول

an official government man

ناظر حكومي مسؤول

an official source

مصدر مسؤول

مَسْؤولة means "responsibility."
7. Measure I verbs:
   a. Sound:

   "became open" or "vacant." "started." "dug" and "demolished." For conjugation see the verb بَدَأ, Lesson 1.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verbal noun</th>
<th>Noun of subject</th>
<th>Noun of object</th>
</tr>
</thead>
<tbody>
<tr>
<td>بَدَأ</td>
<td>&quot;started&quot;</td>
<td>بَدَأْة</td>
<td>مَبَدَأَة</td>
</tr>
<tr>
<td>حَفر</td>
<td>&quot;dug&quot;</td>
<td>حَفرَ</td>
<td>مَحْفُور</td>
</tr>
<tr>
<td>نَفَس</td>
<td>&quot;blasted&quot;</td>
<td>نَفَسِ</td>
<td>مَنْصُوب</td>
</tr>
</tbody>
</table>

   *The form of excess حَفْرُ is also used.

   b. Double-ending:

   "closed" or "plugged." For conjugation see the verb حَبَّ, Lesson 1.

   verbal noun, حَبّ
   noun of subject, سَادِر
   noun of object, مَسْدُود

8. Measure II verbs:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verbal noun</th>
<th>Noun of subject</th>
<th>Noun of object</th>
</tr>
</thead>
<tbody>
<tr>
<td>عَيِّنَ</td>
<td>&quot;assigned&quot;</td>
<td>عَيْيَنَة</td>
<td>مُعَيَّنَة</td>
</tr>
<tr>
<td>وكَلّ</td>
<td>&quot;empowered or appointed&quot;</td>
<td>توكِيْل</td>
<td>مَوْكِيل</td>
</tr>
<tr>
<td>نُشِبَ</td>
<td>&quot;fixed&quot;</td>
<td>نَشِبَة</td>
<td>مَنْشَبَة</td>
</tr>
<tr>
<td>حَضَر</td>
<td>&quot;prepared&quot;</td>
<td>حَضَرِ</td>
<td>مَحْضَر</td>
</tr>
<tr>
<td>مَنْعَة</td>
<td>&quot;filled or deployed&quot;</td>
<td>مَنْعَة</td>
<td>مَعْبَى</td>
</tr>
</tbody>
</table>

   For conjugation of the above verbs, except مَعْبَى, see the verb سَلم, Lesson 1.

   *See the verb سَلَى in Lesson 3 for conjugation.
9. Measure V verb ُتمَـثِّ، "wished"

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>ُتمَـثِّ</td>
<td>ُتمَـثِّ</td>
<td>نُتمِّوا</td>
</tr>
<tr>
<td>she</td>
<td>ُتمَـثِّ</td>
<td>ُتمَـثِّ</td>
<td>نُتمِّون</td>
</tr>
<tr>
<td>they</td>
<td>ُتمَـثِّ</td>
<td>ُتمَـثِّ</td>
<td>نُتمِّوا</td>
</tr>
<tr>
<td>you, m.</td>
<td>اَتَمَـثِّ</td>
<td>اَتَمَـثِّ</td>
<td>اَتَمَـثِّ</td>
</tr>
<tr>
<td>you, f.</td>
<td>اَتَمَـثِّ</td>
<td>اَتَمَـثِّ</td>
<td>اَتَمَـثِّ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>اَتَمَـثِّو</td>
<td>اَتَمَـثِّو</td>
<td>اَتَمَـثِّو</td>
</tr>
<tr>
<td>I</td>
<td>اَتَمَـثِّ</td>
<td>اَتَمَـثِّ</td>
<td>اَتَمَـثِّ</td>
</tr>
<tr>
<td>we</td>
<td>اَتَمَـثِّ</td>
<td>اَتَمَـثِّ</td>
<td>اَتَمَـثِّ</td>
</tr>
</tbody>
</table>

verbal noun, ُتمَـثِّ

noun of subject, ُتمَـثِّ

noun of object, not used.
10. Measure VIII verb:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verbal noun</th>
<th>Noun of subject</th>
<th>Noun of object</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;became able&quot;</td>
<td>قَبَلَ</td>
<td>قَبْلُ</td>
<td>not used</td>
</tr>
<tr>
<td>&quot;suggested&quot;</td>
<td>اسْتَشْرِيجُ</td>
<td>اسْتَشْرِيجُ</td>
<td>مَسْتَشْرِيجُ</td>
</tr>
<tr>
<td>&quot;joined&quot;</td>
<td>التحاق</td>
<td>المتحق</td>
<td>not used</td>
</tr>
</tbody>
</table>

For conjugation, see the verb اقتضى, Lesson 7.

*For conjugation see the verb استثنى, Lesson 12.

11. Measure X verb, "made reconnaissance"

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>استطاع</td>
<td>استطاع</td>
<td>استطاع</td>
</tr>
<tr>
<td>she</td>
<td>استطاعت</td>
<td>استطاعت</td>
<td>استطاعت</td>
</tr>
<tr>
<td>they</td>
<td>استطاعوا</td>
<td>استطاعوا</td>
<td>استطاعوا</td>
</tr>
<tr>
<td>you, m.</td>
<td>استطاعتك</td>
<td>استطاعتك</td>
<td>استطاعتك</td>
</tr>
<tr>
<td>you, f.</td>
<td>استطاعتِ</td>
<td>استطاعتِ</td>
<td>استطاعتِ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>استطاعتم</td>
<td>استطاعتم</td>
<td>استطاعتم</td>
</tr>
<tr>
<td>I</td>
<td>استطاعت</td>
<td>استطاعت</td>
<td>استطاعت</td>
</tr>
<tr>
<td>we</td>
<td>استطعنا</td>
<td>استطعنا</td>
<td>استطعنا</td>
</tr>
</tbody>
</table>

12. Quadrilateral verb، "exploded." Quadrilateral verbs are seldom found; this is one of them. The verb itself is not used in ID, but مضتدعات is used, especially in the military.
Part A.

You will hear 5 Iraqi sentences, each followed by four responses. On a separate sheet of paper, write the letter of the best response in each case.

1. الدورية راحت ناكل
   a. الدورية طلعت تجمع معلومات
   b. الدورية راحت تتشاق
   c. الدورية كفت عالطريق
   d. 

2. الجنود عادة يحضرون دفاعاتهم
   a. الجنود عادة يدافعون
   b. الجنود عادة يتركون مواقع دفاعية
   c. الجنود عادة يجريون مواقع دفاعية
   d. 

3. شاب عريفنا تقبل
   a. شاب عريفنا تعين
   b. شاب عريفنا تثبت
   c. شاب عريفنا صار عريف
   d. 

4. الحضيرة الأولى جاهزة أمر
   a. الحضيرة الأولى ما بينها أمر
   b. الحضيرة الأولى تثبت الها أمر
   c. الحضيرة الأولى انقل الها أمر
   d. 

74
LESSON 18

**EVALUATION**

1. عرفنا صار رئيس عرفنا موشاً
2. عرفنا صار وكيل رئيس عرفنا
3. عرفنا صار رئيس عرفنا على طول
4. عرفنا صار رئيس عرفنا شاطر

Part B.

Translate the following 5 Iraqi sentences into English.

Part C.

Transcribe the following 5 Iraqi sentences.

Part D.

Listen to the following paragraph, then answer the questions based on it.

Questions:

1. What did the battalion CO do?
2. Why?
3. Are there going to be annual exercises this year?
4. Where and when?
5. What did the battalion CO want to know?
6. How many NCO vacancies are there in the battalion?
7. Did the battalion CO know that?
8. Is he going to do something about it? If so, what?
ENRICHMENT

Below are a few military phrases and names of equipment that might be useful:

- weapon
- mortar
- revolver or pistol
- carbine
- rocket launcher
- hand grenade
- bayonet
- rifle
- automatic
- mine detector
- pontoon
- Bailey bridge
- wireless
- radar
- radio
- signal
- MP
- depot
- headquarters
- observation tower
- guard
- firing range
- ammunition

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<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>acting (position), agency</td>
<td></td>
<td>وکالَة، اَحْمَد</td>
</tr>
<tr>
<td>Ahmad (name)</td>
<td></td>
<td>أَحْمَد</td>
</tr>
<tr>
<td>around, surrounding</td>
<td></td>
<td>دَارِمَا دَابِر</td>
</tr>
<tr>
<td>assign (to)</td>
<td></td>
<td>عَنْيِن، مَعاِين</td>
</tr>
<tr>
<td>assistant</td>
<td></td>
<td>مَعَايِن، تَكْنَِّيْكَة</td>
</tr>
<tr>
<td>barracks</td>
<td></td>
<td>مَقْتَنِر، إِخْتَبَار</td>
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<tr>
<td>capable</td>
<td></td>
<td>سَرِيَّةٌ - سَرِيَّةٌ (ج)</td>
</tr>
<tr>
<td>choosing, choice</td>
<td></td>
<td>سَرِيَّةٌ - سَرِيَّةٌ (ج)</td>
</tr>
<tr>
<td>company (military)</td>
<td></td>
<td>مَعَادَاتٍ، مَعَادَاتٍ</td>
</tr>
<tr>
<td>dam</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>demolish (to), blow up (to)</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>dig (to)</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>duty</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>equipment</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>explosives</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>fill (to), plug (to)</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>fix (to), confirm (to)</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>in charge, responsible</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>information</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>join (to)</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>just now</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>La'aby (name)</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
<tr>
<td>machine gun</td>
<td></td>
<td>مَعْطَرَاتٍ</td>
</tr>
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<td>ENGLISH</td>
<td>ID</td>
<td>MSA</td>
</tr>
<tr>
<td>------------------</td>
<td>----</td>
<td>---------</td>
</tr>
<tr>
<td>meet (to), get together (to)</td>
<td></td>
<td>إجتماع</td>
</tr>
<tr>
<td>necessitate</td>
<td></td>
<td>إقتضى</td>
</tr>
<tr>
<td>patrol</td>
<td></td>
<td>دورية</td>
</tr>
<tr>
<td>platoon</td>
<td>نصاب (ج)</td>
<td>نصاب (ج)</td>
</tr>
<tr>
<td>position</td>
<td></td>
<td>موقع - مواقع (ج)</td>
</tr>
<tr>
<td>prepare (to)</td>
<td></td>
<td>حضر</td>
</tr>
<tr>
<td>reconnaissance</td>
<td></td>
<td>استطلاع</td>
</tr>
<tr>
<td>reserve</td>
<td></td>
<td>إحتياط</td>
</tr>
<tr>
<td>sand table</td>
<td></td>
<td>منفعة رمل - منافد رمل (ج)</td>
</tr>
<tr>
<td>skillful</td>
<td></td>
<td>صابر</td>
</tr>
<tr>
<td>suggest (to)</td>
<td></td>
<td>اقترح</td>
</tr>
<tr>
<td>tactical, tactical deployment</td>
<td></td>
<td>نغماية</td>
</tr>
<tr>
<td>temporarily</td>
<td></td>
<td>موقدة</td>
</tr>
<tr>
<td>temporary</td>
<td></td>
<td>موقد</td>
</tr>
<tr>
<td>vacancy</td>
<td></td>
<td>شاغر - موارف (ج)</td>
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<tr>
<td>wing</td>
<td></td>
<td>جناح - أجنحة (ج)</td>
</tr>
<tr>
<td>wish (to)</td>
<td></td>
<td>تعني</td>
</tr>
<tr>
<td>without</td>
<td></td>
<td>بدون</td>
</tr>
</tbody>
</table>

78
LESSON 19

AIR FORCE ORGANIZATION

OBJECTIVES

Upon completion of this lesson, you should be familiar with:

• Air force ranks and

• Air force organization and terminology.
GRAMMATICAL FEATURES

1. The condition and usage of:

2. The special meaning and usage of the verb:

3. The coinage of the word:

4. The measure I sound verbs:

5. The measure I weak-in-the-middle verbs:

6. The measure II verbs:

7. The measure IV verb:

8. The measure V verb:

9. The measure VIII verb:
COMMUNICATIVE EXCHANGES

FRAME I

Air force Major Fahmy, the trainer, is giving instructions to one of the trainees for his second solo flight.

المدرب: حالما تتلقع أريذك تدبير الطيارة عالياً مثلي، أريد أن أستفسر.

الخليفة: حسن سيدي، إلى أي ارتفاع تريد أن تستقل؟

المدرب: أريدك أن تسير فوق الهدف ماذى تكون واعل ارتفاع 300 القدم.

الخليفة: آخر مرة من طرف وحدى التدريب الطيار سالم انطاني، خريطة الملاحة وكل الخصائص عليها.

المدرب: هالمرة إن لم تسوخ خصائصك وترسمها بالخريطة.
TRANSLATION

Trainer: As soon as you take off, I'd like you to turn the plane right and start climbing.

Student: Yes, sir. To what altitude do you want me to climb?

Trainer: When you get over your target, I want you to have reached an altitude of 20,000 feet.

Student: The last time I soloed, Captain Airman Salim gave me a navigation chart with all the calculations on it.

Trainer: This time, I want you to do your calculations and plot them on the chart.
EXPLANATORY NOTES

1. "as soon as," is a compound of حال, "condition," and ما, "meaningless." The word حال by itself is sufficient to convey the meaning, but it must be followed by a noun. If a verb follows, then the meaningless ما must be inserted. This situation is not limited to the word حال. It applies to other words like قبل, "before," عند, "at," and بعد, "after," to list a few.

2. Air force ranks for both commissioned and noncommissioned officers are the same as those of the army, followed by طيار, "airman" or "pilot."

3. "navigation chart," is used in the air force and the navy. خريطة الطاولة means "navigation" or "sailing." خريطة is "map" or "chart." تدوين حسابات means "calculating."

4. The verb رسم, "drew," is used here to mean "plotted." It also is used to mean "painted (picture)."

5. The verb نزل, "descended," when used in conjunction with a plane, means "landed." حط, "put," is also used to mean "landed."

Example:

The plane landed.
6. جُوَيَةُ سُوْقَةٌ means "the air force." قُوَّةُ جُوَيَةٍ means "force" and قُوَّةٌ means "atmosphere" or "air."

Examples:

first lieutenant or airman

captain or flight captain

corporal or petty officer
One

To be completed outside class. Repeat after the model. (Notice that the
Arabic numbers correspond to items in Explanatory Notes.)

As soon as you take off,
I'd like you to turn the
plane right.

Captain Airman Salim gave
me the navigation map.

You make your calculations
and plot them on the chart.
Two
Repeat after the model.

1. هذا الضابط هو طيار بالقوة الجوية.
   اهلون تعرف؟
2. من بدَّلته وبدَّلته، هالسكل يليىون بالقوة الجوية.
3. يعني شنو الفرق بين بدلة القوة الجوية والجيش.
4. الفرق هو بين باليلون.

Three
Repeat after the model.

1. الضابط الطيار لازم يتعلم الملاحة همسي.
2. لازم يكدَر يطيَّر طيارة لوحده.
3. الطيارات المقاتلة بيسى رهانات.
4. الضباط الطيارين يخرجون من كلية الطيران.
5. الملاح عادة يسيّر حسبات هواية.
LESSON 19

Translation—Two

1. This officer is a pilot in the air force.
2. How do you know?
3. From his uniform and cap. This is the way they dress in the air force.
4. What is the difference in uniforms between the air force and the army?
5. The difference is just in the color.

Translation—Three

1. The pilot (captain) must also learn navigation.
2. And he must be able to fly solo.
3. The fighter planes have machine guns.
4. Air force officers graduate from the air force academy.
5. The navigator usually does a lot of calculations.

Four

The ranks in the following 10 sentences belong to the army. Effect the necessary changes to make them air force ranks.

1. النقيب حمدان جديد هنا
2. العريف رسم خريطة للمنطقة
3. الضابط سوي حسابات مادة السيارة الجاية
4. نائب العريف شاف الهدف من ارتفاع كلي عالي
5. رئيس العرفاء كاهل هدفنا هو سربية مدرعات
6. العقيد وع لمنطقة التمارين بالمisburyة
7. المقدم دخل كلية الأركان
8. الرائد سلمان يحب السفراء
9. العلازم اخذ الخريطة
10. الجندي الشقيق بوحدته الجديدة
LESSON 19

DRILLS

Five
Fill in the blank in each of the following 5 sentences with an appropriate word from the left-hand column.

ارسم

1. ______ تقطع ديوور الطيارة عالياً

ارتفاع

2. ______ أريدك تكون باتجاه 60 درجة لما تبدأ ______

حالما

3. ______ حسابات اتجاهك و ______ الخريطة

بالنطق

4. ______ من تكوين كفّال الجسر ______ بصير بالساعة وحدة ______

الهدف

5. ______ أصعد إلى ______ 10 آلاف قدم ______

Six
Fill in the blanks in each of the following 5 sentences with an appropriate word of your choice.

Example:

فصيل الهندسة ______ حقل الغام ______

فصيل الهندسة زرع حقل الغام ______

الضابط ______ يتخرج من كلية الطيران ______

آخر مرة ______ وحدي وصلت ارتفاع 20 الدقائق ______

العريف الطيار حسب اتجاهه ورسمه ______

القوة الجوية تحتاج طيارات و ______

لما تصور فوكّا الهدف أريد ______ يكون 20 الدقائق ______

Seven
Air force units. Study the abbreviations below with their Arabic meanings. Cover the right-hand column below and pronounce the Arabic terms from top to bottom. Repeat, pronouncing them from bottom to top.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Formation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fit.</td>
<td>flight</td>
</tr>
<tr>
<td>2. sq.</td>
<td>squadron</td>
</tr>
<tr>
<td>3. wing</td>
<td>wing</td>
</tr>
<tr>
<td>4. div.</td>
<td>division</td>
</tr>
</tbody>
</table>
Eight
In the following 10 sentences, use a different word instead of ازغر، keeping the meaning intact. Make any necessary changes.

1. التشكيل ازغر من السرب
2. السرب ازغر من الجناح
3. الجناح ازغر من الفرقة
4. الحضيرة ازغر من الفصيل
5. الفصيل ازغر من السربة
6. السربة ازغر من الفوج
7. الفوج ازغر من اللواء
8. اللواء ازغر من الفرقة
9. السربة ازغر من الكتيبة
10. الكتيبة ازغر من اللواء
COMMUNICATIVE EXCHANGES

FRAME II

The following telephone conversation is between an infantry division commander, who is preparing his division for the coming maneuvers, and an air force wing commander, whose wing has been detailed to the division.

قائد الفرقة: صباح الخير، اهلاً بك؟ وإعلانك واعلى طياراتك.

أمير الجناح: كُلما حاجزة تتنتظر أُوامر جناحيكم.

قائد الفرقة: راجなくて إسفاد جوٍّ كثير ما تتقوم بالهجوم وإنشائه.

أمير الجناح: تذكر تخصيص قد سُمِّي قاذفات وفد كَفَّة (رفٍّ) مقاتلات لحماية؟

قائد الفرقة: نعم حسب ما تأمر، إذا تريد أكثر حل المركبة.

قائد الفرقة: بإي خلل الهجوم راج أُخِّاج ناقلِ المظلِم ومتّدلاتهم.

أمير الجناح: بالوقت البابر، عندى بي ناقلٍ (طيارين نقل).

قائد الفرقة: أعتقد هذا كافي أشكرك راج أُدّل له أُوامر تحريرية.
TRANSLATION

Division CO: Good morning. How are you? And how are your planes?

Wing CO: They all are ready and awaiting your orders.

Division CO: We are going to need aerial support before and during the launching of the attack. Can you allocate a bomber squadron and a flight of fighters for their protection?

Wing CO: Yes, as you order. If you want more, we can oblige.

Division CO: Yes. During the attack I am going to need transport planes to transport the paratroopers and their gear.

Wing CO: Right now I have only two transport planes.

Division CO: I believe that is sufficient. Thank you. I will send you written orders.
EXPLANATORY NOTES

1. جناح has been introduced previously as "wing" or flank." In this lesson it is being used as air force unit.

2. نقوم is the ID for the MSA نقوم. The verb قام, "stood up," is often used as an auxiliary verb, not meaning "stood up," when followed by اقترب. In such usage it becomes "performed" or "carried out."

Examples:

launched an attack, attacked

did the work, worked

did the operation, operated

performed the duty

3. سرب, "squadron," is used for this meaning in air force organization. Two or three squadrons form a wing. Otherwise, سرب means "herd" or flock," pertaining to animals. The plural is اسراب.

سرب قاذفات means "bomber squadron." قاذفة "bomber," is the noun of subject for the verb قذف, "hurled down," "tossed down" or "ejected." As can be seen, the literal meaning of قاذفة is "hurler," "tosser" or "ejecter." قنبلة is "bomb" or "shell." قنابل is the plural. Sometimes the compound قاذفة قنابل is used. قصف is "bombing." The verb is قصف.
4. رَفُّ ordinarily means "shelf." In the air force organizational system, it is the smallest component. The plural is زُكِّيّل . زُكِّيّل has been substituted for رَفٍّ in modern Iraq.

5. "paratroopers," is the plural for مظلَّة , which is made of مظلَّة , "umbrella," and the relative مظلَّة . The literal meaning of مظلَّة is "the person who is identified with an umbrella." مظلَّة is the word used for "parachute" in Arabic, hence مظلَّة , "paratrooper," but the word بَرَشَوْت , "parachute," is very common among the troops.

6. أَوْاَمَرُ كَبِيْرَةٌ is "written order." أَوْاَمَرُ كَبِيْرَةٌ is "verbal order." أَوْاَمَرُ كَبِيْرَةٌ is "daily orders." نَحوُرٍ is "written," is derived from the verb نَحوُر , which has many meanings, one of which is "wrote." The noun of subject, مَحرِّر , is used to mean, among other things, "editor" (newspaper).

newspaper editor
magazine editor
One

To be completed outside class. Repeat after the model. (Notice that the Arabic numbers correspond with items of Explanatory Notes.)

The wing is composed of two or more squadrons.

We need aerial support before and during the attack.

Could you allocate a squadron of bombers and a fighter flight for their protection?

1. The wing is composed of two or more squadrons.

2. We need aerial support before and during the attack.

3. Could you allocate a squadron of bombers and a fighter flight for their protection?

4. (Ref. R/F. Ref. Calls.)

And would you allocate tankers for their protection?
I need transport planes to transport the paratroopers and their gear.

أحتاج ناقلات تنقل المظللين ومعداتهم.

Shuttle the paratroopers, transport them.

I'll send you written orders.

أرسل لك أوامر كتابية.
Two
Repeat after the model.

Two
Repeat after the model.

Three
Repeat after the model.

Three
Repeat after the model.

LESSON 19

Two--Translation

In the upcoming exercises, our battalion is to attack. Tanks and artillery will support us. Before we undertake the attack, a bomber squadron will come to support us during the attack. According to what I've been told, a company of paratroopers, transported by planes, will drop behind the enemy's positions, half on the right and the other half on the left wings, and we will attack simultaneously, supported by our machine gun sections.

Three--Translation

1. The fighter planes are necessary for the protection of the bombers and transport planes in the air.

2. The bombers bombed the enemy positions.

3. The transport planes transported the paratroopers and their equipment.

4. The flight is the smallest unit in the air force, then comes the squadron.

5. The air force is very important in attacking, and defending, too.

Four

Use the plural of the underlined words in the following 5 sentences. Make any necessary changes.

1. أمير الجناح خمس قادة قاذفات لقصف مواقع العدو.
2. أمير الفرقة در للكتاب بأمر تحريري بالهجوم.
3. الناقلات نزلت فوق مظلتين ورا مواقع العدو.
4. أثناء الهجوم كان اكتر تنفيذ قاذفات للإسناض الجوي.
5. ربع اركان الجيش خمس جناح طيارات للفرقة الأولى.
Five
Use the dual form of the underlined words in the following 5 sentences. Make any necessary changes.

Six
Below is a list of the names of objects pertaining to army and air force installations presented in both Arabic and English. The left-hand column presents abbreviations, for your use only, to help you make the association with the Arabic names. Study them, then cover both the English and Arabic columns and with the help of the abbreviations pronounce the Arabic names.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT</td>
<td>control tower</td>
<td>مرفق مراقبة</td>
</tr>
<tr>
<td>RDSA</td>
<td>radar station</td>
<td>محطة رادار</td>
</tr>
<tr>
<td>RDOSTA</td>
<td>radio station</td>
<td>محطة لاسلكي</td>
</tr>
<tr>
<td>TW</td>
<td>taxiway</td>
<td>مدرج جانبي</td>
</tr>
<tr>
<td>RW</td>
<td>runway</td>
<td>مدرج الإقلاع</td>
</tr>
<tr>
<td>HNG</td>
<td>hanger</td>
<td>حظيرة</td>
</tr>
<tr>
<td>BCN</td>
<td>beacon</td>
<td>منارة</td>
</tr>
</tbody>
</table>
Seven
Answer the following 6 questions, using the information in the left-hand column.

by the control tower
by the hangar
by the beacon
on the taxiway
at the radio station
in front of the radar station
right of the runway

Eight
Study the following sketch, then answer the questions based on it.
Questions:

1. الحظيرة التي تشرفها فارغة ليو متروسة؟
2. جم حظيرة تشرف؟
3. يشاور على مدرج الاقلاع عند نسو؟
4. جم مدرج جانبية تشرف؟
5. كُرو عالمدرج الجانيي رقم واحد؟
6. كُرو كدام برج العراقة؟
7. وبين بصر المنارة؟
8. على أي جهة من مدرج الاقلاع بصر محطة اللاسلكي؟
9. كُرو عالمدرج الجانيي رقم 2؟
10. وبين بصر برج العراقة؟

Nine

In the sketch below, you are the guard on duty. A visitor asks you to give him directions to battalion headquarters. After you check to see if he is authorized to go there, you give him the directions.
CLASSROOM EXERCISES

What do you say?

1. You are the flight instructor. Tell your student to prepare his navigational calculations for his next solo flight and to plot them on the chart.

2. As flight instructor, tell your student to climb to an altitude of 15,000 feet.

3. You are the squadron leader on an actual air raid. Tell your pilots that they are over the target and to commence bombing.

4. A new student reported to you, the flight instructor. Ask her if she has soloed.

5. As the attacking battalion commanding officer, ask your supporting artillery to bomb the right wing of the enemy's defense positions.

6. As a division commander, tell the wing commander in your support that you need two transport planes to lift your battalion of paratroopers and their equipment at 1400 hr.

7. As in 6 above, also tell him that your attack is scheduled to start at 1300 and that during the attack you want him to bomb both of the enemy wings.

8. As a wing commander, convey the orders you received in nos. 6 and 7 above to your subordinates.
9. As a squadron commander who has been given verbal orders, ask your wing commander for written ones.

10. As flight instructor, tell your student to land on runway 367.

Role Playing

Situation 1. Student A plays the role of air force Lieutenant Colonel Najeeb, a wing commander, and student B plays the role of air force Major Kamil, a squadron commander. A charges B with a mission, gives the target, objective, time, etc. B asks for air protection, any information about the enemy's defenses, antiaircraft guns, weather information, and so on.

Situation 2. Study the sketch below, then answer the questions based on it.
Interpretation Practice

Act as an interpreter in the following situations.

English speaker (Instructor)  Interpreter (Student)  Arabic speaker (Student)

Situation 1.

I have soloed before.

نعم، أتيني اسم هالمرة اكو فرق.

What do you have in mind?

هالمرة اريدك تحسب حساب الملاحه وترسمها عالخريطة.

I haven't done this before.

ما ينالف، أتيني راج اتوني.

OK, I am ready.
LESSON 19

Situation 2.

طيارات النقل حاضرة بانتظار المظلّين.

Very good, they are on their way to the airport.

وجنابك بعدك تريد استاد جوي؟

Yes, I like you to bomb the enemy's positions before and during our attack.

ترى راح تحتاج قصف المدفعية مالتك
لمواقع مدفعية ضد الجوالة العدو.

Yes, I have taken this into account.

وين تريدنا ندب المظلّين؟

Behind the enemy's flanks.

منو أمر المظلّين؟

Staff Major Basheer.

Translation Practice

Translate orally the following 5 sentences into English.

1. هذا برج المراقبة، لا تدخل مدرج الإقلاع رقم 370 بالوقت الحاضر.
2. هذا الطيار شلل، لتش؟ شنو السبب؟
3. عدنا سرب قاذفات راجع وراح ينزلون عليه وحدة بعد الْحُج.
4. لتش ما تقدر تنزلهم بمدرج اقلاع آخر؟
5. لا مندي أوامر حمايّة خاصة بمدارج الإقلاع الأخرى.
Dictation Practice

With books closed, write the following 5 Iraqi sentences as the teacher dictates them.

1. اثناء هجومنا عالي العدو كانت طائرات العدو السابعة بمثابة مواقع شجاعة.
2. واجت الناقلات ونزلت نوج المظليين ورا اجنحة العدو.
3. ونكمت مقاتلات العدو تقاطع قاذفلتنا وواجهتها طيارتنا المقاتلة.
4. ومدفعيتنا قدمت استناداً أرضي مهم جداً خلالنا نواصل مواقع العدو تقريبًا.
5. ومشاتنا كمل الهجوم وتخلص من العدو اللي ترك مواقعه.
HOMEWORK

Exercise One
On a separate sheet of paper, transcribe each of the following 10 recorded sentences.

Exercise Two
On a separate sheet of paper, translate the following 10 recorded sentences into English.

Exercise Three
Listen to the following recorded Iraqi paragraph, then answer the 10 printed questions based on it.

1. Which portion of the enemy's positions is the strongest?
2. What is the plan for that position?
3. When is the attack going to happen?
4. Who is attacking?
5. At what is the attack directed?
6. What is going to precede the attack?
7. What is the second objective for the attacking forces?
8. Who is going to attack the left flank? When?
9. What is scheduled to happen at 0415?
10. What is the significance of 0510?
Exercise Four

You will hear 10 statements or questions, each followed by three responses. On a separate sheet of paper, write the letter that corresponds to the best response in each case.

1. a. القاذفات ذي قنابل عاليدف
   b. القاذفات طارت فوق الهدف
   c. القاذفات حت الهدف

2. a. الطيار نزل إلى ارتفاع 10 ألف قدم
   b. الطيار صعد إلى ارتفاع 10 ألف قدم
   c. الطيار طار 10 ألف قدم

3. a. الطائرات سى استطلاع جوي
   b. طائرات الاستطلاع تصف مواقع العدو
   c. طائرات الاستطلاع ذي قنابل فوق مواقع العدو

4. a. دبور عاليمن بعد ما تقلع
   b. دبور عاليمن فجأة بعدما تقلع
   c. دبور عاليمن راسا بعد ما تقلع

5. a. ستة حسابات الخريطة
   b. أرسم الخريطة و ستة حساباتك
   c. ستة حسابتك ودخلها بالخريطة
٦. قايد الفرقة دار التمرين
  ٧. قايد الفرقة تخرج عالتمرين
  ٨. قايد الفرقة قاد التمرين
  ٩. المظللين نزلوا ورا مواقع العدو
  ١٠. المظللين هاجموا مواقع العدو
  ١١. المظللين نصفوا مواقع العدو
  ١٢. سرج المراقبة يكُنُّد نكُّدر نزلت
  ١٣. سرج المراقبة يكُنُّد نكُّدر تظهر
  ١٤. سرج المراقبة يكُنُّد نكُّدر ترجع
  ١٥. المدرج الجنبي للاقلاع
  ١٦. المدرج الجنبي للإيقاع والنزول
  ١٧. المدرج الجنبي ياختك لمدرج الإقلاع
  ١٨. المقالات تقصف القاذفات
  ١٩. المقالات تدافع عن القاذفات
  ٢٠. المقالات اندلي القاذفات عالىهد٢٠
SUMMARY

1. The word قوة جوية precedes the word "aerial," to form "air force." قوة جوية is navy.

2. نزل and خط are interchangeable, meaning "descended" or "landed."

3. The verb كام, "stood up," when followed by a noun prefixed with a preposition, renders the meaning "carried on," "performed" or "launched."

4. مظللي is formed from مظلة, "umbrella," and the relative ي to mean "paratrooper." جنود اليراشوت, "paratroopers," is used more often than مظللين.
1. Measure I sound verbs:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verbal noun</th>
<th>Noun of subject</th>
<th>Noun of object</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;drew&quot;</td>
<td>رَأَمَ</td>
<td>رَأَمٌ</td>
<td>مَرْسُومٌ</td>
</tr>
<tr>
<td>&quot;attacked&quot;</td>
<td>هُجُومٌ</td>
<td>هُجُومٌ</td>
<td>مَنْدَرَفٌ</td>
</tr>
<tr>
<td>&quot;threw&quot;</td>
<td>قَذَفٌ</td>
<td>قَذَفٌ</td>
<td>مَنْدَرَفٌ</td>
</tr>
</tbody>
</table>

For conjugation, see the verb شرب in Lesson 1.

2. Measure I weak-in-the-middle verbs:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verbal noun</th>
<th>Noun of subject</th>
<th>Noun of object</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;flew&quot;</td>
<td>طَارِ</td>
<td>طَارِ</td>
<td>مَنْدَرَفٌ</td>
</tr>
<tr>
<td>&quot;carried out&quot;</td>
<td>كُاَمٌ</td>
<td>كُاَمٌ</td>
<td>مَنْدَرَفٌ</td>
</tr>
</tbody>
</table>

For conjugation, see the verb كَال in Lesson 1.

3. Measure II verbs:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verbal noun</th>
<th>Noun of subject</th>
<th>Noun of object</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;assigned&quot;</td>
<td>مَنْصِبٌ</td>
<td>مَنْصِبٌ</td>
<td>مَنْصِبٌ</td>
</tr>
<tr>
<td>&quot;wrote&quot;</td>
<td>مَحِيَّرٌ</td>
<td>مَحِيَّرٌ</td>
<td>مَحِيَّرٌ</td>
</tr>
</tbody>
</table>

Though both verbs are double-ending, they are conjugated as sound verbs. See the verb لَم, in Lesson 1.
4. Measure IV verb اقْلِعْ, "took off" (in flying)

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>اقْلِعْ</td>
<td>بَلَغَ</td>
<td>اقْلِعْ</td>
</tr>
<tr>
<td>she</td>
<td>اقْلِعْ</td>
<td>تَقْلِعْ</td>
<td>اقْلِعْ</td>
</tr>
<tr>
<td>they</td>
<td>اقْلِعْ</td>
<td>يَتَقْلِعْ</td>
<td>اقْلِعْ</td>
</tr>
<tr>
<td>you, m.</td>
<td>اقْلِعْ</td>
<td>تَقْلِعْ</td>
<td>اقْلِعْ</td>
</tr>
<tr>
<td>you, f.</td>
<td>اقْلِعْ</td>
<td>تَقْلِعْ</td>
<td>اقْلِعْ</td>
</tr>
<tr>
<td>you, pl.</td>
<td>اقْلِعْ</td>
<td>تَقْلِعْ</td>
<td>اقْلِعْ</td>
</tr>
</tbody>
</table>

verbal noun, اقْلِعْ
noun of subject, مُقْلِعٌ
noun of object, not used.

5. Measure V verb تَسْلَقْ, "ascended"

For conjugation, see the verb تَعْبَد in Lesson 8.

verbal noun, تَسْلَقْ
noun of subject, مَتَسْلَقٌ
noun of object, متسلق

6. Measure VIII verb ارتفِعُ, "went up"

For conjugation, see the verb اقْتَمِد in Lesson 8.

verbal noun, ارتفِع
noun of subject, مُرتفِع
noun of object, مُرتفٍ
EVALUATION

Part A.

You will hear 5 sentences, each followed by four responses. On a separate sheet of paper, write the letter of the best response in each case.

1. الطيار نزل بالمدرج
   a. الطيار نزل بالمدرج
   b. الطيار وصل بالمدرج
   c. الطيار طار من المدرج
   d. الطيار دخل بالمدرج

2. القاذفات ذابت تغايلا عالى بدف
   a. القاذفات ذابت تغايلا عالى بدف
   b. القاذفات دورة فوق الهدف
   c. القاذفات وصلت الهدف
   d. القاذفات طارلت فوق الهدف

3. هذا نقيب بالجيش
   a. هذا نقيب بالجيش
   b. هذا نقيب بالقوة الجوية
   c. هذا النقيب ضابط هندسة
   d. هذا النقيب ضابط مشاة

4. محطة الرادار تخابر طيارات العدو
   a. محطة الرادار تخابر طيارات العدو
   b. محطة الرادار تنزل طيارات العدو
   c. محطة الرادار تطور طيارات العدو
   d. محطة الرادار تشوف طيارات العدو
Part B.

Translate the following 5 Iraqi sentences into English.

Part C.

Transcribe each of the following 5 Iraqi sentences.

Part D.

Listen to the following recorded conversation, then answer the 5 printed questions.

1. Who are the parties in that communication?
2. Who initiated the contact?
3. What is the squadron commander's rank?
4. How many runways could the tower assign to the squadron?
5. What is going on at the rest of the runways?
ENRICHMENT

1. Instead of saying اقلعت الطيارة, Iraqi civilians mostly say شالت الطيارة. The verb شال is ID and means "carried" or "lifted."

2. The word تساق is used for "mountain climbing" or "climbing stairs."

3. Although قدم, "foot," is used as a measurement, Iraqi follows the metric system.

4. ملاحه, "navigation," is a word akin to "sea travel," but now it is used for "travel by air" also.

5. جناح, "wing," is used in military language to mean "flank," and in the air force to mean "squadron."

6. The following are some military and/or air force terminology:

   concentration of troops
   center of concentration
   counterattack
   battle
   commandos
   successful attack, unsuccessful attack
   fire line
   cross fire
   foxhole
   fortification

114

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runway lights
assault
hand-to-hand combat
munition
magazine
sight

ENRICHMENT

اضوية المدرج
حملة
القتال باليد
ذخيرة
مخزن
شمعة
<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>air force</td>
<td>قَوْةَ جَوْйَةُ</td>
<td>قَوْةَ جَوْйَةُ</td>
</tr>
<tr>
<td>assign (to)</td>
<td>خَصْصُ</td>
<td>خَصْصُ</td>
</tr>
<tr>
<td>as soon as</td>
<td>قَتَلْمَا</td>
<td>قَتَلْمَا</td>
</tr>
<tr>
<td>attack</td>
<td>هَجَوَمُ</td>
<td>قَدِيفَة</td>
</tr>
<tr>
<td>bomber</td>
<td>مَرْسَمُ</td>
<td>قَدِيفَة</td>
</tr>
<tr>
<td>carry out (to)</td>
<td>كَامِ</td>
<td>كَامِ</td>
</tr>
<tr>
<td>climbing</td>
<td>تَنْطَقَ</td>
<td>تَنْطَقَ</td>
</tr>
<tr>
<td>draw (to)</td>
<td>رَفْ قَسُمَ</td>
<td>رَفْ قَسُمَ</td>
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<tr>
<td>during</td>
<td>بِلَاءِنَةَ</td>
<td>مُقَبَّلاَة</td>
</tr>
<tr>
<td>fighter (plane)</td>
<td>مَقَبَّلاَة</td>
<td>مَقَبَّلاَة</td>
</tr>
<tr>
<td>flight (organizational)</td>
<td>قَدْمَو (ج) / تَشكِيل</td>
<td>قَدْمَو (ج) / تَشكِيل</td>
</tr>
<tr>
<td>foot</td>
<td>قَدْمَ (ج)</td>
<td>قَدْمَ (ج)</td>
</tr>
<tr>
<td>instructor</td>
<td>مَدْرِبٌ</td>
<td>مَدْرِبٌ</td>
</tr>
<tr>
<td>land (to)</td>
<td>بَنْزَلِ</td>
<td>بَنْزَلِ</td>
</tr>
<tr>
<td>magazine</td>
<td>مَجِيلَة</td>
<td>مَجِيلَة</td>
</tr>
<tr>
<td>map, chart</td>
<td>خَرَائِطَ (ج)</td>
<td>خَرَائِطَ (ج)</td>
</tr>
<tr>
<td>navigation</td>
<td>مَرْيَطَة</td>
<td>مَرْيَطَة</td>
</tr>
<tr>
<td>newspaper</td>
<td>جَرَأَدَ (ج)</td>
<td>جَرَأَدَ (ج)</td>
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<td>newspaper</td>
<td>صَحِيّهَ - صَحِيّهَ (ج)</td>
<td>صَحِيّهَ - صَحِيّهَ (ج)</td>
</tr>
<tr>
<td>operation</td>
<td>عَمْلَيّة</td>
<td>عَمْلَيّة</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>ID</td>
<td>MSA</td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>parachute</td>
<td>مظلّة</td>
<td>مظلّة</td>
</tr>
<tr>
<td>paratrooper</td>
<td>مظلَّي</td>
<td>مظلَّي</td>
</tr>
<tr>
<td>squadron</td>
<td>سرب-أسراب (ج)</td>
<td>سرب-أسراب (ج)</td>
</tr>
<tr>
<td>target</td>
<td>هدف-أهداف (ج)</td>
<td>هدف-أهداف (ج)</td>
</tr>
<tr>
<td>transport (plane)</td>
<td>ناقلة</td>
<td>ناقلة</td>
</tr>
<tr>
<td>wing</td>
<td>جناح-أجنحة (ج)</td>
<td>جناح-أجنحة (ج)</td>
</tr>
<tr>
<td>written</td>
<td>تحرير</td>
<td>تحرير</td>
</tr>
</tbody>
</table>
LESSON 20

NAVY ORGANIZATION

OBJECTIVES

Upon completion of this lesson, you will be able to converse about:

• Naval ranks, ships and equipment.

• Parts of daily life on a naval base.
The expressions:

The special meaning in naval terminology of:

The adaptation in Arabic of:

The military usage of:

The ID usage of the compound:

The measure I sound verbs:

The measure I weak-in-the-middle verb:

The measure II verbs:

The measure IV verb:
COMMUNICATIVE EXCHANGES

FRAME I 

Admiral Ayad has gathered his staff and subordinates to find his fleet's state of readiness for the upcoming maneuvers.

الفرقة الأولى البحرية أياذ: تشكركم على جهودكم. تعرفون أريد أعرف موقفنا.
كل واحد منكم عبده تلك دفاعة يشر لي موقفه.
علي يُبدي باتباع عقرب السماكة.

العميد البحرية زكي: طرابتنا على أحسن ما يرام حاضرة بالسيانا.
وكيل في مضوط.

المقدم البحرية بشير: البازخ دخلنا المرمرة (الخناس) بالعوف.
البابس تحتاج غذية تطهيرات للمكينة.

العميد البحرية نجيب: حاملة الطائرات (المونة) واكنة بالرخص.

السُلط بحاجة تطهيرات ونُشيب منه بناء من جديد.

ضابط العمليات: أني أعلنت بعيد والقين للسيارات يركبوا الأمور.
أربعة راح يزودونا أباهم بخيادة العلم.
البحري سلمان.

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TRANSLATION

Admiral Ayad: Thank you for coming. You know, I'd like to assess the situation. Every one of you has three minutes to explain his situation. Let us start clockwise.

Captain Zaki: Our cruiser is in top shape, ready in port and everything is fit.

Commander Bashur: Yesterday we put the destroyer Al-Khansa' into dry dock; the engine needs some repairs.

Captain Najeeb: The aircraft carrier Al-Moowafachah is docked at the pier; the deck needs repairs and part of it needs rebuilding.

Operations Officer: I contacted the commander of the torpedo boats; they have four which they will send us under the command of LTJG Salman.
EXPLANATORY NOTES

1. Iraqi naval ranks are similar to those of the army with the addition of the word بحرى, "sailor," for differentiation. The insignias, unlike the air force, are different. القوة البحرية means "navy." أسطول means "fleet." The plural is أساطيل.

2. "clockwise," is a compound of three words "مَعْقَرْب" سَاعَة. "مَعْقَرْب" means "direction." "مَعْقَرْب" is being used here to mean "clock hand." In MSA, مَعْقَرْب means "scorpion." The plural is مَعْقَرْب سَاعَة. مَعْقَرْب, "opposite" or "counter," it becomes مَعْقَرْب إِلَى مَعْقَرْب السَّاعَة, which means "counterclockwise."

3. "in the best shape" or "in tip-top shape," literally means "in the best of which is desired."

4. "exact," "correct" or "precise," is widely used in ID. Here it is used to mean "fit."

5. "dry dock," is a naval expression. مَعْقَرْب بَيْس means "basin," "pool" or "tank." مَعْقَرْب بَيْس means "dry." مَعْقَرْب هَام means "wet dock." هَام meanings "floating." سِنَا is "port."

6. "machine," is of a foreign origin but is used in both ID and MSA. It may be pronounced as مَكَٰنَة or مَكَٰنَة in MSA. The plural in MSA is مَكَٰنَة, "machine" and in ID is مَكَٰنَة. مَكَٰنَة in ID also means "engine."
7. رصيف is used here to mean "dry dock." رصيف has many meanings, but it is mostly used for "sidewalk." The plural is رصيفات.

8. سطح السفينة, سطح is "deck." سطح السفينة, سطح is "the ship's deck."

9. زورق طوربيد, طوربيد, زورق طوربيد "torpedo boat," is made up of زورق, "boat," and طوربيد, "torpedo," which is taken from Latin. The plural of زورق is زوارق. زورق طوربيد or زوارق طوربيد or زوارق طوربيدات. The plural of the phrase is زوارق. زوارق طوربيد or زوارق طوربيدات. The plural of زوارق is سفن and of سفينة is سفنات.
DRILLS

One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond with the items in Explanatory Notes.)

Admiral Ayad is the fleet commander.

Our cruiser is in top shape; ready in port and everything is fit.

Let us start clockwise.

1. الفَرَيقُ الأولُ البحريُّ أياد قائد الأسطول

2. باتجاه عقرب الساعة

3. عقرب، عقارب، عقرب الساعة، باتجاه عقرب الساعة

4. على أحسن ما يرام

5. حاضرة بالعينان، وكل شيء مضبوط

6. على أحسن ما يرام

7. طرادتنا على أحسن ما يرام

8. مضبوط، كل شيء مضبوط، حاضرة بالعينان، وكل شيء مضبوط

9. طرادتنا على أحسن ما يرام حاضرة بالعينان، وكل شيء مضبوط
Yesterday we put the destroyer Al-Khansa' in dry dock; the engine needs some repairs.

The aircraft carrier Al-Moowafackah is docked at the pier waiting to go into dry dock; the deck needs repairs.
LESSON 20

I contacted the commander of the torpedo boats.

Two

Study the chart below carefully, then cover the Arabic column and pronounce the ranks in Arabic. Now cover both Arabic and English columns and pronounce the ranks in Arabic, using the insignias as clues.

<table>
<thead>
<tr>
<th>Insignia</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fleet admiral</td>
</tr>
<tr>
<td></td>
<td>admiral</td>
</tr>
<tr>
<td></td>
<td>vice admiral</td>
</tr>
<tr>
<td></td>
<td>rear admiral</td>
</tr>
<tr>
<td></td>
<td>commodore</td>
</tr>
<tr>
<td></td>
<td>captain</td>
</tr>
<tr>
<td></td>
<td>commander</td>
</tr>
<tr>
<td></td>
<td>lieutenant commander</td>
</tr>
<tr>
<td></td>
<td>lieutenant</td>
</tr>
<tr>
<td></td>
<td>lieutenant junior grade</td>
</tr>
<tr>
<td></td>
<td>ensign</td>
</tr>
<tr>
<td></td>
<td>chief petty officer</td>
</tr>
<tr>
<td></td>
<td>petty officer first class</td>
</tr>
<tr>
<td></td>
<td>petty officer third class</td>
</tr>
<tr>
<td></td>
<td>seaman</td>
</tr>
<tr>
<td></td>
<td>seaman recruit</td>
</tr>
</tbody>
</table>

1. مشير بحري
2. فريق أول بحري
3. فريق بحري
4. لواء بحري
5. عميد بحري
6. عقيد بحري
7. مقدم بحري
8. رائد بحري
9. نقيب بحري
10. ملازم أول بحري
11. ملازم بحري
12. رقيب عريف بحري
13. عريف بحري
14. نائب عريف بحري
15. جندي أول بحري
16. جندي بحري
### Three

Study the chart below, then cover the Arabic column and pronounce the names of the ships in Arabic. Now cover both columns and using the abbreviations as clues, pronounce the names in Arabic.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Kind of Ship</th>
<th>Arabic Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV</td>
<td>aircraft carrier</td>
<td>حاملة طائرات</td>
</tr>
<tr>
<td>CC</td>
<td>cruiser</td>
<td>طرادة</td>
</tr>
<tr>
<td>DD</td>
<td>destroyer</td>
<td>مدمرة</td>
</tr>
<tr>
<td>AM</td>
<td>minesweeper</td>
<td>كاسحة الغام</td>
</tr>
<tr>
<td>SS</td>
<td>submarine</td>
<td>غواصة</td>
</tr>
<tr>
<td>MTB</td>
<td>torpedo boat</td>
<td>زورق طوربيد</td>
</tr>
</tbody>
</table>

### Four

Cover the Arabic column and pronounce the ranks in the chart below in Arabic.

<table>
<thead>
<tr>
<th>Insignia</th>
<th>Rank</th>
<th>Arabic Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ensign</td>
<td>ملازم بحري</td>
</tr>
<tr>
<td>2</td>
<td>rear admiral</td>
<td>لواء بحري</td>
</tr>
<tr>
<td>3</td>
<td>seaman recruit</td>
<td>جندي بحري</td>
</tr>
<tr>
<td>4</td>
<td>lieutenant</td>
<td>نقيب بحري</td>
</tr>
<tr>
<td>5</td>
<td>seaman</td>
<td>جندي أول بحري</td>
</tr>
<tr>
<td>6</td>
<td>vice admiral</td>
<td>فريق بحري</td>
</tr>
<tr>
<td>7</td>
<td>captain</td>
<td>عقيد بحري</td>
</tr>
<tr>
<td>8</td>
<td>petty officer third class</td>
<td>نائب عريف بحري</td>
</tr>
<tr>
<td>9</td>
<td>chief petty officer</td>
<td>رئس عزفاء بحري</td>
</tr>
<tr>
<td>10</td>
<td>lieutenant commander</td>
<td>رائد بحري</td>
</tr>
</tbody>
</table>
LESSON 20

DRILLS

Five
Cover the Arabic column and pronounce the names and kinds of the ships below in Arabic.

1. CV Al-Khansa' (aircraft carrier)  
2. MTB Tariq (torpedo boat)  
3. SS Tigris (submarine)  
4. DD Nineveh (destroyer)  
5. AM Al-Basrah (minesweeper)  
6. CC The Euphrates (cruiser)

Six
Using the information in the left-hand column, answer the following questions in complete sentences.

Example:

علماني من هو قائد السفينة؟ (Teacher)
الفرقة البحرية علماني. (Student)

علي من هو أم الغواصة دابة؟
بالرصيف
تلميح
كاسحة الالغام البصرة
كامل

عيناء البصرة جميل
بالبادرة
 opinia سفينة
جاسم

1. من هو أم الغواصة دابة؟
2. بينها المدمرة نينوى؟
3. اشيعت زورق الطوربيد طارق؟
4. شاكر بالحوض البابس؟
5. ويا من رحت للمطعم؟
6. وبينها الطرادة الفرات؟
7. من هو عزيمه عالغدا؟
8. اشلون سافر للبصرة؟
9. شاكر بالعيناء؟
10. من هو وملك للمحلة؟
Seven
Use the interrogative words in the left-hand column to ask questions for the answers below.

who
- أمر المدمرة هو المقدم البحري سلمان

which
- كاسحة الالغام البحرية طلعت من الميناء

where
- الواقعة بعدها بالرصف

why
- الطرادة بالحوض اليابس للتصليح

where
- الطبيعة نزلت على سطح حاملة الطائرات الخنساء

when
- خلف تطميش زورق الطوربيد اليوم

what
- قائد الأسطول سوى اجتماع على حاملة الطائرات
Ensign Salim is being visited on the base by his cousin Sameer.

Sameer: وَإِنَّمَا أَيْتَمَّتْنَا بَيْنَ الْمَحْرُوفِ وَالْعَبْدِ

Salim: لَا أَنَا مَا أَكْرَمُ، آنِي الْمَهْمَة ضَابِطَ الْخَفْرَ

Sameer: كَيْنَ يَعْمِنُ ضَابِطُ الْخَفْرِ مَا لَا يَشَىْ؟

Salim: أَكْرَمُ أَنْهَاءُ هُوَ أَبا ضَابِطُ الْخَفْرِ مَا لَا يَشَىْ، يَعْنِىْ تَرَكُهَا الْعَابِدَة

Sameer: وَنَزِعَ هُدْوَمِهَا المَعَكِرَةِ

Salim: وَبَعْدَ شَكْوُ؟

Sameer: بِصُوْرَةٍ عَاصِمَةٌ لَا يَيْبُوُ مُنْهَجْ وَيَتَحُفُّرُ عَلَى طُوُلٍ وَيَنْقُدُ لْرُؤُوج

sameer: لِفَرْقَةِ التَّسْلِيمَةِ وَيَلْعَبُ لَوْ يُرْكَبُ لَوْ يُرْكَبُ لَوْ يُرْكَبُ. وَبَعْدَ تُورِقِ لِلْفَرْغَةِ
TRANSLATION

Sameer: Let’s go swimming a bit in the sea.

Salim: No, I can’t. Today I am the officer of the day.

Sameer: So what? Does the officer of the day have to cease to live?

Salim: There are many things an officer of the day must not do. Among them is leaving the base and taking off his uniform.

Sameer: And what else?

Salim: In general he must be alert and ready at all times. We can go to the recreation room and perhaps play Ping-Pong or billiards after mealtime.
EXPLANATORY NOTES

1. "officer of the day," literally means "the watching officer" or "the guarding officer." خفر , خفرة or خفرة is a verbal noun derived from the verb خفر , "guarded," which is hardly used in ID. عريف خفر is a sergeant on duty for the day to assist the officer of the day.

2. "must not," may be used in ID either with the ما preceding or following لازم. In MSA it may be used one way only and that is with the ما following لازم.
   Example:
   He must not write. (ID) لازم ما يكتب لازم ما يكتب (MSA)

3. "clothes," is ID. It is always in the collective noun form. لبس هدوه means "He dressed," نزع هدوه means "He undressed." نزع السلاح "disarmament."

4. "alert" is an MSA word. It is the form of excess. Usually it is pronounced as يقظان in ID.

5. "helped to forget." It is mostly used to mean "recreation."

6. "Ping-Pong," is adopted in ID. In MSA the game is called بنك بنك, "table ball," which is as common in ID as بنك بنك is.

7. "billiards," is adopted in ID. The game has no name in MSA.
8. *قهوة* means "big bowl" in MSA. It is not used in ID. In the military, it means "food" or "meal." At meal times, الْعَوْقُ ِبَدْكُ, "the bugle sounds," and the platoons, lead by their sergeants queue in front of the kitchen to receive the food. The supervision of this operation is one of the duties of the officer of the day.
One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond with the items in Explanatory Notes.)

Today, I am the officer of the day.

The officer of the day must not leave the base or remove his uniform.

In general, he must be alert and ready at all times.
We can go to the recreation room and perhaps play Ping-Pong or billiards after mealtime.

٢٥ نٌكَدُر نُروَح لغرفَة التسلِيَّة ونلُعِب
٢٦ ينٌكك بونك لو بليارد بعَد توزّيع

٢٧ قِصّة

٢٨ قِصّة، وُكَّت القِصّة، بٌوق القِصّة، بٌوق القِصّة دَك، ناكل قِصّة

٢٩ نٌكَدُر نُروَح لغرفَة التسلِيَّة ونلُعِب بونك لو بليارد بعَد توزّيع القِصّة

Two

Repeat after the model.
Three
Repeat after the model.

1. بعدًا نخلَّع الْبِلَاد رَاح أُذُك أَفْرَك بِالْشَّكْنَةَ
2. آنَى مِيتَ مِن الْجَوُّ مِن نَحْلَع هَـنَا أَرْت أَكْلٌ
3. زَينَنَا شَرَح لمُظْمَع الضَّبَاط وَناَكَل يُعُدُّن أَفْرَك بِالْشَّكْنَةَ
4. وَيَمْتَز رَاحْ يُلَبْ بَيْنَك بَونك؟
5. بِعَدَّ مَا نْقَر الشَّكْنَة نَرْجُع لْعَرْفَة التَّسْلِيَة وَيَلَبْ إِنْمَا شَريِدِ.

Two--Translation

1. What is this bugle that is playing now?
2. This is the bugle for noon's quss'ah.
3. What is noon's quss'ah?
4. Quss'ah is a meal and noon's quss'ah is lunch.
5. You mean the bugle calls for every meal?
6. Yes, the bugle calls for meals and many other occasions.

Three--Translation

1. After we finish playing billiards, I'll show you around the barracks.
2. I am dying of hunger; when we finish here I want to eat.
3. OK, we'll go to the officers' mess, eat and then take you around the barracks.
4. And when are we going to play Ping Pong?
5. After going around the barracks we will return to the recreation room and play whatever you want.
Four
Substitute each of the underlined words in the following sentences with an appropriate one from the left-hand column.

Example:

• نزل للسوک (Teacher)
• نزل للناضی (Student)

Five
With words of your own, substitute the underlined words in the following sentences, seeing to it that the resulting sentences are meaningful.
Six
Form your own complete answers to the following questions.

1. What is the name of the instructor?
2. What is the instructor's name?
3. How long will the course last?
4. What part of the story is the scene?
5. Are the writers in the scene?
6. Is there a flashback in the scene?
7. Is there a new character in the scene?
8. Is it necessary for the base to be close to the sea?
9. Can you carry the base.
10. Should we keep playing?

Seven
Using the information in the left-hand column, answer the following questions in complete sentences.

Example:

علي

منو امر الغواصة؟
(Teacher)

المقدم البحري علي
(Student)

اسم

بندوق وبطن

بيضة وعين

12

سلمان

 많

للفضة البحرية

سماك حمالة

غرفة التسليه

كمال

شكنة

1. Have you seen the sea?
2. Have you seen the sea today?
3. What is the weather like?
4. Do you know the sea today?
5. Did you go for a walk?
6. Where did you go?
7. Did you stay at the base?
8. Where is the ship?
9. What is the name of the instructor?
10. Where is your sister?
CLASSROOM EXERCISES

What do you say?

1. You are the sergeant on duty today. The noon meal is ready; tell the bugler to call for it.

2. Invite your friend for a game of Ping-Pong.

3. You are a commander in charge of a destroyer. Call the pier and tell them you want to bring it in for deck repairs.

4. You are a seaman recruit. Ask your petty officer which is bigger, the destroyer or the cruiser?

5. You are the engine man. Tell your superior that your engine needs repairs.

6. Invite a friend for a swim in the sea.

7. You are a chief petty officer reporting to your new base. Introduce yourself to the captain.

8. You are a petty officer. Tell the men you want a meeting on the deck at 1000.

9. Invite a friend for a game of billiards.

10. You are an ensign. Report to the pack leader that your torpedo boat has been repaired and is in tip-top shape now.
Role Playing

Situation 1. Student A plays the role of chief petty officer in charge of a torpedo boat. Student B plays the role of a lieutenant junior grade, the pack leader. Preparations are under way to join the sea maneuvers.

Student B wants to know the state of readiness. Student A's boat is in need of repairs. Discuss what needs to be repaired, the pier or dry dock situation, when the boat may enter either one, how long it has to wait, and how long would it take to complete the repairs, and so on.

Situation 2. Add Student C, as the officer in charge of the pier, to Situation 1 and involve him in the discussion.

Situation 3. Remove C and add D, as the officer in charge of the dry dock, to situation 2 and carry on the discussion.

Interpretation Practice

Act as an interpreter in the following situations.

<table>
<thead>
<tr>
<th>English Speaker (Teacher)</th>
<th>Interpreter (Student)</th>
<th>Arabic Speaker (Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you do for recreation on the base?</td>
<td>اكو عدننا غرفة تسلية ببيها العاب</td>
<td>What do you play in it?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>تلعب ببنك بونك ويليارد وطاولي</td>
</tr>
</tbody>
</table>
LESSON 20

And what else is available for recreation?

Could you leave the base and go to town or to the market?

How? Do you have to have a car?

Do you have a movie house here?

Situation 2.

I am LTJG Najeeb.

Did you come on the destroyer that arrived here yesterday?

I am in charge of a torpedo boat.

Yes, they're nice, but you don't get to sail as much as you do on a destroyer or an aircraft carrier.

How long are you staying here?
Translation Practice

Translate the following 10 sentences orally into English.

1. كاسحة الألفام وأكفة بالرصيف تنتظر دخول الحوض الياباني.
2. أمر نهج الغواصة هو المقدم البحري سلمان.
3. ضابط الخفر لباليوم هو الملزم البحري بشير.
4. حاملة الطائرات دخلت الرصيف حتى يحلون السطح مالها.
5. عريف الخفر اليوم هو العريف البحري رشيد.
6. من بصر وكت القصعة يدك بوق القصعة.
7. الاستول بكون من بواخر هواية.
8. فائدة الاستول عادة يكون برتبة فريق أو فريق أول بحري.
9. زوارق الطوربيدات عادة تشتعل سوى كفريق.
10. أكو ميز بليبارد وميزيين ينكم بغرفة الخلية.

Dictation Practice

With books closed, write the following 5 sentences as the teacher dictates them.

1. الملزم البحري شريف هو أمر زورق طوربيد.
2. كاسحة الألفام تركت الميناء اليوم الصبح.
3. كنال ما خليك تدخل القاعدة لازم اخبار ضابط الخفر.
4. ضابط الخفر وعريف الخفر لازم يكونون موجودين وكت توريج القصعة.
5. حاملة الطائرات رجعت للمنياء وبعد ما خلدت راحاتها.
HOMEWORK

Exercise One
Transcribe the following 10 recorded sentences.

Exercise Two
Translate the following 10 recorded sentences into written English.

Exercise Three
Listen to the following recorded Arabic paragraph, then answer the 6 printed questions based on it.

1. What took place a month ago?
2. What is the total of all the ships in the fleet?
3. Who commanded the fleet?
4. Who commanded the cruiser?
5. Who commanded the aircraft carrier?
6. What was LTJG Bahjat's task?

Exercise Four
You will hear 10 Arabic sentences, each followed by three responses. On a separate sheet of paper, write the letter that corresponds to the best response in each case.

• a. الجنود جوعانين
• b. الجنود شربوا مي
• c. الجنود شعبانين
ال문ية حاضرة •
ال문ية يمكن تحتاج تطبيق •
ال문ية على احسن ما ضم ام •

اللغام ما موجودة بالداخل •
اللغام مزروعة بالداخل •
كاسة اللغام بالداخل •

الطول بيه طردة •
الطردة بهما الاستول •
الاستول يتكون من طردة •

الطائرات طارت من الباحة •
الطائرات طارت من المطار •
الطائرات طارت فوق الحاملة •

زوارق الطوربيدات ما تشتعل هوائية •
زوارق الطوربيدات تشتعل كفريق •
زوارق الطوربيدات ما تشتعل •

السوق يدق بوكت القمة بس •
السوق يدق بوكت القمة بوكت آخر •
السوق يدق بوكت الكل واوقت اخرى •
LESSON 20

HOMEWORK

- الغواصة دخلت الميناء
- الغواصة تحتاج تطعيم
- الغواصة رفعت للبحر

- غرفة التسلية بها العاب مسلية
- بغرفة التسلية يقومون بواجباتهم
- بغرفة التسلية يحلون المكابس

- الزورق بعدد يغطي بالرصيف
- الزورق ترك الرصيف
- الزورق نزل للرصيف
1. "sea," with the addition of the relative ي becomes بحري, "that of the sea."

2. "anti" or "opposite," is a useful word in polite replies, as in answer to ما أريد أن أحمِّل عَلَيْكِ, "I don't want to impose on you." The polite answer most likely is بالعِكرِ.

3. رميف is used almost exclusively for "sidewalk," but the verb رُمف means "paved" or "laid with stone."

4. خفر is used in the military with either خر لابط or خر رأس to form a compound rendering the meaning that the person is on duty. The word خفر is not used in ID. Even in the military خارس is used for "guard."

5. قمعة, "food," is used in the military but not in ID.
REFERENCE GRAMMAR

1. The word "cruiser," literally means "chaser." It is the form of excess of the verb "chased," "dismissed" or "laid off."

2. "destroyer," is the noun of subject of the verb "destroyed."

3. "submarine," is the form of excess of the verb "submerged."

4. The verb "sailed," and "sea." The plural is "sail".

5. "carrier," is the noun of subject of "carried."

6. "sweeper," is the noun of subject of "swept."

7. "dry," is derived from the verb "dried." Though it is formed in the pattern of the noun of subject, in actual usage "dries" takes the place of the noun of object, and the noun of subject used is "drier," which is formed from the measure II verb.
8. The measure I sound verbs:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verbal noun</th>
<th>Noun of subject</th>
<th>Noun of object</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;chased,&quot; &quot;laid off&quot;</td>
<td>طَرَد</td>
<td>طَارِد</td>
<td>مُطَرَد</td>
</tr>
<tr>
<td>&quot;dried&quot;</td>
<td>مَهَسَس</td>
<td>مَهَسَس</td>
<td>مُهَسَس</td>
</tr>
<tr>
<td>&quot;carried&quot;</td>
<td>جَمَل</td>
<td>جَمَل</td>
<td>مَجَمَل</td>
</tr>
<tr>
<td>&quot;paved&quot;</td>
<td>رَمَف</td>
<td>رَمَف</td>
<td>مَرَمَف</td>
</tr>
<tr>
<td>&quot;remove,&quot; &quot;strip&quot;</td>
<td>نَزِع</td>
<td>نَزِع</td>
<td>مُنَزِع</td>
</tr>
<tr>
<td><strong>&quot;swept&quot;</strong></td>
<td>كَسَح</td>
<td>كَسَح</td>
<td>مَكَسَح</td>
</tr>
<tr>
<td><strong>&quot;guarded&quot;</strong></td>
<td>مَفَلَح</td>
<td>مَفَلَح</td>
<td>مُفَلَح</td>
</tr>
</tbody>
</table>

For conjugation, try to determine the pattern; if you can't, it is listed at the end of Reference Grammar, this lesson.

*Irregular.

**Very seldom used in ID, almost strictly MSA. In ID, the verb جَرِيس, "guarded" is substituted for مَفَلَح.

9. The measure I weak-in-the-middle verb رَام, "wished" is not used in ID.

10. The measure II verbs:

   a. مَلَح, "repaired"

   verbal noun, مَلَح

   noun of subject, مَلَح

   noun of object, مَلَح

   conjugation pattern, مَلَح
b. ُعَلِيُّ , "helped to forget"

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Perfect</th>
<th>Imperfect</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>ُعَلِيُّ</td>
<td>ُعَلِيُّ</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>ُعَلِيُّ</td>
<td>ُعَلِيُّ</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>ُعَلِيُّ</td>
<td>ُعَلِيُّ</td>
<td></td>
</tr>
<tr>
<td>you, m.</td>
<td>ُعَلِيُّ</td>
<td>ُعَلِيُّ</td>
<td></td>
</tr>
<tr>
<td>you, f.</td>
<td>ُعَلِيُّ</td>
<td>ُعَلِيُّ</td>
<td></td>
</tr>
<tr>
<td>you, pl.</td>
<td>ُعَلِيُّ</td>
<td>ُعَلِيُّ</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>ُعَلِيُّ</td>
<td>ُعَلِيُّ</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>ُعَلِيُّ</td>
<td>ُعَلِيُّ</td>
<td></td>
</tr>
</tbody>
</table>

Verbal noun, ُعَلِيُّ

Noun of subject, ُعَلِيُّ

Noun of object, ُعَلِيُّ

11. The measure IV verb ُعَبِرُ , "sailed"

Verbal noun, ُعَبِرُ

Noun of subject, ُعَبِرُ

Noun of object, not used.

For conjugation, see the verb ُعَمَّنُ, in Lesson 3.

(The pattern is measure I verb ُغَرَبُ, see Lesson 1.)
You will hear 5 Arabic sentences, each followed by four responses. On a separate sheet of paper, write the letter that corresponds to the best response in each case.

1. الضابط بالبحرية يسموه ضابط بحري
   a. البحرية بسوا ضابط بحريين
   b. كل البحريين ضابط بالبحرية
   c. كل البحرية ضابط بحريين
   d. 

2. الطيارة قصفت سطح الحاملة
   a. سطح الحاملة نزل بالطيارة
   b. الطيارة حطت على سطح الحاملة
   c. الطيارة نزلت سطح الحاملة
   d. 

3. ضابط الخفر لازم يوزع القصة
   a. ضابط الخفر لازم يكون موجود لما يوزعون القصة
   b. ضابط الخفر لازم يحضر القصة
   c. ضابط الخفر ما لازم يوزع القصة
   d. 

4. لعبة الطاولى بغرفة التسلية
   a. البشك بونك من العاب التسلية
   b. بغرفة التسلية اكو لعبه بلييارد
   c. بغرفة التسلية اكو لعبة كرة المنتفدة
   d. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

12. 

13. 

14. 

15. 

16. 

17. 

18. 

19. 

20. 

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LESSON 20

EVALUATION

Part B.

Translate the following 5 recorded Arabic sentences into written English.

Part C.

Using SATTSS, write the following 5 recorded Arabic sentences.

Part D.

Listen to the following recorded Iraqi conversation, then answer the questions based on it.

Questions:

1. How many submarines are there in the fleet now?

2. Where do repairs take place?

3. How many destroyers are there in the fleet?

4. Who is Vice Admiral Ayad?

5. Where is the second destroyer?

6. How many ships are in this fleet now?

7. What is at the pier now?
1. or مكينة is referred to sometimes as "motor." Most engine parts are called by their foreign names.

2. هلوكوپتر is "helicopter."

3. زورق "boat," varies in size quite a bit. The medium to small ones are also called بلم. The plural is ابلام.

4. or استحم means "swam." غرق is "drowned." غطس is "dived" or "submerged."

5. "dry," preceeded by خشم, "nose," forms the phrase خشم بابس, "snub."

6. السندباد البحري is a mythical character who lived in Baghdad according to the tales of A Thousand and One Nights.

7. "table tennis," بليارد, "billiards" and طاولة, "backgammon," are some of the games found in the recreation room. Other games that might be found there are:

dominoes

cards

chess
<table>
<thead>
<tr>
<th>English</th>
<th>ID</th>
<th>MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>admiral</td>
<td></td>
<td>فريق أول بحري</td>
</tr>
<tr>
<td>aircraft carrier</td>
<td></td>
<td>حاملة طائرات</td>
</tr>
<tr>
<td>alert</td>
<td></td>
<td>ينظ</td>
</tr>
<tr>
<td>Ayad (name)</td>
<td></td>
<td>أباد</td>
</tr>
<tr>
<td>base</td>
<td></td>
<td>قاعدة - تواعد (ج)</td>
</tr>
<tr>
<td>billiards</td>
<td></td>
<td>قاليارد</td>
</tr>
<tr>
<td>boat</td>
<td></td>
<td>زورق - زوارق (ج)</td>
</tr>
<tr>
<td>captain (naval)</td>
<td></td>
<td>ضائد بحري</td>
</tr>
<tr>
<td>carrier</td>
<td></td>
<td>حاملة</td>
</tr>
<tr>
<td>chief petty officer</td>
<td></td>
<td>رأس عرفاء بحري</td>
</tr>
<tr>
<td>clockhand, scorpion</td>
<td></td>
<td>عقرب - عقارب (ج)</td>
</tr>
<tr>
<td>clothes</td>
<td></td>
<td>هدم</td>
</tr>
<tr>
<td>commander</td>
<td></td>
<td>مقدم بحري</td>
</tr>
<tr>
<td>commodore</td>
<td></td>
<td>ضائد بحري</td>
</tr>
<tr>
<td>counter, opposite</td>
<td></td>
<td>عكس</td>
</tr>
<tr>
<td>cruiser</td>
<td></td>
<td>طراده</td>
</tr>
<tr>
<td>deck, roof</td>
<td></td>
<td>سطح - سطوح (ج)</td>
</tr>
<tr>
<td>desired (is)</td>
<td></td>
<td>سرام</td>
</tr>
<tr>
<td>destroyer</td>
<td></td>
<td>مدمرة</td>
</tr>
<tr>
<td>distribution</td>
<td></td>
<td>توزيع</td>
</tr>
<tr>
<td>dry</td>
<td></td>
<td>بابل</td>
</tr>
<tr>
<td>dry dock</td>
<td></td>
<td>حواس باباس</td>
</tr>
<tr>
<td>engine</td>
<td></td>
<td>مكينة - مكابس (ج) ، موثور</td>
</tr>
<tr>
<td>ensign</td>
<td></td>
<td>ملازم بحري</td>
</tr>
</tbody>
</table>
LESSON 20

English ID MSA
exact, correct, precise
explain (to)
fleet
floating
food, meal قمَّة - قمَّة (ج)
guard
in general
lieutenant (naval)
lieutenant commander
lieutenant junior grade
navy
petty officer, first class
petty officer, third class
port
rear admiral
recreation
repair
sea
seaman
seaman, recruit
sidewalk, pier
strip (to)
table tennis
tank, pool
torpedo
vice admiral
SELF-EVALUATION TEST

MODULE 5

Part One

Listening Comprehension

Section A. You will hear 10 Iraqi sentences. After listening to each sentence, mark the letter that corresponds to the best translation for each item on a separate sheet of paper.

1.

a. They made a good promotion; congratulations about choosing you.

b. Congratulations on your promotion; they made a good choice.

c. Congratulations on being chosen for a good promotion.

d. They made a good choice on congratulating you on your promotion.

2.

a. Our sergeant became temporarily acting first sergeant.

b. Our first sergeant became command sergeant major temporarily.

c. Our sergeant became first sergeant temporarily.

d. Our sergeant is acting temporarily in place of a first sergeant.

3.

a. The pilot took off to 10,000 ft. altitude.

b. The pilot descended to 10,000 ft. altitude.

c. The pilot reached 10,000 ft. altitude.

d. The pilot climbed to 10,000 ft. altitude.
4.
   a. The aircraft carrier's deck needs repairing.
   b. The aircraft carrier's deck needs changing.
   c. The aircraft carrier's deck needs rebuilding.
   d. The aircraft carrier's deck needs removing.

5.
   a. There is one too many petty officers first class on our sub.
   b. There is an extra petty officer first class on our sub.
   c. There is a vacancy for a petty officer first class on our sub.
   d. There is an experienced petty officer first class on our sub.

6.
   a. The company's commander placed the machine guns in the front.
   b. The company's commander placed the machine guns on the flank.
   c. The company's commander placed the machine guns on the flanks.
   d. The company's commander placed the machine guns in the center.

7.
   a. Only one runway is closed for repair.
   b. Only one runway is not closed for repair.
   c. Only one runway has been repaired after being closed for repair.
   d. One runway is closed for repair only.

8.
   a. The cruiser is at the pier.
   b. The cruiser is in the dry dock.
   c. The cruiser is in the wet dock.
   d. The cruiser is in the dock.
MODULE 5

SELF-EVALUATION TEST

9.

a. The CO said that he will send us a destroyer.

b. The CO said that he will send us a cruiser.

c. The CO said that he will send us a sub.

d. The CO said that he will send us an aircraft carrier.

10.

a. Today, for the first time you will not fly alone.

b. You will fly your first solo today.

c. Today, you will fly for the first time.

d. You will fly solo another time today.

Section B You will hear 10 Iraqi questions or statements. Each is followed by four responses. Mark on your answer sheet the letter that corresponds to the best response for each item.

1. a. الضباع كبعدوا بحدود منفذة الرمل
    b. الضباع كبعدوا بحدود منفذة الرمل
    c. الضباع حوطوا منفذة الرمل
    d. الضباع كبعدوا عند منفذة الرمل المدررة

2. a. كديبة المدفعية اطلت بالأغرة
    b. كديبة المدفعية وصا لة الغرة
    c. كديبة المدفعية رجت من الغرة
    d. كديبة المدفعية اشتركت بتمارين الغرة

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SELF-EVALUATION TEST

01. a. وصلت الأوامر الكتابية
   b. الأوامر الشفوية وصلت
   c. وصلت الأوامر اليومية
   d. الأوامر الشفية وصلت

02. a. المعاون رجع من الاستطلاع
   b. المعاون اجا من الاستطلاع
   c. المعاون هسه رجع من الاستطلاع
   d. المعاون اجا من الاستطلاع كليل شوكة

03. a. طياراتنا طارت فوق مواقع العدو
   b. طياراتنا نزلت على مواقع العدو
   c. طيارتنا استطاعت مواقع العدو
   d. طيارتنا قصفت مواقع العدو

04. a. الحقل بيه الغام حقيقية
   b. الحقل نرى بيه الغام مبتهج
   c. الحقل بيه الغام حارة
   d. الحقل نرى بيه الغام مزرعة

05. a. البوق بيدك باوقات هواية
   b. البوق بيدك باوقات الالعاب
   c. البوق بيدك باوقات مخصصة
   d. البوق بيدك باوقات الظهر
8. ضابط الخفر لازم يثبت هدومه
   a. ضابط الخفر لازم ما ينزغ هدومه
   b. ضابط الخفر ما لازم يتحرك الثقبة بليا هدومه
   c. ضابط الخفر لازم ينطف هدومه
   d. ضابط الخفر لازم يثبت هدومه

9. جانوا ديلعبون ريافة
   a. جانوا ديلعبون بليارد
   b. جانوا ديلعبون كرة السلة
   c. جانوا ديلعبون كرة المنغدة

10. كيل الهجوم نزلوا المظللين
    a. بعد الهجوم نزلوا المظللين
    b. ورا الهجوم نزلوا المظللين
    c. اثناء الهجوم نزلوا المظللين
    d. بعد الهجوم نزلوا المظللين
MODULE 5

SELF-EVALUATION TEST

Section C. Listen to the following dialogue in Iraqi, which will be read twice. After the first reading, there will be a two-minute pause to allow you to write, in English, the answers to the 6 printed questions. After the second reading, you will have one more minute to complete your answers.

Questions:

1. When did the patrol return?

2. How did the patrol's spokesman point out their return time?

3. What is the important feature in the patrol reconnaissance?

4. In what condition is it?

5. Is it being defended? What is the proof?

6. Are there any minefields? If yes, how many?

Part Two

Written Interpretation

In this part of the test, you will hear 10 Iraqi sentences. Write the English translation for each sentence. You will have a 35-second pause to write each translation.

Part Three

Dictation

In this part of the test, write the following 10 Iraqi sentences. Each sentence will be read twice. Each reading will be followed by a 20-second pause.
Part Four

Spoken Interpretation/Role Playing

Section A. In this part of the test, act as an interpreter in a conversation between an Iraqi and an American. Translate the Iraqi into English and the English into Iraqi. You will hear each line only once.

Section B. Read the description of the situation below and take the role prescribed for you. The instructor will play the role of your Iraqi friend.

You are in Baghdad, visiting your Iraqi friend Captain Kamel.

You are inquiring about how he likes his job and what position he occupies?
What is the next rank for him? What position may he get?
What is the rank of his immediate superior? What is the rank of his regimental commanding officer? Do they go on maneuvers usually?
When and where will it be this year?
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>اجتماع</td>
<td>meet (to), get together (to)</td>
</tr>
<tr>
<td>احتياط</td>
<td>reserve</td>
</tr>
<tr>
<td>احمد</td>
<td>Ahmad (name)</td>
</tr>
<tr>
<td>اختيار</td>
<td>choosing, choice</td>
</tr>
<tr>
<td>استطلاع</td>
<td>reconnaissance</td>
</tr>
<tr>
<td>استعمل</td>
<td>use (to)</td>
</tr>
<tr>
<td>اسطول - اسطول (ج)</td>
<td>fleet</td>
</tr>
<tr>
<td>اقترح</td>
<td>suggest (to)</td>
</tr>
<tr>
<td>اقتضى</td>
<td>necessitate</td>
</tr>
<tr>
<td>اكرم</td>
<td>Akram (name)</td>
</tr>
<tr>
<td>الحق</td>
<td>join (to)</td>
</tr>
<tr>
<td>ايد</td>
<td>Ayad (name)</td>
</tr>
<tr>
<td>بحر - بحار (ج)</td>
<td>sea</td>
</tr>
<tr>
<td>بدون / بلبا (ع)</td>
<td>without</td>
</tr>
<tr>
<td>بحورة عامة</td>
<td>in general</td>
</tr>
<tr>
<td>بعيد</td>
<td>far from</td>
</tr>
<tr>
<td>بليارد (ع)</td>
<td>billiards</td>
</tr>
</tbody>
</table>
CUMULATIVE VOCABULARY

L19 written
L17 promotion
L19 climbing
L20 recreation
L19 flight (organizational)
L20 repair
L18 tactical, tactical deployment
L17 exercise
L18 wish (to)
L17 congratulations
L18 just now
L20 distribution

L18 fix (to), confirm (to)
L18 barracks

L17 group (to)
L17 group
L19 newspaper
L18 wing
L20 seaman
L20 seaman, recruit
L19    as soon as
L20    carrier
L20    aircraft carrier
L17    according to
L17    beauty
L18    prepare (to)
L18    dig (to)
L17    field
L17    Hammdan (name)
L20    tank, pool
L20    dry dock
L17    live

L19    assign (to)
L19    map, chart
L20    guard
L19    during
L17    best, choice, prime

L18    around, surrounding
L18    patrol

L17    mental
L20  lieutenant commander
L17  rank
L19  draw (to)
L18  machine gun
L20  sidewalk, pier
L19  flight (organizational)
L17  athletics
L20  chief petty officer
L17  head, chief

L17  plant (to), lay (to)
L20  boat

L18  fill (to), plug (to)
L18  dam
L19  squadron
L18  company (military)
L20  deck, roof
L17  bad

L18  skillful
L18  vacancy
L17  person
L17  Shareef (name)
L17 shake hands (to)
L19 newspaper
L17 NCO
L17 anti
L20 cruiser
L17 round
L20 torpedo
L17 thought
L18 assign (to)
L20 floating
L17 ammunition
L17 enemy
L20 petty officer, first class
L20 clockhand, scorpion
L20 captain (naval)
L20 counter, opposite
L19 operation
L20 commodore
MODULE 5

CUMULATIVE VOCABULARY

L17 division
L20 admiral
L20 vice admiral
L20 explain (to)
L18 platoon
L17 battalion

L19 bomber
L20 base
L17 leader
L19 foot
L17 part
L20 food, meal
L20 navy
L19 air force

L19 carry out (to)
L20 table tennis

L18 La'aby (name)
L17 mine
L17 brigade, major general, state, flag
L20 rear admiral

اللغة العربية (ع) اللفظ - اللفظ (ج) لواء - الوية (ج) لواء بحري
قائمة قاعد - قواعد (ج) قائم - قواعد (ج) قدم - اقدام (ج) قسم - اقسام (ج) قشمة - قمع (ج) (ع) قوة بحرية قوة جوية.

قاذفة قاعدة - قواعد (ج) قائد - قواد (ج) قدم - اقدام (ج) قسم - اقسام (ج) قشمة - قمع (ج) (ع)

كم (ع) كرة المنفدة / بونك (ع)

العاصي (ع) اللغم - اللغام (ج) لواء - الوية (ج) لواء بحري
MODULE 5

CUMULATIVE VOCABULARY

L19  navigation
L17  act (to), represent (to)
L17  portray (to)
L19  magazine
L19  instructor
L17  armored
L20  destroyer
L18  in charge, responsible
L20  exact, correct, precise
L19  paratrooper
L19  parachute
L18  assistant
L18  equipment
L18  information
L18  explosives
L19  fighter (plane)
L18  capable
L20  commander
L17  composed of
L20  engine
L20  lieutenant junior grade
L20  ensign
L18  sand table
L18  temporary
L18  temporarily
L18  position
L20  port
MODULE 5

CUMULATIVE VOCABULARY

L19 transport (plane)
L20 petty officer, third class
L17 Najim (name)
L20 strip (to)
L19 land (to)
L18 demolish (to), blow up (to)
L20 lieutenant (naval)

L19 attack
L19 target
L20 clothes

L18 duty
L17 unit
L18 acting (position), agency

L20 dry
L20 desired (is)
L20 alert

L17 mechanized

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