

Mastering Arabic 2: Activity Book

Additional ideas for extension activities

Here are some ideas of how to extend activities in *Mastering Arabic 2: Activity Book*. The ideas are presented unit by unit and are referenced in the book to the relevant activity.

We hope that you will also be inspired to create your own additional practice for other activities following these models.

Unit 1: Activity 3

Follow up the sentences in Activity 3 by writing some descriptions of your own family and friends, following the models here. You could combine the descriptions in the form of a letter or email, or simply compose them as individual sentences.

Unit 1: Activity 4

When you have completed Activity 4, try looking at the jumbled conversation below and see if you can re-write it in the correct order. Check your answer with the original conversation in the book.

ماجد: أنا أصلاً من الأقصر.
 الشرطي: هل أنت مهرّج يا ماجد؟
 ماجد: نعم! نعم! كيف عرفتَ مهنتي؟!
 الشرطي: لا، لا. ما اسم العائلة؟
 ماجد: آه! فهمت الآن! اسمي ماجد محمّد محفوظ.
 الشرطي: وأنت من أين؟
 ماجد: اسمي ... اسمي ... ماجد.
 الشرطي: عظيم. وأين تُقيم الآن؟
 الشرطي: ما اسمك؟
 ماجد: أُقيم مع جدّتي.
 الشرطي: ماجد فقط؟
 ماجد: نعم، اسمي ماجد فقط.
 الشرطي: ولكن يا ماجد، أنا لا أعرف أين تُقيم جدّتك.
 ماجد: أنا أعرف عُنوانها!

Unit 2: Activity 2

Follow up the sentences in Activity 2 by writing some negative sentences about what you will *not* find in each room, for example:

لَنْ تَجِدَ السَّيَّارَةَ فِي غُرْفَةِ النُّوْمِ. *You won't find the car in the bedroom.*

Unit 3: Activity 1

Follow up the activity by talking about what you and your family and friends do for a living. Try to connect the sentences together, for example:

أنا طالب في مدرسة كبيرة ولكن أختي مندوبة لشركة دولية. *I'm a student in a large school, but my sister is a representative for an international company.*

Unit 3: Activity 6

Try answering these additional comprehension questions, based on the text about Tareq in Activity 6. (Answers are upside down below.)

- 1 In what year was Tareq born?
- 2 In which town and country does he live?
- 3 For whom does he act as an agent?
- 4 Why does he go to exhibitions in Europe and the Middle East?
- 5 Where was Tareq's first job in 2012?
- 6 What did he study in Milan?
- 7 From which university did he obtain his certificate in computer-aided design?
- 8 Which languages does Tareq speak?

1 1990; 2 Binzrit in Tunisia; 3 Tunisian artists; 4 To exhibit and sell paintings; 5 In the Museum of Culture; 6 business administration; 7 Leeds; 8 Arabic, English and French fluently; Italian at intermediate level

Unit 4: Activity 1

Follow up the activity by talking about which sports you take part in, for example:

ألعب كرة السلة. *I play basketball.*

أمارس ألعاب القوى. *I practise athletics.*

Unit 5: Activity 2

Make up your own reasons for visiting the places around town. For example:

أريد ان أبعث رسالة لابن عمي في لندن. *I want to send a letter to my cousin in London.*

If you are learning with a partner or in a group, they can try to guess which destination you need.

Unit 5: Activity 8

When you have completed the activity, try retelling this account as if you were Fadi's friend. Start like this:

في الصيف الماضي سافر فادي مع مجموعة سياحية إلى المغرب. *Last summer Fadi went with a tourist group to Morocco.*

If you want an additional challenge, retell the account, this time making the main character female.

Unit 6: Activity 8

After you have written out the conversation with the waiter and checked your answer with the model, try this additional end-of-unit activity.

Imagine that you are organising a buffet for you and six friends in a local Lebanese restaurant. Maryam and Lucy are vegetarians, Samir is allergic to all dairy products, Sarah is allergic to nuts, Jack only eats meat, chips and pizza, and Ibrahim doesn't like pulses or garlic. Luckily, you eat everything!

Your job is to order a varied selection of food for the buffet that includes at least two dishes that each of the participants can eat. Write a list in Arabic for the restaurant manager of your choices of dishes. If you are learning with a partner or in a group, you can decide together.

Unit 8: Activity 2

Follow up the activity by putting your answers for the different items of clothing into a sentence or question. This could be a description of someone wearing the item, a question you might ask in a shop, or something similar.

Unit 8: Activity 6

When you have completed Activity 6, try this additional activity.

Below is the text of what Hani says, this time with blanks where the verbs should go. Can you re-write what Hani says, inserting the appropriate verbs from the box? Check your answer with the original speech bubble in the book.

أذهب	يستمرّون	ليس	أهتّم	ألّبس
يصرّون	اشتريتُ	يخرج	تعرفون	أحتاج

أحمد وأمّين وقاسم _____ على أن _____ معهم إلى حفلة وداة يوم
الخميس القادم، و _____ في الإصرار رغم تردّدي. في الحقيقة، أنا لا
_____ كثيراً بالحفلات. أنا _____ عندي بدلة أنيقة لـ _____ها
في هذه الحفلة. عندي فقط البدلة الزرقاء التي _____ها في الشتاء
الماضي. كما أنّني سـ _____ إلى قميص جديد. حذائي الأسود الجلديّ
مثقوب. الجورب _____ منه أحياناً. الآن _____ أسباب تردّدي.

Unit 9: Activity 2

Make up a description about what someone does for a living, following the examples in the book. The sentence can be in English, or in Arabic for an additional challenge. Think about what the Arabic names for the fields of study might have been that lead to this occupation.

If you are learning with a partner or in the group, the other(s) can try to guess the field of study from the description.

Unit 10: Activity 5

Follow up the activity by acting out the radio interview. Speaking out loud and learning by heart is very good for fluency in a language.

If you are learning with a partner, take a part each. You can start by reading from the page, and then progress to learning the parts by heart. When you are satisfied with your performance, try recording it and playing it back to yourselves and Arabic-speaking friends and teachers.

If you are learning by yourself, you can record the parts separately using different voices and then edit them together.

You can use this technique with other dialogues or passages.

Unit 11: Activity 2

You can extend this activity and your language skills by writing a short description of the weather at your current location for today and yesterday, and the forecast for tomorrow.

Unit 12: Activity 4 and Activity 5

Complete both Activity 4 and Activity 5, and then follow up by giving the two patients in Activity 4 advice to address their health issues. You could present this in the form of what the doctor might say to them.

You can also act out the dialogue in Activity 4 (see Unit 10, Activity 5), or make up a new one between one of the patients and the doctor.

Unit 13: Activity 6

Research a well-known figure from the Arab world who used to be famous, and write a passage about his or her past and current life, using the passage about Fifi Zakareya as a model.

If you are learning with a partner or in a group, you can make up some true/false sentences about your passage for them to answer.