



Islamic Republic of Afghanistan  
Ministry of Education  
Deputy Minister of Curriculum Development, Teachers  
Education & Science Center  
General Directorate of Curriculum Development  
& Compiling of Textbooks

## English for Afghanistan Student's book

# Grade Eight



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**2011**



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# English for Afghanistan Student's Book

## Grade Eight

***Published: 1390***

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



## سرود ملی

|                       |                               |
|-----------------------|-------------------------------|
| دا وطن افغانستان دی   | دا عزت د هر افغان دی          |
| کور د سولې کور د تورې | هر بچی یې قهرمان دی           |
| دا وطن د ټولو کور دی  | د بلوڅو د ازبکو               |
| د پښتون او هزاره وو   | د ترکمنو د تاجکو              |
| ورسره عرب، گوجر دي    | پامیریان، نورستانیان          |
| براهوي دي، قزلباش دي  | هم ایماق، هم پشه بان          |
| دا هیواد به تل ځلېږي  | لکه لمر پر شنه آسمان          |
| په سینه کې د آسیا به  | لکه زړه وي جاویدان            |
| نوم د حق مو دی رهبر   | وایو الله اکبر وایو الله اکبر |

# **The Message**

## **from his Excellency Minister of Education**

**Dear teachers and students,**

As education is the foundation of progress and development in all countries, curriculum is one of the most important elements of education. In our country the new curriculum is designed in accordance with the modern academic developments and needs of the people. It is obvious that the scientific developments and the needs of the people are also in progress constantly. Therefore, it is necessary that curriculum to be developed scientifically and precisely according to the requirement of the people as well. Therefore, the curriculum must not be under the influence of political changes, ideologies and personal wishes of the people.

The text-book that you have in your hand is precisely projected in accordance with these stipulations and qualifications. Scientific and useful topics are added to the book and active participation of students in learning process is intended as a part of plan in the teaching methods.

I hope that the book will be taught in accordance with the active teaching methods, the teaching guide and the intended curriculum plan. The guardians and parents of the students are also required to support their daughters and sons in a qualitative education constantly to attain the goals and objectives of the education system and to have desirable achievements for students and our country. I am sure that our respected teachers will discharge their responsibilities honestly in the effective implementation of the curriculum.

The Ministry of Education is working constantly to develop the curriculum according to the teachings of Islam, sense of patriotism, scientific standards and the utter requirements of the people. So, all the academic personalities, scholars in the field of education of the country, guardians and parents are requested to support our authors and writers in further improvement of the compiling of textbooks by their constructive perspectives and suggestions.

I am grateful and wholeheartedly appreciate all the authors who participated in the preparation and compiling of this book and all the institutions national and international and other friendly countries who co-operated us in the preparation and codification of the modern curriculum, and in the printing and distribution of textbooks.

May Allah help us.

Best regards,

Farooq Wardak  
Minister of Education

## **Introduction**

### **Rational for English Language**

Studying English Language, as a very effective foreign language is crucial and essential for the people of Afghanistan because of many reasons:

- a. It can enable learners to communicate with other people and acquire needed information.
- b. It can help students and scholars to get knowledge about the daily life, culture, religion, politics, science and the technologies developed in English Language, and use the knowledge in the development of their country.
- c. It can help the students and scholars to learn about the contributions of great writers, thinkers, scientists, poets, inventors, statesmen and politics in the progress of the people's of this language.
- d. It can help our statesmen understanding international law and culture and consequently, improve international relations of Afghanistan with the nations of the world.
- e. It can help our people to promote their business and strengthen the economy of the country.
- f. It can help our religious scholars to communicate the people of the world, comprehend their culture and the way of life, and accordingly preach them the precious Islamic teachings and values. Consequently, promote mutual understanding and conviction.

\*\*\*

## Methods of the Course

“English for Afghanistan” is an English Course for the people of Afghanistan, to meet their needs. The course has been designed to promote English Language Learning through the following methods and techniques:

1. In the course, students are encouraged to talk first about themselves and their environments and then to broaden their horizons.
2. The course develops an awareness of the link between language, religion and culture.
3. The course provides students with the opportunity to acquire English language skills in an enjoyable and challenging way.
4. In the course, there is a consistent focus on learning English in order to develop practical and functional skills in which grammar is carefully controlled.
5. The course provides enough time to students to master and acquire the lexicon and structures which are taught to them.
6. The skills of listening, speaking, reading and writing are developed gradually.
7. Maximum opportunities of interaction are provided for students.
8. Maximum use is made of pair and group activities where students undertake tasks collaboratively.
9. Moreover, revision and recycling are integrated into the course to facilitate more learning skills.
10. This book of the course is consisting of (16) units. Each unit is divided into (4) forty-five minute lessons.

\*\*\*



# Table of Contents

| Unit | Title                   | Page Number |
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# Unit 1

## Talking about free time

**In this unit you are going to:**

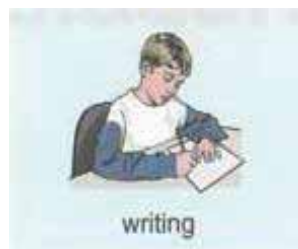
- talk about free time.
- talk about abilities.
- talk about things you like.
- ask and answer questions with can.
- write a paragraph about yourself.



## Unit 1

## Lesson 1

### Talking about free time



- What are the people in the pictures doing?
- What do you do in your free time?
- What is your favorite hobby?

### Conversation

#### A. Read and practice.

Practice the following conversation with your partner.

Amina: I go for drawing classes every Tuesday.

Latifa: Why?

Amina: I love to draw but I can't.

Latifa: Oh, I can draw, but I can't sew. Does the center give sewing classes, as well?

Amina: I don't think so. But you can get self-teaching video tapes and CDs at the book store.

Latifa: I can't use the computer, either. Could you ask if the center gives computer course, as well?

Amina: I think so



#### B. In pairs: Talk about yourself. What can you do? What can't you do?

## Unit 1

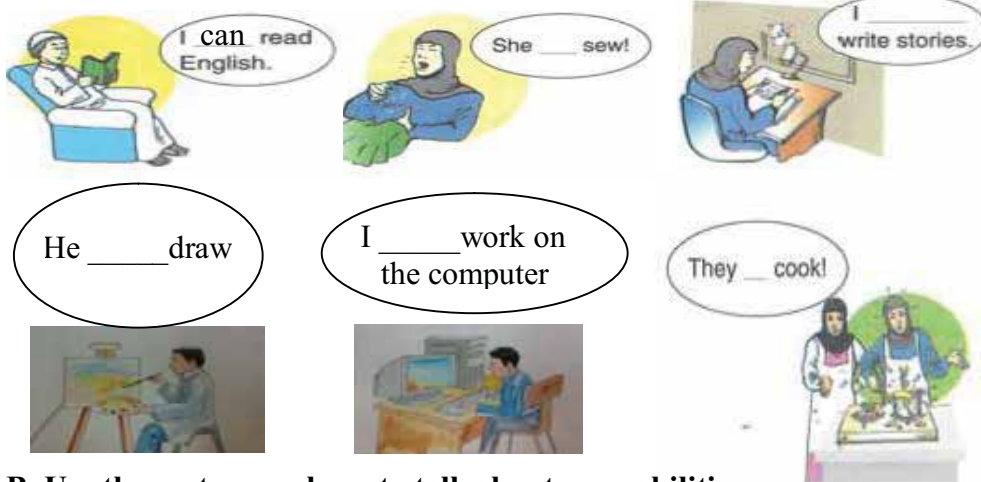
### Lesson 1

#### Grammar

##### Can for ability

|                                                                       |                                                                     |                                                                                                   |                    |
|-----------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------|
| He <b>can</b> draw.<br>They <b>can't</b> draw.<br>We <b>can</b> swim. | <b>Can</b> he draw?<br><b>Can</b> they draw?<br><b>Can</b> we swim? | Yes, he <b>can</b> .<br>No, they <b>can't</b> .<br>Yes, we <b>can</b> ./ No,<br>we <b>can't</b> . | Can't = Can<br>not |
|-----------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------|

**A. Look at the pictures and complete the sentences.**



**B. Use the sentences above to talk about your abilities.**

#### Speaking

**In pairs: Ask your partner questions about what he/ she can do and can't do.**

Can you count to one hundred?

Yes, I can.

Can you swim?

No, I can't.

stand on your hands.  
spell your name backwards.  
sew a jacket.  
write with your left hand.  
speak Spanish.  
cook Italian food.  
draw a camel.  
introduce yourself.

## Unit 1

## Lesson 2

### Vocabulary

#### A. Match the pictures to the hobbies.



swimming  
balling

fishing  
playing basketball

#### B. In pairs: Tell your partner about your abilities. What can you do?

### Conversation

I can \_\_\_\_\_.

#### A. Read and practice.

Practice the following conversation with your partner

Nawab: You have lots of books, Farhad.

Farhad: Yes, I like reading; it's my hobby.

Nawab: How many books do you read in a week?

Farhad: One book in a week.

Nawab: Are these books yours, too?

Farhad: No, these are my brother's social study books. I don't like reading about social study.

Nawab: I like social study. Can I borrow one of the books?

Farhad: I'm not sure. But!

Nawab: Oh, no! I know I can't take it without his permission.

Farhad: Here he is. Let's ask him.

Nawab: Hey! Can I take a book of social study from you until next week?

Akram: Yes, you always can.

Nawab: Thanks.



#### B. Is it right to take something from a friend without asking for permission?

**Unit 1****Lesson 2****Grammar**

| Like + verb (ing)                                             |                                                                                  |                                                                           |
|---------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Affirmative                                                   | Negative                                                                         | Interrogative                                                             |
| I like reading.<br>She likes painting.<br>They like swimming. | I don't like swimming.<br>She doesn't like reading.<br>They don't like painting. | Do you like swimming?<br>Does she like reading?<br>Do they like painting? |

**A. Choose.**

(Do – Does) you like cooking? Yes, it's my hobby. I always try out new recipes. I also like (buy – buying) cooking books. Every week my friend Nargis comes to my house. She (doesn't – don't) like (cook – cooking) but she likes (eat – eating) the food I make.

**B. What do you like doing after school?****Reading****A. First read the paragraphs then mark the statements with True or False.**

- ☐ You can give vegetable as a gift. ( )
- ☐ Exercising is good for your body. ( )
- ☐ There are only three good hobbies. ( )
- ☐ Rock painting is expensive. ( )

**Ways to Spend Your Free Time**

Do you ever stay home with nothing to do? Are you eager to do something new? Here are some ideas you can do and enjoy in your free time.

**Gardening** is both fun and useful. You can easily grow fresh vegetables which you can enjoy with your family and friends. You can also send some as a gift to your relatives or share with those in need.

**Rock painting** is an interesting craft that does not cost much. You can use any type of color to decorate different shapes of rocks. You can draw houses, flowers, cars or almost anything on the rocks to start your own collection.

**Exercising** is must for every part of your body and your brain. People who exercise regularly stay active throughout their lives.

**B. In pairs: Discuss these questions.**

- Which of the above hobbies would you like to try?
- Why do you think exercising is must?

## Unit 1

## Lesson 3

### Listening

- A. Your teacher is interviewing a student in your class. Listen to the interview and complete the table.**

|                |  |
|----------------|--|
| Name           |  |
| Age            |  |
| Favorite color |  |
| Likes          |  |
| Dislikes       |  |



- B. Write a paragraph about the interviewed student and use the information you have written in the table.**

|                                  |
|----------------------------------|
| Her name is _____ . She is _____ |
| _____                            |
| _____                            |
| _____                            |
| _____                            |
| _____                            |
| _____                            |

- C. In pairs: Interview a friend and complete the table.**

|                         |  |
|-------------------------|--|
| <b>Name</b>             |  |
| <b>Age</b>              |  |
| <b>Favorite color</b>   |  |
| <b>Free time</b>        |  |
| <b>Dislikes</b>         |  |
| <b>School</b>           |  |
| <b>Class</b>            |  |
| <b>Subject you like</b> |  |

## Unit 1

## Lesson 3

### Writing

A. Complete the following form about yourself.

name \_\_\_\_\_

age \_\_\_\_\_

colors \_\_\_\_\_

favorite \_\_\_\_\_

school subjects \_\_\_\_\_

abilities \_\_\_\_\_

likes \_\_\_\_\_

dislike \_\_\_\_\_

B. Use the information in the form to write a paragraph about yourself.

My name is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Unit 1

## Lesson 4

### Phonics

#### Long u sound

Long **u** sounds like the sound in glue.



uniform



and

#### Rule

When two vowels are together, the first vowel usually has the long sound. The second vowel is silent. You can hear the long **u** sound in **fuel**.

#### Rule

A vowel usually has the long sound when a consonant and **e** come after it, the **e** is silent. You can hear the long **u** sound in **mute** and **cute**.

**A. Listen and circle the letters to show where you hear the long u sound.**

Unit

Uniform

Horse

Cloud



u u u



u u u



u u u



u u u



u u u



u u u



u u u



Glue

Shoe

Square

Unique

**B. Listen to your teacher while reading the following words and tick the ones that have the long u sound.**

1. bug ☐

2. clue ☐

3. fuse ☐

4. unique ☐

5. june ☐

6. duck ☐

7. dune ☐

8. jug ☐

9. flue ☐

10. rule ☐

**Unit 1****Lesson 4****Grammar Summary****Like + Verb (ing)**

|                        |                       |                                                        |
|------------------------|-----------------------|--------------------------------------------------------|
| I<br>We<br>You<br>They | like<br>don't like    | <b>swimming.</b><br><b>running.</b><br><b>playing.</b> |
| He<br>She<br>It        | likes<br>doesn't like | <b>sewing.</b><br><b>cooking.</b>                      |

**Can for ability**

|                                     |                            |                                         |            |                                        |                                         |
|-------------------------------------|----------------------------|-----------------------------------------|------------|----------------------------------------|-----------------------------------------|
| I<br>You / We / They<br>He /She /It | <b>can</b><br><b>can't</b> | swim.<br>run.<br>play.<br>sew.<br>cook. | <b>Can</b> | I<br>you / we /<br>they<br>he /she /it | swim.<br>run.<br>play.<br>sew.<br>cook. |
|-------------------------------------|----------------------------|-----------------------------------------|------------|----------------------------------------|-----------------------------------------|

❖ **Complete the sentences by choosing the correct words.**

- Can they (play – playing) tennis?
- We don't like (read – reading).
- I can (swimming – swim).
- Fariba and Lailuma don't like (watch – watching) TV.
- Mariam doesn't like (cooking – cook).

**Speaking****A. Use the chart below to ask and answer questions about abilities in English.**

|           |                                      |
|-----------|--------------------------------------|
| count     | to twenty<br>to a hundred            |
| read      | a menu<br>a newspaper<br>a paragraph |
| write     | a page<br>a letter<br>a story        |
| greet     | someone<br>somebody                  |
| introduce | someone<br>Ahmad                     |

Example: Student 1: Can you .....?

Student 2: Yes, I can / No, I can't

**Unit 1****Lesson 4**

**B. Write Yes/ No questions with 'can'. Then under your response, check Yes or No to give your opinion about each question.**

|                                        | Your response |    | Total |    |
|----------------------------------------|---------------|----|-------|----|
|                                        | Yes           | No | Yes   | No |
| 1. woman / be police officer<br>_____? |               |    |       |    |
| 2. woman / be engineer<br>_____?       |               |    |       |    |
| 3. woman / be good nurse<br>_____?     |               |    |       |    |
| 4. man / be good cook<br>_____?        |               |    |       |    |
| 5. woman / work as secretary<br>_____? |               |    |       |    |
| 6. man / be tailor<br>_____?           |               |    |       |    |

**C. Now in groups of ten: Do a survey by asking each student in your group his/ her opinion about the questions. Write the total number of yes and no answers in each column. Compare your opinion to your classmates. Give reasons for your answers.**

**Writing**

**What do you like/ dislike doing on these days?**

**Fridays**

Like \_\_\_\_\_

Dislike \_\_\_\_\_

**Eid Days**

Like \_\_\_\_\_

Dislike \_\_\_\_\_

**Snowy Days**

Like \_\_\_\_\_

Dislike \_\_\_\_\_

# Vocabulary

## Unit 1

### Nouns

Ability  
Balling  
Basketball  
Body  
Bookstore  
Brain  
Camel  
Bug  
Chart  
Clue  
Collection  
Column  
Concert  
Craft  
Fishing  
Flue  
Free time  
Fuel  
Fun  
Fuse  
Gardening  
Glue  
Hobby  
Information  
Letter  
Mute  
Opinion  
Painting  
Partner  
People  
Permission  
Recipe  
Reason  
Rule

Secretary  
Shape  
Square  
Stay  
Story  
Type  
Unique  
Video

### Verbs

Borrow  
Can/ could  
Count  
Decorate  
Interview  
Introduce  
Left  
Match  
Must  
Play  
Send  
Sew  
Share  
Spell  
Spend  
Stay  
Swim  
Think  
Talk

### Adjectives

False  
Eager  
Mute  
Right  
Social  
Sure

### Adverbs

Either  
Throughout

### Preposition

After

## Unit 2

# Time around the world

**In this unit you are going to:**

- ask for and tell the time.
- describe what people are doing.
- write a paragraph about things you and your family do.
- use present continuous tense in various forms of sentences.



## Unit 2

## Lesson 1

### Discussion



- What time is it in Afghanistan?
- What time is it in India?
- How many hours is India ahead of Afghanistan?
- What geographical region is ahead of another region?

### Conversation

#### A. Read and practice.

**Practice the following conversation with your partner.**

Sadiq: Hello, Rahman.

Rahman: Is it you Sadiq? Are you calling from the airport?

Sadiq: Yes, I am. The flight to Japan has been delayed. Could you do me a favor?

Rahman: Sure. What can I do for you?

Sadiq: Can you remind my mom to water my plants and feed my canaries.

Rahman: No problem. Make sure you call when you reach Japan.

Sadiq: But you may be sleeping then. Malaysia is about three and half hours ahead. We will arrive about early midnight.

Rahman: Well, and then call us. Have a nice time.



#### B. What time is it in Malaysia now?

- Why do you think it is important to help others?

## Unit 2

### Lesson 1

#### Grammar

| Affirmative sentences – Present Continuous                                       | Negative sentence – Present Continuous                                                   |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| You <b>are</b> traveling to Japan now.<br>He <b>is</b> calling from the airport. | You <b>are not</b> traveling to Japan now.<br>He <b>is not</b> calling from the airport. |

| Yes / No Questions – Present Continuous |             |                |
|-----------------------------------------|-------------|----------------|
| Are you traveling now?                  | Yes, I am.  | No, I am not.  |
| Is he calling from the airport?         | Yes, he is. | No, he is not. |

#### A. Look at the picture. Complete the questions and answers.

- \_\_\_\_\_ the flight attendant \_\_\_\_\_ (serve) food?  
No, \_\_\_\_\_. She \_\_\_\_\_ (serve) drinks.
- \_\_\_\_\_ the old man \_\_\_\_\_ (look) out of the window? Yes, \_\_\_\_\_
- \_\_\_\_\_ the lady \_\_\_\_\_ (talk) to her daughter?  
No, \_\_\_\_\_. She is \_\_\_\_\_ (feed) her.
- \_\_\_\_\_ the boys \_\_\_\_\_ (watch) the movies?
- \_\_\_\_\_ the young man \_\_\_\_\_ (sleep)



#### B. In pairs: One student writes a verb in a card and mimes the verb written on it and his / her partner guesses the verb.

Student A: Are you smiling?

Student B: Yes, I am. / No, I am not.

#### Speaking

#### In pairs: Ask and answer questions about time in the world.

Student A: It's 6:00 in Afghanistan. What time is it in Tokyo?

Student B: Tokyo is three and half hours ahead, so it is 09:30 in Tokyo.

Student A: It is 2:30 in Afghanistan. What time is it in Abu Dhabi?

Student B: Afghanistan is one and half hour ahead, so it is one o'clock in Abu Dhabi.

## Unit 2

## Lesson 2

### Vocabulary

#### A. What time is it?



It is five past three.  
It is three – five.



It is ten past five.  
It is five – ten.



It is twenty to eleven.  
It is ten forty.



It is twenty past seven.  
It is seven twenty.



It is twenty five to ten.  
It is nine – thirty five.



It is ten to twelve.  
It is eleven fifty.

#### B. Look at the clocks. Say the times.



#### C. In pairs: Ask your partner about the things she/ he does at these times.

### Listening

#### A. Listen to your teacher reading your father's timing and write the figure down in your notebooks.

##### Father's timings

Daddy gets up early in the morning to say the prayer. He gets up half an hour before morning's prayer which is going to be at 4:15. He goes to the bath room to take ablution. At 4:30 he puts on his clothes and goes to the mosque. At 4:45 he says the prayer together with people led by their Imam. There are about 50 people in the prayer. After praying he recites the holy Qur'an.

Mother prepares father's breakfast by 6:00 o'clock. After breakfast he gets dressed and goes to his office. He leaves the house at 7:30 and arrives to the office at 8:00 o'clock. This is father's timings before leaving the house for his official work.

#### B. Complete the table with the father's timings

**Unit 2****Lesson 2**

|                          | gets up | goes to mosque | has breakfast | leaves for the office |
|--------------------------|---------|----------------|---------------|-----------------------|
| <b>Father's timings</b>  |         |                |               |                       |
| <b>Teacher's timings</b> |         |                |               |                       |

**Reading**

**Read the story. Then answer the questions below.**

**Around the World in Eighty Days**

This is an adventure story about an Englishman called Phileas Fogg. Fogg takes on a challenge to travel around the world in eighty days. To make such a journey in 1872 was thought of as a crazy idea. There were no planes, and trains were a new invention. No one believed anyone could circle the world in eighty days. In the story however, Fogg plans his journey and studies the schedules for the trains and boats that leave the cities he is to pass through.

He starts his journey on Wednesday, 2<sup>nd</sup> October at 8:45 p.m. he sails from London to Suez with no problems. Then he goes through the four continents where he meets many new people. In India, China and America he has many adventures and faces lots of difficulties.

Fogg reaches London thinking that he has taken eighty – one days to finish the journey. However, he finds out that traveling from East to West has saved him twenty four hours. Phileas Fogg has done what other people thought impossible.

**Look at Mr. Fogg's record, and then answer the questions.**

| City      | Leaves                                          | City             | Arrives                                              |
|-----------|-------------------------------------------------|------------------|------------------------------------------------------|
| London    | Wednesday, October 2 <sup>nd</sup><br>8:45 p.m. | Paris            | Thursday, October 3 <sup>rd</sup><br>7:20 a.m.       |
| Paris     | Thursday, October, 3 <sup>rd</sup><br>8:40 a.m. | Suez             | Wednesday,<br>October, 9 <sup>th</sup> 11:00<br>a.m. |
| Suez      | Wednesday, October 9 <sup>th</sup><br>5:00 p.m. | Bombay           | Sunday, October<br>20 <sup>th</sup> 12:00 noon.      |
| Bombay    | Sunday, October 20 <sup>th</sup> 8:00<br>p.m.   | Hong<br>Kong     | Tuesday, November<br>6 <sup>th</sup> 6:00 a.m.       |
| Hong Kong | Thursday, November 8 <sup>th</sup><br>5:00 p.m. | San<br>Francisco | Wednesday,<br>December 3 <sup>rd</sup> 7:00<br>a.m.  |

**1. When does Fogg reach these cities?**

- Suez \_\_\_\_\_
- Hong Kong \_\_\_\_\_
- San Francisco \_\_\_\_\_

**2. What lesson did you learn from this story?**

## Unit 2

## Lesson 3

### Speaking

**In pairs: Find out.**

**Sadiq and his family are leaving for Japan via Abu Dhabi. Their flight is at 11:30 in the morning from Kabul. It takes two hours to reach Abu Dhabi. After staying for four hours in Abu Dhabi, the plane will fly to Japan. It takes only ten hours to reach Japan from Abu Dhabi.**

1. the Afghanistan time they arrive in Japan.
2. \_\_\_\_\_ the local time in Abu Dhabi. -
3. the Afghanistan time they arrive in Japan -
4. \_\_\_\_\_ the local time in Japan. `

### Writing

**Sadiq and his family are in Abu Dhabi now. Look at the pictures. Describe what they are doing and at what time.**



1. Sadiq and his family are in Abu Dhabi now. It is one o'clock in the afternoon. They are doing their afternoon pray \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Unit 2

### Lesson 3

**Look at the pictures of Sadiq's family in Japan. What are they doing?  
Write a paragraph.**



Handwriting practice area with dotted lines for writing a paragraph.

## Unit 2

## Lesson 4

### Phonics

**L blends are the "L" sound with another consonant like in**

Flag



clay



and plant



#### Rule

A consonant blend is two or more consonants that are together. The sounds blend together. Each sound is heard.

You can hear an **L** blend at the beginning of **clay** and **plant**.

**A. Listen to the words. Repeat them chorally after your teacher.**



flowers



block



plane

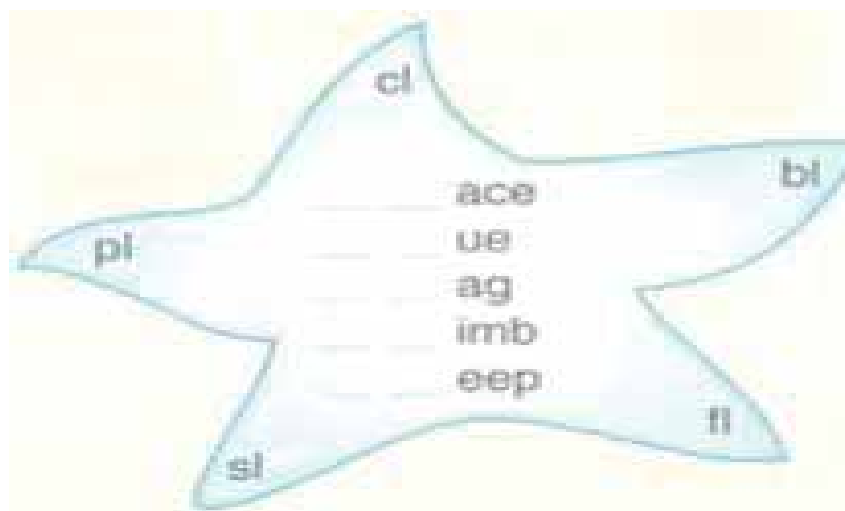


slide



gloves

**B. 1. Write each blend once to make a new word. Say the new word.**



**2. Can you think of more words that start with L blends?**

## Unit 2

## Lesson 4

### Grammar Summary

#### Present Continuous Tense

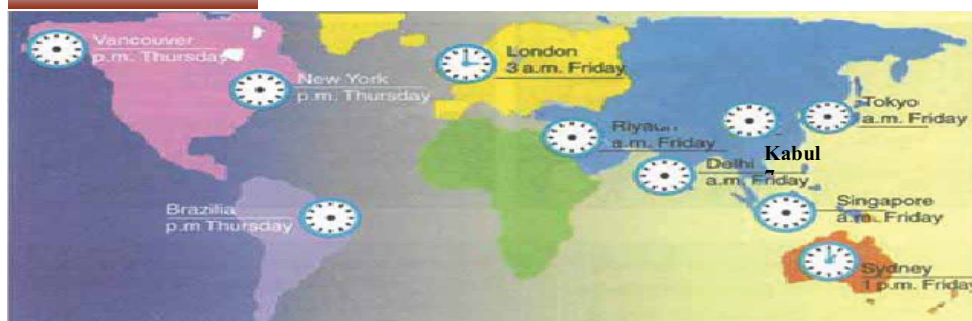
| Yes / No Questions – Present Continuous |                   |          | Yes, | I                 | am. | No, | I               | am | not. |                   |     |
|-----------------------------------------|-------------------|----------|------|-------------------|-----|-----|-----------------|----|------|-------------------|-----|
| Am                                      | I                 | working? |      | he<br>she<br>it   | is. |     | he<br>she<br>it | is |      |                   |     |
| Is                                      | he<br>she<br>it   |          |      | you<br>we<br>they |     |     | are.            |    |      | you<br>we<br>they | are |
| Are                                     | you<br>we<br>they |          |      |                   |     |     |                 |    |      |                   |     |

#### Practice:

Complete the sentences with the correct form of given verbs in parenthesis.

- (try) I am ..... to get through to Sohail.
- (call) Who are you .....?
- (watch) I am .....T.V when my father arrives from duty.
- (play) Shokoor is ..... Volleyball in the garden.
- (cook) Shazia is ..... lunch.

### Speaking



A. Look at the clock faces in the map and make questions, the class will answer.

B. Take turns to tell the other students what people in the cities are doing at that time.

Student A: What time is it in London?

Student B: It's Friday 3 a.m. in London.

Student A: Are the people sleeping?

Student B: Yes, they are / No, they're not.

## Unit 2

## Lesson 4

### Reading

**In groups: Match the paragraphs to the pictures.**



**A.** It is seven o'clock in the morning. At the moment, people are getting up, getting dressed and having breakfast or driving to work.

**B.** It is four twenty now. People are going home from work. Some are walking to bus stops. Others are waiting for the office transportation. A few are walking to the cafes to have something to eat.

**C.** It is eight – thirty at night. At the moment, some people are having dinner in restaurants. Many families are at home. They are watching television, reading the newspaper or playing games.

**D.** It is twelve in the afternoon. Many people are on their lunch break. Some of them are having a quick lunch. Others are seeing their friends or shopping.

## Vocabulary

### Unit 2

#### Nouns

Ablution  
Adventure  
Airport  
Bus/ stop  
Café  
Canary  
Challenge  
Clay  
Dress  
Duty  
East  
Favor  
Flag  
Flight  
Flight attendant  
Food  
Idea  
Invention  
Journey  
Lady  
Lesson  
Midnight  
Movies  
Region  
Schedule  
Slide  
Transportation  
Verse  
Volleyball  
West

#### Verbs

Arrive  
Begin  
Believe  
Delay  
Feed  
Find/ out  
Finish  
Fly  
Leave  
Meet  
Mime  
Reach  
Recite  
Sail  
Serve  
Smile  
Sound  
Tell  
Think/ thought  
Try  
Watch

#### Adjective

Ahead  
Crazy  
Difficulty  
Holy  
Impossible  
Many  
Old  
Problem  
Various

#### Adverb

Around  
Early

#### Preposition

Via

## Unit 3

# Weekends and Holidays

**In this unit you are going to:**

- ❖ name weekend and holidays activities
- ❖ say the past tense of regular and irregular verbs
- ❖ ask and answer questions about time and activities



## Unit 3

## Lesson 1

### Discussion

- What do you do on your weekends?



### Conversation

#### A. Read and practice

**Practice the following conversation with your partner.**

Qudsia: Guess what we did last week, Sara?

Sara: What?

Qudsia: We rented a house in Paghman and stayed there for the weekend.

Sara: Great! What did you do?

Qudsia: Well, I walked to the valley, watched the river and ate kabab. Oh, and I collected many nice stones from the river as well.

Sara: How nice!

Qudsia: Yes and my brother took part in a volleyball game.

Sara: So, you really had fun?

Qudsia: Yes, I did. What about you? I am sure you too had a good time last weekend.



**B. There are 40 hours in a weekend. How well do you plan and use them?**

## Unit 3

### Lesson 1

#### Grammar

##### Past Simple – regular / irregular verbs

We **rented** a house last month.

I **collected** some stones from the river.

I **saw** my grandmother yesterday.

We **didn't rent** a boat.

I **didn't collect** any shells.

I **didn't see** my grandfather.

smile – smiled  
rent – rented  
collect – collected  
stop – stopped  
study – studied  
drive – drove  
go – went  
see – saw

#### A. Write the past tense of these verbs.

- |         |       |          |       |
|---------|-------|----------|-------|
| 1. do   | _____ | 4. carry | _____ |
| 2. have | _____ | 5. stop  | _____ |
| 3. see  | _____ | 6. study | _____ |

#### B. Look at the pictures and write what Naheed and her family did / did not on the weekend.



1. On Thursday morning, Naheed \_\_\_\_\_ a book. She \_\_\_\_\_ TV.
2. In the afternoon, her family \_\_\_\_\_ to the park but they \_\_\_\_\_ eat anything.
3. At night, she \_\_\_\_\_ a cake but she \_\_\_\_\_ it.

#### C. In groups: Take turns telling your group three things you did last weekend.

## Unit 3

## Lesson 2

### Conversation

#### A. Read and practice.

Practice the following conversation with your partner

Ali: Did you go to Paghman last month.  
Taher: Yes, we spent a weekend there.  
Ali: Did you take a bus?  
Taher: No, we didn't. We drove our car.  
Ali: Tell me about your trip?  
Taher: Well, first we drove to Qargha. The weather was nice and cool.  
Ali: Great!  
Taher: Then we met my uncle and his family in national park in Paghman. We had fried chicken. We were lucky to finish before it rained.  
Ali: It must have been fun!



#### B. Did you enjoy your weekend? Why?

### Grammar

#### Did in Yes/ No questions with past tense verbs

|                        |                                               |
|------------------------|-----------------------------------------------|
| Did you go to Paghman? | Yes, I <b>did</b> . I went there on Thursday. |
| Did he take a bus?     | No, he <b>didn't</b> . He drove to Paghman.   |
| Did you have fun?      | Yes, we <b>did</b> . We had a lot of fun.     |

| Present | past  |
|---------|-------|
| go      | went  |
| drive   | drove |
| take    | took  |
| meet    | met   |

#### A. Write the simple present tense of these irregular verbs.



drove

drove\_\_\_\_\_



bought

bought\_\_\_\_\_



ate\_\_\_\_\_



made

made\_\_\_\_\_



brought

brought\_\_\_\_\_



drank

drank\_\_\_\_\_



slept\_\_\_\_\_



drew\_\_\_\_\_

## Unit 3

### Lesson 2

#### B. Match the questions with the answers.

- |                                        |                                          |
|----------------------------------------|------------------------------------------|
| 1. Did Ali sleep early on the weekend? | a. No, he didn't. He visited his family. |
| 2. Did he visit any friends?           | b. Yes, he did. He helped him wash       |
| 3. Did he help his father?             | c. No, he didn't. He slept late.         |
| 4. Did he watch the news?              | d. Yes, he did his homework.             |
| 5. Did he do his homework?             | e. No, he didn't. He watched the match   |
| 6. Did he exercise?                    | f. Yes, he did. He played basketball.    |

#### C. In pairs: Ask the above questions and give your answers.

#### Reading

Read the passage which is written about Holidays.

#### Useful Holidays

Last year, I spent my holidays in Saudi Arabia. I had a very good Flight from Kabul to Riyadh. Flying over the plains, mountains and the oceans, I enjoyed the scenes.

I made my Ihram in Riyadh and flew to Jeddah. Arriving there, I saw the people of different nationalities. When I reached Mecca Mukarrama, I rented a room in a hotel near to Masjid-e-Haram. Entering there, I prayed and started Tawwaf. I walked around Bytullah-e-Shareef seven rounds. Then I walked on between Safa and Marwa seven turns and made my hairs. Thus I performed my Umrah.

From Mecca, I went to Madina Munawwara and stayed there for eight days. I attended five times prayer in the Mosque of Prophet Muhammad (peace be upon him) regularly, every day. I visited the Shrine several times and prayed to Allah. I also visited many holy places of the city. At the end I returned to Kabul in a flight from Jeddah. I enjoyed my holidays, and they were useful holidays.



#### Answer the following questions.

1. Where did the writer spend his holidays last year?
2. Did he have a very good flight?
3. Where did he make his Ihram?
4. Where did he see people of different nationalities?
5. How many turns, did he walk between Safa and Marwa?
6. Why did he go round Bytullah shareef?
7. How many days, did he stay in Madina Munawwara?
8. Did he attend five times prayers in the Mosque of the prophet (PBUH) regularly?
9. Were they useful holidays?

## Unit 3

### Lesson 3

#### Conversation

##### A. Read and practice.

**Practice the following conversation with your partner**

Karim: Where did you go last night?

Jameel: I went at the football match.

Karim: Why didn't you call me? I would have liked to go, too.

Jameel: I called you, but no one answered.

Karim: What time did you call?

Jameel: Around three in the afternoon.

Karim: I was asleep. Who did you go with?

Jameel: I went with my new neighbour, Jamal.

Karim: I wish you'd call me earlier. I really wanted to go.

##### B. What did you do last night?

##### C. What do you think about staying up late at night?

#### Grammar

##### Wh – questions with past tense verbs

**Where** did you go in the holidays?

**What** did you do in Saudi Arabia?

**When** did he visit his friend?

**What** time **did** she **arrive** in Jalalabad last week?

**Who** did we **meet** yesterday morning?

**Why** **didn't** they **come** last night?

I **went** to Saudi Arabia.

I performed Umrah and went to Madinah

He **visited** his friend last week.

She **arrived** at 12 midnight.

We **met** our friends.

They **were** sick.



##### A. Write questions to these answers.

1. A: \_\_\_\_\_

B: I went to the supermarket yesterday.

2. A: \_\_\_\_\_

B: I bought some fruit and bread last night.

3. A: \_\_\_\_\_

B: Last month I went to Saudi Arabia to perform Umrah.

4. A: \_\_\_\_\_

B: I went to the bookstore yesterday morning because I wanted to buy a book.

**B: In pairs: Ask each other the questions in exercise A and give answers for yourself.**

## Unit 3

### Lesson 3

#### Listening

Listen to your classmates talking about what they did last weekend and write down the activities.



#### Writing

A. Read Fatima's notes about things she did last weekend.

Bake a cake  
Visit uncle  
Picnic in Salang

B. Read her paragraph

Last weekend, I wanted to surprise my cousins. I woke up early and baked a cake for them. I took it with me to my uncle's house. In the afternoon, we went on a picnic to Salang. We barbecued meat and chicken. The weather was very nice and we really enjoyed ourselves. We returned home very late at night.

C. Write notes then use them to write a paragraph about your activities last weekend.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## Unit 3

### Lesson 4

#### Phonics

##### R blends

R blends are the 'r' sound with another



consonant like in crab



and dress.

##### Rule

Remember that in consonant blend, two or more consonants are together. The sounds blend together. Each sound is heard. You can hear an **r** blend at the beginning of **brown** and **crab**.

**A. Listen to the words and repeat them chorally after your teacher.**



bread



crown



frog



train

**B. Look at the pictures and complete the words with the correct blends.**

dr cr tr gr fr pr

1.



2.



3



4



5



6



## Lesson 4

| Past Simple tense / affirmative |                             |  |                  | Past Simple tense / negative |                           |  |                                     |
|---------------------------------|-----------------------------|--|------------------|------------------------------|---------------------------|--|-------------------------------------|
| I                               | <b>walked<br/>(regular)</b> |  | home last night. | I                            | <b>did not<br/>didn't</b> |  | <b>walk<br/>go</b> home last night. |
| You                             |                             |  |                  | You                          |                           |  |                                     |
| We                              |                             |  |                  | We                           |                           |  |                                     |
| They                            |                             |  |                  | They                         |                           |  |                                     |
| He                              |                             |  |                  | He                           |                           |  |                                     |
| She                             | <b>went<br/>(irregular)</b> |  |                  | She                          |                           |  |                                     |
| It                              |                             |  |                  | It                           |                           |  |                                     |

| Did in Yes / No questions |                                      |             |       |             |                                           |               |
|---------------------------|--------------------------------------|-------------|-------|-------------|-------------------------------------------|---------------|
| <b>Did</b>                | I                                    | <b>walk</b> | home? | <b>Yes,</b> | I<br>you<br>we<br>they<br>he<br>she<br>it | <b>did.</b>   |
|                           | you<br>we<br>they<br>he<br>she<br>it |             |       | <b>No,</b>  |                                           | <b>didn't</b> |

| Wh – questions with past tense verbs        |            |                                           |            |  |                                           |             |                        |  |
|---------------------------------------------|------------|-------------------------------------------|------------|--|-------------------------------------------|-------------|------------------------|--|
| <b>Where<br/>When<br/>What time<br/>Why</b> | <b>did</b> | I<br>you<br>we<br>they<br>he<br>she<br>it | <b>go?</b> |  | I<br>You<br>We<br>They<br>He<br>She<br>It | <b>went</b> | <b>home.</b>           |  |
|                                             |            |                                           |            |  |                                           |             | <b>yesterday.</b>      |  |
|                                             |            |                                           |            |  |                                           |             | <b>at six o'clock.</b> |  |
|                                             |            |                                           |            |  |                                           |             | <b>to study.</b>       |  |

Ramin: I really \_\_\_\_\_ (enjoy) the game. \_\_\_\_\_ you \_\_\_\_\_ (like) it, too?

Saleh: It was okay. But they \_\_\_\_\_ (play) much better last week. Don't you think so?

Ramin: I \_\_\_\_\_ (not, watch) the last game. I \_\_\_\_\_ (miss) it. By the time I \_\_\_\_\_ (get) home, it was over.

Saleh: Yes, I remember. It \_\_\_\_\_ (start) early that day.

## Unit 3

## Lesson 4

### Listening

Listen to your four classmates talking about his/ her weekend. What did he/ she do or go on Friday morning? Write the names of the places and things.

1.



2.



3.



4.



### Speaking

A. What did you do last weekend? Complete the table.

|                                         |                           |
|-----------------------------------------|---------------------------|
| Last weekend / Where did you go? _____. |                           |
| I went with _____.                      | I saw _____.              |
| I went by _____.                        | I ate _____.              |
| I stayed in a _____.                    | In the mornings, I _____. |
| I stayed there for _____.               | In the evenings, I _____. |

B. In pairs: Guess what your partner did last weekend. Find out how many guesses were right.

|                                                      |                                                           |                          |
|------------------------------------------------------|-----------------------------------------------------------|--------------------------|
| My partner's last weekend.<br>Where did she / he go? | ✓ = I was right.<br>✗ = I was wrong.                      | ✓<br>✗                   |
| She / He went with _____.                            | <input type="checkbox"/> She / He saw _____.              | <input type="checkbox"/> |
| She / He went by _____.                              | <input type="checkbox"/> She / He ate _____.              | <input type="checkbox"/> |
| She / He stayed in a _____.                          | <input type="checkbox"/> In the mornings, she / he _____. | <input type="checkbox"/> |
| She / He stayed there for _____.                     | <input type="checkbox"/> In the evenings, she / he _____. | <input type="checkbox"/> |

### Writing

Write a paragraph describing your partner's weekend activities.

## Vocabulary

### Unit 3

#### Nouns

Cousin  
Crab  
Crown  
Exhibition  
Experience  
Handicap  
Neighbour  
Passage  
Rain  
River  
Stone  
Valley  
Weekend

#### Verbs

Buy/ bought  
Collect  
Compete  
Do/ does/ did  
Draw/ drew  
Feel/ felt  
Go/ went  
Pay/ paid  
Please  
Rain/ rained  
Rent  
See/ saw  
Sleep/ slept  
Study/ studied  
Surprise  
Visit/ visited  
Wake/ woke  
Want/ wanted  
Barbecue/ barbecued

#### Adjectives

Asleep  
Irregular  
Late  
Lucky  
Regular

#### Adverb

Really

## Unit 4

# Review

## Unit 4

### Lesson 1

#### Vocabulary

A. Write an action verb under each picture.



watching



B. Make sentences using the past tense of the verbs in activity A.  
underline the verbs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Unit 4

### Lesson 1

#### Speaking

**In groups:** Talk about your free time. Other students listen and ask you questions. Take turns.

#### Listening

**A. Listen to your teacher describing his/ her weekly schedule. Write the times.**

|           | Activities |
|-----------|------------|
| Saturday  |            |
| Sunday    |            |
| Monday    |            |
| Tuesday   |            |
| Wednesday |            |
| Thursday  |            |

**B. Write your weekly schedule and describe it in a paragraph.**



## Unit 4

### Lesson 2

#### Vocabulary

Match the categories in A to the words in B. Then give a few more words for each.

A.

clothes, stores, nationalities, jobs, months,  
colors, cities, prepositions, adjectives, hobbies

- B.
1. On, in \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  2. April, June, May, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  3. Blue, white, black, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  4. Reading, drawing, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  5. Writer, teacher, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  6. Chinese, Japanese, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  7. Sweater, shirt, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  8. Tokyo, Kabul, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  9. Quiet, friendly, pretty, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  10. Bookshops, grocers, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

#### Speaking

In groups: Find a job. The teacher will give you the cards of a job, read your card. If you have a “wanted” card, look for someone in your group who can do the job. The game finishes when everyone has a job.

I'm looking for a mechanic.  
Can you drive?

Yes, I can.  
No, I can't.

**Unit 4****Lesson 2****Writing**

**A. In groups: Make a group survey. Ask your group members about the activities they like. Complete the questionnaire.**

Example:

Student A: May I ask you some questions?

Student B: Yes, you may.

Student A: What is your name?

Student B: My name is Shams.

Student A: Can you cook?

Student B: Yes, I can.

Student A: What do you do in your free time? Do you collect stamps?

Student B: No, I don't.

Student A: Do you read books?

Student B: Yes, I do.

Student A: And drawing?

Student B: No, I don't know how to draw.

Student A: Thanks.

| Student 11: Thomas |  |         |    |                   |    |         |    |         |    |
|--------------------|--|---------|----|-------------------|----|---------|----|---------|----|
| Activities         |  |         |    |                   |    |         |    |         |    |
| Name               |  | Cooking |    | Collecting stamps |    | Reading |    | Drawing |    |
|                    |  | Yes     | No | Yes               | No | Yes     | No | Yes     | No |
| 1                  |  |         |    |                   |    |         |    |         |    |
| 2                  |  |         |    |                   |    |         |    |         |    |
| 3                  |  |         |    |                   |    |         |    |         |    |
| 4                  |  |         |    |                   |    |         |    |         |    |
| 5                  |  |         |    |                   |    |         |    |         |    |
| Total              |  |         |    |                   |    |         |    |         |    |

**B. Fill in the blanks using the information from your survey. Then, write a paragraph.**

In my group, there are \_\_\_\_\_ students. \_\_\_\_\_ students like \_\_\_\_\_ and \_\_\_\_\_ don't (doesn't).

(number) (number) (activity) (activity)

---



---



---

## Unit 4

### Lesson 3

#### Speaking

**Read the opinions below and say your opinion about mobile phone.**

In my opinion it's the best way to communicate; because you can say as much as you want, and you don't need any special equipment.



I don't like it; because it is expensive and we can't talk to friends a lot.

I think it's great; because one can send a message immediately and it's cheaper than talking .

#### Vocabulary

**A. Circle the word that doesn't belong to the group.**

1. 1925, 2001, 1357, 2:30 p.m.
2. is, am, was, are.
3. drawing, white, cooking, writing.
4. Kabul, Tokyo, New York, Chinese.
5. coat, dress, suit, jacket, car.

**B. Write why each word doesn't belong to the group in exercise A.**

1. They are all dates and 2:30 p.m. is time, so it doesn't belong to the group.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Unit 4

### Lesson 3

#### Grammar

Start from the center. Use one word or expression from each section to make a question.



1. Did he watch TV last night?

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Unit 4

### Lesson 4

#### Speaking

**In groups of four: Talk about holiday's entertainments.**

- What do you do on the holidays?
- Where do you go on holidays?

#### Reading

**Read the passage.**

Do you ever get bored at home? Would you like to have some fun? Start your own MINI GREEN HOUSE. You will need a plastic bottle, some soil and seeds of your choice (tomato, corn, lentils, beans etc). Take the bottle. Remove the label and cap. Pinch a few holes around the top to keep the inside cool. Place some soil at the bottom of the bottle. Throw the seeds and sprinkle them with water. In a few days the seeds will start to vine. Water them regularly. When your plants reach the top, cut the bottom of the bottle and transfer them into a pot or to the garden.

**a. Complete sentence.**

A green house is a place where \_\_\_\_\_

**b. Choose the correct words.**

- |                 |               |             |              |
|-----------------|---------------|-------------|--------------|
| • 'place' means | a. put        | b. buy      | c. cook      |
| • 'a cap' means | a. a pot      | b. a cover  | c. a bottle  |
| • 'vine' means  | a. die        | b. grow     | c. find      |
| • 'mini' means  | a. very small | b. very big | c. very tall |

**c. Answer the questions.**

- What do you need to make a mini green house?

- Why do you make holes in the bottle?

- When do you put the plant in a pot or the garden?

## Vocabulary

### Unit 4

#### Nouns

Action  
Bean  
Cap  
Card  
Category  
Corn  
Entertainment  
Equipment  
Grocer  
Hole  
Holiday  
Label  
Lentil  
Mechanic  
Message  
Mobile  
Plastic  
Pot  
Seed  
Soil  
Stamp  
Tomato  
Vine

#### Verbs

Belong  
Communicate  
Cut  
Die  
Place  
Pinch  
Remove  
Sprinkle  
Throw  
Transfer

#### Adjectives

Board  
Bottom  
Cheap  
Chinese  
Each  
Japanese  
Mini  
Quiet

#### Adverbs

Below  
Immediately  
Inside

## Unit 5

# Famous People

**In this unit you are going to:**

- talk about things that happened in the past.
- ask and answer questions about past events.
- write about the life of a famous person.
- read a passage about Prophet Mohammad (peace be upon him).



## Unit 5

### Lesson 1

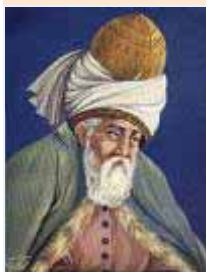
#### Discussion



**Sardar  
Mohammad Daoud  
Khan  
President**  
born: 1909  
died: 1978



**Mula Faiz  
Mohammad  
Kateb Hazara  
Historian**  
born: 1861  
died: 1931



**Molana Jalaludin  
Mohammad  
Balkhi  
Afghan poet**  
born: 604 H Q  
died: 672 H Q



**Ghulam Mohammad  
Goboar  
historian**  
born: 1898  
died: 1978

- Do you know any of the people in the pictures?
- Which of these people would you like to know more about?

#### Conversation

##### A. Read and practice

Practice the following conversation with your partner

- Tariq: Did you choose a person to write about?  
Noor: Yes, I chose Molana Jalaludin Mohammad Balkhi.  
Tariq: Who was he?  
Noor: He was a very famous Muslim poet. He wrote many books.  
Tariq: That's amazing.  
Noor: He was a poet and a thoughtful person.  
Tariq: When and where did he live?  
Noor: He was born in 607 H Q and he lived in Afghanistan.  
Tariq: I really like to read more about him.



##### B. Practice the conversation talking about someone else.

##### C. Setting goals is must for a successful future. Why?

## Unit 5

### Lesson 1

#### Grammar

##### Past Tense of "Be"

| Was / were / Affirmative            | Negative                               |
|-------------------------------------|----------------------------------------|
| I <b>was</b> a teacher last year.   | I <b>wasn't</b> a teacher last year.   |
| He <b>was</b> in Ghazni yesterday.  | He <b>wasn't</b> in Ghazni yesterday.  |
| It <b>was</b> snowy last night.     | It <b>wasn't</b> snowy last night.     |
| You <b>were</b> born in 1984.       | You <b>weren't</b> born in 1984.       |
| We <b>were</b> at school last week. | We <b>weren't</b> at school last week. |
| They <b>were</b> Afghans.           | They <b>weren't</b> Afghans.           |

##### Yes / No questions

|                               |                         |                           |
|-------------------------------|-------------------------|---------------------------|
| <b>Was</b> she born in Herat? | Yes, she <b>was</b> .   | No, she <b>wasn't</b> .   |
| <b>Was</b> it a black pen?    | Yes, it <b>was</b> .    | No, it <b>wasn't</b> .    |
| <b>Were</b> you in the room?  | Yes, I <b>was</b> .     | No, I <b>wasn't</b> .     |
| <b>Were</b> they friends?     | Yes, they <b>were</b> . | No, they <b>weren't</b> . |

##### Wh – questions

|                                         |                                          |
|-----------------------------------------|------------------------------------------|
| <b>How old was</b> he?                  | He <b>was</b> 60 years old.              |
| <b>When was</b> she born?               | She <b>was</b> born in 1882.             |
| <b>Where were</b> you yesterday?        | I <b>was</b> in Kandahar.                |
| <b>Who were</b> your friends at school? | Salma and Halima <b>were</b> my friends. |
| <b>What was</b> the lesson like?        | It <b>was</b> easy.                      |

#### A. Match the questions with the answers.

- |                                      |                                               |
|--------------------------------------|-----------------------------------------------|
| 1. When were you born?               | a. My best friend was Shaker.                 |
| 2. Were you born in Kunduz?          | b. No, they weren't. They were born in Kabul. |
| 3. Were your parents born in Ghazni? | c. I was born in 1992.                        |
| 4. Who was your best friend?         | d. No, I was born in Paktika.                 |
| 5. Who was your favorite teacher?    | e. My favorite teacher was Mr. Rafiq.         |

#### B. In pairs: Ask each other the questions in A.

#### C. Complete the sentences using the correct form of 'Be'.

- Today \_\_\_\_\_. Yesterday \_\_\_\_\_.
- This month \_\_\_\_\_. Last month \_\_\_\_\_.
- This year \_\_\_\_\_. Last year \_\_\_\_\_.

## Unit 5

### Lesson 2

#### Vocabulary

A. Listen to your teacher and repeat after him/her.

pilot, writer, cook, scientist, teacher, shepherd, artist.

B. Write the jobs under each picture.



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_



g. \_\_\_\_\_

C. In groups: Choose a job and describe it to your groups.

#### Listening

Listen to your classmates talking about a famous person and complete the table.

| Name | Place of birth | Date of birth | Occupation | Date of death |
|------|----------------|---------------|------------|---------------|
|      |                |               |            |               |
|      |                |               |            |               |
|      |                |               |            |               |
|      |                |               |            |               |

**Unit 5****Lesson 2****Reading**

- **Where was Prophet Mohammad peace be upon him born?**
- **When did he become the Prophet?**
- **How old was he when his father died?**

**The Last Prophet Mohammad (PBUH)**

Prophet Mohammad (peace be upon him) was born in Makkah in 571 AD. He was an orphan. His father, Abdullah, died before he was born. His mother, Amena, died when he was a child of six. He lived with his grandfather, Abdul Muttaleb, and then with his loving uncle, Abu Taleb.

Mohammad (peace be upon him) was poor and he worked as a shepherd to help his uncle. Later, he looked after his uncle's trade. He was always honest and people called him The Truthful "Sadiq, Ameen". When he was twenty – five years old, he got married to a rich widow, Khadija bint Khuwailid.

When Prophet Mohammad (peace be upon him) was forty, he became the messenger of Allah. He started spreading the message of Islam in Makkah. The first few years were very difficult for the Prophet. In 622 AD, Allah ordered him to move to Madina. He lived in Madina for eleven years. The people of Madina supported him a lot. He died on the 12<sup>th</sup> of Rabe Al Awal, 11 Hijra (633 AD) in Madina.

**A. Read. Guess from the sentences what these words mean.**

1. An orphan is a child who doesn't have \_\_\_\_\_.  
a. a brother                                      b. an uncle                                      c. a father
2. A shepherd is a person who \_\_\_\_\_.  
a. teaches children                              b. looks after sheep                              c. sells clothes
3. Truthful means a person who always \_\_\_\_\_.  
a. says the truth                                      b. talks a lot                                      c. keeps quiet

**B. Write the opposite of the underlined words.**

1. The prophet's mother died when he was a child. \_\_\_\_\_
2. His uncle was poor and didn't have much money. \_\_\_\_\_
3. He started spreading the message of Islam in Makkah. \_\_\_\_\_

**C. Tick (✓) or (✗). Then correct the false statements.**

1. The Prophet worked as a shepherd because he was rich. ( )
2. He got married at the age of twenty – five. ( )
3. The first few years of prophethood were easy for the Prophet. ( )
4. He lived in Madina for ten years. ( )

## Unit 5

### Lesson 3

#### Vocabulary

##### A. Write the years in words.

1375 \_\_\_\_\_  
1633 \_\_\_\_\_  
1340 \_\_\_\_\_  
2005 \_\_\_\_\_  
1945 \_\_\_\_\_

##### B. In pairs: Ask each other when were you born / started to walk / started to talk / started school?

#### Speaking

##### In pairs: Ask and answer about these people.



Ahmad Shah Baba  
Born: 1722  
Died: 1773



Ghulam Nabi Ashqary  
Born: 1892  
Died: 1979



Rabia Balkhi  
Born: 914  
Died: 943



Sayed Jamaluddin Afghan  
Born: 1839  
Died: 1897

When was \_\_\_\_\_ born?  
When did he die?

He was born in \_\_\_\_\_.  
He died in \_\_\_\_\_.

## Unit 5

### Lesson 3

#### Writing

**Read the following paragraph about Mirwise Nika.**

#### Mirwise Nika

Mirwise Khan was born in 1084 HQ (1673 AD). He is one of the most prominent personalities of the history of Afghanistan. His father Shah Alem Khan was a famous tribal leader of Hutak tribe in Kandahar.

In 1106 HQ (1649 AD), some western parts of our country were under the tyrannical rule of Iranian Safawi governor Gurgin. Mirwise Khan united the people of Afghanistan to resist against the increased cruelties of Gurgin. Under the wise leadership of Mirwise Khan the people of Afghanistan, revolted against the despotic rule of Gurgin. They defeated Gurgin's army in the battle field, and freed the country from Iranian rule of tyranny.



Consequently the first sovereign state of Afghanistan was established under the leadership of Mirwise Khan in 1119 H Q (1709 AD). Due to his gallant and heroic struggle for freedom, the people of Afghanistan entitled him 'Nika' the "grandfather" of the Afghan Nation. Afterward, he was called 'Mirwise Nika'. He died in 1127 HQ (1718 AD). The people of Afghanistan respect and consider him as one of the most prominent leaders of the country.

#### A. Answer these questions.

1. When was born Mirwise Nika?
2. What was his father's name?
3. When were the western parts of the country under the tyrannical rule of Gurgin?
4. Did he unite the people of Afghanistan against the despotic rule of Gurgin?
5. When was established, the first sovereign state of Afghanistan?
6. Was he entitled 'Nika', by the people of Afghanistan?
7. When was he died?

#### B. Write a paragraph about Mirwise Nika not more than 70 words.

## Unit 5

### Lesson 4

#### Phonics

#### S blends

S blends are the (s) sound with another consonant like:

sk – sm – sn – sq – st – sw

#### Rule

Remember that in a consonant blend, two or more consonants are together. The sounds blend together. Each sound is heard. You can hear an s blend at the beginning of **snow** and **skate**.

**A. Listen to the words. Repeat them chorally after your teacher.**



**B. Look at the pictures and complete the words with the correct given blends on the top side of the pictures.**

|                        |                     |                     |
|------------------------|---------------------|---------------------|
| 1. sq<br><br>___uirrel | 2. sl<br><br>___ail | 3. sm<br><br>___amp |
| 4. sk<br><br>___ip     | 5. st<br><br>___ide | 6. st<br><br>___ile |
| 7. sw<br><br>___im     | <br>___op           | 9. sp<br><br>___ot  |

## Unit 5

### Lesson 4

#### Grammar Summary

##### Past Tense of "Be" ( Affirmative and Negative)

|      |                               |                     |
|------|-------------------------------|---------------------|
| I    | <b>was</b><br><b>wasn't</b>   | at home last night. |
| He   |                               |                     |
| She  |                               |                     |
| It   |                               |                     |
| You  | <b>were</b><br><b>weren't</b> |                     |
| We   |                               |                     |
| They |                               |                     |

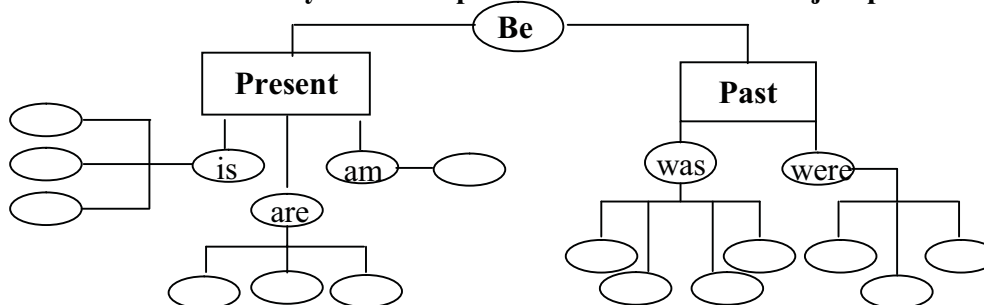
##### Yes / No questions with "Be" in the Simple Past

|             |                      |                      |      |                      |              |     |                      |                 |
|-------------|----------------------|----------------------|------|----------------------|--------------|-----|----------------------|-----------------|
| <b>Was</b>  | I<br>he<br>she<br>it | in Kabul<br>in 2003? | Yes, | I<br>he<br>she<br>it | <b>was.</b>  | No, | I<br>he<br>she<br>it | <b>wasn't.</b>  |
| <b>Were</b> | you<br>we<br>they    |                      |      | you<br>we<br>they    | <b>were.</b> |     | you<br>we<br>they    | <b>weren't.</b> |

##### Wh – questions with "Be" in Simple Past Tense

|                |             |                     |       |      |             |             |             |
|----------------|-------------|---------------------|-------|------|-------------|-------------|-------------|
| <b>When</b>    | <b>were</b> | you                 | born? | I    | <b>was</b>  | <b>born</b> | in 1978.    |
| <b>Where</b>   |             | they                |       | They | <b>were</b> |             | in Faryab.  |
| <b>Who</b>     | <b>was</b>  | your first teacher? |       | He   | <b>was</b>  | Mr. Nadem.  |             |
| <b>What</b>    |             | she like?           |       | She  |             |             | kind to us. |
| <b>How fat</b> |             | your cat?           |       | It   |             |             | very fat.   |

Look at the "Be" family tree. Complete it with the correct subject pronoun.



## Unit 5

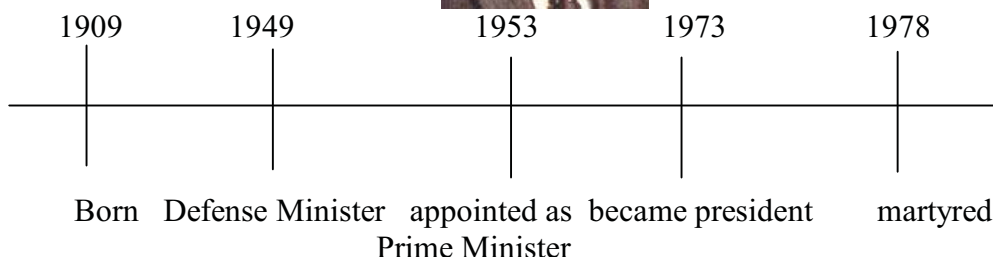
### Lesson 4

#### Speaking

Choose a famous person and talk about him/her. Then ask your partner about his / her famous person.

#### Writing

A. Look at the timeline. It shows information about Sardar Muhammad Daud Khan.



B. Write a paragraph about Sardar Muhammad Daud Khan's life using the dates on the timeline.

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |

## Vocabulary

### Unit 5

#### Nouns

Army  
Artist  
Association  
Battle  
Defense  
Defense minister  
Event  
Future  
Goal  
Historian  
Life  
Messenger  
Orphan  
Person  
Poet  
Pilot  
Political  
President  
Prime minister  
Prisoner  
Scientist  
Shepherd  
Skate  
Swing  
Tribble  
Tyrannical  
Writer

#### Verbs

Appoint  
Defeat  
Goal  
Happen  
Know  
Look/ after  
Marry  
Move  
Revisit  
Set  
Support

#### Adjectives

Famous  
Amazing  
Successful  
Poor  
Honest  
Personality  
Prominent  
Rich  
Representative  
Literary

## Unit 6

# Greetings

**In this unit you are going to:**

- introduce people.
- exchange personal information.
- read about greetings around the world.
- listen to people talking about greeting customs.
- write a paragraph about yourself.
- ask and answer questions with “Be”.



## Unit 6

### Lesson 1

#### Discussion



Shake hands



hug



bow



Pat the back



press palms together

- Do you name a country for each picture?
- Which greeting is the most common? Unusual?
- How do you greet in your hometown?
- Remember a Muslim never bows when he greets others.

#### Conversation

##### A. Read and practice

**Practice the following conversation with your partner.**

Teacher: Hello, Maywand. I see you with a new friend today.

Maywand: Yes, Mr.Kazim. This is Raj Anand.

Teacher: Nice to meet you, Raj.

Raj: Pleased to meet you, Mr. Kazim.

Teacher: This is the first time someone greets me with a press of his palms.

Raj: It is called "Namaste".

Teacher: Where are you from?

Raj: I am from India and I'm here on a business.

Teacher: Enjoy your time.

Raj: Thank you.



**B. If you are with a group of friends, do you always introduce newcomers to them? Why?**

**Unit 6****Lesson 1****Grammar**

| Wh – question with "Be"    |                        | Subject pronouns | Possessive Adjectives |
|----------------------------|------------------------|------------------|-----------------------|
| <b>What is</b> your name?  | My name <b>is</b> Raj. | I                | My                    |
| <b>Where are</b> you from? | I'm from India.        | You              | Your                  |
| <b>Where is</b> she from?  | She is from Nemrooz.   | He               | His                   |
| <b>Who are</b> they?       | They are her friends.  | She              | Her                   |
|                            |                        | It               | Its                   |
|                            |                        | We               | Our                   |
|                            |                        | You              | Your                  |
|                            |                        | They             | Their                 |

**A. Complete this conversation with verb "Be", subject pronouns or possessive adjectives. Check your answers with your partner.**

Shaista: I see \_\_\_\_\_ cousins \_\_\_\_\_ here!

Karima: Girls, this is \_\_\_\_\_ best friend Shaista.

Shukria: Oh, so you \_\_\_\_\_ Shaista! We are so happy to meet \_\_\_\_\_.

Shaista: Glad to meet you, too.

Shukria: I \_\_\_\_\_ Shukria and \_\_\_\_\_ from Herat.

Shaista: Which city \_\_\_\_\_ you from?

Laila: \_\_\_\_\_ from Jalalabad.

Shaista: \_\_\_\_\_ hope you have fun during \_\_\_\_\_ stay here.

**B. In pairs: Make three WH – questions about your friends using the verb "Be" then take turns to ask and answer questions.**

**C. In groups: Take turns introducing a partner to others.**

Student 1: Saleh, this is \_\_\_\_\_.

He's from \_\_\_\_\_

Student 2: Hello, \_\_\_\_\_. Nice to meet you.

Student 3: Hi, pleased to meet you, too.

**Unit 6****Lesson 2****Vocabulary**

Which of the following are International and which are traditional?  
Complete the table.

Afghani tea  
Qabuli palau

Hand shake  
Buz Kashi

English language  
Hamburger

| International | Traditional |
|---------------|-------------|
|               |             |
|               |             |
|               |             |

**Reading**

- A. – Why is it important to know about greeting customs?**  
**– How are International Schools different from local schools?**

At Oxford International School, I learned that greeting customs differ from one country to another. Normally, students greet each other saying hi, hello, or good morning. However, on special occasions, each practices his traditional way of greeting.

My Japanese friends occasionally like to use their famous “Ojigi” to greet each other. They bow to say good morning, hello or good bye. Dilip and Raj use the Indian Namaste to greet each other. They press the palms of their hands together and lift them up to their chins. Then they say “Namaste”. Filipino students shake hands, but close friends pat each other on the back and say “Kamusta”. John, Jack and Patrick from Britain greet each other with a hug. If they meet someone for the first time, they shake hands. Our friends, from the Emirates Saleh and Ahmad, shake hands with all of us every morning.

Going to an International School helped me learn about different greeting customs.

**Unit 6****Lesson 2**

**B. Fill in a country for each greetings custom. Check if the greeting is formal or informal. If you can not tell, write “I don’t know”.**

| Country | Form of greeting              | Formal | Informal |
|---------|-------------------------------|--------|----------|
|         | bow to each other.            |        |          |
|         | shake hands.                  |        |          |
|         | a pat on the back.            |        |          |
|         | a hug.                        |        |          |
|         | Press palms and lift to chin. |        |          |

**C. Do you know of any other greeting customs? Tell your friends about them.**

**D. Role play: In pairs, act out the custom of the country named by the teacher.**

**Listening**

**Listen to your teacher while reading the passage about greetings on page 57 and complete the table**

| Greeting<br>Country | Press palms<br>and lift to chin | Bow | Shakes hand | Hug |
|---------------------|---------------------------------|-----|-------------|-----|
| Japan               |                                 |     |             |     |
| India               |                                 |     |             |     |
| Filipino            |                                 |     |             |     |

**Unit 6****Lesson 3****Conversation****A. Read and practice.**

**Practice the following conversation with your partner**

Rabbani: Hi, Tariq! How are you doing?

Tariq: Great! What about you?

Rabbani: I'm fine, thanks.

Tariq: Rabbani, I'd like you to meet Zaid.  
He's from Ghazni.

Rabbani: Hi, Zaid. Are you in the team with us?

Zaid: No, I'm not. I'm a member of this youth club.

Rabbani: Are you and Tariq playing in the match next week?

Zaid: No, we aren't.

Rabbani: Why?

Zaid: Because we have a test.

Rabbani: I am really sorry. Ok nice meeting you.

Zaid: Pleased to meet you too.

**B. Are you a member of any youth club?****Grammar**

| Yes / No Questions and short answers with "Be" | Affirmative    | Negative          |
|------------------------------------------------|----------------|-------------------|
| <b>Am</b> I in the team?                       | Yes, you are.  | No, you are not.  |
| <b>Are</b> you a member(s) of our club?        | Yes, I am.     | No, I am not.     |
| <b>Is</b> basketball difficult?                | Yes, it is.    | No, it is not.    |
| <b>Are</b> you and Tariq in the same team?     | Yes, we are.   | No, we are not.   |
| <b>Are</b> the players Japanese?               | Yes, they are. | No, they are not. |

**A. Complete the conversation and practice with a partner.**

Student A: Hello, \_\_\_\_\_ you in the basketball team?

Student B: Yes, \_\_\_\_\_.

Student A: \_\_\_\_\_ you a new member?

Student B: No, \_\_\_\_\_. But I have been ill for a long time.

\_\_\_\_\_ our coach here?

Student A: Yes, he \_\_\_\_\_ in the next room.

## Unit 6

### Lesson 3

**B. Go around the class and find the information. Compare your answers with the group.**

1. How many students have the same first name? \_\_\_\_\_

(Ask: What's your first name?)

2. Are there any students who have the same last name? \_\_\_\_\_

(Ask: What's your last name?)

3. How many students come from another country? \_\_\_\_\_

(Ask: Are you from Japan?)

4. How many students come from another district/ province? \_\_\_\_\_

(Ask: Are you from this district/ province?)

### Writing

**A. 1. What is a paragraph?**

- A paragraph is a group of sentences about one main idea. This main idea is called the topic.

**2. What does a paragraph look like?**

- An English paragraph has a special form. Look at the paragraph below. It is written in the correct form.

My name is Ghulam Jilani. I am 32 years old. I am from Kandahar, Afghanistan. My native language is Pashto. I am an art worker.

**A. 1. Do you remember the rules of writing a paragraph?**

#### Rules of paragraph writing:

1. Begin each sentence with a capital letter.
2. End each sentence with a full stop.
3. Do not start each sentence on a new line.

## Unit 6

### Lesson 3

#### 2. What is wrong with this paragraph?

The following paragraph is not written in the correct form. Look at the paragraph with a partner and discuss what is wrong with its form.

my name is Nemat  
i am 25 years old  
i am from Jozjan  
my native language is Ozbeki  
i am a hairdresser

#### 3. Rewrite the correct paragraph.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

#### 4. Write a paragraph about yourself in your notebooks.

## Unit 6

### Lesson 4

#### Phonics

short a as in  
man

Short e as in  
men

A. Listen to your teacher and repeat.

|    |     |     |
|----|-----|-----|
| 1. | man | men |
| 2. | pan | pen |
| 3. | sat | set |
| 4. | pat | pet |
| 5. | bat | bet |
| 6. | mat | met |

B.

Short e sound is also written as **ea**,  
**weather**, **feather**, **bread**, **spread**,  
**head**, **dead** and **heavy**.

B. Read the sentences. Put the underlined words in the right column.

- It rained heavily yesterday.
- I took my old leather bag and held my umbrella over my head.
- I went to the shop and asked the salesman to give me a bread pan.
- I went back home and baked some bread in it.

| Short a | Short e |
|---------|---------|
|         |         |
|         |         |
|         |         |
|         |         |
|         |         |
|         |         |

**Unit 6****Lesson 4****Grammar Summary**

| Subject pronoun + Be |            | Be Contractions | Possessive adjectives |           |              |                |
|----------------------|------------|-----------------|-----------------------|-----------|--------------|----------------|
| <b>I</b>             | am         | <b>I'm</b>      | <b>This</b>           | <b>is</b> | <b>my</b>    | <b>friend.</b> |
| <b>He</b>            | <b>is</b>  | <b>He's</b>     |                       |           | <b>your</b>  |                |
| <b>She</b>           |            | <b>She's</b>    |                       |           | <b>his</b>   |                |
| <b>It</b>            |            | <b>It's</b>     |                       |           | <b>her</b>   |                |
| <b>We</b>            | <b>are</b> | <b>We're</b>    |                       |           | <b>our</b>   |                |
| <b>You</b>           |            | <b>You're</b>   |                       |           | <b>their</b> |                |
| <b>They</b>          |            | <b>They're</b>  | <b>It</b>             | <b>is</b> | <b>its</b>   | <b>tail.</b>   |

| Wh – questions with " Be" |            |                |                    |
|---------------------------|------------|----------------|--------------------|
| <b>What</b>               | <b>is</b>  | <b>your</b>    | <b>name(s)?</b>    |
|                           | <b>are</b> | <b>his/her</b> |                    |
|                           |            | <b>their</b>   |                    |
| <b>Where</b>              | <b>is</b>  | <b>my</b>      | <b>school(s)?</b>  |
|                           | <b>are</b> | <b>their</b>   |                    |
| <b>Who</b>                | <b>is</b>  | <b>my</b>      | <b>teacher(s)?</b> |
|                           |            | <b>your</b>    |                    |
|                           | <b>are</b> | <b>his/her</b> |                    |
|                           |            | <b>our</b>     |                    |

| Yes / No questions with "Be" |                |                    | Short answer                       |
|------------------------------|----------------|--------------------|------------------------------------|
| <b>Is</b>                    | <b>English</b> | <b>easy?</b>       | Yes, it is.<br>No, it isn't.       |
| <b>Are</b>                   | <b>they</b>    | <b>from Italy?</b> | Yes, they are.<br>No, they aren't. |
| <b>Is</b>                    | <b>she</b>     | <b>Chinese?</b>    | Yes, she is.<br>No, she isn't      |

## Unit 6

### Lesson 4

#### Speaking

**In groups of three or four:**

- **Make a conversation with group members; ask about his/her age, family, school, last name, nationality ....etc.**
- **Write down the information. Find what you have in common .e.g. same age, same number of sisters/brothers ...etc.**

#### Reading

**A. Read about four people. Complete the chart below.**

Eduardo is from Mindanao, Philippines. His mother tongue is Tagalog but he also speaks English fluently. He is a secretary in a big office in New York. One day he wants to own a business. His hobby is playing football.



Lee is a student in an English language center. He comes from Seoul, South Korea. He can speak two languages Korean and Chinese. In addition, he wants to learn English so that he can become a doctor. He likes swimming very much, but he has no time nowadays.

Ameera is a Librarian in Egypt. She was born in Cairo but her family moved to Alexandria recently. She can speak and write English fairly well. She wants to improve her spelling because she would like to be a journalist someday. She also reads a lot.



Su Chen is a Chinese nurse. She is from Taipei, Taiwan. Mandarin Chinese is her first language. She can read and write English well, but she needs to improve her spoken language. She wants to do her doctorate in nursing. In her free time she likes to cook.

**Unit 6****Lesson 4**

| No | Who is he/ she? | Where is he/she from? | What does he/ she want to be? | What languages does he/she speak? |
|----|-----------------|-----------------------|-------------------------------|-----------------------------------|
| 1  |                 |                       |                               |                                   |
| 2  |                 |                       |                               |                                   |
| 3  |                 |                       |                               |                                   |
| 4  |                 |                       |                               |                                   |

**B. Imagine that you are one of these people. Talk about yourself.**

e.g. My name is Ameera / Lee. I'm from Egypt /. Korea, .....etc.

**Listening**

**Listen to your classmates talking about his / her friend and complete the information about each person.**

| No | Family Name | First Name | Studying | Country |
|----|-------------|------------|----------|---------|
| 1  |             |            |          |         |
| 2  |             |            |          |         |
| 3  |             |            |          |         |

## Vocabulary

### Unit 6

#### Nouns

Business  
Club  
Coach  
Custom  
Filipino  
Journalist  
Occasion  
Palm  
Player  
Shake hand

#### Verbs

Bow  
Differ  
Exchange  
Held  
Improve  
Press  
Shake

#### Adjectives

Dead  
Formal  
Informal  
Heavy  
Local  
Native  
Personal

#### Adverb

Normally  
Occasionally  
Heavily

## Unit 7

# Daily Life

**In this unit you are going to:**

- **talk about daily activities.**
- **talk about work and school.**
- **listen to someone talk about his / her daily activities.**
- **read about a day in the life of a tourist guide.**
- **write a paragraph describing a job.**



## Unit 7

### Lesson 1

#### Discussion

- How often do you \_\_\_\_\_?

- spend time with family - do housework - study

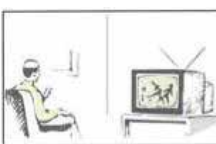
- visit relatives



- eat out



- meet friend



- watch sport



- look after children

#### Conversation

##### A. Read and practice.

**Practice the following conversation with your partner.**

Hashim: What do you do, Rahman?

Rahman: I work for the Ministry of Public Health.

Hashim: Do you have a long working day?

Rahman: I usually work from 8:00 a.m. to 4:00 p.m.

Hashim: So you wake up late in the morning.

Rahman: No, I always get up early so that I can perform Morning Prayer (Sobh Prayer) at the mosque, recite the Holy Qur'an, exercise and read the newspaper.

Hashim: Do you usually have lunch at home?

Rahman: NO, I usually have lunch at work with my colleagues, but sometimes I eat out with my friends.

Hashim: How about having lunch with me next week?

Rahman: Oh! I am sorry I can't, because I am on duty.

Hashim: How about Friday night?

Rahman: That is great.

Hashim: See you on Friday night. Bye

Rahman: See you, bye.



##### B. What activities do you enjoy doing after school or in your free time?

## Unit 7

## Lesson 1

## Grammar

## Adverbs of Frequency

|        |         |        |           |        |        |       |
|--------|---------|--------|-----------|--------|--------|-------|
| Always | Usually | Often  | Sometimes | Seldom | Rarely | Never |
| 100%   | 90-99%  | 75-90% | 25-75%    | 10-25% | 1-10%  | 0%    |

**Adverbs of Frequency are used to show repetition of an action.**

| Adverbs of Frequency                                                                                                                                     | Time expressions                                                                                   |                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| I <b>always</b> get up<br>He <b>often</b> goes to bed<br>I <b>usually</b> have dinner<br>We <b>never</b> stay<br>She is <b>always</b> the best in class. | at 7:30<br>early<br>at around quarter to nine<br>at exactly half past seven<br>before / after four | in the morning.<br>at night.<br>in the evening.<br>in the afternoon. |

**A. Complete the sentences with suitable words or expressions.**

- My family \_\_\_\_\_ has breakfast at exactly \_\_\_\_\_ every weekend.
- I \_\_\_\_\_ go to school on Fridays so I have time to clean my closet \_\_\_\_\_.
- My mother \_\_\_\_\_ cooks on \_\_\_\_\_ because we usually have lunch with her.
- We \_\_\_\_\_ go to the funfair at around \_\_\_\_\_.
- My family \_\_\_\_\_ goes to Bagh Bala on weekends because it is overcrowded.

**B. Take turns asking and answering about some activities you do on weekends. Use suitable adverbs of frequency.**

How often do you meet friends?

I usually meet them on Fridays.

**Unit 7****Lesson 2****Vocabulary****A. Look at the pictures.**

**Match the pictures to the jobs in the box. Say what each person does.**

|                          |                           |                           |                    |                     |
|--------------------------|---------------------------|---------------------------|--------------------|---------------------|
| journalist               | waiter                    | secretary                 | announcer          | policeman           |
| writes for<br>newspapers | serves in a<br>restaurant | writes letters<br>(types) | presents<br>(news) | controls<br>traffic |



**B. Imagine you are a \_\_\_\_\_ . Talk about your daily activities.**  
(job)

**Listening**

**One of your classmates is describing his / her working day to the class.  
When can he do each activity? Listen and tick.**

| Activity               | Day shift | Night shift |
|------------------------|-----------|-------------|
| watch sports           |           |             |
| spend time with family |           |             |
| eat out                |           |             |
| visit friends          |           |             |
| shop                   |           |             |
| exercise               |           |             |

## Unit 7

### Lesson 2

#### Reading

#### A. Read this article about Farhad who works as a tour guide in Afghan Tour in Kabul.

Sometimes people ask me, "Do you like your job?" I say, "I love it." I always meet interesting people from different countries. Everyday, I start work very early. By eight-thirty, I meet my group of tourists at the hotel. Then we start our trip around the city. I always take them to historical places, such as ancient palaces and museums. For lunch, I usually take the tourists to typical Afghan restaurant. In the evening we often visit other places such as, the Intercontinental where tourists greatly enjoy the food and the sight. They have dinner around the pool and listen to the music. They also enjoy visiting traditional market places, especially Chicken Street (Kocha Morgha). I often help them shopping around because they don't speak Dari or Pashto.

My work keeps me away from home for long hours. I usually return home at 7:30 p.m. Sometimes, I stay away for days when I take tourists to Bamyan, but I enjoy it. My wife and kids don't like my job. I seldom go out with them on holidays because I am busy showing other people around.

#### B. Read the article then circle the better answer.

The article talks about

- Farhad's daily routine.
- A tour around Kabul.

#### C. Answer the questions.

1. Name two places Farhad takes the tourists to.
2. How many hours does Farhad work everyday?

#### D. Find a word from the article that means:

- Old = \_\_\_\_\_.
- People who travel for fun = \_\_\_\_\_.
- To like doing = \_\_\_\_\_.

#### D. How often does Farhad do these things?

- Take tourists to ancient places.
- Enjoy holidays with family.
- See people of many nationalities.
- Make shopping easy for tourists.
- Not see family for 2 -3 days.

#### F. Would you like being a tour guide? Why? Why not?

## Unit 7

### Lesson 3

#### Conversation

##### A. Read and practice

Practice the following conversation with your partner

- Nooria: Which school do you go to, Tahera?  
 Tahera: I go to the Zarghona High School.  
 Nooria: Oh, I see. My sister Alia works there.  
 Tahera: What does she do?  
 Nooria: She teaches geography.  
 Tahera: What about you, where do you work?  
 Nooria: In a hospital. I'm a nurse. I look after patients.  
 Tahera: It must be hard work.  
 Nooria: Yes, it is. What about you, do you like school?  
 Tahera: I love it even though some subjects are difficult.



##### B. What would you like to be when you grow up? Why?

#### Grammar

##### Simple Present Tense

| Wh – questions with "Do"            | Answers                                  |
|-------------------------------------|------------------------------------------|
| What <b>do</b> you do?              | I'm an announcer.                        |
| Which school <b>does</b> she go to? | She <b>goes</b> to Zarghona high school. |
| Where <b>do</b> they work?          | They <b>work</b> for a company.          |
| How often <b>do</b> you read books? | I always <b>read</b> books.              |

| Yes / No questions with "Do"         | Affirmative            | Negative                 |
|--------------------------------------|------------------------|--------------------------|
| Does she go to Zarghona high school? | Yes, she <b>does</b> . | No, she <b>doesn't</b> . |
| Do they work for a newspaper?        | Yes, they <b>do</b> .  | No, they <b>don't</b> .  |
| Does he like school?                 | Yes, he <b>does</b> .  | No, he <b>doesn't</b> .  |

## Unit 7

### Lesson 3

#### A. Complete the conversation. Then practice with a partner.

1. A: What \_\_\_\_\_ you \_\_\_\_\_? 2. A: What \_\_\_\_\_ your father \_\_\_\_\_?  
 B: I'm a \_\_\_\_\_. B: He's \_\_\_\_\_. He \_\_\_\_\_ in a \_\_\_\_\_.  
 A: And \_\_\_\_\_ you study? A: What about your uncle? \_\_\_\_\_  
 B: I study at \_\_\_\_\_. he work?  
 A: \_\_\_\_\_ subjects \_\_\_\_\_ you like? B: Yes, \_\_\_\_\_. He works in a \_\_\_\_\_.  
 B: I like \_\_\_\_\_. A: \_\_\_\_\_ he do?  
 B: He is a \_\_\_\_\_. He \_\_\_\_\_.

#### B: In groups: Play a guessing game.

Choose a job and mime action related to the job. The group guesses the job.

#### Writing

Read the passage about Fawzia Habib then complete column A in the table.

Fawzia Habib is a doctor at the Indera Gandhi Children's hospital in Kabul. She starts work at half past seven in the morning. From 7:30 to 9:00 she visits her patients, during the visit she loves to make her patients laugh with telling jokes and then she takes a tea break. At 10:00 a.m. she starts her clinic. At 12:00 p.m. she goes to have lunch with her colleagues. She goes back to work at 1:00 p.m. and check the patients till

|            | A | B |
|------------|---|---|
| Job        |   |   |
| Place      |   |   |
| City       |   |   |
| Activities |   |   |
|            |   |   |
|            |   |   |
|            |   |   |

B. Fill column B with information about someone you know. Then use it to write a paragraph in your notebook.

## Unit 7

### Lesson 4

#### Phonic

Short "i" as in sit

Short "e" as in set

A. Listen to y our teacher and repeat.

|   |      |      |
|---|------|------|
| 1 | sit  | set  |
| 2 | tins | tens |
| 3 | pin  | pen  |
| 4 | hid  | head |
| 5 | big  | beg  |
| 6 | bill | bell |

Short "i" sound is usually written as "i" lip, milk, hint, fridge, bridge, his, six

C. Read the sentences. Put the underlined words in the right column.

- My uncle is a mechanic.
- He gets up very early in the morning.
- He has breakfast at six o'clock.
- He listens to the Holy Qur'an on his way to work.
- He has dinner with his family at seven o'clock.

| Short i | Short e |
|---------|---------|
|         |         |
|         |         |
|         |         |
|         |         |
|         |         |
|         |         |
|         |         |

**Unit 7****Lesson 4****Grammar Summary****Time expressions**

|                       |                                        |                |    |                                                |
|-----------------------|----------------------------------------|----------------|----|------------------------------------------------|
| I                     | have a history lesson<br>start school  | before / after |    | ten o'clock.<br>9:00 .p.m.                     |
| Sohila<br>and<br>Lila |                                        |                |    |                                                |
|                       |                                        | at around      |    |                                                |
| Rahim<br>He / She     | was born<br>studies<br>cooks<br>sleeps | late<br>early  | in | the evening<br>the afternoon.<br>the morning.  |
|                       |                                        |                | on | the 2 <sup>nd</sup> of September.<br>weekends. |

**Simple Present: Wh – and Yes / No questions with "Do"**

|               |                  |           |          |                 |
|---------------|------------------|-----------|----------|-----------------|
| Where<br>When | do               | they / we | exercise | in the morning. |
|               | does             | he / she  |          |                 |
| Do            | I/ you/ we/ they |           | exercise |                 |
| Does          | he / she         |           |          |                 |

**Adverbs of Frequency**

|                   |                                                                     |      |                 |
|-------------------|---------------------------------------------------------------------|------|-----------------|
| I<br>They         | <b>always<br/>usually<br/>often<br/>seldom<br/>rarely<br/>never</b> | go   | to work by car. |
| Bilal<br>He / She |                                                                     | goes |                 |

**A. Look at the activities below. Write as many questions as you can about each one. (Not less than two questions)**

- a. read \_\_\_\_\_  
 b. exercise \_\_\_\_\_  
 c. visit friends or family \_\_\_\_\_  
 d. watch TV \_\_\_\_\_

**B. In pairs: Ask and answer each other's questions about daily schedule and activities.**

## Unit 7

### Lesson 4

#### C. Rewrite the sentences using the adverbs of frequency.

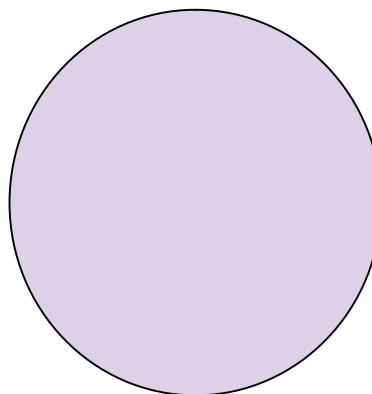
1. He spends Friday's morning with his friends. (always)  
\_\_\_\_\_
2. They go to the library and borrow some books. (usually)  
\_\_\_\_\_
3. They let a week without reading a book. (never)  
\_\_\_\_\_
4. They play table tennis together. (often)  
\_\_\_\_\_
5. They have lunch in a restaurant. (rarely)  
\_\_\_\_\_

#### Speaking

#### A. There are certain activities that you do daily, what are they? How much time do you spend on each? Fill in the table.

| activity | time spent | activity | time spent |
|----------|------------|----------|------------|
|          |            |          |            |
|          |            |          |            |
|          |            |          |            |
|          |            |          |            |

#### B. Look at Naiem's time circle. Use the table above to make your own time circle.



**Unit 7****Lesson 4**

**C. In pairs: Ask about each other's activities. What do you have in common?**

**D. Look at your time circle. Do you think you should change some of your daily activities to make better use of your time?**

**Reading**

**A. Look at Mustafa's picture. Where do you think he works? Fill in the table.**



| What I know<br>K | What I want to know<br>W | What I learned<br>L |
|------------------|--------------------------|---------------------|
| _____            | _____                    | _____               |
| _____            | _____                    | _____               |
| _____            | _____                    | _____               |
| _____            | _____                    | _____               |

**B. Read the paragraph about Mustafa. Complete it with the words from the box.**

before – around – in – early – late – on – at – after

Everyone at the airport knows Mustafa. He is a ground steward for Afghan Airlines. He checks passengers' passports, tickets, etc. \_\_\_\_\_ weekdays, Mustafa sleeps most of the day and wakes up a little \_\_\_\_\_ the morning. He has "brunch" (breakfast and lunch) \_\_\_\_\_ 09:30 or 10:00. He watches television \_\_\_\_\_ the afternoon prayers. He leaves for work after six o'clock \_\_\_\_\_ night and returns \_\_\_\_\_ in the morning, usually around 5:00 a.m. He hurries to the mosque to pray and is never late for morning prayer (Sobh prayer).

# Vocabulary

## Unit 7

### Nouns

Announcer  
Article  
Bed  
Bell  
Bill  
Colleague  
Company  
Funfair  
Ground  
Guide  
Hospital  
Joke  
Kid  
Ministry of public health  
Museum  
Palace  
Passenger  
Passport  
Pin  
Policeman/ woman  
Public  
Repetition  
Shift  
Show  
Sight  
Steward  
Ticket  
Tourist  
Trip  
Waiter

### Verbs

Announce  
Be (is, am, are, was, were)  
Break  
Check  
Control  
Fill  
Get/ up  
Guide  
Have/ has (eat)  
Imagine  
Keep  
Laugh  
Rewrite  
Show  
Sit

### Adverbs

Especially  
Seldom

### Adjectives

Ancient  
Common  
Historical  
Public  
Typical

### Question words

How  
How many  
How much  
What  
When  
Where  
Which  
Why

## Unit 8

# Review

## Unit 8

### Lesson 1

#### Speaking

**In groups: Discuss about this profession.**

**Which profession do you like? Why?**

#### Listening

**Listen to people talking about their jobs. As you listen to your teacher, check the statements that are true.**

##### Hadia

Hadia works in an office.

She knows how to type.

She types memos and letters.

People ask Hadia for appointments.



Hadia is a receptionist

##### Halim

Halim only works at night.

The restaurant is usually busy.

He has an easy job.

Halim works hard.

He gets tired at work.

He likes his job.



Halim is a waiter

##### Abdullah

Abdullah starts his work at 7:30 am every day.

He stays in shape by jogging and swimming.

Being in good shape is important for his job.

Abdullah likes his job.

He thinks his job is important.

Sometimes he helps injured people.



Abdullah is a firefighter.

**Unit 8****Lesson 2****Vocabulary**

**A. Write at least five items under each category.**

| Adverb of Frequency | Places | Jobs    | Greeting    |
|---------------------|--------|---------|-------------|
| usually             | school | teacher | shake hands |
|                     |        |         |             |
|                     |        |         |             |
|                     |        |         |             |
|                     |        |         |             |
|                     |        |         |             |
|                     |        |         |             |

**B. In pairs: One of your friend is saying a verb and the second student use the verb with adverb of frequency in a sentence.**

**Speaking**

**In groups: Take out a piece of paper. Divide it into six equal rows. Write 'Who' – 'Did' – 'What' – 'With whom' – 'Where' – 'When' – at the top of each row. Then write a question for each and ask your questions from your classmates.**

**Reading**

**A. How often do you go grocery shopping? Who do you go with?**

Palwasha and her family go shopping once a week. They always visit Shar-e Now Market. Usually, Palwasha has her two brothers and her mother with her. Often the market has special offers. Palwasha and her brothers love to buy different kinds of food that are on display. They begin by picking up dairy products, like milk, cheese, and butter. Then they buy a variety of juices. Next, Palwasha's mother stops to get fresh fruit and vegetables. She always buys meat from butchery of the supermarket. Palwasha loves to choose things for the house. Her brother loves to drive the trolley through the chocolate and cookies shops. They always argue about which type of cookies to choose. Palwasha never forgets to check her shopping list. She usually manages to buy all the items on the list. She rarely finds the check out counter empty as the queue at the cashier is always long. Palwasha and her brothers help to put everything in the car. They return home tired but happy.

## Unit 8

### Lesson 2

**B. Rewrite the sentences below replacing the underlined words in the passage with the underlined word in the sentences.**

1. Palwasha and her brother like to purchase different kinds of food.

2. They start buying milk, cheese and butter.

3. There's a long line so she has to wait to pay.

4. Palwasha's brothers fight about things to buy.

**C. Put in the correct adverb of frequency.**

**Always**

**Usually**

**Often**

**Sometimes**

**Never**

1. The family \_\_\_\_\_ needs two trolleys because they have a lot of groceries.

2. Palwasha's mother \_\_\_\_\_ goes to the meat in the market.

3. Palwasha \_\_\_\_\_ checks the shopping list.

4. Palwasha's family \_\_\_\_\_ shops at the same place.

5. She \_\_\_\_\_ finds the checking counters empty.

## Unit 8

### Lesson 3

#### Speaking

**In groups:** Can you guess who was he/ she.

**One of your classmates describes a famous person of the nation without taking his/ her name and the others say his / her name.**

#### Vocabulary

**Write a verb that is used with each given words. Then add one or more words for each verb to make a sentence.**

1. \_\_\_\_\_ homework / \_\_\_\_\_
2. \_\_\_\_\_ holiday / \_\_\_\_\_
3. \_\_\_\_\_ at home / \_\_\_\_\_
4. \_\_\_\_\_ friends / \_\_\_\_\_
5. \_\_\_\_\_ a program \_\_\_\_\_

#### Listening

**A. Complete the sentences with the names you hear.**

**Note: Dear teacher! Say the names from your own.**

1. Shafiq was going to the market when \_\_\_\_\_ called her.
2. \_\_\_\_\_ bought a kilo of meat from the butchery.
3. In the butchery he met \_\_\_\_\_.
4. \_\_\_\_\_ is having lunch.
5. Who is he? He is my best friend, \_\_\_\_\_.
6. \_\_\_\_\_ and her friends go to the picnic every Friday.

## Unit 8

### Lesson 4

#### Phonics

##### Short vowels (a, i, e)

**A. Read the words. Then sort them according to their sound. Some words can be put under more than one column.**

|          |          |          |        |          |              |
|----------|----------|----------|--------|----------|--------------|
| stamp    | straight | give     | bill   | speak    | kindergarten |
| camp     | write    | cat      | garage | pet      | cousin       |
| mechanic | plane    | until    | bread  | sweets   | kite         |
| friend   | bat      | pet      | health | children | memory       |
| met      | sit      | hospital | sit    | big      | tins         |

| a | e | i |
|---|---|---|
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

**B. Write the words that have completely different sounds.**

#### Conversation

**Complete the conversation. Then practice with a friend.**

Nargis: Hi, my name is Nargis.

Rabia: Hello Nargis. I'm Rabia.

Nargis: Nice party! Are you enjoying yourself?

Rabia: \_\_\_\_\_

Nargis: Are you Hadia's friend?

Rabia: \_\_\_\_\_

Nargis: What are you doing?

Rabia: I'm a student. I'm in eighth grade.

Nargis: \_\_\_\_\_

Rabia: Nice meeting you, too.

## Unit 8

### Lesson 4

#### Speaking

**In pairs: Ask and answer questions about Palwasha's story in the reading of lesson 2.**

**Student A: How often does Palwasha go shopping?**

**Student B: Once a week.**

#### Writing

**A. Choose two countries. Name a famous person from each country. On the timeline write the events of his / her life.**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

**B. Write a paragraph about one of the famous person you have chosen.**

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

## Vocabulary

### Unit 8

#### Nouns

Bull  
Camp  
Cashier  
Chocolate  
Column  
Cookies  
Counter  
Display  
Firefighter  
Person  
List  
Memory  
Queue  
Receptionist  
Row  
Success  
Trolley

#### Verbs

Argue  
Discuss  
Fight  
Injure  
Manage  
Offer  
Pick  
Sort  
Touch

#### Adjectives

Empty  
Equal  
Piece  
Variety  
Famous

#### Conjunctions

But  
Until

#### Adverb

Straight

## Unit 9

### Lesson 1

# Unit 9

# On the Road

**In this unit you are going to:**

- ask for and give directions.
- give instructions.
- learn about road signs.
- listen to people giving directions and following them on a map.
- read about maps.
- write a paragraph giving directions to a place.



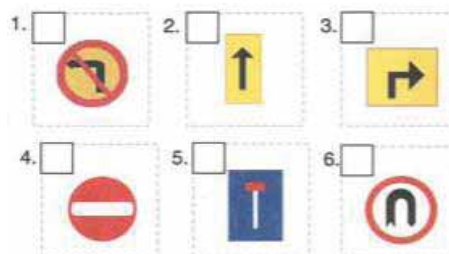
## Unit 9

## Lesson 1

### Discussion

- A. Where do you see these signs?  
 B. What are they for?  
 C. Match the signs with the instructions.

- a. Go straight                      b. Turn right  
 c. U turn                            d. Don't turn left  
 e. Dead end                        f. Don't enter



### Conversation

#### A. Read and practice.

Practice the following conversation with your partner.

- Secretary: Estaqlal Hospital. Can I help you?  
 Mr. Hashim: Yes, can you tell me the way to your hospital?  
 Secretary: Certainly. Where are you now?  
 Mr. Hashim: I'm on Dar ul Aman Road near the Habibia High School.  
 Secretary: The hospital isn't very far. Just go straight ahead Dar ul Aman road to Estaqlal bus station the hospital is on the right.  
 Mr. Hashim: Thanks.



#### B. Is it important to give clear directions? Why?

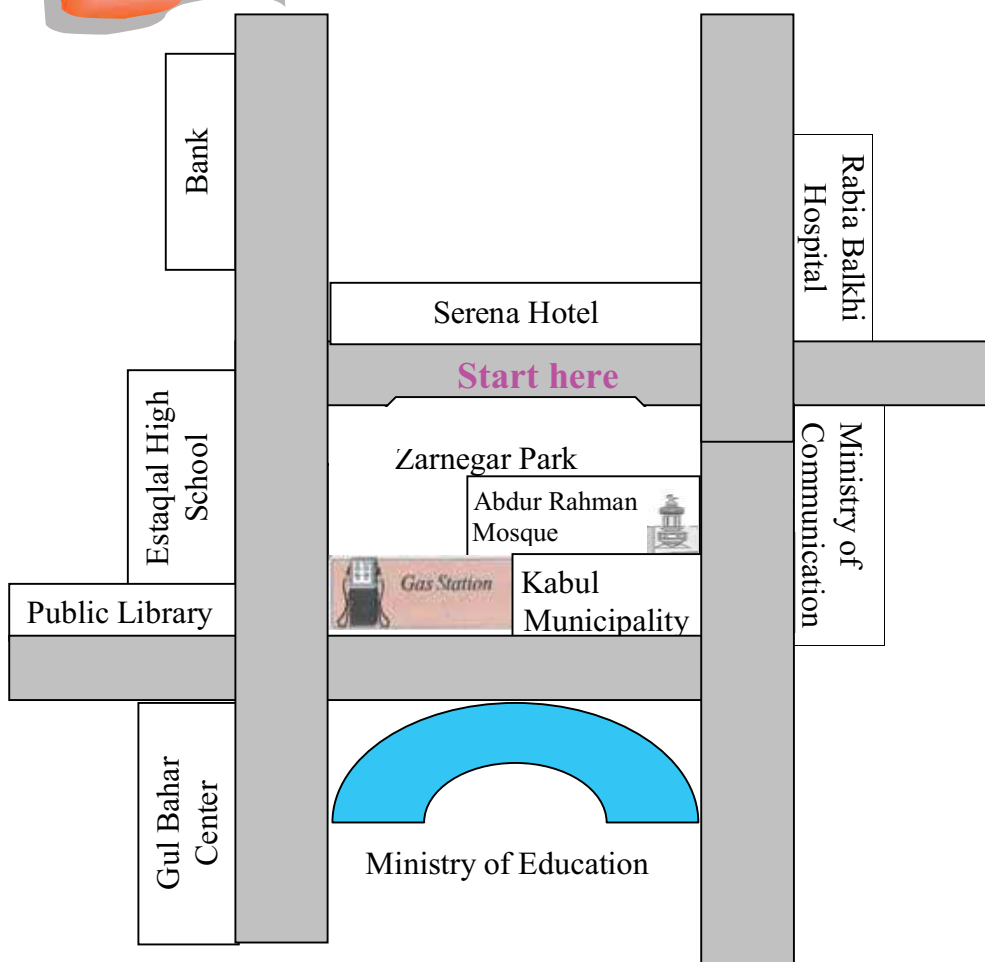
### Grammar

#### Preposition of place

|                               |                                                                                                                                                             |                                              |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Where are you now?            | I'm on Dar ul Aman Road near Habibia High School.                                                                                                           | past<br>near<br>under<br>over<br>in front of |
| Can you tell me the way ..... | Go straight ahead <b>on</b> this road.<br>Turn left <b>on</b> University Road.<br>Go <b>past</b> the Arian wedding hall.<br>Turn right <b>on</b> Park Road. |                                              |

## Unit 9

### Lesson 1



**A. Look at the above map and complete the sentences.**

1. A: Excuse me, is there a mosque \_\_\_\_\_ the Ministry of Communication?  
B: Yes, there is one \_\_\_\_\_ the Ministry.
2. A: Excuse me, could you tell me how to get to the library?  
B: Certainly. If you are next to the Ministry of Communication, go \_\_\_\_\_ to the Serena Hotel street then turn left and go \_\_\_\_\_ ahead to the Malek Asghar intersection, you will see the library on the right.

**B. In pairs: Choose a location on the map above. Ask your partner how to get there. Your partner will give you directions. Use prepositions of place.**

## Unit 9

## Lesson 2

### Listening

A. A Police officer is giving people directions. Listen to your teacher and match the questions to answers.

Excuse me, how far is the Serena Hotel; from here?

It is around the corner. Just turn right on Forooshga Street and you will see it.

Could you tell me where the bus stop is?

You are standing in front of it.

Excuse me, where is the Bank?

It is about five minutes away. Go straight ahead to the bank street then turn right and walk to the end of the block it is on the left.

### Reading

A. – In which subjects do you use maps?  
– What do you use maps for? Why?

#### Map Reading

What are maps? Let us draw a very simple map to find out what it is. Take a piece of plain paper. Put your hand on it. Then with a pencil draw around your fingers and thumb. Make sure that you outlined each one carefully. Remove your hand from the paper. Mark your finger nails and knuckles. Now you have a "map" of your hand.

There are different kinds of maps: like the world map, city map, road map, street and house maps. We use directions on a map to show us places. The main directions are east, west, north and south. A compass is used to see the directions.

Maps also show size, climate and physical features such as rivers, mountains and deserts of a country. Signs or symbols are used to show things on a map. Symbols replace words by pictures to make the map easier to understand. These symbols are shown in a small box called the "key" or "legend" given on the side of a map.

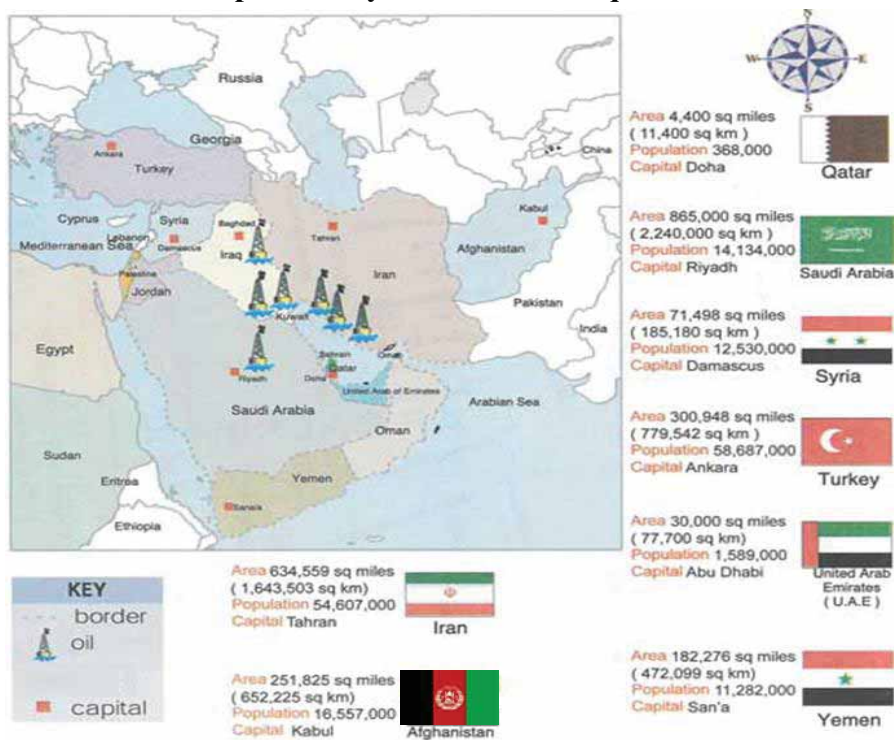
Now, let's look at the map of our Country Afghanistan. What does it tell us? It shows that it is located at the heart of Asia. It has lots of mountains and two famous rivers "Amu and Helmand". The region is important because it has large reserves of mines, oil and natural gas.



## Unit 9

## Lesson 2

B. First read the map carefully. Then read the questions and answer.



1. What does the map "key" tell us?
  - a. The names of countries.
  - b. The meanings of the symbols on the map.
  - c. The color of flags.
2. What does the "compass rose" in the upper right corner tell you?
  - a. Time.
  - b. Distance.
  - c. Direction.
3. Can you name three countries that have oil?

---
4. Which countries are in north of Afghanistan?

---
5. What is the capital of Uzbekistan?

---
6. Which country covers a large area, Afghanistan or Tajikistan?

---

**Unit 9****Lesson 3****Vocabulary**

Match each shape in column A with its name in column B. then add two more shapes to the list.

| A                                                                                 | B      | A                                                                                 | B        | A | B     |
|-----------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------|----------|---|-------|
|  | circle |  | triangle |   | _____ |
|  | square |  | lozenge  |   | _____ |

**Conversation****A. Read and practice.**

Practice the following conversation with your partner

Instructor: Khalid, is this the first time you are taking driving lessons?

Khalid: Yes, I'm very excited about it.

Instructor: Good. Buckle up! Remember to look at the road signs carefully. You must keep them in mind while driving.

Khalid: Sure I will.

Instructor: Look! There is a road sign. It's a white circle with a black arrow pointing to the left. What does it mean?

Khalid: It shows you can turn left.

Instructor: What about that triangle at the end of the road?

Khalid: Oh, that's a danger sign.

**B. Do you follow rules while driving? Why is it important to follow rules?****Grammar****Imperative**

| Affirmative                     | Negative                              |
|---------------------------------|---------------------------------------|
| <b>Buckle up!</b>               |                                       |
| <b>Go straight ahead.</b>       | <b>Don't</b> go straight.             |
| <b>Cross the road.</b>          | <b>Don't</b> cross the road.          |
| <b>Turn left at the corner.</b> | <b>Don't</b> turn left at the corner. |

## Unit 9

### Lesson 3

A. Look at these road signs; write down the instructions.



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

B. Do you know any other signs? Draw one.

C. In pairs: Show the sign to your partner and let him/her tell you what it means.

### Writing

A. Read the paragraph and write the name of the building on the lines.



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

I live on Shoora Street. My friends usually come to my house through Kart e Se Road. Go south towards Shoora Street. You will see a Bank on your left. Near the bank there are many shops. I go there for shopping everyday. At the corner of Kart e Se and Shoora Street there is a Drug store which is open all day. Turn left on Shoora Street until you come to a restaurant. Near the restaurant there is a police station. My house is beside the police station.

B. Draw a map of your street on your notebooks. Choose a place on the map and write a paragraph giving directions to it.

## Unit 9

## Lesson 4

### Phonics

#### Short "a" as in cap

#### Short "u" as in cup

**A. Listen to your teacher while he/ she is reading the following words and repeat.**

|    |     |     |
|----|-----|-----|
| 1. | cap | cup |
| 2. | hat | hut |
| 3. | bag | bug |
| 4. | ran | run |
| 5. | pan | pun |
| 6. | cat | cut |

**B.** Short u sound is also written as:  
**ou** (country – double – trouble – cousin).  
**O** (come – some – glove – cover).

**B. Read the paragraph. Write the words with short (a) and Short (u) in the table below.**

I have a lot of fun with my two younger brothers and my cousins in the club. They have one boxing class a week and my cousin always forgets his boxing gloves. The instructor makes him jump a hundred times as a punishment.

| Short (a) | Short (u) |
|-----------|-----------|
|           |           |
|           |           |
|           |           |
|           |           |
|           |           |
|           |           |

**Unit 9****Lesson 4****Grammar Summary**

| Affirmative | Negative |             | Preposition of Place                                                                                                                                     |
|-------------|----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Slow down.  | Don't    | Slow down.  | <b>past</b><br><b>near</b><br><b>ahead</b><br><b>beside</b><br><b>under</b><br><b>over</b><br><b>in</b><br><b>on</b><br><b>between</b><br><b>next to</b> |
| Look out!   |          | Look out!   |                                                                                                                                                          |
| Turn left.  |          | Turn left.  |                                                                                                                                                          |
| Study hard. |          | Study hard. |                                                                                                                                                          |

**Complete the instructions below with the verbs. Use don't + verb where necessary.**

1. \_\_\_\_\_ out of the window.
2. \_\_\_\_\_ aloud.
3. \_\_\_\_\_ late.
4. \_\_\_\_\_ the sentences on the board.
4. \_\_\_\_\_ to the news.
6. \_\_\_\_\_ in the class.
7. \_\_\_\_\_ fast.
8. \_\_\_\_\_ two kilos of meat.

**Listening**

**Someone wants to go from Froshga to Kabul zoo. Listen to your teacher while directing the person and draw the way he says.**

**Speaking**

**In pairs: Your Sport Club is planning a walk across the city from Kabul University to Amani High School. Choose the way you want to get there. Draw your map on your notebook and specify your route with a pencil. Do not show your map to your partner. Take turns describing your route to your partner. He/She will follow your directions on the map. If he/she gets lost try again.**

## Vocabulary

### Unit 9

#### Nouns

Arrow  
Box  
Climate  
Compass  
Danger  
Direction  
Finger  
Heart  
Instruction  
Intersection  
Key  
Knuckle  
Left  
Legend  
Mind  
Mine  
Ministry of communication  
Point  
Punishment  
Rule  
Side  
Sign  
Square  
Symbol  
Thumb  
Triangle  
Lozenge

#### Verbs

Enter  
Jump  
Mind  
Point  
Replace  
Reserve  
Rule  
Sign  
Understand

#### Adjectives

Clear  
Excited  
Physical  
Plain  
Simple

#### Adverb

Ahead

## Unit 10

# Memories

**In this unit you are going to:**

- talk about past events and experiences.
- describe people's characters.
- listen to someone describing others.
- read about a special memory.
- write a paragraph about a special memory.



## Unit 10

### Lesson 1

#### Discussion

- Which of these do you remember?

- Your first friend.
- Your first cooking.

- Your first teacher.
- Your first bicycle/toy.

#### Conversation

**A. Read and practice.**

**Listen to your teacher while reading the conversation and practice it with your partner.**

Nadia: Shamsia, meet Sara my first friend ever.

Shamsia: Hi, Sara. When did you meet Nadia?

Sara: I met her at the Primary school. We went to school together.

Nadia: Do you remember our first day at school?

Sara: Uh-huh, it's a fond memory I have.

Shamsia: Tell me about it.

Nadia: Our moms were good friends. They took us to school and introduced us there.

Sara: Nadia was a shy, well behaved, seven years old.

Nadia: And you were a happy and friendly little girl. When our moms slipped out of the room, I felt very sad.

Sara: I did, too. Then we ran behind our moms and cried loudly, Ma-Ma



**B. Is it important to have friends? Why?**

**C. List four words that describe Nadia and Sara.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Unit 10****Lesson 1****Grammar**

| Past Tense                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                 | Regular verbs                            |                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------|
| <ul style="list-style-type: none"> <li>- When did you meet Nadia?</li> <li>- What was she like?</li> <li>- When did you go to club?</li> <li>- Did you do anything special?</li> <li>- Where did you study for the exam?</li> </ul> | <ul style="list-style-type: none"> <li>- I met her at the primary school.</li> <li>- She was shy and well behaved.</li> <li>- I went two years ago.</li> <li>- Yes, we did. We went on a school trip yesterday.</li> <li>- I studied in the library.</li> </ul> | slip<br>study<br>work                    | slipped<br>studied<br>worked               |
|                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 | Irregular verbs                          |                                            |
|                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 | do<br>go<br>have<br>meet<br>see<br>teach | did<br>went<br>had<br>met<br>saw<br>taught |

**A. Complete the conversations. Then practice with a partner.**

A: When \_\_\_\_\_ you  
\_\_\_\_\_ (meet) Hassan?

B: I \_\_\_\_\_ him last week. He is  
a shy person.

A: \_\_\_\_\_ you \_\_\_\_\_ (do)  
anything special last weekend?

B: Yes, I \_\_\_\_\_ (go) for a picnic  
and meet many of my friends

A: How \_\_\_\_\_ you \_\_\_\_\_ (pass) this  
difficult exam?

B: A clever friend \_\_\_\_\_ (help) me study.

**B. In groups: - Talk about your first day at school. Ask questions and give true answers.**

- How old are you?

- What school did you go to?

- What was your teacher like?

- What did you do?

**Say who had the funniest experience in your group and why?**

## Unit 10

### Lesson 3

#### Vocabulary

A. Look at the pictures. Read the adjectives. Can you think of three more character adjectives that describe people? Write them on the lines below.



friendly

happy

talkative

shy

naughty

B. Choose at least three adjectives to describe a friend.

My friend is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

#### Listening

- Listen to your classmates talking about his/her friends. Tick the adjective used to describe each student.

| Name \ Adjective | shy | happy | talkative | naughty |
|------------------|-----|-------|-----------|---------|
| Naiem            |     |       |           |         |
| Nader            |     |       |           |         |
| Rashid           |     |       |           |         |
| Noor Ahmad       |     |       |           |         |

## Unit 10

### Lesson 3

#### Reading

- A. Do you remember a special moment in your childhood?**
- B. Read the title and the first two sentences. What do you think this reading is about?**
- A sad memory.
  - A story in the past.
  - An unforgettable memory.



### A memorable day

One of my happiest memories is of my secondary school day in UK. I was fourteen years old when my family moved to UK. I liked life in the United Kingdom and got used to it easily. However, I was always proud of living in my own country. One day, the school took us on a field trip to the museum. The museum was full of interesting things to see. I listened carefully to what the teacher had to say about the museum. Our teacher told us that the flag of every county in the world hangs in this hall. Hurriedly my eyes searched for the Afghan flag. I felt proud of my national flag. My teacher and classmates were touched by my patriotism. I wanted to get home and tell my family about the museum. We spent the rest of the day telling everyone how wonderful it was to visit the museum and interesting places. How nice is for a child to love his country and be proud of it. It was a memorable day indeed.

- B. What does each underlined word mean? Read each word in the context then circle the right answer.**

1. Line 4: "proud" means
  - a. to be unhappy and sad
  - b. to behave very badly.
  - c. to be pleased by something that belongs to you
2. Line 8: "museum" means
  - a. a building where ancient objects are kept
  - b. places teachers can go to.
  - c. place you can buy things.

- D. Read each question. Then circle the right answer:**

1. Where did the writer live before he came to UK?
  - a. India
  - b. Afghanistan
  - c. United States of America
2. What is the main idea of this reading?
  - a. an unforgettable childhood memory.
  - b. going to school in another country.
  - c. child's love for his country.

## Unit 10

### Lesson 3

#### Conversation

##### A. Read and practice .

Listen to your teacher while reading the conversation and practice it with your partner.

- Hatam: Dad, my uncle sent this old photo album for you yesterday.  
Dad: Let's look at the pictures.  
Hatam: Where is this? Where are you here?  
Dad: That is me with your uncles in front of Ghazi Stadium in Kabul. We used to spend a week in Kabul every summer.  
Hatam: Did you enjoy yourselves?  
Dad: It was great!  
Hatam: How did you spend your time?  
Dad: We used to get up early in the morning to pray in Edga Mosque. Then we would have a big breakfast. Our mom used to make the most delicious "Hamlet, cheese and cream" for us.  
Hatam: Sounds like fun.



##### B. Do you collect little things that remind you of special moments? Why?

#### Grammar

##### Direct Object

|                                                                                                                                          |                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Mom <b>cooked bread.</b><br>(V) (O)<br>We all <b>ate it.</b><br>(V) (O)<br>Uncle <b>sent this album.</b><br>(V) (O)<br>He gave me a pen. | (bread – it – album – pen) are all direct objects. <b>(O)</b><br><br>The object which comes after the verb is called direct object. <b>(V)</b> |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|

##### A. Read the sentences. Then underline the verbs and circle the direct objects.

1. Nasir collected stamps.
2. He bought a new album.
3. He put the stamps in it.
4. He took the album to school.
5. He showed it to his friends.

## Unit 10

### Lesson 3

#### Direct and Indirect objects

Some verbs can take two objects: a direct object (D.O.) and an indirect object (I.O.)

Hatam **gave** the album to his father.

(V) (D.O.) (I.O.)

Our mom **made** "bread" for us.

(V) (D.O.) (I.O.)

He **bought** a nice notebook for me.

(V) (D.O.) (I.O.)

**Verbs that take indirect object:  
Two Objects:**

Give buy show order pass  
send write make tell

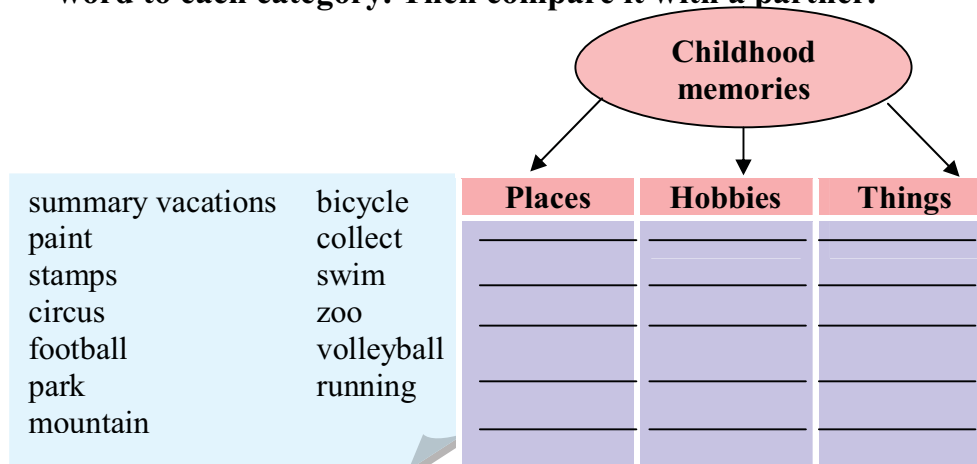
**B. Read the sentences. Then circle the direct object and put a line under the indirect object.**

1. Popal painted a picture for her aunt.
2. He showed it to his father.
3. His Father was happy. He sent it to his sister.
4. His aunt wrote a thank you note to them.
5. She also gave some money to Popal.
6. Popal bought an interesting book for himself.

**C. Choose three verbs from the box above. Use them to tell your partner about something you remember.**

#### Writing

**A. Complete the chart with words from the list. Add one more word to each category. Then compare it with a partner.**



## Unit 10

### Lesson 3

- B. In pairs:** Use the word in the chart to talk about a childhood memory. Try to remember something special like " I went to ..... on holiday." not something routine like "I went shopping". It should be a time when you were scared, embarrassed, happy or sad.
- C. Complete the chart below.** Tell the story to your partner in three minutes. Be sure to say who, what, when and where.

| Event | People |
|-------|--------|
| ..... | .....  |
| ..... | .....  |
| ..... | .....  |
| ..... | .....  |
| ..... | .....  |

**Unforgettable memory**

| Place | Things |
|-------|--------|
| ..... | .....  |
| ..... | .....  |
| ..... | .....  |
| ..... | .....  |
| ..... | .....  |

- D. Write a paragraph about your special memory.**

## Unit 10

### Lesson 4

#### Phonics

Short "u" as in cup

Short "o" as in cot

#### A. Listen and repeat after your teacher.

- |    |       |       |
|----|-------|-------|
| 1. | hut   | hot   |
| 2. | bucks | box   |
| 3. | cluck | clock |
| 4. | cup   | cop   |
| 5. | jug   | jog   |
| 6. | luck  | lock  |

#### B.

Short o sound is also written as:  
**Wa \_** wash, watch, wallet, wasp,  
waffle, wand.

#### B. Read the paragraph and write the words with the short u and short o sounds in the table.

The clock struck ten and woke the baby up. I lifted him up from the cot and gave him hug. Then I washed my hands and poured the milk from the jug into the cup. The baby refused to drink it because it was too hot. I left him to play with the toy pup while I cooled the milk. He was quiet and caused me no trouble.

Short u

Short o

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |

## Unit 10

### Lesson 4

#### Grammar Summary

#### Past Tense

##### Yes / No Questions

|            |                                           |                                      |      |                               |                       |
|------------|-------------------------------------------|--------------------------------------|------|-------------------------------|-----------------------|
| <b>Did</b> | I<br>you<br>we<br>they<br>he<br>she<br>it | <b>go to school?</b><br><b>play?</b> | Yes, | I<br>you                      | did.<br>(affirmative) |
|            |                                           |                                      | No,  | we<br>they<br>he<br>she<br>it | didn't.<br>(negative) |

##### Wh / Questions

|              |            |                   |                          |                                           |                                                                                    |
|--------------|------------|-------------------|--------------------------|-------------------------------------------|------------------------------------------------------------------------------------|
| <b>What</b>  | <b>did</b> | I                 | <b>give the girls?</b>   | I<br>You<br>We<br>They<br>He<br>She<br>It | <b>gave</b> them presents.<br><b>wrote</b> it last week.<br><b>went</b> to school. |
| <b>When</b>  |            | you<br>we<br>they | <b>write the letter?</b> |                                           |                                                                                    |
| <b>Where</b> |            | he<br>she<br>it   | <b>go to?</b>            |                                           |                                                                                    |

##### Direct object

| Subject  | Verb   | Direct Object       |
|----------|--------|---------------------|
| The girl | loved  | <b>her country.</b> |
| We       | passed | <b>the exam.</b>    |
| They     | gave   | <b>him present.</b> |

##### Indirect object

| Subject                            | Verb                   | Direct Object                         | Indirect Object |                                          |
|------------------------------------|------------------------|---------------------------------------|-----------------|------------------------------------------|
| The students<br>The girl/ boy<br>I | gave<br>told<br>showed | postcards<br>the story<br>the picture | to              | the principal<br>her parents.<br>Saboor. |

## Unit 10

### Lesson 4

**Circle the direct object and underline the indirect object in each sentence. Then write questions.**

1. Taher showed his wedding picture to her cousins.  
\_\_\_\_\_? (What)
2. I got some ice cream for the children last night.  
\_\_\_\_\_? (When)
3. Bahara brought the newspaper to his father in the car.  
\_\_\_\_\_? (Where)
4. I gave the money back to him.  
\_\_\_\_\_? (Yes/No)
5. He did not send the box to Ali.  
\_\_\_\_\_? (Yes/ No)

### Listening and speaking

**- Report what your friends say:**

**In groups: One student speaks about a special childhood memory. Other students listen to him/ her and take a note. Then the students say what he narrated.**

## Vocabulary

### Unit 10

#### Nouns

Album  
Character  
Childhood  
Moment  
Photo  
Primary/ school  
Secondary/ school  
Toy  
Trouble  
Wallet

#### Verbs

Cause  
Cry  
Find/ found  
Introduce  
Move  
Narrate  
Paint  
Pass  
Pour  
Refuse  
Rest  
Scare  
Search  
Slip/ out  
Strike/ struck

#### Pronouns

Anything  
Everyone  
Other

#### Adjectives

Hard  
Memorable  
Naughty  
Quiet  
Rest  
Sad  
Shy  
Unforgettable  
Wonderful

#### Adverbs

Friendly  
Hurriedly  
Loudly  
Rest

## Unit 11

# At the Doctor's

**In this unit you are going to:**

- talk about illness and health problems.
- give advice.
- make appointments.
- listen to people talking about their illnesses.
- read someone's diary.
- write your diary.



## Unit 11

### Lesson 1

#### Discussion

- Do you know these places?
- Why do people go there?
- What is the difference between them?
- When was the last time you went to a hospital? Why?



#### Conversation

##### A. Read and practice.

**Listen to your teacher while reading the conversation and practice it with your partner.**

**1. Receptionist: Ariana Hospital.**

Husnia: Hello, I am Husnia. Can I make an appointment with Dr. Shams today?

Receptionist: When would you like to come?

Husnia: In the evening.

Receptionist: Can you come at five?

Husnia: That will be fine.



**2. Dr. Shams: Hello, Ms. Husnia. What is the problem?**

Husnia: I have a terrible sore throat. It really hurts me all the time.

Dr. Shams: Let me have a look. Your throat is infected. You should use these tablets three times a day and you shouldn't eat solid food. You'll feel better soon.

Husnia: Thank you, doctor.

**B. Before going to the doctor, do you give charity to poor and ask Allah to cure you or do nothing?**

#### Grammar

##### Should as Advice

| Should                            | Shouldn't                               |
|-----------------------------------|-----------------------------------------|
| You <b>should</b> stay at home.   | You <b>shouldn't</b> eat solid food.    |
| You <b>should</b> go to bed.      | You <b>shouldn't</b> go to work.        |
| You <b>should</b> eat your pills. | You <b>shouldn't</b> forget your pills. |

## Unit 11

### Lesson 1

#### A. Complete the conversation between Tahmena and her little brother Yousuf.

Tahmena: You \_\_\_\_\_ eat chocolate. You must lose weight.

Yusof: I can't. I love chocolate. Maybe I \_\_\_\_\_ eat too much.

Tahmena: You \_\_\_\_\_ also exercise every morning.

Yusof: Exercise? You know I don't like to exercise.

Tahmena: But you like playing football, maybe you \_\_\_\_\_ play it more often.

Yusof: You are right. I really should.

Tahmena: Last but not the least. You \_\_\_\_\_ eat junk food.

Yusof: No way! I like hamburgers. You know something, maybe I \_\_\_\_\_ diet, I like the way I am.

#### B. In pairs:

##### 1. Look at the complaints. Then give advice using should/ shouldn't.



#### Example:

A: I have a bad headache.

B: You should drink lemon and honey.

#### C. Choose an illness, make an appointment with a receptionist using time expressions. The receptionist fills the cards. Exchange roles.

Illness: \_\_\_\_\_

Doctor: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Illness: \_\_\_\_\_

Doctor: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

## Unit 11

### Lesson 2

#### Vocabulary

#### A. Match the pictures with the words.

☐ chicken pox

☐ stomachache

☐ fever

☐ sunstroke

☐ cool

☐ swollen the ankle



He has a \_\_\_\_\_. He feels \_\_\_\_\_. He has got \_\_\_\_\_.



He has \_\_\_\_\_. He has got a \_\_\_\_\_. He has a \_\_\_\_\_.

**C. In pairs: Choose an illness. Describe it to your partner (don't name it). Your partner guesses the illness and gives you an advice.**

#### Listening

**A. Listen to your classmates describing their health problems. Write each person's name with the problem and time.**

| Name | Problems | When |
|------|----------|------|
|      |          |      |
|      |          |      |
|      |          |      |
|      |          |      |

**B. Compare your answers with a partner.**

## Unit 11

### Lesson 2

#### Reading

**A. Do you write a diary?**

**B. Read Mariam's diary. What is the main idea? Choose the right answer.**

- Mariam's week at home.
- Mariam's school day.
- Mariam's little brother.

**June**

**15 Saturday**

When I got up, I felt ill. I went back to bed. Mom called the doctor. But he couldn't come because he was busy.

**17 Monday**

Dad bought me some really nice flowers. I put them in a vase but my little brother broke the vase and cut himself. Mom took him to the hospital. I took my medicine again.

**16 Sunday**

The doctor came at 11 o'clock. He said I had the flu. He wrote a prescription. Dad went to the pharmacy and got the medicine. It tasted horrible.

**18 Tuesday**

Waleed got out of the hospital. Mom and dad were very worried about my brother. What about me!

**19 Wednesday**

I felt better. I could get up. The weekend!!

Grandmother came in with a box of chocolate. I love chocolate.

**20 Thursday**

I can go back to school on Saturday. I am very happy.

**C. Name the day.**

- Mariam didn't go to school. \_\_\_\_\_
- Mariam felt that her parents cared more for her brother. \_\_\_\_\_
- Mariam was happy to go to school. \_\_\_\_\_
- Mariam's father brought her flowers. \_\_\_\_\_
- Waleed hurt himself. \_\_\_\_\_
- Mariam got a box of chocolate. \_\_\_\_\_

**D. Match the words to their meanings.**

1. pharmacy - a written instruction by the doctor for medicine.
2. prescription - something for keeping flowers.
3. a vase - a place where you buy medicine.

**Unit 11****Lesson 3****Conversation****A. Read and practice.**

**Listen to your teacher while reading the conversation and practice it with your partner.**

Principal: Why were you absent last week?

Waleed: I was ill.

Principal: What was wrong?

Waleed: My ankle was swollen. I fell off my bike.

Principal: What did you do?

Waleed: I saw a doctor. He bandaged my ankle and asked me to stay in bed.

Principal: Did you follow his advice?

Waleed: Yes, I did.

Principal: How does it feel now?

Waleed: It's much better, thank you. Here is a letter of excuse from my father.

**B. How do you catch up with your lessons when you are absent?****Grammar****Questions with the Past Tense of "Be"**

Where **were** you last week?

I **was** at home.

What **was** wrong with your ankle?

My ankle **was** swollen.

**Were** Laila and Noor in the dispensary at 2:30p.m.?

Yes, they **were**.

**Was** Mariam at clinic yesterday?

No, they **weren't**.

Yes, she **was**.

No, she **wasn't**.

**A. Complete the conversation with the past tense of "Be".**

A: Why \_\_\_\_\_ you late for the class?

A: \_\_\_\_\_ you at the dispensary?

B: Sorry, I \_\_\_\_\_ the school clinic.

B: Yes, I \_\_\_\_\_.

A: \_\_\_\_\_ Salem with you?

A: \_\_\_\_\_ Shamsia and Nadera there?

B: No, he \_\_\_\_\_. I \_\_\_\_\_.

B: Yes, they \_\_\_\_\_.

**B. Look at the illness in the vocabulary section in lesson two of this unit.**

1. Think about the last time you had any of the illness. Where were you? Was it very painful? Did you go to the doctor? Was the medicine good?
2. Your partner tries to guess the illness by asking questions about what happened to you. Every time he/ she names the illness, he/she wins a point.

## Unit 11

### Lesson 3

#### Writing

- A.**
1. Imagine you were ill last week. What was the matter?
  2. Write your diary for the week.



- B.** Choose one day from your diary and write a paragraph about it in your notebook.

## Unit 11

### Lesson 4

#### Phonics

**Bull / took.**

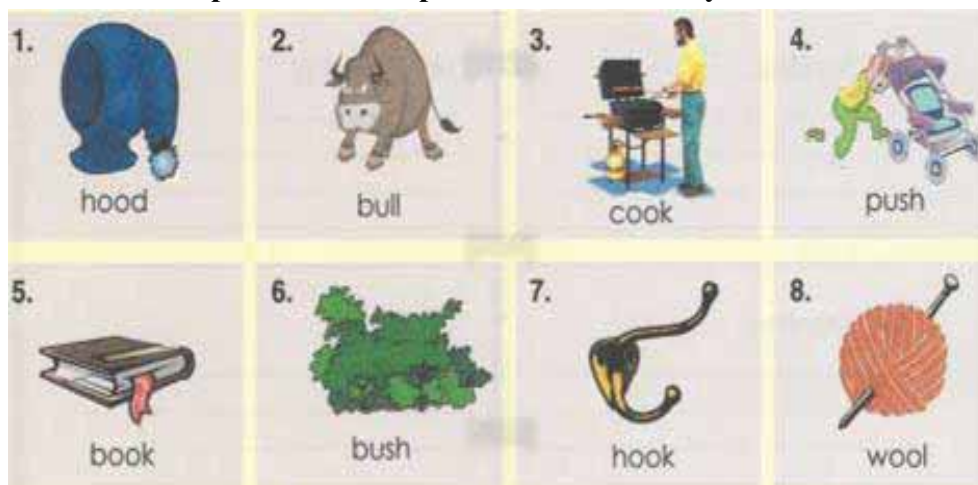
**A.**

This sound is written as **u / oo**

**U:** pull – full – put.

**oo:** wood – book – foot.

**B. Look at the pictures and repeat the words after your teacher.**



**C. Read the paragraph, and then underline the words that have the same sound as in took and bull.**

Last night I asked my mother if I could make dinner. So I took my sister's cooking book. I got a chair and stood on it and pulled the apron off the hook. I cut, rolled and baked, but no one enjoyed my food. I don't blame them because it was full of salt. My father looked at me and smiled, and then I understood that it's all right to try and fail.



**Unit 11**

## Lesson 4

**Grammar Summary****Past Tense of Be (was / were)****Yes / No Questions**

|             |      |                   |                                          |
|-------------|------|-------------------|------------------------------------------|
| <b>Was</b>  | I    | at the dispensary | yesterday.<br>last week?<br>an hour ago? |
|             | he   |                   |                                          |
|             | she  |                   |                                          |
|             | it   |                   |                                          |
| <b>Were</b> | we   |                   |                                          |
|             | you  |                   |                                          |
|             | they |                   |                                          |

**Short Answers**

|             |           |                |
|-------------|-----------|----------------|
| <b>Yes,</b> | I<br>he   | <b>was.</b>    |
| <b>No,</b>  | she<br>it | <b>wasn't.</b> |
| <b>Yes,</b> | we<br>you | <b>were.</b>   |
| <b>No,</b>  | they      | <b>weren't</b> |

**Wh – Questions**

|                        |             |                      |
|------------------------|-------------|----------------------|
| <b>What</b>            | <b>was</b>  | the matter?          |
| <b>Why</b>             |             | she in the hospital? |
| <b>Where</b>           | <b>were</b> | you last week?       |
| <b>How many people</b> |             | in the clinic?       |

**Giving Advise**

|                 |                  |                     |
|-----------------|------------------|---------------------|
| He / She / It   | <b>should</b>    | see a doctor.       |
| We / You / They | <b>shouldn't</b> | take this medicine. |

1. Complete the conversation. Use the past tense of the verbs in the box.

do – be – take – have

A: Sameera \_\_\_\_\_ really ill last week.

B: Oh! What \_\_\_\_\_ the matter with her?

A: She \_\_\_\_\_ a backache and she couldn't leave home.

B: \_\_\_\_\_ you visit her?

A: Yes, I did. And I \_\_\_\_\_ some flowers for her. They  
\_\_\_\_\_ beautiful.

## Unit 11

### Lesson 4

#### 2. In pairs:

Imagine you are Sameera.

Call the doctor's clinic, make an appointment. Your partner is the receptionist. He / She makes the appointment card.

Patient's name: \_\_\_\_\_

Doctor: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

#### Listening

Your teacher will name five kinds of vegetables and five fruits. Listen and write them in your notebooks as you hear.

#### Speaking

In pairs then in groups: Read the following words and discuss about advantages and disadvantages of them with your partner and in groups.

What is a healthy diet? Number these types of food in order.

1 = You should eat very little of this. You should eat a lot of this.

\_\_\_\_\_ Fats

\_\_\_\_\_ Meat and fish

\_\_\_\_\_ Vegetables

\_\_\_\_\_ Fruit

\_\_\_\_\_ eggs, milk, cheese

\_\_\_\_\_ Carbohydrates

## Vocabulary

### Unit 11

#### Nouns

Advantage  
Advice  
Ankle  
Appointment  
Apron  
Bandage  
Bush  
Carbohydrate  
Charity  
Chicken pox  
Complaint  
Diary  
Diet  
Discussion  
Disadvantage  
Dispensary  
Throat  
Tablets  
Flu  
Junk food  
Honey  
Hook  
Pill  
Prescription  
Salt  
Sunstroke  
Wool

#### Verbs

Advise  
Blame  
Break/ broke  
Fail  
Hurt  
Infect  
Swell

#### Adjectives

Horrible  
Worried

## Unit 12

# Review

## Unit 12

### Lesson 1

#### Vocabulary

**In pairs: Write down two**

- ▶ Parts of the body that can swell.
- ▶ Character adjectives.
- ▶ Shapes.
- ▶ Road signs.
- ▶ Medicines.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

#### Listening

**Listen to your teacher while reading the conversation and decide which person is speaking. Then put them in order.**

- (        ) Did you lift anything heavy?  
(        ) Thank you doctor.  
(        ) I have a terrible backache.  
(        ) What is the problem?  
(        ) I see. Let me take a look at your back.  
(        ) Take a hot bath and have these painkillers twice a day.  
              You should stay in bed for the next two days.  
(        ) No, but I moved our living room sofa.

#### Speaking

**A bad memory from school**

**In pairs:**

**Think of something bad that happened to you or to someone else at school. Your story must be about something specific that happened on a particular day at school with particular people. Fill in the chart below to help you remember the story.**

#### My story

**Time:**

**Place:**

**People:**

**Thing that happened:**

## Unit 12

### Lesson 1

**2. Student 1: tells his / her story.**

**Student 2: Draws the story.**

**Exchange roles**

**My drawing for my partner's story**

**Time:**

**Place:**

**People:**

**Thing that happened:**

**3. After you both tell your stories, use your drawings to help retell your partner's story to him / her. If you forget any important part, your partner will help you. You can add it to your drawings if you want.**

## Unit 12

### Lesson 2

#### Listening

Listen to your teacher while reading the following paragraphs and match the paragraphs to the correct pictures.

I think people might live longer than that in the future because medicine has improved and continues to improve.



Athletes are getting stronger because they know how to train better and because they eat healthier food. I think athletes might continue to break speed records forever.

Heart disease might not kill as many people in the future because people taking more exercise and giving up smoking. In fact, many diseases may disappear completely if this trend continues.



Clean drinking water for everyone! That would be fantastic. But I don't think it will be ever provided. It might happen, but it might not because we are not doing enough to protect our environment now.

#### Speaking

**In pairs: Play a role of a doctor and a patient, and make questions and answers about health problems.**

## Unit 12

### Lesson 2

#### Reading

#### A. Read the following paragraph.

## How can you keep your teeth healthy?

**If you want to have your teeth strong and healthy, you should observe the following instructions.**



### What you can do every day

**1** – You should brush your teeth at least twice a day for two minutes with a good toothbrush and toothpaste. You should brush them after every meal. If you don't brush your teeth regularly, you may get small holes in your teeth called cavities, which are often very painful.

**2** – Brushing alone is not enough. After brushing, use dental floss to remove the food between your teeth and your gums. Your gums hold your teeth and it is important for them to be healthier, too.

**3** - Eat a balanced diet and don't eat too many sweets.



**4** - Protect your teeth from accidents. Wear a seatbelt when you are in a car. If you play dangerous sports, use a mouth guard.

#### B. Answer the following questions.

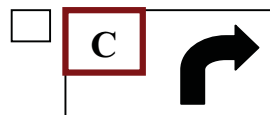
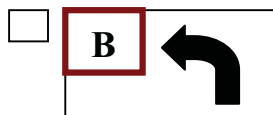
1. How many times should we brush our teeth a day?
2. When someone's teeth get cavities what should he / she do?
3. Is brushing alone enough?
4. How often do you brush your teeth?
5. What makes our teeth painful and rotten?

## Unit 12

### Lesson 3

#### Vocabulary

Match the directions with the pictures.



1. Turn left
2. Go straight ahead
3. Turn right at the traffic light.

#### Listening

Listen to your classmates talking about coming to their school and changing their directions in different roads. As they are talking write the names of the ways they are going on.

#### Speaking

**A. In groups: One of your friends wants to visit you at your house. In turns give him / her directions on how to get to your house.**

**e.g.** Student A: Get on Kar Te Se bus. Get off the bus at the Shora bus station. Go straight on Shora road. Turn right into Faiz Mohammmd Kateb University Street. Then turn left my house is on the corner of Faiz Mohammad Kateb University Street and Park Street.

**B. In your notebooks write down the direction from your school to your house.**

#### Speaking

**A. In pair: What does this poem means? Discuss with your partner.**

##### Red light

|                                           |                          |
|-------------------------------------------|--------------------------|
| Red light red light                       | What do you say?         |
| I say stop                                | and stop right away.     |
| Yellow light yellow light                 | What do you say?         |
| I say start                               | And start right away.    |
| Green light green light                   | What do you say?         |
| I say go                                  | and go right away.       |
| Thank you thank you Red, yellow and green |                          |
| Now I know                                | what traffic light mean. |

**B. Is it important to obey the traffic lights? Why?**

**Unit 12**

## Lesson 4

**Writing**

| Verb  | Direct object | Indirect object |
|-------|---------------|-----------------|
| write | news          | class           |
| give  | salt          | sister          |
| tell  | map           | baby            |
| lend  | bottle        | friend          |
| show  | letter        | brother         |
| Pass  | money         | everyone        |

**A. Make six sentences in the past tense using the words in the table.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Conversation**

**Omar is taking an appointment for a dental checkup. Look at the appointment card to help you complete the conversation.**

|                             |                                           |
|-----------------------------|-------------------------------------------|
| Doctor's name: Tariq Nasir  | Date: Wednesday 28 <sup>th</sup> December |
| Patient's name: Omar Arezoo | Time: 5:00 p.m.                           |

Nurse: Dr. Tariq's clinic. May I help you?

Patient: \_\_\_\_\_

Nurse: Are you a new patient?

Patient: \_\_\_\_\_

Nurse: Your name please?

Patient: \_\_\_\_\_

Nurse: \_\_\_\_\_

Patient: Afternoon is the best for me.

Nurse: \_\_\_\_\_

Patient: That'll be fine.

Nurse: Good, we'll be expecting you then.

Patient: \_\_\_\_\_

# Vocabulary

## Unit 12

### Nouns

Accident  
Athlete  
Cavity  
Dentist  
Dental floss  
Environment  
Hole  
Meal  
Mouth guard  
Pain  
Record  
Seatbelt  
Smoking  
Sofa  
Teenager  
Toothbrush  
Toothpaste  
Train  
Wisdom

### Verbs

Disappear  
Lift  
Lose  
Obey  
Record  
Train

### Adjectives

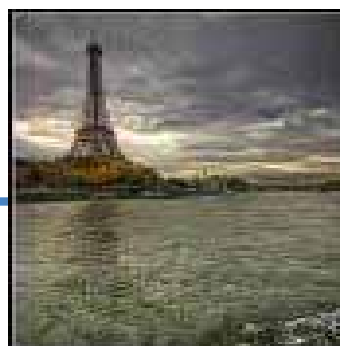
Alone  
Permanent  
Rotten  
Smooth  
Specific  
Strong

## Unit 13

# Cities and Places

**In this unit you are going to:**

- describe cities and places.
- make comparisons.
- read about famous cities.
- listen to a comparison of two cities.
- write a paragraph about a city.



## Unit 13

### Lesson 1

#### Discussion

- Do you live in a village, a town or a city?
- What is it like?
- Is it noisy, quiet, modern or old?

#### Conversation

##### A. Read and practice.

Practice the following conversation with your partner

Nadia: Welcome back, Aziza. What's Bamyan like?

Aziza: It's a really beautiful city, it is very different from Kabul. It is smaller and quieter.

Nadia: Isn't it cooler as well?

Aziza: Yes, that's because it's in the mountains.

Nadia: What's there to do and see?

Aziza: A lot. There's Amir Dam (Band Amir) and the big idol.

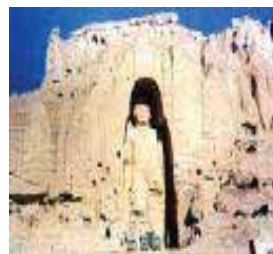
Nadia: And what about sight seeing?

Aziza: If you want to see the most beautiful and interesting sight you can go to Amir Dam.

Nadia: How about the shopping?

Aziza: There aren't modern shops or stores. But you can find many handicrafts which are made of silver and also you can find traditional clothes of the Bamyan people.

Aziza: That is great! I wish I could go there.



**B. Why do most people think their country is the best in the world?**

**C. Where do you live? What is it like?**

## Unit 13

### Lesson 1

#### Grammar

| Comparative form of short adjectives                                                                                                                                                                                                                                            | Adjective                      | Comparative form                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Bamyan is <b>colder than</b> Kandahar.</li> <li>- The desert is <b>hotter than</b> the mountain.</li> <li>- Ghazni is <b>wider than</b> Yakoulang.</li> <li>- The weather in the village is <b>healthier than</b> the city.</li> </ul> | cold<br>hot<br>wide<br>healthy | <b>colder than</b><br><b>hotter than</b><br><b>wider than</b><br><b>healthier than</b> |
| Comparative forms with irregular adjectives                                                                                                                                                                                                                                     |                                |                                                                                        |
| In Bamyan, sightseeing is better than shopping.<br>Winters in Ghazni are worse than winters in Kabul.<br>Herat is farther than Jalalabad.                                                                                                                                       | good<br>bad<br>far             | <b>better than</b><br><b>worse than</b><br><b>farther than</b>                         |

A. Complete the conversation with correct comparative forms of adjectives given in the box. Use "than" where necessary.

Small – quiet – cheap – far – easy

Nafisa: Are you going to Bamyan again this summer?

Aziza: No, we are going to Yakoulang.

Nafisa: What is Yakoulang like?

Aziza: It's \_\_\_\_\_ Bamyan. It is also \_\_\_\_\_.

Nafisa: Aren't the Hotels \_\_\_\_\_?

Aziza: No, they aren't. But they are \_\_\_\_\_ to find.

The tickets are more expensive because Yakoulang is \_\_\_\_\_ from Bamyan.

B. In pairs: Use the adjectives your teacher writes on the board to compare different items.

**Unit 13**

## Lesson 3

**Vocabulary**

- Which adjective doesn't go with the noun?

|             |       |         |           |                |
|-------------|-------|---------|-----------|----------------|
| 1. city     | hot   | crowded | happy     | quiet          |
| 2. mountain | high  | noisy   | green     | Big            |
| 3. person   | wide  | young   | beautiful | well – behaved |
| 4. building | small | clean   | naughty   | modern         |

**Reading**

A. What cities are famous in your country? Why?

B. Read about some famous cities.

**Mazari Sharif**

Mazari Sharif is the fourth largest city of Afghanistan, with population of 300,600 people (2006 estimated). It is the capital of Balkh province and is linked by roads to Kabul in the south-east, Herat to the west and Uzbekistan to the north.



Mazari Sharif means "Noble Shrine," It is the large, blue-tiled shrine and mosque in the center of the city known as the Shrine of Hazrat Ali or the *Blue Mosque*. Some Muslims believe that the site of the tomb is attributed to Hazrat Ali Ibn e Abi Talib, the cousin and son-in-law of Prophet Muhammad (PBUH), by some reasons.



Tourists are not only coming from all parts of the country to this city, but from different countries of the world as well. The city is also very famous for its archeological sites, which represent the high level civilization of the people of Afghanistan.



**Unit 13**

## Lesson 3

**Makkah Mukarramah**

Makkah Muhkarramah, the most beautiful and prosperous city of Saudi Arabia, is the holiest cosmopolitan city for the Muslims around the world. It is the sign of the unity of Islamic Ummah.

In the city, there is Baytullah (the House of Allah) the most sacred place, where the Muslims walk around it for seven turns to make their Tawwaf. Tawwaf is performed for making Hajj Umrah and also for earning sawab "spiritual reward". It had been built by prophet Ibrahim and his son Prophet Ismaiel (Alihim Salam).

The city of Makkah Mukarramah and Masjidul Haram have been expanded several times, during the Islamic history by Muslim rulers. Nowadays it is the most modern city of the world, with a population of 1,7 million (2008). The city is located 73 km inland from Jeddah, in a narrow valley, about 277 m above sea level.

**C. Complete the chart with information about each city.**

| Where is the city? | How many people live there? | What is it like? | What can visitors do there? |
|--------------------|-----------------------------|------------------|-----------------------------|
|                    |                             |                  |                             |
|                    |                             |                  |                             |
|                    |                             |                  |                             |

**Listening****A. Listen to your classmates describing their cities and complete the table.**

| Where is it? | How are the people? | What is it like? | What can visitors do there? |
|--------------|---------------------|------------------|-----------------------------|
|              |                     |                  |                             |
|              |                     |                  |                             |

**B. Which place would you like to go? Why?**

## Unit 13

### Lesson 3

#### Conversation

##### A. Read and practice.

Practice the following conversation with your partner.

Yunos: Dad, which airport is bigger, Kabul or Mazar e Sharif?

Father: Kabul Airport is bigger. It's also more modern. It was built in 1960s.

Yunos: But is it as busy as Mazar e Sharif Airport?

Father: Well, I think Kabul Airport is busier especially during the Hajj. It is also an International Airport.

Yunos: Ok dad, one more question. How are the airlines?

Father: But why are you asking all these questions?

Yunos: They are for my homework.

Father: Next time look for the answers in your books.



##### B. Do you think having an airport is important for a city? Why?

#### Grammar

##### Comparative forms of longer adjectives

Kabul Airport is **more** modern **than** Jalalabad Airport.

Our new house is **more** beautiful **than** the old one.

Our new English book is more interesting than the old one.

modern  
beautiful  
interesting

**more modern**  
**more beautiful**  
**more interesting**

An airport is **less** interesting **than** a museum.

She cooks more delicious food than me.

Our old English book is less interesting than the new one.

interesting  
delicious  
interesting

**less interesting**  
**more delicious**  
**less interesting**

##### Comparison of equality + adjective + as .....

My new apartment is as big as the old one.

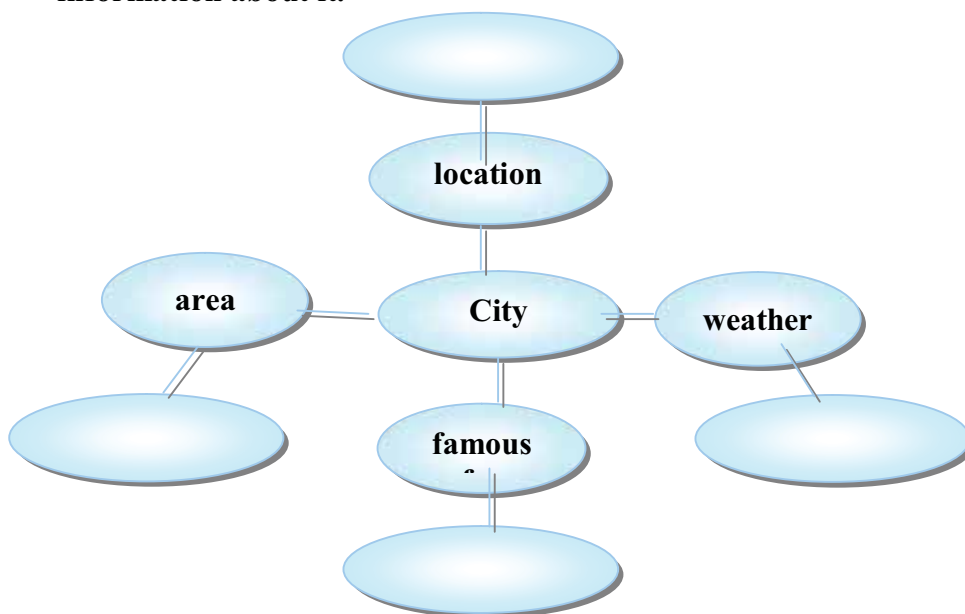
Jalalabad airport is not as busy as Kabul International Airport.

Our old English book is not as good as the new one.

Tahir is as tall as Nawab.

**Unit 13****Lesson 3****A. Complete the paragraph with the correct form of the given adjectives.**

Circuses and funfairs are two places where families go for fun. Circuses are as \_\_\_\_\_ (interesting) funfairs. Some parents prefer circuses because they are \_\_\_\_\_ (safe) funfairs. Circuses are \_\_\_\_\_ (small) and kids stay in one place. Clowns also make circuses fun. Each time they try to be \_\_\_\_\_ (funny). Parents don't like to go to funfairs because they are \_\_\_\_\_ (expensive). Their kids have to pay for each ride.

**Writing****A. Choose a city you wish to visit. Fill in your graphic organizer with information about it.****B. Use comparative forms to write a paragraph about the city you choose and the city you live in.**

## Unit 13

### Lesson 4

#### Phonics

##### A. Long a as in cake / eight.

Long **a** is also written as:

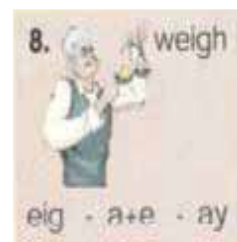
a + e    tale, cake, made, case, flake

ai        nail, tail, rain, pain, straight, strait

ay        bay, day, say, pray, may

eig        eight, feign, reign, weigh

##### B. Listen to your teacher and repeat the words.



##### C. Read the following paragraph. Underline all the words with long (a) sound.

Last week, all eight members of my family agreed to go to Herat. I asked my father to go by plane; but he explained that traveling by car would be more enjoyable as it would probably rain on the way. Unfortunately, on Thursday, my mother woke up with a bad headache. She was in a lot of pain and had to stay in bed. All weekend, I was taking care of my mother and my two younger sisters.

**Unit 13**

## Lesson 4

**Grammar Summary****Comparatives with short adjectives**

|          |    |                   |      |              |
|----------|----|-------------------|------|--------------|
| Ahmad    | is | younger           | than | his brother. |
| Kandahar |    | noisier<br>hotter |      | Gardez.      |

**Comparatives with long adjectives**

|         |    |              |                       |      |              |
|---------|----|--------------|-----------------------|------|--------------|
| Reading | is | more<br>less | useful<br>interesting | than | watching TV. |
|---------|----|--------------|-----------------------|------|--------------|

**Comparatives with irregular adjectives**

|              |    |                            |      |            |
|--------------|----|----------------------------|------|------------|
| My new house | is | better<br>worse<br>farther | than | my old one |
|--------------|----|----------------------------|------|------------|

**Comparisons of equality as .....as**

|          |    |     |    |                        |    |            |
|----------|----|-----|----|------------------------|----|------------|
| A circus | is | not | as | dangerous<br>expensive | as | a funfair. |
|----------|----|-----|----|------------------------|----|------------|

**A. Match the two parts of the rules for making comparatives. Give an example for each rule.**

- |                                 |                                          |
|---------------------------------|------------------------------------------|
| 1. For longer adjective         | a) change – y into ier + than.           |
| 2. For adjectives ending in – y | b) add – er + than.                      |
| 3. For short adjectives.        | c) change completely.                    |
| 4. For irregular adjectives     | d) use more or less + adjectives + than. |

**Speaking**

**In pairs: Discuss about the city you live in.**

- How is it like?
- How are the people?
- Is it modern or not?

**Unit 13****Lesson 4****Speaking**

**Read the passage then answer the questions below.**

## Traveling your Home land

Most people like to spend their holidays abroad. They travel to countries in Europe, the Far East and Saudi Arabia for Hajj and Umrah (pilgrimages), .... etc. Traveling abroad is interesting and it increases your general knowledge. Yet, going around one's own country is important. There are many advantages in traveling in your country. It is usually less expensive as you don't have to pay airfare. Not only is the food better and tastier but the people are also friendlier. Reading street signs and understanding directions given by people on the street is also as easier as everything in your native language. You also get to know your homeland better and this is a must. So the next time holidays come around, remember that the best vacation you may have in the country or in the cities like Makkah and Madinah



**1. Which sentence best describes the main idea?**

- a. It is more important to see other countries.
- b. People should go sightseeing in their own countries.

**2. Write the adjectives for the comparatives.**

Tastier = \_\_\_\_\_ better = \_\_\_\_\_ friendlier = \_\_\_\_\_

**3. Match the words to their meanings.**

- |                    |                      |
|--------------------|----------------------|
| a. abroad          | - your own country   |
| b. discover        | - good things        |
| c. homeland        | - a foreign country  |
| d. advantages      | - one's own language |
| e. native language | - find out           |

**4. Give two advantages for traveling in your country.**

**5. Which do you prefer: traveling abroad or going sightseeing in your own country? Why?**

## Vocabulary

### Unit 13

#### Nouns

Archeological  
Attraction  
Century  
Clown  
Cosmopolitan  
Dam  
Discovery  
Expansion  
Fare  
Handicraft  
Homeland  
Infrastructure  
Knowledge  
Pilgrimage  
Population  
Reference  
Religion  
Sanctuary  
Scenery  
Sightseeing  
Silver  
Son in law  
Tomb

#### Verbs

Attribute  
Believe  
Discover  
Estimate  
Explain  
Increase  
Lead  
Link  
Proclaim  
Remain

#### Adjectives

General  
Major  
Narrow

#### Adverb

Abroad

#### Comparative Adjectives

Better  
Bigger  
Busier  
Colder  
Cooler  
Easier  
Farther  
Friendlier  
Healthier  
Hotter  
Noisier  
Quieter  
Smaller  
Stronger  
Tastier  
Wider  
Worse  
Younger

## Unit 14

# Do you know?

In this unit you are going to:

- talk about world records.
- describe things and make comparisons.
- talk about distance and measurement.
- listen for information about world records.
- read about the biggest mall in the world.
- write a descriptive paragraph about a mosque.



## Unit 14

### Lesson 1

#### Discussion



most expensive painting    largest animal    tallest man    fastest animal

- **Where can you find the world records?**
- **Do you know about any other world records?**

#### Conversation

##### A. Read and practice.

**Practice the following conversation with your partner.**

Laila: Did you know that the blue whale is the biggest animal in the world?

Mursal: Really? Is it bigger than the African elephant?

Laila: Of course! Can you tell me which is the fastest animal?

Mursal: Is it the deer?

Laila: No, it's the cheetah. How tall is the tallest man in the world?  
Can you guess?

Mursal: I don't know. You tell me.

Laila: He is 235 cm tall; and do you know that the most expensive painting was sold for 104 million dollars!

Mursal: Wow! Where did you get all the information from?

Laila: I'm reading a book of world records.

##### B. - What kind of books do you read?

- **Why is reading good for you?**

## Unit 14

### Lesson 1

#### Grammar

| Superlatives of adjectives                                                                                                                                                                                           |                    |                                                                |                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------|------------------------------------------------------------|
|                                                                                                                                                                                                                      | Adjectives         | Comparative                                                    | Superlative                                                |
| <b>The tallest</b> man in the world is 235 cm.<br><b>The most expensive</b> painting was 104 million dollars.<br><b>The most dangerous</b> fish is the piranha.<br>Her project was <b>the best</b> one in the class. | tall               | taller <b>than</b>                                             | <b>the tallest</b>                                         |
|                                                                                                                                                                                                                      | noisy              | noisier <b>than</b>                                            | <b>the noisiest</b>                                        |
|                                                                                                                                                                                                                      | expensive          | <b>more expensive than</b><br><b>less expensive than</b>       | <b>the most expensive</b><br><b>the least expensive</b>    |
|                                                                                                                                                                                                                      | dangerous          | <b>more dangerous than</b><br><b>less dangerous than</b>       | <b>the most dangerous</b><br><b>the least dangerous</b>    |
|                                                                                                                                                                                                                      | good<br>bad<br>far | better <b>than</b><br>worse <b>than</b><br>farther <b>than</b> | <b>the best</b><br><b>the worst</b><br><b>the farthest</b> |

**A. Complete these sentences. Use the comparative or superlative forms of adjectives in the box.**

**small-crowded -funny - difficult - high – famous – interesting – brave**

- Kabul has \_\_\_\_\_ restaurants in the city. It's always easy to find empty tables.
- \_\_\_\_\_ language in the world is Russian. It takes along time to be learned.
- The humming bird is \_\_\_\_\_ bird in the world. It weighs less than two grams.
- Few people know Bertrand Russel. He is \_\_\_\_\_ of the English writers.
- This is \_\_\_\_\_ story I've ever read. I didn't even finish it.
- This is \_\_\_\_\_ joke I've ever read.
- Mount Everest is \_\_\_\_\_ mountain in the world.

**B. Make as many sentences as you can to describe the people/ things below using the superlative forms of adjectives.**

- snake
- elephant
- gold
- Fahim
- Sadiq
- Shogofa

**C. In pairs: Compare your sentences. Then share your ideas.**

## Unit 14

### Lesson 2

#### Vocabulary

A. Look at the pictures and fill in the table with names of the places that match the adjectives.



300 m  
1889

Eiffel Tower  
Paris, France



63 m  
1784

Jam Minaret  
Ghoar, Afghanistan



452 m  
1996

PETRONAS Tower  
Kuala Lumpur, Malaysia

|                  |  |
|------------------|--|
| oldest           |  |
| most famous      |  |
| newest           |  |
| highest/ tallest |  |
| largest/ biggest |  |

B. Which place would you like to visit? Why?

#### Listening

A. What is the correct answer? Can you guess?

Listen to your teacher while reading the sentences and find the correct answer.

- Which one is the largest continent in the world?  
a. Africa.                      b. Asia.                      c. America.
- Which one is the biggest animal?  
a. tiger.                      b. elephant.                      c. lion.
- Which one is the biggest province in Afghanistan?  
a. Herat.                      b. Helmand.                      c. Kabul.
- Which one is the largest river in the world?  
a. The Amazon.                      b. The Mississippi.                      c. The Nile.
- Which one is the oldest province in Afghanistan?  
a. Bamyan.                      b. Ghazni.                      c. Herat.

**Unit 14****Lesson 2****Reading****A. Which one is the largest mall in your country?****B. Read the title and the first two lines. What is the passage about?****West Edmonton Mall**

Why is West Edmonton Mall considered the eighth wonder of the world? How is it different from other shopping malls? Where is this amazing place? Why is it titled in the book of records?

West Edmonton Mall is located in Edmonton Alberta Canada. It is the world's largest shopping and entertainment center. The mall covers an area of 48 city blocks and was built with a cost of 1.2 billion Canadian Dollars.

Unlike other shopping centers, it has the largest indoor amusement park and a sky ceiling that changes from dawn to dusk. It has 800 stores and services; more than 110 eateries; a world class hotel and special attractions for tourists. There are

58 entrances and an unusual large parking area for 20,000 vehicles. Besides, there is a 100,000 – square – foot recreation room. Fountains, light fixtures, aquariums and water parks give this mall an exclusive look.

West Edmonton Mall was such a huge complex that it was built in four phases beginning in 1981. Each phase highlighted special features. It is not surprising that West Edmonton Mall holds world records for having the largest shops, parking lot, indoor wave pool, indoor amusement park and indoor lake.

**C. Answer the questions:**

1- How long did it take to build Edmonton mall? Why?

2- What do you think is the most amazing thing about the Mall?

**D. The words under A and their synonyms under B are all in the passage. Find them then match A to B.**

| A             | B               |
|---------------|-----------------|
| mall          | wonderful       |
| amazing       | amusement       |
| entertainment | shopping center |

## Unit 14

### Lesson 3

#### Conversation

##### A. Read and practice.

Practice the following conversation with your partner

Travel Agent: Which province would you like to visit this summer?

Hashim: Badakhshan

Travel Agent: Let's look at this brochure. It shows that it's a green province with high mountains. It also has a long River.

Hashim: I have heard of the high mountains.

Travel Agent: Hindu Kush Mountain is the highest and the most famous mountain in Badakhshan.

Hashim: How high is it?

Travel Agent: It's about 7485 meters high. Badakhshan is also famous for its azure.

Hashim: How long is it?

Travel Agent: It's about 600 km long.

Hashim: Good! This means I can go mountain climbing.



##### B. Which provinces would you like to visit? Why?

#### Grammar

##### Questions with how + adjectives

- |                                        |                                                          |
|----------------------------------------|----------------------------------------------------------|
| - How high is the Hindu Kush Mountain? | - It is 7485 meters high.                                |
| - How big is Afghanistan?              | - It is 647,500 km <sup>2</sup> .                        |
| - How tall is Taher?                   | - He is 150 cm tall.                                     |
| - How hot is Khost in summer?          | - It goes up as high as 50 degrees Celsius (centigrade). |
| - How wide is your class?              | - It is 4 m wide.                                        |
| - How far is your province from Kabul? | - It is not far from Kabul, it is about 220 km.          |
| - How long is this room?               | - It is 4 m long.                                        |
| - How fast is a deer?                  | - It is as fast as a cheetah.                            |
| - How far is Makkah from Madinah?      | - It is 300 km long                                      |

## Unit 14

### Lesson 3

#### A. Write questions to these answers.

1. A: \_\_\_\_\_

B: Hindu Kush is 7485 meters high.

2. A: \_\_\_\_\_

B: Morocco is 444,500 square km.

3. A: \_\_\_\_\_

B: The Red Sea is 2,253 km long.

4. A: \_\_\_\_\_

B: In Takhar the temperature goes down to -0 degree Celsius in winter.



**B. In groups: Choose a place in your country. Write down the distances, measurements and temperature. Members of your group can ask each other about the places using How + adjective. Other members answer.**

#### Writing

**Look at the table. Compare the three mosques. Then choose one and write a paragraph about it on your notebook. Do not forget to use the superlative form of the adjectives.**

|          | Blue Mosque          | Shah Faisal Mosque     | Amr Ibn – El-As Mosque |
|----------|----------------------|------------------------|------------------------|
| City     | Istanbul             | Islamabad              | Cairo                  |
| Area     | 4,608 m <sup>2</sup> | 189,705 m <sup>2</sup> | 13,556 m <sup>2</sup>  |
| Capacity | 10,000               | 100,000                | 30,000                 |
| Minarets | 6                    | 4                      | 3                      |
| Built in | 1616 AD              | 1976 AD                | 642 AD                 |
| Built by | Sultan Ahmad         | Zedat Daloky           | Amr Ibn El-As          |

## Unit 14

### Lesson 4

#### Phonics

Long e as in sea / see

A.

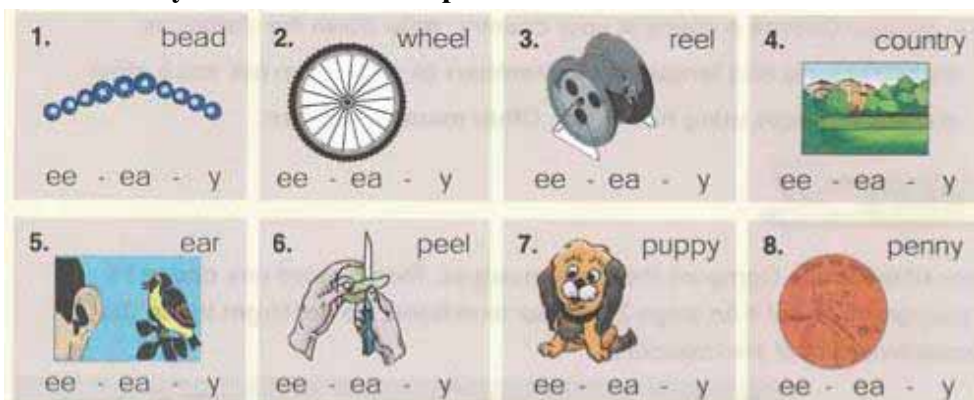
Long e is written as:

ee – see, meet, feet, feed, teeth

ea – sea, meat, ear, read, speak

y – ready, baby, carry, country

B. Listen to your teacher and repeat the words.



C. Read the paragraph, and then underline the words with long "e" sound.

My friend Karim is from Ghazni. He lives in Balahisar, Ghazni. We first met in 1380 in Rabia Balkhi high school. We were thirteen years old. We spent five years together. Before I came back to my province, we promised each other to keep in touch. I send him an e – mail every week, and we speak on the phone every month. We also meet every summer holiday.



## Unit 14

### Lesson 4

#### Grammar Summary

##### Superlatives with short adjectives

|                |    |     |          |        |               |
|----------------|----|-----|----------|--------|---------------|
| The cheetah    | is | the | fastest  | animal | on land.      |
| The blue whale |    |     | biggest  |        | in the world. |
| The monkey     |    |     | funniest |        | in the zoo.   |

##### Superlatives with long adjectives

|      |    |     |       |                          |                    |
|------|----|-----|-------|--------------------------|--------------------|
| This | is | the | most  | crowded                  | city in the world. |
|      |    |     | least | beautiful<br>interesting |                    |

##### Superlatives with irregular adjectives

|      |    |     |          |            |                |
|------|----|-----|----------|------------|----------------|
| This | is | the | best     | restaurant | in town.       |
|      |    |     | worst    | mark       | in class.      |
|      |    |     | farthest | hospital   | from my house. |

##### Questions with how + adjectives

|     |            |    |                           |                                                                       |
|-----|------------|----|---------------------------|-----------------------------------------------------------------------|
| How | far        | is | the moon from the earth?  | It is 384,403 km far.                                                 |
|     | high       |    | the Hindu Kush mountain?  | It is 7485 meters high.                                               |
|     | long       |    | the Amu River?            | It is 2500 km long.                                                   |
|     | wide       |    | the Red sea?              | It is 354 km wide?                                                    |
|     | cold / hot |    | Nemrooz in winter/summer? | It goes down to 10 <sup>0</sup> C.<br>It goes up to 50 <sup>0</sup> C |

Match column A with B. Then write sentences using the superlative form of the adjectives.

|                    |               |
|--------------------|---------------|
| (busy) street      | on TV.        |
| (famous) building  | in class.     |
| (dangerous) room   | in the house. |
| (interesting) show | in the city.  |
| (expensive) hotel  | in Paris.     |
| (tall) person      | in Kabul.     |

1. Wazir Akbar Khan is the busiest place in Kabul.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Unit 14

### Lesson 4

#### Listening

Listen to your teacher describing a province and complete the table.

| Name | How far is it? | What is the population? | How is the weather? | What do they grow? |
|------|----------------|-------------------------|---------------------|--------------------|
|      |                |                         |                     |                    |

#### Speaking

In pairs: Ask and answer questions about the products and growth of your provinces.

## Vocabulary

### Unit 14

#### Nouns

Amazing  
Amusement  
Aquarium  
Block  
Brochure  
Deer  
Distance  
Dusk  
Elephant  
Entrance  
Fixture  
Fountain  
Mall  
Measurement  
Phase  
Recreation  
Temperature  
Vehicle  
Azure

#### Verbs

Cover  
Wave

#### Superlative adjectives

The best  
The biggest  
The farthest noisiest  
The fastest  
The funniest  
The highest  
The largest  
The newest  
The oldest  
The tallest  
The worst

#### Adjectives

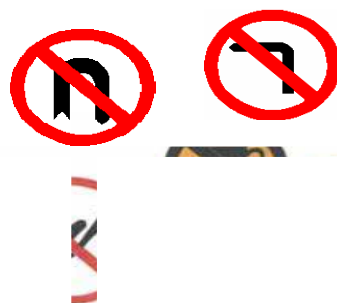
Amazing  
Brave  
Complex  
Exclusive  
Indoor  
Unlike  
Unusual

## Unit 15

# Tips and Rules

**In this unit you are going to:**

- talk about rules and give tips.
- talk about how people do things.
- read about test taking tips.
- listen to people given tips to solve problems.
- write a paragraph about school and classroom rules.



## Unit 15

### Lesson 1

#### Discussion

No  
CHEATING

No  
TALKING

No  
PARKING

No  
SWIMMING

PLEASE KEEP  
OFF THE  
GRASS

No  
FOOD OR DRINKS  
ALLOWED

Fasten  
SEAT BELT

- Where do you usually see these signs?
- Do you understand them?
- Do you always follow rules?
- How often do you listen to advice?

#### Conversation

##### A. Read and practice the dialogue.

Practice the following conversation with your partner.

Razia: You look so worried today, Nazia. What is the matter?

Nazia: I'm afraid I'm not doing as well as I should in school.

Razia: I'm sure you can be a better student.

Nazia: How?

Razia: Well, first you have to come to class early and listen carefully to what the teacher says.

Nazia: Uhuh.

Razia: You must also work harder. Study everyday; do your homework regularly and never copy it from a friend. Remember school rules: no copying and no cheating.

Nazia: Anything else?

Razia: Yes, you mustn't stay up late. You should also have a good breakfast before going to school.



##### B. What other advice would you give Nazia?

##### C. What would you do if you see a friend cheating?

**Unit 15**

## Lesson 1

**Grammar****Making Rules: No + verb (ing)****Don't** swim.You **can't** swim.You **mustn't** swim.**No swimming****Modals: Rules / strong advice****Modal**

- You have to come to class early.
- You must listen carefully to the teacher.
- You mustn't copy your homework.
- You can't park here.
- You should have breakfast.
- You'd better have breakfast.

have to  
must  
mustn't  
can't  
should / had better

**Giving Permission**

- You can take your text tomorrow.

can

**A. Complete the study tips with modals from box 2 above.**

1. You \_\_\_\_\_ find a quiet place to study.
2. You \_\_\_\_\_ have only the things you need.
3. You \_\_\_\_\_ make a study plan.
4. You \_\_\_\_\_ waste time. You \_\_\_\_\_ start studying immediately.
5. You \_\_\_\_\_ keep a record of what you have actually done.
6. You \_\_\_\_\_ test yourself after every four or five units.
7. When taking the test, you \_\_\_\_\_ set a time limit. You \_\_\_\_\_ go over the time limit.

**B. In groups:****1. Choose a place from the box. Write the rules for that place.**

airplane

English class

street

hospital

school

home

**2. Discuss the rules with the other groups.**

## Unit 15

### Lesson 2

#### Reading

- A. – Do you enjoy taking tests?  
– Do tests scare you?

#### Test – Taking tips

Do you get a little scared when your teacher says you have a test? Tests do scare many people but there are ways to prepare for the tests so that you can be more relaxed.

#### Reviewing for a test:

- You should sit in a quiet place to study.
- You should have everything that you need with you.
- You must also know exactly what lessons will be on the test so you can study what you need to know.
- As you study, make up questions you think might be on the test.
- Practice saying the answers to yourself. If you can not say them, it is likely you don't know them.



#### Taking the test:

Now that you know how to prepare, here are some tips for actually taking the test:

- Read over the test quickly first. This will help you calm down.
- You must find out how much time you have. This will help you know how much time to spend on each question.
- Read directions carefully to avoid careless mistakes.
- Answer the easy questions first then do the hard ones.
- Remember that you have to read the test over before turning it in. This is time to find any mistakes



**These steps may help you overcome your fears and pass the test easily.**

## Unit 15

### Lesson 2

**B. Understanding words: What does each underlined word mean?  
Read each word in context. Then circle the right answer.**

1. In paragraph 1: the underlined word means  
a. get ready for                      b. read before                      c. leave out
2. In paragraph 3: The underlined words mean  
a. get angry                      b. be happy                      c. stay relaxed

**C. Putting in order: Certain steps have been suggested for taking  
a test. Number them in the right order.**

- ☐ - Do the easy questions first before doing the difficult ones.
- ☐ - Quickly read the test.
- ☐ - Read your answers for mistakes you may have made.
- ☐ - Calculate the time you need for each question.

**D. Do you follow any of the test – taking tips in the passage?**

#### Listening

**1. Listen to student A and B answering the questions about their  
school. Put a tick by the ones they say "Yes" to.**

|                                                    | Student A | Student B | You |
|----------------------------------------------------|-----------|-----------|-----|
| Do you always work very hard?                      |           |           |     |
| Do you always listen carefully to<br>your teacher? |           |           |     |
| Do you always behave yourself?                     |           |           |     |
| Do you always do your homework<br>carefully?       |           |           |     |

**2. In pairs: Ask and answer the questions in the table. Think of other  
suitable questions that you can use. Put a (✓) next to the questions  
you answer with yes.**

**Unit 15**

## Lesson 3

**Conversation****A. Read and practice.**

**Practice the following conversation with your partner.**

Mother: Hello, Miss Nasrin? I'm Parween's mother. How's she doing at school?

Teacher: She's doing well, especially in math. She can add and subtract numbers quickly.

She passed the exam easily. Overall, she's a good student.

Mother: But I don't like her handwriting.

Teacher: Yes, that's because she writes quickly. She should write slowly and carefully.

Mother: And what about her behavior? Is she polite?

Teacher: Yes, she talks to people very politely.

Mother: I'm glad to hear this. Thanks for your time.

**B. What would you like your teachers to say about you?****Grammar**

| Adjectives/ Adverbs                                                                                                                                                                                                                                                 | Adjectives                 | Adverbs                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------|
|                                                                                                                                                                                                                                                                     | say what something is like | say how you do it       |
| The exercise is <b>easy</b> .<br>You can do it <b>easily</b> .<br>She is a <b>careful</b> writer.<br>She writes <b>carefully</b> .<br>They are <b>good</b> students.<br>They study <b>well</b> .<br>Haider is always <b>late</b> .<br>He always comes <b>late</b> . | easy                       | easily                  |
|                                                                                                                                                                                                                                                                     | careful<br>careless        | carefully<br>carelessly |
|                                                                                                                                                                                                                                                                     | good                       | well                    |
|                                                                                                                                                                                                                                                                     | late                       | late                    |

**Unit 15****Lesson 3**

**A. A teacher is talking to his / her students. Read the paragraph, choose the correct word.**

This is a timed exercise. So you had better work (fast – faster) than the last time. It's an (easy – easily) test but you have to read the questions (careful – carefully). By the way, I'm very (happy – happily) with the way you read. Your English is (good – well), but most of you need to read (slow – slowly) and write (quick – quickly).

**B. In groups: Tell your group members why you are a good or bad: students / son/ daughter/ friend. Give five reasons.**

e.g. I'm a good/ bad student. I do my homework carefully/ carelessly.

**Writing**

**A. What are your school/ classroom rules? Write them in the table below.**

| <b>My School Rules</b>     |                           |  |
|----------------------------|---------------------------|--|
| <b>Should/must</b>         | <b>Shouldn't/ Mustn't</b> |  |
| <b>coming to school</b>    |                           |  |
| <b>leaving school</b>      |                           |  |
| <b>uniform</b>             |                           |  |
| <b>chewing gum</b>         |                           |  |
| <b>running</b>             |                           |  |
| <b>My classroom Rules</b>  |                           |  |
| <b>coming/ leaving</b>     |                           |  |
| <b>answering questions</b> |                           |  |
| <b>sitting/ standing</b>   |                           |  |
| <b>speaking</b>            |                           |  |
| <b>homework</b>            |                           |  |

**B. How often do you follow the rules above? Use adverbs of frequency next to each rule.**

**C. Write a paragraph about what you should or shouldn't do to become a better student.**

## Unit 15

### Lesson 4

#### Phonics

Long "i" as in spy/ rice

A. Listen and repeat.

Long "i" sound is written as:

y – spy, cry, fly, why, try, shy.

ie – tie, die, lie, pie.

igh – light, height, fight, sight, fright, high.

i + e – nice, mice, kite, spice, thrice, five.

B. Listen to your teacher and circle the letter that stands for the long "I" sound in each word you hear. (use pencil)

|                                                                                                           |                                                                                                        |                                                                                                          |                                                                                                            |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1.  spy<br>Y igh ie i+e | 2.  why<br>Y igh ie | 3.  tie<br>Y igh ie    | 4.  right<br>Y igh ie |
| 5.  pie<br>Y igh ie    | 6.  shy<br>Y igh ie | 7.  light<br>Y igh ie | 8.  fly<br>Y igh ie   |

C. Read the sentences then underline the words with the long "i" sound.

- Pilots fly the airplanes.
- When you fell dizzy, try to lie down for a while.
- The sun shines bright in the high sky.
- In class, we played "I spy with my little eye".
- Shamsia is a shy girl in the class.
- You should choose the right answer.
- Why did you come late?
- We should buy cookies with pie.

**Unit 15****Lesson 4****Grammar Summary**

| <b>Modals</b>        |                                                                          |                                                 |
|----------------------|--------------------------------------------------------------------------|-------------------------------------------------|
| I/ you/ we/ they     | <b>have to</b>                                                           | be in school at 7 p.m.<br>write the letter now. |
| He/ she              | <b>has to</b>                                                            |                                                 |
| I/ He/ She/ We/ They | <b>must/ mustn't<br/>should/ shouldn't<br/>can/ can't<br/>had better</b> |                                                 |

- The students are going on a school trip. Read the rules and complete the sentences with suitable modals.

1. You \_\_\_\_\_ be in school earlier than 8:00 a.m.
2. You \_\_\_\_\_ have breakfast at home before coming.
3. You \_\_\_\_\_ eat on the bus.
4. You \_\_\_\_\_ only eat in the funfair cafeteria at 9:00 a.m.
5. You \_\_\_\_\_ pay 20 Afghani for the trip.
6. You \_\_\_\_\_ find your group leader and stay with her/ him.
7. You \_\_\_\_\_ get tokens from your group leader.

**School trip****October, 8<sup>th</sup> 8:00 – 12:00**

- ❖ Pay 20 Afghani at the vice principal's office.
- ❖ Wear your school uniform and be on time.
- ❖ Don't eat or drink on the bus (snack time: 9:30 at the zoo cafeteria).
- ❖ Follow your group leader.
- ❖ Get your tokens for the attractions from your guide

**Listening**

Listen to your classmates giving tips to solve the following problems. Complete the table with solution.

| <b>Problems</b>  | <b>Solution</b> |
|------------------|-----------------|
| Gaining weight   |                 |
| Poor reading     |                 |
| Bad hand writing |                 |
| Doing homework   |                 |

**Speaking**

In groups: Discuss whether the rules about countries around the world are true or false. Why?

## Vocabulary

### Unit 15

#### Nouns

Handwriting  
Pie  
Polite  
Spy

#### Verbs

Add  
Allow  
Avoid  
Cheat  
Lie/ down  
Relax  
Subtract

#### Adjectives

Afraid  
Dizzy  
Overall  
Polite  
Relaxed

#### Adverbs

Exactly  
Likely  
Quickly

## Unit 16

# Review

## Unit 16

### Lesson 1

#### Vocabulary

##### A. Write the opposites of the following adjectives.

big \_\_\_\_\_ loud \_\_\_\_\_ good \_\_\_\_\_  
clean \_\_\_\_\_ careful \_\_\_\_\_ high \_\_\_\_\_  
dry \_\_\_\_\_ happy \_\_\_\_\_ ugly \_\_\_\_\_  
late \_\_\_\_\_ thin \_\_\_\_\_ young \_\_\_\_\_  
more \_\_\_\_\_ boring \_\_\_\_\_ difficult \_\_\_\_\_

##### B. Read the adjectives and circle the odd one. Explain why.

| 1         | 2        | 3           | 4           | 5     | 6         |
|-----------|----------|-------------|-------------|-------|-----------|
| ill       | careful  | luxurious   | pretty      | shy   | Noisy     |
| cheap     | polite   | comfortable | ugly        | lazy  | dangerous |
| expensive | friendly | expensive   | interesting | happy | difficult |
| modern    | tall     | hard        | beautiful   | wide  | crowded   |

#### Speaking

**In pairs: Act of a mother/ father of a student and visit your son's/ daughter's teacher.**

#### Writing

**Look at the picture below and describe it in a paragraph.**



## Lesson 2

**Get to know your partner better. Ask your partner to tell about him/ her.**

**Listen to your classmates describing his/ her friend the rules of his/ her club. Write the rules he/ she mentions.**

[illegible]

**Unscramble the questions, and then answer them.**

1. than/ Kabul/ larger/ is Helmand/?

2. you/ taller/ mother/ your/ than/ are/?

3. planes/ than/ faster/ cars/ are/?

4. new shoes/ your/ are/ comfortable/ the old ones/ less/ than/?

5. is/ this book/ interesting/ than/ more/ the other one/?

- 
6. English/ difficult/ more/ is/ Pashto/ than/?

## Unit 16

### Lesson 3& 4

#### Reading

- A. – Do you help your mother at home?  
– What are your house chores?

### No more Housework!

It was 4:30 p.m. in the evening when Rena Taher came home from work. She walked into the living room and looked at her three children. The children are 14, 12 and 9 years old. They were watching TV.

The living room was a mess. There were empty glasses and dirty socks on the floor. There were cookies on the sofa. Games and toys were everywhere. Rena was angry.

"This place is a mess!" she told her children. "I can't work all day and then do housework all evening! I'm not going to do housework!" And so, Rena didn't do housework. She didn't clean. She didn't wash dishes. She didn't wash clothes. Every evening she sat on the sofa and watched TV. After two weeks, every plate, fork, and glass in the house was dirty. All the children's clothes were dirty, too. Every garbage can was full. The house was a mess.

Then, one day Rena came home from work and got a big surprise. The kitchen was clean. The children had cleaned the kitchen! The next day, the living room was cleaned, and the children were washing their clothes.

Rena told her children. "Ok, I'll do housework again. But you have to help me." Now Rena and her three children do the housework together. Then they all sit on the sofa and watch TV.

## Unit 16

### Lesson 3& 4

#### B. Answer the question.

Why do you think Rena stopped doing housework?

#### C. Re – read the story and underline the most important things in it.

##### Speaking

You are going to Herat next week; you want to book a room in a hotel. Go to the travel agent and ask him for the type of hotel room you need.

##### Silly Sentences

- Re – arrange the words below to make a silly sentence.

|           |         |       |         |         |                                                                                       |
|-----------|---------|-------|---------|---------|---------------------------------------------------------------------------------------|
| over      | the     | moon  | jumps   | The cow |   |
| you?      | peaches | Do    | eating  | like    |  |
| can       | read    | Bulls | books   | funny   |  |
| stood     | the     | on    | A sheep | desk    |  |
| sometimes | eats    | A     | monkey  | cheese  |  |

## Unit 16

### Lesson 3& 4

Use the box below to make up a silly sentence for a friend.

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

### Grammar

A. Write instructions in the affirmative and negative forms. Use the given words.

|                             | Affirmative | Negative |
|-----------------------------|-------------|----------|
| 1. drive/ careful/ careless |             |          |
| 2. be/ happy/ sad           |             |          |
| 3. behave/ good/ bad        |             |          |
| 4. speak/ polite/ rude      |             |          |
| 5. come/ early/ late        |             |          |
| 6. eat/ slow/ fast          |             |          |

B. Complete the rules for good driving. Use modals.

1. You \_\_\_\_\_ have your driving license.
2. You \_\_\_\_\_ drive fast.
3. You \_\_\_\_\_ follow road signs.
4. You \_\_\_\_\_ use a mobile phone.

C. Make rules from these sentences. Use **No + verb (ing)**

1. You must not talk in the library.

2. \_\_\_\_\_

3. You should not walk on the grass.

\_\_\_\_\_

## Unit 16

### Lesson 3& 4

4. You should not run on the street.

5. You must not taste the snakes.

### Speaking

**Role – play: You are looking for a new place to live in. Say its qualifications.**

## Vocabulary

### Unit 16

#### Nouns

Can  
Fork  
Garbage  
Housework

#### Verb

Mess

#### Adjectives

Boring  
Lazy  
Luxurious  
Ugly

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