



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



# ENGLISH

for afghanistan

کتاب های درسی متعلق به وزارت معارف بوده  
خرید و فروش آن جداً ممنوع است. با متخلفین  
برخورد قانونی صورت می گیرد.

2011 Edition



Ministry of Education  
Deputy Ministry of Curriculum Development,  
Teacher Education & Science Center  
Directorate General of Curriculum Development  
& Compiling of Textbooks

# English for Afghanistan Student's Book

## Grade Ten

*Published: 1390*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



## ملي سرود

دا وطن افغانستان دی      دا عزت د هر افغان دی  
کور د سولې کور د توري      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      پامپریان، نورستانیان  
براهوي دي، قزلباش دي      هم ایماق، هم پشه یان  
دا هیواد به تل خلیري      لکه لمر پر شنه آسمان  
په سینه کې د آسیا به      لکه زره وي جاکویدان  
نوم د حق مودی 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 development, a key element in defining quality, relevance and effectiveness of education is its curriculum. Our new curriculum has been shaped by the desires of our people for an ideal future using the latest advances in education development. Our education system and curricula should provide the type of education that will enable our future generations to build and Islamic society that is moral, modern and prosperous. Through widespread consultations, the Ministry of Education has attempted to come up with content, structure, scope and sequence for various curricula that will equip our children and youths with values, knowledge and skills that are essential for assisting the learners to become positive and contributing members of their families and their society. I am confident that the curriculum development teams of the Ministry of Education tried hard to incorporate the latest developments in the science of learning, educational psychology as well as mental, intellectual and emotional development of children, as they developed the new curriculum. It is my honor to assure our students, teachers and their families that the school curriculum is not a means for spreading political ideologies.

I hope this textbook precisely represent our intentions and efforts to offer you the best resource for learning and application. This book is designed to meet the learning needs of the pupils and facilitate active participation of students in learning and teaching processes.

I expect our teachers to apply the active teaching methods to engage all students and carefully follow the Teacher's Guide to facilitate active learning. Teachers are required to provide opportunities for all students to learn by doing; understand through discovery; use imagination, thinking, creativity and take joy in instructional activities.

I also call on the guardians and parents of the students to take interest in the education of their daughters and sons, participate in school's Shuras and turn learning into a daily family routine. Parents can both give by helping their children with their studies and take by learning from the school curriculum through their children. Raising our future generation is a joint responsibility of the families and the Ministry of Education.

Ministry of Education is committed to a constant improvement of our curriculum; therefore, I welcome parents, scholars and educationalists to provide us with feedback for improving our curricula, textbooks and other resources material.

I wholeheartedly appreciate the hard work of the authors, reviewers, editors, composers, designers and others who participated in preparation this textbook. I am also grateful to the support of the institutions and experts, national and international and donors for supporting the process and especially printing and distribution of our textbooks.

May Allah bless us all!

Farooq Wardak

Minister of Education

## **Introduction**

### **Rational for learning 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 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 role.
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 for 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 (12) units.

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## Unit One

# Countries and Nationalities

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

- ➡ listen to an introduction.
- ➡ learn proper adjectives.
- ➡ know the countries and nationalities.
- ➡ read a paragraph about television.
- ➡ learn new words.





## Lesson 1

## UNIT ONE

### Introduction

- A. Listen to your teacher while he/she is reading the following Team Introduction then practice it with yourself.**

Good morning, I am Noorudin Hamidi. I am a TV interviewer on Educational TV network. We have a new program every week called "Lets Know". You are going to see me a lot with this program in this book. First, let me tell you a little about myself. I am 25 years old. I come from Nemrooz. I graduated from Kabul University as journalist. Now let's know two of the people in our team.

This is our cameramen, Shamsudin Shams. He comes from Lugar. He goes everywhere with us. We also have a driver Farooq. He is from Laghman. He escorts us everywhere as well.



Sharif Noor who comes from Marzar e Sharif is our director. He produces the program and help us with managing the works.



Together we have a lot of fun. I think you're going to enjoy our program and the interesting things we do.

- B. In pairs: Ask and answer the following question.**

1. What is Mr. Noorudin's program called?
2. Who is the producer of the program?
3. Who is escorting Noorudin everywhere he goes?
4. Where is Mr. Shams from?



## Lesson 2

## UNIT ONE

### Grammar

# Countries and Nationalities

#### A. Read these sentences:

a. He is from Afghanistan.  
He is Afghan.

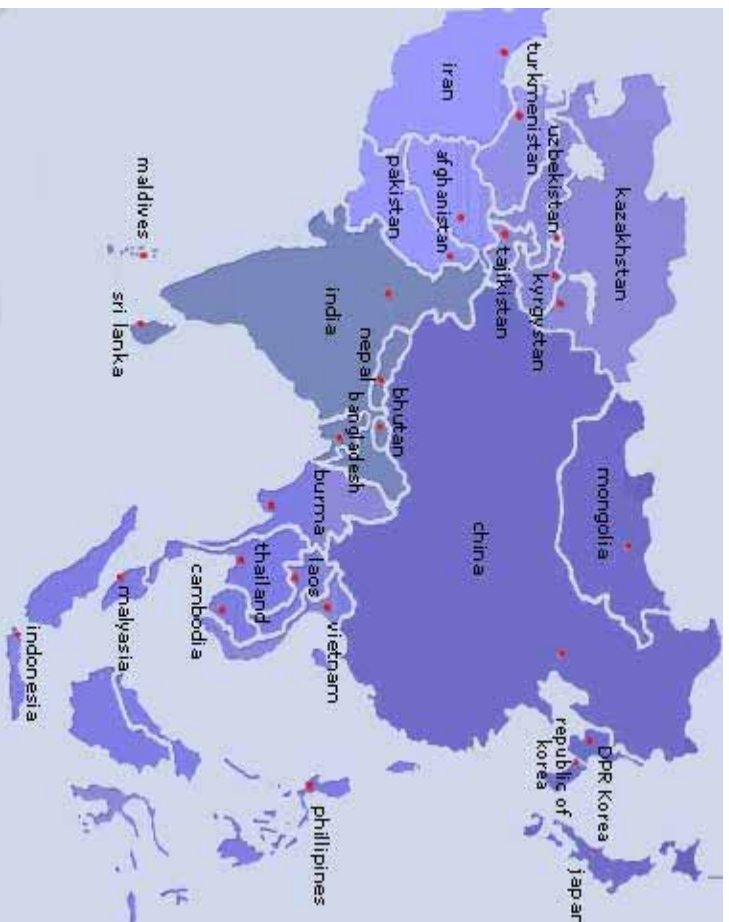


b. He is from India.  
He is Indian.



#### B. Look at the map and make sentences about these countries and nationalities.

He is from Uzbekistan. He is Uzbek.



#### C. Complete the sentences with the correct nationality.

1. We are from Afghanistan. We are \_\_\_\_\_.
2. She is from Saudi Arabia. She is \_\_\_\_\_.
3. They are from Iran. They are \_\_\_\_\_.
4. He is my friend. He is from Pakistan, so he is \_\_\_\_\_.
5. They are from England. They are \_\_\_\_\_.



## Lesson 2

## UNIT ONE

D. Read these words and write sentences.

1. Japan	Japanese
2. Egypt	Egyptian
3. India	Indian
4. Iran	Iranian
5. China	Chinese
6. Libya	Libyan
7. Russia	Russian
8. Pakistan	Pakistani
9. America	American
10. Palestine	Palestinian

Example:

Toshio is from Japan.

He is Japanese.

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



## Lesson 3

## UNIT ONE

### Reading

Read the passage and then answer the questions below.

# Television

The term of television is made of two words, viz (tele) and (vision). It means to see from a distance. Television is an improved form of radio and providing a better source of instruction and amusement. T.V is a useful source for getting education and knowledge.

We can make and broadcast effective educative programs for children and students through T.V channels. Nowadays religious scholars, intellectuals and politicians speak to the people on the T.V to guide them to the right path of morality and public virtues.

Although, television has all these advantages and facilities, we should also be aware of evils that it brings to the people. Because it may be misused and make the people corrupt by showing and displaying them of immoral pictures and films. Nonetheless, this is the responsibility of the government to have control over T.V. channels and prevent them from misusing this useful source of guidance in the country.

1. What is the term of T.V. made of and what does it mean?
2. What does T.V provide to the people?
3. Who speaks to the people through T.V. to guide them to the right path?
4. What are the evil of T.V. When it is misused?
5. Who is responsible for having control over T.V. channels?



## Lesson 4

## UNIT ONE

### Word study

A. Do you remember the order of the English Alphabet? Practice!

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

B. Put these words into alphabetical order:

secondary    attendance    radio    interview    custom

C. Read the following words and notice their arrangement in alphabetical order. Read their meanings and answer the questions with your teacher and friends.

**Custom:** a custom is a traditional activity or festival which all the people in a country or a region usually do.

It is a custom in Afghanistan to take off your shoes while entering the room.



Do you know any other custom in Afghanistan?  
Can you tell us about it?

**Keen:** very interested in something, clever.

He is a keen volleyball player. It means that he is interested in volleyball.

He is a keen student. It means that he works hard and learns his lessons fast.

There are keen athletes if we give them opportunities.

Make a sentence with keen about your classmates.

Make a sentence with keen about your family members.

**Own:** peculiar to oneself.

He is going to wash his own car.

Is this your own radio?

Make sentences with the word **own**.

Complete the sentence.

Who has his/ her \_\_\_\_\_ house?

**Various:** More than one, different.

There are various ways to get education.

I would like to go to Foroshga. Can you tell me how to get there?

There are various ways to go there, by car, by bus or on foot.

You can find cars in \_\_\_\_\_, \_\_\_\_\_, red, blue, yellow, black, silver and many more.





## Lesson 4

## UNIT ONE

### Word study

#### A. Complete the sentences with correct word.

player    university    a custom    team    an interviewer

1. It is \_\_\_\_\_ in Afghanistan and Islamic countries to say "Assalamu Alikum" while meeting people or entering a house.
2. There are six people in a volleyball \_\_\_\_\_.
3. Every one is a \_\_\_\_\_.
4. A man who interview people is \_\_\_\_\_.
5. Nadia attended to engineering faculty in Kabul \_\_\_\_\_.



#### B. Now complete the sentences with the following words.

Turkmenistan "lets know" Nasim Ariana Tiger Wakhan

1. \_\_\_\_\_ was the ancient name of Afghanistan.
2. \_\_\_\_\_ is located in the south west of Afghanistan.
3. \_\_\_\_\_ was our biology teacher before you.
4. \_\_\_\_\_ is in the north east of Afghanistan.
5. \_\_\_\_\_ is the name of Hamidi's program.
6. \_\_\_\_\_ is a wild animal which is available in Wakhan Mountains.

#### C. Complete the sentences with the words below and change the form if it is necessary.

called    director    keen    own    various

1. He knows \_\_\_\_\_ programs of computer.
2. Our friends \_\_\_\_\_ him "the hero".
3. Our children program's \_\_\_\_\_ is from Qalat.
4. He is a \_\_\_\_\_ tennis player. He plays everyday.
5. I want to have my \_\_\_\_\_ car, but my dad doesn't agree with my idea.





## Lesson 5

## UNIT ONE

**D. Now read this paragraph about Bahram then write a paragraph about the one whom you asked and answered**

This is Bahram. He is twenty two years old.

He is Afghan and he comes from Lugar province.

He went to Mahmmod Hotaki High school and completed his education in the field of Arts in



Kabul University. Now he works as a cameraman for Educational TV Network. He is keen in swimming, chess playing and interested in reading. In facts he spends his free time in reading magazines and playing chess.

When you are asked to write, make sure that you considered the following rules:

1. Give your title capital letters and underline it.
2. Leave one letter space between words.
3. Leave one letter space between sentences.
4. Start each sentence with a capital letter.
5. Write the sentences completely.
6. End each sentence with a full stop or a question mark.
7. Spell all the words correctly and carefully.



## Lesson 6

## UNIT ONE

### Review

#### A. Read, learn and remember.

He is from	Algeria.	He is	Algerian.
	Egypt.		Egyptian.
	Iran.		Iranian.
He is from	Jordan.	He is	Jordanian.
	Libya.		Libyan.
	Morocco.		Moroccan.
He is from	Tunisia.	He is	Tunisian.
	Bahrain.		Bahraini.
	Iraq.		Iraqi.
He is from	Germany.	She is	German.
	Italy.		Italian.
	France.		French.
He is from	Spain.	She is	Spanish.
	Canada.		Canadian.

Let me	ask	you some questions.
	explain	the lesson.
	tell	you something about my experiences.
Let's	show	you my evidence.
	play	football.
	study	the lesson.
Let's	go	to the park.
	learn	Arabic.

#### B. Complete the sentences with "let me" or "let's".

- \_\_\_\_\_ watch the children program.
- \_\_\_\_\_ go to the mosque.
- \_\_\_\_\_ explain the form to you.
- \_\_\_\_\_ learn English.
- \_\_\_\_\_ help you in loading the truck.
- \_\_\_\_\_ play tennis.
- \_\_\_\_\_ show you the bedroom.
- \_\_\_\_\_ play chess.
- \_\_\_\_\_ introduce my friends.
- \_\_\_\_\_ read the letter for the students.



## Lesson 6

## UNIT ONE

### Review

#### A. Read the definition of these words and learn them.

A custom		a traditional activity	which all the people of a country do.
A university	is	a place	where you can continue your studies after you graduated from high school.
A teacher		a person	who teaches the pupils/ students.
A horse	is	an animal	which carries people/ goods.
A key		an object	which opens a door's lock/ a lock.

#### B. Match the words with their correct definitions.

- a shop is
  - a satellite is
  - a farmer
  - a porter
  - a thermometer
  - a donkey
  - a camera
  - an envelope
  - a camel
  - a post office
- a place where you can buy stamps and send letters.
  - is the rectangular paper cover in which you send a letter through the post.
  - is a thing which measures temperature.
  - is a thing which takes photograph.
  - is an animal which carries people in the dessert.
  - is a person who grows vegetables, corns and foods.
  - a thing which orbits the earth.
  - a place where you can buy things.
  - is an animal which pulls carts.
  - is a person who carries the luggage's.



## VOCABULARY LIST

	<b>Nouns</b>	<b>Verbs</b>	<b>Adjectives</b>	<b>Adverb</b>
America	Satellite	call	Afghan	soon
art	Spain	disagree	American	together
athlete	tribe	educate	Arabic	
cameraman	thermometer	enjoy	bold	
Canada	Turkmenistan	enter	Canadian	
cart	Urdu	escort	Chinese	
chess	Uzbekistan	interview	French	
China		locate	Hero	
cinema		obey	Indian	
corn		produce	Interested	
director		take off	Iranian	
earth			Italian	
Egypt			Japanese	
Engineering			Jordanian	
evidence			keen	
faculty			Libyan	
hometown			own	
idea			Pakistani	
India			Palestinian	
interviewer			peculiar	
Iran			proper	
Italy			Russian	
Jordan			Uzbek	
journalist			various	
Libya				
magazine				
master				
opportunity				
orbit				
Pakistan				
Palestine				
Porter				
photograph				
profession				
Russia				



## Unit Two

# Let's Know

In this unit you are going to:

- ➡ listen to an introduction.
- ➡ learn Simple Future Tense
- ➡ read a letter.
- ➡ learn new words.
- ➡ read about time.
- ➡ write a letter.





## Lesson 1

## UNIT TWO

### Listening

Listen to your teacher while he/ she is reading the following text.

### THE FIRST PROGRAM OF 'LET'S KNOW'

Do you remember Noorudin Hamidi? Last Saturday he introduced his colleagues to you. Now he is on your TV screen. He is going to tell you about his new program.

Good evening, everyone. It is great to be with you. Welcome to "let's know". Now this program is on access every Saturday night at 6:00. I hope you enjoy it.

This program is going to be about people and places.

We will visit people at school, at work, and we will discuss their health and the food they eat.

I will be your host. Our guests will be Afghans and foreigners.



And we will meet those who are coming here for sightseeing.

**Answer the following questions then write them in your notebooks.**

1. Do you watch Educational TV?
2. Which programs do you like the best?
3. Is there a program called "Let's know" in Education TV?
4. Have you ever participated in any TV programs?
5. What is a good TV program?
6. Is watching TV useful? Why?



## Lesson 2

## UNIT TWO

### Conversation

#### A. Practice the following conversations with your partner.

1.

Karim: Hello I am Karim.

Wahid: Hello I am Wahid. It is nice to meet you.

Karim: Welcome to Helmand.

Wahid: Thank you. It is nice to be here.

Helmand is such a nice place.

Karim: Yes, I love it. Let's show you the hotel, you look tired. Enjoy the delicious foods and drinks.

Wahid: Yes, it was a long trip, but it was wonderful.

Karim: I knew that you may enjoy this trip.



2.

Hamidi: Welcome to our program.

Samim: Thank you Mr. Hamidi. It is nice to be with you.

Hamidi: My first question is, how did you find Laghman?

Samim: That is great, it is warm in winter and it is very hot in summer.

Hamidi: How are the people?

Samim: The people are really hospitable and friendly.

Hamidi: And the last question, what did you do there?

Samim: I visited Mehtarlam Baba shrine.

Hamidi: Thank you Mr. Samim for joining us.

Samim: You are welcome.



#### B. Now make two similar conversations, but this time, don't use "my program", instead you can use these words: home, our school, our team, our village, and our department.



## Lesson 2

## UNIT TWO

### Grammar

#### A. Simple Future tense

Do you remember these signs called "timelines"?



Means **the past**.

**Example:** Two weeks ago, we were in Maimana.



Means **the present**.

**Example:** Now we are in Kabul.



Means **the future**

**Example:** We will go to Takhar next month.

I	am	going to	begin a new course. prepare a report. enjoy the party. discuss about it tomorrow. work for Educational TV. participate on TV discussion.
He, She, It	is		
We, You, They	are		
I	will		
He, She, It			
We, You, They			

#### B. Read the sentences then draw one line under present tense, two lines under past tense and circle the future tense.

1. Winter starts in December in Afghanistan.
2. Nooria visited her relatives in Samangan two months ago.
3. Taher and his cousin will participate in the children program.
4. Squirrels gather nuts every autumn in order to prepare for winter.
5. He is going to make a program soon.
6. Our school's principal resigned two weeks ago.
7. Afghans vote for presidential election every four years.
8. The craters on the moon look like dark spots.
9. Last night the animal world showed a blind lion.
10. The cameraman is going to take pictures of the lion.

#### C. How can you make questions? Remember the changes below.

He, She is going to participate in our program.	Is he, she <b>going to</b> participate in our program?
You, We, They are going to film the blind lion.	Are you, we, they <b>going to</b> film the blind lion?
<b>Where are you going to</b> film the blind lion?	
<b>What is he going to do?</b>	
<b>How many people are going to</b> participate in the program?	



## Lesson 2

## UNIT TWO

### D. Change the following sentences into questions.

1. We are going to Japan.  
\_\_\_\_\_
2. A new TV program will start.  
\_\_\_\_\_
3. Mr. Qadeem is going to be the host. (Who)  
\_\_\_\_\_
4. Mr. Kabir will never marry. (When)  
\_\_\_\_\_
5. They are going to open a supermarket by the end of the year.  
\_\_\_\_\_
6. Five new students will come to our class. (How many)  
\_\_\_\_\_
7. She is going to establish a library over here. (What)  
\_\_\_\_\_
8. You will be with us in this program for two hours. (How long)  
\_\_\_\_\_
9. He is going to join in our team.  
\_\_\_\_\_
10. We will play in national team. (Where)  
\_\_\_\_\_

### E. Arrange the following words to meaningful sentences.

1. going/ the/ director/ to/ is/ describe/ film/ the/.  
\_\_\_\_\_
2. many/ are/ how/ to/ people/ participate/ the/ discussion/ in/ going/?  
\_\_\_\_\_
3. to/ am/ going/ I/ travel/ to/ Nigeria/ next week/.  
\_\_\_\_\_
4. observe/ the/ project/ to/ going/ I/ am/.  
\_\_\_\_\_
5. will/ they/ when/ arrange/ program/ the/?  
\_\_\_\_\_



## Lesson 3

## UNIT TWO

### Reading

# What time is it?

There are two ways to say the time:

**The hour + The minutes**

**The minutes to/ past the hour**



Eleven twelve

Two twenty five



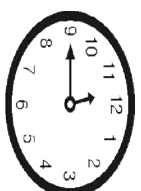
Twelve past eleven

Fifty seven past three



Three fifty seven

Eleven forty five



Quarter to eleven

**Mr. Hamidi needs permission for his plan to promote the program "Let's know".**

Date: 20 December 2009.  
To: Mr. Salim, Director of Educational TV program  
From: Noorudin Hamidi,  
Subject: plans to promote "Let's Know"

I have the following plans for our program. I would like to have your permission to go ahead and expand our program. There will be around 7 programs. Each one will last 20 minutes.

They will be from 8:30 to 8:50 on Friday evenings. We are going to interview people in the studio. For example, there will be the head of English department from Directorate General of Curriculum Development and we plan to travel to the North as well. In addition, we intend to fly to Kandahar and interview some students and teachers to ask about their problems. Our journey will take about two weeks and will cost around 20000 Afghanis. The total cost of the program will be approximately 50000 Afghanis.

So I need your permission for going ahead.  
Sincerely yours,

### Answer the following questions.

- How long will the trip last?
- How many programs there will be?
- How much will be the total cost?
- How long will each program last?
- What is the director's name?



## Lesson 4

## UNIT TWO

### Word study

Read the following words.

**about, approximately, around, exactly**

This room is exactly 5m long neither more nor less.

These students are about fifteen years old.

He comes around five o'clock.

It is approximately 4m wide.

**Foreigner means stranger**

He has come from Japan. He is a foreigner.

Are you a stranger in our country?

**Guest, is the person who is invited to a party, a program**

The guests were all in the hall.

**Host** is the person who invites people or introduces a program.

The host introduced me to the other guests.  
**Studio** is the place where a program is made.

The news usually broadcast from the studio.

**Take place means to occur**

The world football match takes place every four years.

**Intend means to have a plan or purpose**

He intended to stay here for long.

He intended to get married soon.

**Healthy means the state of being well.**

**Healthy means strong and well.**

He is in good health and looks healthy enough.

Healthy person can work very hard.



**Complete the sentences with the given words in the table.**

Studio	health	technical	goes ahead with	about	foreigner
intend	memo	negative	permission	below	All Hajj
take place	discussed	total	host	screen	guest
					in order to

- We learned how to fix machines in \_\_\_\_\_ school.



## Lesson 4

## UNIT TWO

2. It is \_\_\_\_\_ 220 km from Kabul to Ghazni.
3. Good \_\_\_\_\_ depends on good food.
4. I was interviewed in the \_\_\_\_\_.
5. My dad let me to \_\_\_\_\_ with my computer lessons.
6. The one who comes from other countries is called \_\_\_\_\_.
7. The \_\_\_\_\_ care organization decided to build a clinic in our village.
8. Her response was \_\_\_\_\_ when I asked Amina to lend me some money.
9. Every year a lot of Afghans go to perform \_\_\_\_\_.
10. The representative of the people wrote a \_\_\_\_\_.
11. Question number 12 is \_\_\_\_\_ the page.
12. The doctor gave me \_\_\_\_\_ to leave the bed.
13. I \_\_\_\_\_ to study hard this year in order to get a position.
14. When I said “Good bye”, he replied, “Have a \_\_\_\_\_ day.”
15. School examinations \_\_\_\_\_ twice in a year.
16. Let's \_\_\_\_\_ about our plan with them.
17. When he passed the examinations, his \_\_\_\_\_ number was 500 and it was enough to be accepted in the next semester.
18. My computer \_\_\_\_\_ is burnt down. Can you fix it?
19. \_\_\_\_\_ were impatiently waiting to announce the results.
20. Faisal should work hard \_\_\_\_\_ stay in the first position.
21. We were the \_\_\_\_\_ and we had to welcome every one who was in the hall.



## Lesson 4

## UNIT TWO

### Writing

Mr. Hamidi wrote this note to his director about his plans. He used this note to write his memo. Read the note and say the incomplete sentences in memo.

**Example:** I would like your permission to go ahead and expand our programs. There will be seven programs.

Let's know
Permission – 7 programs
20 minutes – 8:30 – 8:50 p.m.
Friday evening
Interview people
Head of English Department
Sultan Razia High School
North
Mazar-e Sharif
Two weeks – 20000 Afghanis
Go ahead – 50000 Afghanis

Imagine you are Mr. Hamidi. Write to your director and make a note then use your note to write a memo.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---



Speaking

# Agreement and Disagreement

Look at the picture. Do you remember Mr. Hamidi's memo on page 21? His director is reading it. He doesn't like Mr. Hamidi's plans. He is talking to Mr. Hamidi now. Here are his notes. Read them.



### Notes

- 1- 7 programs – too many – should have fewer.
- 2- Program's duration – not long enough – should be longer.
- 3- 8:30 – 8:50 – too late – should be earlier.
- 4- The journey – too long and expensive.
- 5- The total cost – too much – should be less.

Now imagine that you are Mr. Hamidi's director. Tell Mr. Hamidi you do not like his plans.

I don't agree.  
That is not true.  
I think .....  
I don't think .....

Make a conversation between the director and Mr. Hamidi. Use the ideas and words of your own.



## Lesson 5

## UNIT TWO

**Mr. Hamidi is talking with his director. The director doesn't approve his plans. Look at the director's notes on page 22 and complete the conversation below.**

Director: You have got \_\_\_\_\_ programs.

Mr. Hamidi: I don't think there are too many \_\_\_\_\_.

Director: The durations are not \_\_\_\_\_.

Mr. Hamidi: I don't \_\_\_\_\_. They are \_\_\_\_\_ enough.

Director: The \_\_\_\_\_ should be in the \_\_\_\_\_.

Mr. Hamidi: That is not \_\_\_\_\_. \_\_\_\_\_ should be in the evening

Director: Your \_\_\_\_\_.

Mr. Hamidi: I don't think so. We can make it shorter and cheaper.

Director: The total cost is too much. It should be less.

Mr. Hamidi: We can't \_\_\_\_\_ less.



## Lesson 6

## UNIT TWO

### Review

#### A. Practice these conversations.

I hope you enjoy

it.  
yourself.  
our program  
your visit from Taluqan.  
your stay in Laghman.  
the journey.  
Afghanistan.

I am sure I will.

Well, I must go  
now. I will see you

in two weeks  
later.  
soon.  
at 10 o'clock.  
tomorrow.  
next Saturday.

Right, I will see you  
then. Good bye.

Mr. Hamidi wrote: Can I go ahead with my plans, please?  
He wants permission. You want permission, too. You ask

Can I

go out?  
leave the classroom?  
play football with my friends?  
come in?  
go with Faisal?  
have lunch in the restaurant?

#### B. Read, learn and remember:

**Why .....? To ...../ In order to .....**

When we ask the question **Why .....**? We can answer with **To.....** or in order to.....

Example: Why is Mr. Hamidi going to invite guests?

To interview them. OR In order to interview them.

Now answer these questions.

- Why is he in the studio? (interview people)
- Why do you write your homework? (practice)
- Why are they looking the list? (find the right people)
- Why did he visit his doctor? (cure his illness)
- Why does she practice the problems? (make herself perfect)
- Why are you working hard? (pass exam)



## Lesson 6

## UNIT TWO

### THE FUTURE

am/ is/ are going to, indicate future events or actions. ~~+~~ ~~→~~ <sup>X</sup>

1. Are you going to the studio? Yes, I am.      No, I am not.
2. Is she going to participate in the program? Yes, she is.      No, she is not.
3. Am I going to enjoy the program? Yes, you are.      No, you are not.

#### C. Now answer these questions.

1. Is he going to seek a new job?
2. Are you going to do the wash?
3. Am I going to go with you?

#### D. Now see the negative form.

1. I am not going to attend the "Let's know" program.
2. She is not going to discuss with her parents.
3. They are not going to travel to Nigeria?

#### E. Now study these sentences.

1. Where are you going on your vacation?      We are going to Sorobi.
2. What are you going to do?      I am going to visit my uncle.
3. How are you going to Sorobi?      I am going by car.

Will with future tense. ~~+~~ ~~→~~ <sup>X</sup>

1. Will you be in the studio?      Yes, I will.      No, I will not (won't).
2. Will she participate in the program?      Yes, she will.      No, she will not.
3. Will I enjoy the program?      Yes, you will.      No, you will not.

#### F. Now answer these questions.

1. Will you come to the program?
2. Will they buy a new car?
3. Will they return soon?

#### G. Read these sentences.

1. What will you do at night?      I will watch the football game.
2. Where will you go on Tuesday?      We will go on a picnic.
3. When will you call me?      I will call you tomorrow.
4. How many students will be in the class?      Nineteen students.

#### H. Answer these questions.

1. Will you be in the party?
2. When will you return from the party?
3. What will you do when you graduated from high school?



## VOCABULARY LIST

Nouns	Verbs	Adjective	Adverb
aim blind colleague conference crater Curriculum department duration factory foreigner hall host journey memo nut party plan permission position result screen squirrel stranger studio technical total trip village vocation	absorb accept access announce approve burn/ down cost depend earn establish expand fix graduate imagine indicate intend last lend occur perform plan prepare resign response return seek take place	fewer	ahead approximately impatiently in addition representative twice
			<b>Conjunctions</b> In order to



## Unit Three

# Going to School

In this unit you are going to:

- ➔ practice Simple Present Tense and comparative adjective.
- ➔ read about schools in the U.S.A.
- ➔ learn new words.
- ➔ write a letter.
- ➔ solve a puzzle.





## Lesson 1

## UNIT THREE

### Conversation

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

**Mr. Hamidi is interviewing a young British boy called James Brown at "Lets know" TV program.**

Mr. Hamidi: James, how does school in Britain compare with school here?

James: Well, Mr. Hamidi, we start earlier. Children begin school at the age of five in Britain. It is compulsory. Everyone must go between the ages of five and sixteen. Of course many pupils continue until they are eighteen.

Mr. Hamidi: Do you go to the same school all the time?

James: No. But I think we go to fewer schools than Afghanistan. There are primary schools for children from the age of five to eleven. Then we go to secondary from eleven to eighteen.

Mr. Hamidi: And what is the school day like? Is it long?

James: Well, it is completely different from Afghanistan school day, but it seems longer. We start at about 9 a.m. and go on until 12, and then there is lunch. School starts again at around 1:30 p.m. and lasts until 4. In secondary school, there is usually homework every evening.

Mr. Hamidi: Ok. Let's take a short break now. We'll be back in minute, viewers.

### After Break

Mr. Hamidi: Welcome back viewers. Let's ask James some more questions about secondary school in Britain. James, can you choose the subject that you study in secondary school?

James: Not for the first three years, but after that, we usually choose between science and arts subjects, but everybody takes English and math. From the age of sixteen, we can specialize and study only two or three subjects.

Mr. Hamidi: Hummm, Afghan's school children have to study more subjects when they are older. What about exams?

James: Well we take exams every year, but the important ones are at age of sixteen and eighteen. That is when we can leave school, if we pass those exams, we can get a certificate.

Mr. Hamidi: Ok James. Thank you for your presence in our tonight's program.

James: You are welcome. Good bye.



## Lesson 2

## UNIT THREE

### Grammar

#### A. Study the following sentences and observe how comparative adjectives are used.

1. In secondary school Afghan students have to study more subjects than British students.
2. British students have more time than Afghan students.
3. There are fewer schools than Britain.
4. The Britain school day seems longer than Afghan school day.
5. Students in Afghanistan have less time in class than Britain.

#### B. Now look at these two schools. Compare them. Use the adjectives in the box.

High wide big noisy small quiet old new bad good



The present



Do you remember this timeline? We use simple present when an action happens regularly, again and again.

#### C. Read the following sentences.

1. I go to primary school.
2. We attend intermediate school.
3. They attend to the secondary school.
4. The head master introduces the new teachers.
5. She attends university.
6. The bus goes to City center.
7. She offers five times prayer regularly.
8. Lions live in jungle.



## Lesson 2

## UNIT THREE

### **D. Do you remember how to ask questions? Read these sentences.**

1. Do you start your work at 9:00 a.m.?
2. Do they come to class early?
3. Do we prepare the program properly?
4. Does he speak well in the program?
5. Does she participate in the program?
6. Does the bus come on time?

### **E. Change the following sentences to questions.**

1. We live in suburb.
2. He comes to class early.
3. You record the program for "Let's Know".
4. She attends to secondary school.
5. The dog barks.
6. They want to join to the conference.

### **F. Finally read these sentences.**

1. I don't like playing tennis.
2. We don't play every day.
3. You don't come to class early.
4. They don't want to go on a picnic every Friday.
5. He doesn't play well.
6. She doesn't attend to the class on Tuesdays.
7. The bus doesn't go to the city directly.

### **G. Read these sentences, change them to negative questions. The first sentence is made for you.**

1. I study every night, because I don't have enough time during the day.  
Don't I study every night because of not having enough time during the day?
2. She works for Educational TV Network.  
\_\_\_\_\_
3. We have football match every Friday.  
\_\_\_\_\_
4. They go to Meli Guli Sorkh every year.  
\_\_\_\_\_
5. Your father returns at 4:00 o'clock from his office.  
\_\_\_\_\_



## Lesson 2

## UNIT THREE

6. We try to sketch a building, but we can't.
7. You come to class late, try to be early by then.

### H. Complete the following sentences with the words from the box.

more

fewer

less

**Example:** Britain has more snow than Afghanistan.

1. There is \_\_\_\_\_ rain in Afghanistan than twenty years ago.
2. There are \_\_\_\_\_ tourists in Afghanistan than eight years ago.
3. We study \_\_\_\_\_ geography period than sport.
4. A mechanic knows \_\_\_\_\_ about machine than a driver.
5. If you want to learn more, you must do \_\_\_\_\_ homework.
6. Most boys think football has \_\_\_\_\_ fun than volleyball.
7. We have \_\_\_\_\_ sport periods than geography.
8. Grade six has \_\_\_\_\_ subjects than grade eight.
9. Our school has \_\_\_\_\_ students than yours.
10. There are \_\_\_\_\_ motorbikes than cars.





## Lesson 3

## UNIT THREE

### Reading

Read the following paragraph.

## Going to School in U.S.A

Every child in the U. S. A must go to school from the age of six to sixteen, but most stay at school until they graduate at eighteen. Between those ages, they attend three different schools. From six to twelve, children go to elementary school. From twelve to fifteen, they attend junior high school. Finally, from fifteen to eighteen, they go to high school.

At high school, the day usually begins at about 8:30 a.m. and ends at about 3:30 p.m. Lunch lasts an hour and is usually from 12 to 1 o'clock. There is homework every evening. Pupils may choose some less important subject at high school. But, in general, everyone take English, math, one foreign language (often Spanish), history, geography, the science (physics, chemistry and biology) and PE (Public Educations,) is compulsory until they leave at eighteen.



In general, students do not take exams when they leave school. Instead, they collect credits for every course which they attend. They do this until they have enough credits to graduate. For example, a student may need 120 credits to graduate. If he/ she takes three English courses, he will get 30 credits. So he/ she will need 90 more credits to graduate, and so on. When a student collects all his credits, he/ she can graduate with a high school diploma. About 50 percent of American students go on to university.

**Read the passage silently then answer the questions.**

1. What kinds of schools do children attend in the U.S.A?
2. Do American children take exams when they leave school?
3. How many credits do students in America need to graduate?
4. Which school do children go to from 12 to 15?
5. What do the underlined words refer to?
6. Which kinds of subjects do the students choose?



## Lesson 4

## UNIT THREE

### Word study

**Biology (noun):** It is the science which studies the bodies of plants, animals and human beings.

- If you want to understand your own body, you must study **biology**.
- Can you think of any jobs which need to study **biology**?

**Chemistry (noun):** It is the science which studies these questions: What are things made of? How do they join together? How do they change?

- If you want to examine your food, you must know some **chemistry**.
- What else can **chemistry** help you to understand?

**Course (noun):** A course is a group of lessons which go together. Or a course is also the place where the students go for getting a specific knowledge.

- At university you can choose some of the **courses** which you study.
- English for Afghanistan is the name of English **course** in schools.
- There are many **courses** established in our local area.
- How long a computer **course** last?

**Credit (noun):** A unit which represents a successfully completed part of an educational course in a university.

- If you want to pass a course in university, you must have enough **credits**.
- Do you get **credits** for finishing a semester or must you pass an examination?

**Physics (noun):** It is the science which studies light, heat, sound and electricity.

- How does a radio work? If you want to understand, you must know **physics**.
- Who uses **physics** in his work?



# Credit





## Lesson 4

## UNIT THREE

### Word study

Choose the correct words.

1. Afghan children go to \_\_\_\_\_ when they are 7 years old.  
a. a high school  
b. a secondary school
2. British children go to \_\_\_\_\_ when they are 5 years old.  
c. an elementary school  
d. a junior high school
3. American children go to \_\_\_\_\_ when they are 16 years old.  
e. a primary school
4. Afghan students go to \_\_\_\_\_ from 15 to 18.
5. American go to \_\_\_\_\_ from 12 to 15.

1. Can you \_\_\_\_\_ an American diploma with a British certificate.  
a. graduate  
b. compare
2. Pupils must \_\_\_\_\_ Pashto and Dari as compulsory subjects in Afghanistan.  
c. take  
d. specialize
3. At the university, students \_\_\_\_\_ in science or arts subjects.
4. When you \_\_\_\_\_ from High school in Afghanistan, you take the graduation certificate.

1. Fifty in one hundred is the same as fifty \_\_\_\_\_.  
a. percent
2. In Afghanistan, religion, mathematics and sciences are \_\_\_\_\_ subjects.  
b. Spanish  
c. viewer
3. Many people in America speaks \_\_\_\_\_.  
d. course
4. He liked \_\_\_\_\_ at school. So, he decided to be a doctor.  
e. compulsory  
f. biology
5. A person who watches television is a \_\_\_\_\_.
6. If you want to understand electricity, take \_\_\_\_\_ in physics.

### Writing

Write a paragraph about going to school in Afghanistan.

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Activities

# Comparing schools in different countries

A. Study this table with your partner.

	Afghanistan	Britain	U. S. A
1. How old are the children when they start primary school?	7	5	6
2. How old are children when they graduate from high school?	18	16	16
3. How many schools do the children usually attend?	2	2	3
4. When does the school day start?	7:00 a.m.	9:00 a.m.	8:30 a.m.
5. When does the school day finish?	11:30 a.m.	4:00 p.m.	3:30 p.m.
6. How many hours do the children spend in class	Four and half hours	6 hours	6 hours
7. How many subjects do the pupils study in high school?	18	2 or 3	All

B. Now make sentences. Use the table to compare schools in the different countries. The words in box below will help you.

shorter    later    more    older    earlier    longer    younger

Example: Schools in Afghanistan is earlier than Britain.

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

## Comparing School in Different Countries

### A. Practice the following conversation with your partner.

Student A: Hello. You are from Saudi Arabia, aren't you?

Student B: Yes, I am.

Student A: What is it like? Does everybody have to go to school?

Student B: Yes, everybody goes to school nowadays.

Student A: Do you have a long day in school?

Student B: Well, we start at about 7:00 in the morning and finish at around 1:00 in the afternoon.

Student A: How often do you have homework?

Student B: Every evening.

Student A: Do you take exams or collect credits to get a school certificate?

Student B: We take exams.

Student A: It sounds interesting, doesn't it?

Student B: Yes, it does.



### B. Use the words in the table below to make conversation like the one above about New Zealand and Canada.

Country	New Zealand	Canada
Is school compulsory?	Yes	Yes
Length of school day?	9 a.m. – 3:30 p.m.	8:30 a.m. – 3:30 p.m.
Homework?	Every evening	Every evening
Exams or credits	Exams	Both

### C. Use the information in this unit to make conversations like the one above about Britain and the U.S.A.



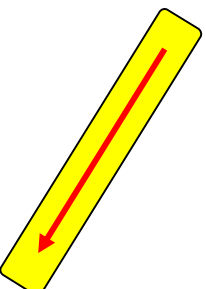
# Lesson 5

There are 17 words about school in this box. Look at the three

# UNIT THREE

examples: Can you find the rest?

You can look these ways.



- absent
- compulsory
- graduate
- headmaster
- homework
- lesson
- mark
- math
- primary
- quiz
- revise
- science
- specialize
- subject
- teacher
- timetable
- university

f	v	a	r	s	s	g	u	l	o	t	p	r	i	m	a	r	y	
x	f	g	r	a	d	u	a	t	e	o	v	x	r	i	m	x	o	
g	o	s	v	r	a	h	t	a	t	s	a	u	r	a	r	s	a	
m	t	u	s	g	c	o	m	p	u	l	s	o	r	y	t	p	v	
n	v	b	u	v	o	m	v	h	p	v	v	o	v	r	y	e	s	
w	n	j	a	b	s	e	n	t	h	n	v	t	n	v	r	i	c	a
s	w	e	j	a	b	w	e	n	t	s	t	v	v	n	v	i	c	
f	b	c	k	b	v	o	b	t	n	b	c	n	b	v	t	a	o	
h	v	t	o	a	b	r	o	n	w	n	b	i	n	b	o	l	a	
h	e	t	j	o	b	k	r	r	w	s	a	i	e	q	u	i	z	
e	s	a	e	d	b	e	k	e	e	s	e	p	n	e	z	i	i	
w	e	t	d	d	t	i	m	e	t	a	b	l	e	n	c	e	a	
e	v	v	j	m	a	r	k	m	a	t	b	h	l	n	n	e	n	
m	e	a	v	e	a	a	e	k	m	t	r	r	e	v	i	s	e	
u	n	i	v	e	r	s	i	t	y	m	a	r	r	e	i	t	a	
v	u	n	j	v	v	s	t	i	t	v	r	t	t	r	r	i	t	
n	v	a	u	j	n	v	s	e	i	n	y	j	h	t	n	r	v	
j	a	v	t	e	a	c	h	e	r	i	n	y	j	s	t	r	r	



## Lesson 6

## UNIT THREE

### Review

Read, learn and remember.

### COMPARING

#### more

Nasir has more pens books than Asad.  
money

#### fewer

Asad has fewer pens books than Nasir.  
less money

#### most

Nasir has the most pens books than Asad.  
money

#### fewest

Asad has the fewest pens books than Nasir.  
least money

Remember the rules.

Nemat is	tall	+ er	taller than Tamim.
Amu river is	long	+ er	longer than Helmand river.
Our office is	wide	+ r	wider than the principal office
The elephant is	big	+ ger	bigger than the loin.
Summer is	hot	+ ter	hotter than autumn.
Noor Ahmad is	early	✕+ ier	earlier than Latif.
Stone is	Heavy		heavier than wood.
Squash is	good		better than rice.
Meat is	bad	■ ■ ■ ■ ■	worse than vegetable.

Rahmat is	Tall	+ est	the tallest student in the class.
Nail is	long	+ est	the longest river in the world.
Amu is	wide	+ st	the widest river in Afghanistan.
Elephant is	big	+ gest	the biggest animal.
Summer is	hot	+ test	the hottest season.
Sharif is	early	✕+ iest	the earliest student in our class.
Hippopotamus is	Heavy		the heaviest animal.
Horse is	good	■ ■	the best animal.
Pig is	bad	▶	the worst animal.



## Lesson 6

## UNIT THREE

### THE PRESENT TENSE

Read these sentences.

A.

I	take	English and sciences courses every winter.
We		
You		
They		
He	takes	
She		
It	works	very soft.

B.

Do	you	take English and sciences courses every winter?
	we	
	they	
	he	
Does	she	work very soft?
	it	

C.

I	don't	take English and sciences courses every winter.
We		
You		
They		
He	doesn't	works very soft.
She		
It		

Now read these sentences.

He is from	Britain.	He is	British.
	England.		English.
	Spain.		Spanish.
	Turkey.		Turkish.
	Canada.		Canadian.
Egypt.		Iranian.	
	Iran.		



## VOCABULARY LIST

Nouns	Verbs	Adjectives	Adverb
action break British certificate credit diploma headmaster jungle junior mark motorbike percent plant pupil presence record timetable	bark break seen sketch specialize	both primary secondary compulsory	directly regularly



## Unit Four

# People's Lives

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

- listen to a paragraph about houses.
- practice Simple Past Tense.
- read about life of the people in the past.
- read about the shapes of houses.
- learn new words.
- write about houses in Canada.





## Lesson 1

## UNIT FOUR

### Listening

**A. Listen to your teacher while reading the following paragraphs about houses then read it aloud.**

# HOUSES

Thousands of years ago, people lived in caves. They sheltered there from the weather. In cold climates, they could light fires. In hot ones they could keep cool. So their caves were natural places, not man made.

In them, the cavemen could protect themselves from dangers like wild animals. So they felt safer and more comfortable there. But cave weren't very comfortable place, were they? No, they weren't. Cavemen didn't have any furniture. They probably covered the floor with grass, leaves or animal skins. And they sometimes drew pictures on the walls to decorate them.

Well, there is a big difference between those caves and our modern houses, isn't there? Yes, there is.

Nowadays, we build houses with many materials, like concrete and steel. These houses shelter us better than caves. We make them more comfortable furniture and make machines. We make them more beautiful, too, with ornaments and pictures. Of course, they cost a lot of money. But that is another subject.



### **B. Answer the following questions.**

1. What are the differences between caves and modern houses?
2. What is the opposite of comfortable?
3. How did people live thousands years ago?
4. What do you mean by ornaments?
5. How do people cover the floors, thousands years ago?
6. How do people build their house nowadays?
7. Why did people live in caves?
8. How did they decorate their caves? And how we decorate our houses?
9. Have you ever seen a cave where people lived thousands years ago?
10. If you were a man of thousands years ago, what would you do to save yourself?



## Lesson 2

## UNIT FOUR

### Conversation

#### A. Practice the following conversation with your partner.

Yusuf: There is a big difference between those caves and our modern houses, isn't there?

Murtaza: Yes, there is.

Yusuf: And do you know what did they wear?

Murtaza: They used leaves of the trees and animal's skin.

Yusuf: How did they cover the floor?

Murtaza: They also used grass, leaves of plants or animal skins for covering of the floor.

Yusuf: Their life wasn't comfortable, was it?

Murtaza: No, it wasn't, but they didn't know more.

Yusuf: How did the people developed their life?

Murtaza: By hardworking and efforts. Don't you see the high buildings and the vehicles? They are the results of hard work of the human beings.

Yusuf: How did they decorate their houses?

Murtaza: They drew pictures on the walls of the caves.

Yusuf: And how did they keep themselves warm?

Murtaza: The lighted fire.

Yusuf: Now I know; how those people lived thousands years ago.

#### B. Is it important to work hard? Why?

### Grammar

#### SIMPLE PAST TENSE

Do you remember this timeline?



We use simple past when an action or activity started in the past and completed in a particular time in the past.

#### A. Read these sentences and notice the usage and change of the verbs.

1. Thousands of years ago, people lived in caves.
2. They could light fire.
3. In the caves, people felt safer.
4. The floor was covered with grass.
5. They didn't have comfortable live.
6. They didn't wear clothes like us.
7. I didn't know more about cavemen.





## LESSON 2

## UNIT FOUR

### B. Look at these verbs.

X X X X X X	X X	X X X X
every day	yesterday	has/ have till now
cover/ covers	covered	covered
live/ lives	lived	lived
shelter/ shelters	sheltered	sheltered
am/ is/ are	was/ were	been
draw	drew	drawn
feel/ feels	felt	felt
have/ has	had	had

### Remember:

Regular verbs takes "d or ed" to form their second or past participle.

Irregular verbs change in different ways.

### C. Write down which of the above verbs are regular and which are irregular.

### D. Now see the changes of the verbs in questions and negative sentences.

**Regular:** Caveman covered the floor.

1. Did they cover the floor? Yes, they did. No, they didn't.
2. Did they cover the ceiling? Yes, they did. No, they didn't.
3. They didn't cover the ceiling.
4. They didn't cover the floor with rug.
5. They didn't cover the hall.
6. Did you cover the hall with rug?
7. How did they cover themselves?

**Irregular:** They drew pictures.

1. Did they draw pictures of the animals? Yes, they did. No, they didn't.
2. Did they draw pictures of the houses? Yes, they did. No, they didn't.
3. They didn't draw pictures of each other.
4. They didn't draw pictures of the birds.
5. They didn't draw map of the world.
6. Did you draw the picture of your father?
7. How did you draw it?



## Lesson 2

## UNIT FOUR

### E. Change these sentences to the past tense.

1. Caveman live in caves.
2. They protect themselves from danger.
3. They cover the floor with leaves.
4. They draw picture on the wall to decorate their rooms.
5. They feel safe in the caves.
6. They are more comfortable in there than out.
7. They can shelter from the weather.
8. They do not have any furniture.



### F. Now change these sentences to question and negative.

1. The people lived in caves thousands years ago?  
\_\_\_\_\_
2. They had comfortable life.  
\_\_\_\_\_
3. The caves protected them from animals' attacks.  
\_\_\_\_\_
4. The caves sheltered them from the eyes of wild animals.  
\_\_\_\_\_
5. It sheltered them from the weather.  
\_\_\_\_\_
6. They covered the floor with animal skins.  
\_\_\_\_\_

### G. Ask question with the words in parenthesis.

1. Cavemen lived somewhere. (where)
2. They covered the floor with something. (What)
3. They had fires in the caves. (why)
4. They didn't have any furniture. (why)
5. They protect themselves from dangerous animals. (how)



## Lesson 3

## UNIT FOUR

### Reading

A. Read the following article.

# Different Kinds of Houses

In some parts of the earth, it rains or snows a lot. It also gets cold, especially in the winter season. Some of the houses there are stone built and have sloping wall. They are box shaped and have flat roofs. The rooms in many of these houses are small. They have thick walls and low ceilings. In this way, people can keep themselves warm more easily.

In some parts of south eastern Asia, there are plenty of trees. The climate is hot and humid. It rains a lot too. For this reason, some people build houses sloping roofs and thin walls of planks or leaves. These houses stand on wooden legs. In that way, the wind can blow around and into them and keep them cool. Their legs keep them dry above water.

In our beautiful country we have different climate. In the center of the country the weather is cold and people live in the house made of clay and bricks, but in east of the country some people live in houses made of wood, and some people live in houses made of stone.



B. Answer the questions in your notebooks.

1. When does it usually get cold?
2. How are the houses built in the rainy and cold areas?
3. What is the climate like in south eastern Asia?
4. Why do people build houses with sloping roofs and thin walls?
5. Why do houses in south eastern Asia stand on wooden legs?
6. How is the climate like in the city you live in?
7. How do the people build their houses in the center of Afghanistan?
8. Have you ever lived in a house made of wood?



## Lesson 4

## UNIT FOUR

### Word study

Read these words and sentences.

**danger** means risk, hazard (the noun form of dangerous) The signs in the picture means danger. If you drink from the bottle, it will kill you. It is dangerous to touch the box.

- Where do usually see danger sign?
- Where do you see the third sign?
- What does it mean?

**furniture** means coach, sofa, bed and etc:

A bookcase is a piece of furniture. Two armchairs are two pieces of furniture.

- How much furniture are there in your classroom count the pieces.

Remember this word never takes 's' in its plural form.

**man-made** means not natural:

A cave is a natural place. People did not make it. Builders make modern houses. So they are man-made.

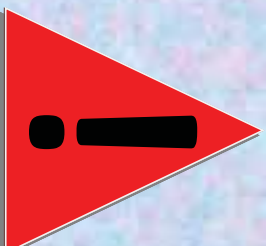
**material** means a physical substance which things are made from:

- We make window with wood and glass.
- We make airplane out of iron.
- We make pots with clay.

**reason** means the cause of an event or situations.

We want to know the reason for something:

- Why did cavemen use caves?  
Reason: to shelter from weather and animals attack.
- What are your reasons for coming to school?
- What reasons do students have when they come late to class?
- Why do you study hard? To pass the exam.





## Lesson 4

## UNIT FOUR

### Word study

Choose the correct words, and then write them in your notebooks.

1. Be careful not to \_\_\_\_\_ a fire near petrol.
2. Parents \_\_\_\_\_ their children from danger.
3. I can not \_\_\_\_\_ pictures of people, but you can.
4. Some drivers \_\_\_\_\_ their trucks by paintings of different colors on them.
5. You should \_\_\_\_\_ your head in the sun to protect it.

- a. light
- b. draw
- c. cover
- d. decorate
- e. protect

1. It is nice to picnic outside on some \_\_\_\_\_.
2. Paper is a \_\_\_\_\_ that comes from wood.
3. Britain has a cold, wet \_\_\_\_\_.
4. The room was empty. There was no \_\_\_\_\_ in it.
5. You can not reach the \_\_\_\_\_ without a ladder.

- a. climate
- b. furniture
- c. grass
- d. ceiling
- e. material

1. A wolf is a \_\_\_\_\_ animal.
2. \_\_\_\_\_ house burn more easily than a stone built ones.
3. A lot of modern concrete houses are \_\_\_\_\_.
4. You do not need a \_\_\_\_\_ roof in a dry climate.
5. Stone is natural, but steel is \_\_\_\_\_.

- a. wooden
- b. wild
- c. sloping
- d. man made
- e. box shaped

1. The garden has \_\_\_\_\_ walls around it.
2. Houses are expensive \_\_\_\_\_.
3. Thousands of years ago, men lived in \_\_\_\_\_.
4. Afghanistan, Indonesia and China are all in - \_\_\_\_\_.
5. In Jalalabad, you need an a/c (air conditioner) \_\_\_\_\_ in summer.

- a. Asia
- b. low
- c. especially
- d. caves
- e. nowadays



## Lesson 5

## UNIT FOUR

### Writing

**A. Mr. Tawab went to Khost province for three months last summer. He made some notes about the houses that he stayed in. Read the sentences and paragraph and then write one for part B.**

1. Summer – Khost
2. hot, dry climate
3. mud house
4. flat roof
5. single floor
6. big rooms
7. thick carpets with expensive curtains
8. big garden
9. high wall around it



Last summer, I went to Khost. It has a hot and dry climate. I stayed in a house that was L – shape and made of mud with wood and straw. It had a flat floor. The floor was single. The rooms were big. They had thick carpets. Outside, there was a big garden with trees in it. It was surrounded with high walls made of mud.

**B. Now write a paragraph about the house from these notes. Be careful that the title of your paragraph should be "The house in Canada".**

1. Last month – Canada
2. cold, rainy and dry climate
3. brick – built house
4. sloping roof
5. two floors
6. small rooms
7. modern armchairs and couches
8. flowers and grass in the garden





## Lesson 7

## UNIT FOUR

### Activities

**A. Complete the spelling of these words from lesson 1 – 4 of this unit.**

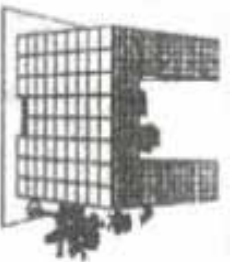
- |                          |                          |
|--------------------------|--------------------------|
| 1. no _ _ n              | 6. c _ _ rta _ _ ns      |
| 2. c _ _ ill _ _ g       | 7. st _ _ e _ _ t        |
| 3. e _ _ pec _ _ all _ _ | 8. ma _ _ e _ _ ia _ _ s |
| 4. r _ _ as _ _ n        | 9. o _ _ na _ _ ents     |
| 5. t _ _ i _ _ k         | 10. n _ _ wa _ _ ays     |

**B. Look at these two houses.**



1. (first house) This house is T – shaped. It is a T – shaped house.
2. (second house) This house is box – shaped. It is a box – shaped house.

**Now write two sentences about each of the things below in your notebook.**



**C. Answer these questions in your notebook.**

1. What shape is your house?  
\_\_\_\_\_
2. What shape is your classroom?  
\_\_\_\_\_
3. What shape is your desk?  
\_\_\_\_\_
4. What shape is your school?  
\_\_\_\_\_
5. What shape is your book?  
\_\_\_\_\_



Activities

## Interviewing Someone with the Past Tense

**A. Mr. Hamid has just built a house in Jalalabad. Read the notes then complete and practice it with your partner.**

Example: Where ..... build the house?  
We built it in the north of the city.

**Notes:**

1. Where ..... build the house?
2. How long ..... it take?
3. .... the weather like?
4. .... kind of house .....
5. What shape .....
6. .... kind of roof .....
7. How many floors .....
8. .... big or small?
9. .... kind of furniture .....
10. .... in the garden?

Where did you build the house?

We built it in the north of the city.

**B. Complete the conversation and copy it in your notebook. Pretend your cousin built a house. Interview him about it.**

- Student A: .....
- Student B: We built it in .....
- Student A: .....
- Student B: It took three months.
- Student A: .....
- Student B: It was in L – shaped.
- Student A: .....
- Student B: Yes, I had a lot of furniture.
- Student A: .....
- Student B: Yes, there was a big garden with grass, flowers and trees in it.



## Lesson 8

## UNIT FOUR

### Review

Read, learn and remember.

## THE PAST TENSE

Was/ Were ~~X~~ →

Was Shamsia present yesterday? Was she sick? Were Toor Gul and Shabir at home last night? Were they with you last night?	Yes, she was. No, she wasn't. No, they weren't. Yes, they were.
Where was Shamsia yesterday? Where were you? Where were Toor Gul and Shabir last night?	She was at school. I was at home. They were with me.

Could ~~X~~ →

Could cavemen build houses? Could she read the story for the students? Could they swim fast? What could they do? What could you do?	No, they couldn't. Yes, she could. Yes, they could. They could swim fast. I could run a hundred meter in five minutes.
---	--

Change the following sentences to simple past tense.

1. He works hard.
2. They go to Laghman every winter.
3. They take English course on their vocation.
4. Omer travels to Nepal.
5. What does he do?
6. We don't go to Fayab every summer.
7. She prays five times a day.
8. Abdullah likes jam.
9. Nasima and Latifa study together.
10. Taher helps her father in farming.



## VOCABULARY LIST

Nouns	Verbs	Adjectives	Adverb
cave climate light fire cavemen danger grass concrete steel vehicle human shape hazard natural vehicle ornament brick	shelter protect decorate effort shape/ shaped lighten	wild hardworking sloping flat humid plenty thick shaped	directly regularly



## Unit Five

# currency

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

- ➡ learn the usage of had better, tag questions and possessive nouns ('s/').
- ➡ get information about money (currency)
- ➡ read about currency.
- ➡ learn new words.
- ➡ learn how to write a paragraph from notes.





## Lesson 1

## UNIT FIVE

### Conversation

#### A. Listen and practice

Practice the following conversation with your partner.

# MONEY

The "Let's know" team is going to travel to Saudi Arabia to make a program. Mr. Hamidi and Shamsudin want to change some money for their trip. They are at the money exchanging counter in the bank.

Cashier: Next please. Can I help you?

Mr. Hamidi: Yes, I want to change some money.

Cashier: What currency do you want?

Mr. Hamidi: We are going to go to Saudi Arabia, we need Saudi Riyals, but I want to have dollars.

Cashier: Why don't you take a visa card? It is easy to use.

Mr. Hamidi: I know, but I need cash.

Cashier: OK. How much money would you like to change?

Mr. Hamidi: Well, it had better to change 100,000 Afghanis.

Cashier: Right. Let me see. There are 49.80 Afghanis is the rate of one Dollar today. That means you get 2,008 dollars, sir.

Mr. Hamidi: Thank you very much.

Cashier: You are welcome.



#### B. Answer the following questions.

1. Where are Mr. Hamidi and Shamsudin going to?
2. Does the money exchanger have dollars?
3. What currency should they take?
4. Why they don't take visa card?
5. How much money did they change?
6. What was the rate of one dollar?
7. Where did they change the money?





## Lesson 2

## UNIT FIVE

### Grammar

... had better ...

**We use had better for a specific situation, or when we think something should happen. The negative of had better is had better not, and it often carries a warning and bad consequences.**

1. You had better take some dollars.
2. You had better go to a bank.
3. I had better change 5000 Afghanis.
4. You had better not travel to tropical countries.
5. She had better not stay out late.

**The contraction from of (had better) is ('d better).**

1. I'd better finish my homework.
2. He'd better study hard.
3. We'd better not to waste our time.

**A. Complete the sentences with the correct word from the chart.**

stay    study    talk    attend    smoke

1. She had better \_\_\_\_\_ hard to pass the exam.
2. You had better not \_\_\_\_\_ in the office.
3. They had better \_\_\_\_\_ to the party.
4. He'd better \_\_\_\_\_ to his father about his choice.
5. I'd better not \_\_\_\_\_ out late.

**B. Make sentences for the given words in the chart by using had better.**

wash    do    drink    correct    wake up    go    study

**C. Tag question:** Tag question is a short yes/no question which is used at the end of a statement and asks for confirmation, or we use tag question to confirm the information we are not sure/ certain about. Read these sentences.

You haven't got any visa card, have you?

No, I haven't.

### Note

If a statement is positive the tag question should be negative, if a statement is negative the tag should be positive.

**A. Read the following sentences.**

1. You didn't rent a car, did you?
2. They were at the party, weren't they?





## Lesson 3

## UNIT FIVE

### Reading

# Afghan Currency

Before 1891, the people of Afghanistan used to use silver **Rupees** with copper Falus and gold Mohur as the currency of Afghanistan. In 1891, a new currency was introduced, based on the Kabuli rupee. The rupee was subdivided into 60 paisa, each of 10 dinar. Other denominations issued included the Shahi of 5 paisa, the Sanar of 10 paisa, the Abbasi of 20 paisa, the Qiran of 30 paisa and the Tilla and later the Amami, both of 10 Rupee.



The first Afghani (AFA) was introduced by the government of Afghanistan in 1925, replacing the Afghan rupee. In addition to being subdivided into 100 pul, 20 Afghani were equal to one Amami. The Afghani initially contained 9 grams of silver. Ironically, the currency itself was first issued by Afghan monarch Sher Shah Suri during his rule of northern India.



Between 1925 and 1928, Treasury notes were introduced in denominations of 5, 10 and 50 Afghani. In 1936, 2, 20 and 100 Afghani notes were added. The Bank of Afghanistan took over paper money production in 1939, issuing notes for 2, 5, 10, 20, 50, 100, 500 and 1000 Afghani. The 2 and 5 Afghani notes were replaced by coins in 1958. In 1993, 5000 and 10,000 Afghani notes were introduced. Between October 7, 2002, and January 2, 2003, a new Afghani was introduced. The new Afghani replaced the previous Afghani at a rate of 1000 to the new Afghani, and it was valued at 43 Afghani to the U.S. dollar.



## Lesson 3

## UNIT FIVE

Let's look carefully at the newest one hundred Afghanis note. It is 14.5 centimeters long and 6 centimeters wide. Its main colors are purple, blue and white. On the front, there is a picture of Pul-e-Khishi Mosque in the right side and a picture of Mirwis Nikkah grave in secret in the left. The value (the number of Afghani) appears both in English and Dari in three corners. The serial number appears in black color in the top left corner and down in the right corner. On the back, you can see the gate of Qal'ai Boast in Lashkargah and the value appears in again both in English and Dari all four corners.

Now answer the following questions.

1. What were the people of Afghanistan using as currency before 1891 in Afghanistan?
2. What was the currency that introduced after 1891 in Afghanistan?
3. When was the first Afghani introduced in Afghanistan, and what did it replace?
4. What were the treasury notes used between 1925 and 1928?
5. When did the Bank of Afghanistan take over the paper money production?
6. When was the new currency introduced, and in what rate the previous Afghani was replaced by the new one?
7. What are the colors on the Afghan 100-Afghani note?



## LESSON 4

## UNIT FIVE

### Word study

**appear (regular verb):** to become noticeable/ to arrive so that the people can see it.

Example:

Look the airplane appeared.

When did this sign appear?

The students hope that the results of their exam appear as soon as they are possible.

**gold/ golden (adjective/ noun):** gold is a yellow metal which has a very high value and women wear it. It is also name of a color.

Example:

The jewelers make necklaces out of gold.

Gold is used for adornment.

Before the paper money came in use, the people used gold and silver coins as money.

Who bought you the golden watch?

**introduce (regular verb):** introduce means to bring it into use for the first time/ or to familiarize someone or something.

Example:

What did the man introduce in the picture to the world in 1987?

Do you know the men's name who invented airplane?

We, Muslims, should introduce Islam to non - Muslims.

**set (noun):** A set is a group of things which go together.  
Example:

a set of banknotes, a set of knives, forks and spoons.

What set of fork do you want? Golden or silver?

**silver (adjective/ noun):** Silver is a white metal which has a high value but not as high as gold. We use it to make jewelry and other decorating objects.

We often use silver for ornaments.

What a silver watch do you have!





## Lesson 4

## UNIT FIVE

### Word study

Choose the correct words.

- 1000 Afghani is the \_\_\_\_\_ of these notes.
- Coins are made of \_\_\_\_\_.
- A \_\_\_\_\_ is paper money.
- Afghanis, dollars, riyals are all \_\_\_\_\_.
- You will find the \_\_\_\_\_ in black color on the front of a 100 Afghani note.

- a. metal
- b. banknote
- c. serial number
- d. currency
- e. value

- I will \_\_\_\_\_ the New year program for the audience.
- I \_\_\_\_\_ have 100 Afghani. That should be enough for to day.
- Can you \_\_\_\_\_ my dollars into Afghani?
- The value of every banknote \_\_\_\_\_ in all four corners.
- Let me \_\_\_\_\_ the coins in your hand.

- a. change
- b. appear
- c. see
- d. had better
- e. introduce

Match these words according to their last sounds. Look at the example.

Cheap  
see

keep  
knife

- |           |            |
|-----------|------------|
| 1. cake   | a. mood    |
| 2. face   | b. root    |
| 3. clean  | c. made    |
| 4. build  | d. machine |
| 5. cheese | e. Afghani |
| 6. wood   | f. tall    |
| 7. foot   | g. but     |
| 8. head   | h. wild    |
| 9. cut    | i. make    |
| 10. ball  | j. kiss    |



## Lesson 5

## UNIT FIVE

### Writing

#### A. Read these sentences about our Afghan Banknotes.

1. ... the newest Afghanistan's one hundred Afghanis note.
2. ... 14.5 centimeters long ... 6 centimeters wide.
3. ... purple, blue and white.
4. on the front, ... Pul-e- Khishi Mosque ... a secret picture of Mirwis Nikkah grave.
5. the value ...
6. on the back, ... gate of Qalai Boast in Lashkargah ... the value ....
7. serial number ....



#### B. Now read the following paragraph with your partner and compare the notes in A above with the sentences and the paragraph below.

Let's look carefully at the newest Afghan one hundred Afghanis note. It is 14.5 centimeters long and 6 centimeters wide. Its main colors are purple, blue and white. On the front, there is a picture of Pul-e- Khishi Mosque in the right side and a picture of Mirwis Nikkah grave in secret in the left. The value appears in three corners. The serial number appears in black color in the top left corner and down in the right corner. On the back, you can see the gate of Qalai Boast in Lashkargah and the value appears in all four corners.

#### C. Now read the following notes and write a paragraph about it.

1. ... the newest Afghani one thousand Afghanis note.
2. ... 15.5 centimeters long ... 6.6 centimeters wide.
3. ... read, pink, yellow and white.
4. on the front, ... Shrine of Hazrat Ali ... a secret picture of Mirwis Nikkah grave.
5. the value ...
6. on the back, ... grave of Temoor Shah ... the value ....
7. serial number ....



## Lesson 6

## UNIT FIVE

### Activities

#### A. Practice the following conversation with your partner.

# Talking about Exchange Rates

You are in a money exchanger's counter.

You are going to Britain.

You need Pound Sterling.

The exchange rate is 85 Afghanis to the Pound.

You want to change 250,000 Afghanis.

You get 2,941 Pounds.

Cashier: Next please. Can I help you?

Traveler: Yes, I am going to go to Britain.

I need some Pounds Sterling.

Cashier: I see, sir. How much would you like to change?

Traveler: 250,000 Afghanis, please.

Cashier: Right. The exchange rate is 85 Afghanis to the Pound. That

means you get 2,941 Pounds, sir.

Traveler: Thank you. Can you give some change please?

Cashier: I am sorry sir. We don't have changes.

Traveler: That is Ok, bye.



#### B. Now make another conversation like the one above. Use the following notes.

You are in a bank's counter.

You are going to go to Germany.

You need Euro.

The exchange rate is 68 Afghanis to the Euro.

You want to change 78000 Afghanis.

You get ..... Euro.



## Lesson 6

## UNIT FIVE

### Activities

# Talking about Exchange Rates

**A.** Look at the list of exchange rates from a money exchanger's window.

Today's Exchange Rates	
One American dollar	49.30 Afghanis
One Euro	75.50 Afghanis
One Pound sterling	85.50 Afghanis
One thousand Indian Rupees	1100 Afghanis
One thousand Pakistani Rupees	580 Afghanis
Ten thousand Iranian riyals	50 Afghanis

**B.** Now make a conversation like the one on page 63. Your teacher will tell you which currency to talk about. He/ She will also tell you the amount of the money to change.



## Lesson 7

## UNIT FIVE

### Review

#### A. Read, learn and remember.

##### ... had better ...

We use **had better** for a specific situation, or when we think something should happen.

Example:

You had better study your lesson.  
He had better attend to the exam.  
She had better not watch TV.  
I had better go to bed.  
They had better not stay out late.  
We had better talk with our friends.

##### Possessive Noun 's – s'

Singular and plural nouns not ending in s.

Example:

The boy's ball blasted.  
The doll's color is red.  
The children's father took them to the zoo.  
The men's clothes are on the third floor.  
Plural nouns ending in s.  
The boys' ball blasted.  
The students' teacher arrived.

### Tag Questions

We use tag question to confirm the factual information that we are not certain about it.

Example:

She doesn't want to attend to the conference, does she?  
We will go to the conference, won't we?  
They didn't travel to New York, did they?  
You are going to the bazaar, aren't you?  
I am going to participate to the wedding party, aren't I?

#### B. Complete the sentences with correct form of possessive noun (s'/s') or possessive adjective.

Example: The car is red. Ahmad's car is red.

1. The boys \_\_\_ father is a teacher.
2. \_\_\_ brother bought me a book yesterday.
3. The children \_\_\_ class is noisy.
4. I was with Ahmad and \_\_\_ brother. We were going to cinema.
5. The girl \_\_\_ clothes are on the forth floor.
6. The women \_\_\_ boys are playing in the yard.
7. I asked \_\_\_ friend to give me a collection of \_\_\_ social sciences.
8. The Nooris family is living in our neighborhood. The Nooris \_\_\_ family is big.



## VOCABULARY LIST

Nouns	Verbs	Adjective
adornment	appear	specific
banknote	blast	
change (small money)	exchange	
cheese	kiss	
coin	offer	
contraction	promise	
counter	waste	
currency	change	
Euro	miss	
exchange		
grave		
necklace		
jeweler		
kiss		
metal		
Pound Sterling		
rate		
root		
secret		
serial/ number		
set		
situation		
value		
visa card		
case		
miss		



## Unit Six

# Going to Hajj Pilgrimage

In this unit you are going to:

- ➔ learn about Present Perfect Tense.
- ➔ practice superlative adjective.
- ➔ practice the usage of articles.
- ➔ read about Hajj pilgrimage.
- ➔ learn new words.





## Lesson 1

## UNIT SIX

### Conversation

### BEFORE GOING TO HAJJ

#### A. Practice the following conversation with your partner.

Mr. Hamidi is in front of the Eid Gaah Mosque. He is interviewing Jabar Khan, who is going on his first Hajj soon.

Hamidi: Can you introduce yourself please?

Jabar Khan: My name is Jabar Khan.

Hamidi: Jabar Khan, have you ever been on Hajj before?

Jabar Khan: No, I haven't.

Hamidi: Are you looking forward to it?

Jabar Khan: Yes, I am. As you know every Muslim must make the pilgrimage, if he/ she can at least once in his/ her life. I may never get another chance.



Hamidi: Have you had any problems?

Jabar Khan: The biggest problem has been money. My family isn't very rich. So I have saved up for a long time.

Hamidi: Have you got enough now?

Jabar Khan: I think so. I have paid 125000 Afghanis for all my expenses.

Hamidi: Have you arranged everything yourself?

Jabar Khan: No, I have not. Ministry of Hajj and Islamic Affairs has made all the arrangements. I have the passport and visa right now.

Hamidi: Well, as you know we are planning to follow the Hajj pilgrimage program. I hope to meet you once again during the Hajj Pilgrimage program.

Jabar Khan: I hope, too.

#### B. Answer the following questions.

1. Where is Mr. Jabar going to?
2. Has he been to Hajj before?
3. Who have made all the arrangements to Mr. Jabar?
4. How did he pay for his Hajj pilgrimage?
5. Is he rich?
6. What was his biggest problem?
7. Will the interviewer go to Saudi Arabia?
8. Is it a must to make Hajj?



Grammar

## THE PRESENT PERFECT TENSE

Have you ever seen this structure? Have/ Has + past participle  
This tense is called present perfect tense. Present perfect tense expresses an action or activity started in the past and finished in unparticular time in the past.

You can use these words with this tense: yet, so far, since, before, up to now, already.

Example: Have you ever been to Saudi Arabia?

I haven't seen you so far. Where have you been?

Has she studied the letter of recommendation I have sent?

She has already read letter of recommendation.

We haven't traveled by plane yet.

Has he ever been on Hajj before?

### A. Complete the sentences with correct form of the given verbs in the box.

fly    make    be    meet    apply    cook    lend    work    have

1. Mr. Hamidi has already \_\_\_\_\_ to Saudi Arabia.
2. Ministry of Hajj and Islamic Affairs haven't \_\_\_\_\_ all the arrangements for him yet.
3. He hasn't \_\_\_\_\_ to Hajj before.
4. I have \_\_\_\_\_ as a geography teacher since 2007.
5. My friend has \_\_\_\_\_ me a delicious dinner so far.
6. The bank has \_\_\_\_\_ me some money.
7. My father has \_\_\_\_\_ for a job as an electricity engineer for a long time.
8. We have \_\_\_\_\_ in this house since 1989.
9. Have you \_\_\_\_\_ him already?

### B. Now change the following sentences to questions in your notebooks.

1. I haven't met my classmates since I graduated from high school.
2. He has lived in this street for five years.
3. You haven't done your homework since you got sore throat.
4. She has passed the exam.
5. She has decided to travel to Nengarhar.



## Lesson 3

## UNIT SIX

### Reading

# AT THE AIRPORT

Read the following story.

The pilgrim's bus drove to Kabul International Airport and stopped at the gate. Jabar Khan got off and porter carried his luggage into the building. He joined the queue at the check in counter. Soon it was his turn.

"Your ticket and passport, please," said the airline clerk.

"Here you are," said Jabar Khan. He gave them to him.

"How many cases do you have?"

"Two," replied Jabar Khan.

"Please put them on the scales."

"O.k." said Jabar Khan.

"Thank you. 18 kilograms. How many hand bags have you got?"

"Just this bag," Jabar Khan said.

The man gave him his ticket and passport back. He gave him a boarding pass as well. "What is this?" asked Jabar Khan.

"You won't be able to board the plane without the boarding pass. Have a good flight.

Jabar Khan walked through the departure lounge and waited to the plane.

The office announced his flight and he left the lounge and got on the plane.

He was on the most important journey of his life.



### A. Complete the sentences with the correct given phrases.

1. In the departures building, Jabar Khan:
  - a. drove the bus.
  - b. carried his luggage.
  - c. stopped the porter.



## Lesson 3

## UNIT SIX

2. Jabar Khan gave the airline clerk:
- one case.
  - his passport and ticket.
  - the scales.
  - his hand luggage.
3. What weight 18 kilos?
- Jabar's cases.
  - Jabar's bag.
  - The passport and ticket.
  - Jabar, himself.
4. How many things did the airline clerk give to Jabar?
- Two.
  - Four.
  - Three.
  - One.
5. Jabar needed the boarding pass:
- to fill in the form.
  - for the passport office.
  - at the luggage check.
  - to get into the plane.

**B. Complete the spelling of these words from lessons 1 – 3 of this unit and then use them in sentences.**

1.	in__er__atio__al	6.	b__ar__ing
2.	p__lg__ima__e	7.	lu__g__ge
3.	arr__ng__men__s	8.	c__erk
4.	par__i__iple	9.	de__artu__e
5.	airl__n__	10.	q__eu__



## Lesson 4

## UNIT SIX

### Word study

**airline** (noun): a system of transportation by air.

Ariana Airline agency located on the first floor of Kabul International airport.

Which airlines would you like to fly in?

How many airlines are there in our country?

Have you ever worked as airline clerk?

**flight** (noun): Flight means air travel, departure, getaway.

Who made the first flight in a plane with an engine?

They are announcing my flight. I have to go.

**look forward to** (regular verb): look forward to means to anticipate, to expect.

I am looking forward to the picnic.

We are looking forward to announce our flight.

They are looking forward to the football match next week.

The students are looking forward to their exam.

**queue** (noun): queue means a line of people who are waiting for something, row.

Where should we stand when there is a queue, to the front or to the back?

When I got to the airport, I noticed that a lot of people were waiting in a long queue for the airline clerk.

**try** (regular verb): Try means to attempt, to do something.

He tried to get to the school bus, but he couldn't catch it.

You should try hard to get the job.

I try to make a wooden car for my small brother.

You should try to help poor people.





## Lesson 4

## UNIT SIX

### Word study

Choose the correct words to complete the sentences.

1. I asked the man behind the \_\_\_\_\_ if he could lead me to the airline office.  
a. air fare  
b. boarding pass  
c. counter  
d. departure  
e. agent
2. How much is the \_\_\_\_\_ from Kabul to Kandahar?  
a. at least  
b. ever  
c. at the moment  
d. just  
e. once
3. You must have a \_\_\_\_\_ before you can board a plane.  
a. board  
b. try  
c. look forward  
d. save up  
e. join
4. You can buy your air ticket from a travel \_\_\_\_\_ from Kabul was by plane.  
a. board  
b. try  
c. look forward  
d. save up  
e. join
5. This bike was very cheap. It cost \_\_\_\_\_ 2500 Afghanis.  
a. at least  
b. ever  
c. at the moment  
d. just  
e. once
1. Most of the workers \_\_\_\_\_ to their holidays.  
a. board  
b. try  
c. look forward  
d. save up  
e. join
2. Did you \_\_\_\_\_ your money to buy your new motorbike?  
a. board  
b. try  
c. look forward  
d. save up  
e. join
3. When did you \_\_\_\_\_ to police army?  
a. board  
b. try  
c. look forward  
d. save up  
e. join
4. You can carry hand bag when you \_\_\_\_\_ a plane.  
a. board  
b. try  
c. look forward  
d. save up  
e. join
5. If you only get 20%, you must \_\_\_\_\_ to do better.  
a. board  
b. try  
c. look forward  
d. save up  
e. join
1. Hatam has lived in Parwan all his \_\_\_\_\_.  
a. chance  
b. life  
c. everything  
d. visa  
e. lounge
2. A \_\_\_\_\_ is usually a big and comfortable hall.  
a. chance  
b. life  
c. everything  
d. visa  
e. lounge
3. You usually need a \_\_\_\_\_ to go to a foreign country.  
a. chance  
b. life  
c. everything  
d. visa  
e. lounge
4. I did not do all my homework, but Zainab finished \_\_\_\_\_.  
a. chance  
b. life  
c. everything  
d. visa  
e. lounge
5. A certificate gives you a better \_\_\_\_\_ to get a job.  
a. chance  
b. life  
c. everything  
d. visa  
e. lounge



## Lesson 5

## UNIT SIX

### Writing

Read the story “At the airport” on page 69.

Rewrite the story and then complete it from the story on page 69.

# At the airport

The pilgrim’s bus \_\_\_\_\_ to Kabul International Airport and \_\_\_\_\_ at the gate. Jabar Khan got off and the \_\_\_\_\_ carried his \_\_\_\_\_ into the building. He joined the \_\_\_\_\_ at the checking \_\_\_\_\_ . Soon it was his turn.



“Your ticket and \_\_\_\_\_, please,” said the airline \_\_\_\_\_.

“Here you are,” said Jabar Khan. He \_\_\_\_\_ them to him.

“How many \_\_\_\_\_ do you have?”

“Two,” \_\_\_\_\_ Jabar Khan.

“Please put them on the \_\_\_\_\_.”

“O.k.” \_\_\_\_\_ Jabar Khan.

“Thank you. 18 kilograms. How many hand bags \_\_\_\_\_ got?”

“Just this bag,” Jabar Khan said.

The man gave him his \_\_\_\_\_ and passport \_\_\_\_\_. He gave him a

pass as well. “What is this?” asked Jabar Khan.

“You won’t be able to \_\_\_\_\_ the plane without the boarding pass. Have

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

Jabar Khan walked through the \_\_\_\_\_ lounge and waited for the

\_\_\_\_\_.

The office \_\_\_\_\_ his flight and he left the lounge and got on the

\_\_\_\_\_.

He was on the most \_\_\_\_\_ journey of his life.

**What do these words mean? Find their meanings from the story and then use them in sentences.**

1. lounge : \_\_\_\_\_.
2. boarding pass: \_\_\_\_\_.
3. journey: \_\_\_\_\_.
4. airport: \_\_\_\_\_.
5. check: \_\_\_\_\_.
6. ticket: \_\_\_\_\_.



## Lesson 6

## UNIT SIX

### Activities

# Talking about Airlines and Flights

#### A. Read this conversation then practice it with your partner.

Student A: Good morning. Are you going to Abu Dhabi, too?

Student B: Yes, I am.

Student A: Which flight are you in?

Student B: KamAir116.

Student A: I think we are in the same flight. My name is Ahmad Malik.

Student B: Nice to meet you Ahmad Malik, I am Ahmad Fawad.

Student A: Nice to meet you too Ahmad Fawad. Is this your first flight?

Student B: Yes, it is and I am so scared.

Student A: Don't worry. It is more comfortable than traveling by bus.

Student B: Do you know when do we take off?

Student A: At 10: 30 a.m. and we will land by 12:30 p.m. at Abu Dhabi

airport. What do you do there?

Student B: I am going to visit my cousin. He has lived there since 2000.

How about you?

Student A: I am a business man. I have a trade center in Abu Dhabi.

#### B. Read the paragraph below. It gives the same information as the above conversation.

I am flying to Abu Dhabi. I am not flying with Abu Dhabi Airways. I am flying on KamAir Airways in flight number kam116. It will take off at 10:30 a.m. in the morning and will land at 12:30 p.m. in the afternoon.

#### Now make another conversation like the one above.



## Lesson 7 & 8

## UNIT SIX

### Review

Read learn and remember.

# PRESENT PERFECT TENSE

### Remember:

**Subject + have/ has + Past Participle** (3rd form of the verb) + **complement**

### Example:

I have traveled to Japan many times.

They have met the principal.

We have already finished our work.

You have come late.

She has lived in our neighborhood since 2001.

Has she cooked potato?

Have you ever traveled to Japan?

Where have you been?

You haven't passed the exam.

He hasn't come yet.

## I THINK SO AND I HOPE SO.

- |   |             |                   |
|---|-------------|-------------------|
| 1. Have you got enough money?                 | I think so. | I don't think so. |
| 2. Will you come to the wedding party?        | I think so. | I don't think so. |
| 3. What do you think? Will you pass the exam? |             | I hope so.        |
| 4. I hope everything is O.K.                  |             | I hope so, too.   |

## ARTICLES & AND THE

The airline clerk gave Jabar a form.  
I need a chair.

Jabar gave back the form to the airline clerk.

Will you give me the book you bought yesterday?

Will you pass me the salad, please?

## SUPERLATIVE ADJECTIVE

We use **superlative adjective** to compare more than two things, two person or two places.

1. Ahmad is the **tallest** boy in our class.
2. This computer is the **oldest** one we use.
3. Kabul is the **most crowded** province in Afghanistan.
4. Today is the **happiest** day in my life.



**A. Complete the sentences with the correct form given adjective in parenthesis.**

1. Ahmad is an \_\_\_\_\_ student. (intelligent)
2. Our class is the \_\_\_\_\_ class in this school. (large)
3. Gold is the most \_\_\_\_\_ metal. (expensive)
4. Oak is the \_\_\_\_\_ tree. (tall)
5. Helmand province is \_\_\_\_\_ than Kabul province. (big)
6. Parrots are the \_\_\_\_\_ birds. (nice)
7. Gold is more \_\_\_\_\_ than silver. (expensive)
8. Oxygen is the most \_\_\_\_\_ gas in our life. (important)

**B. Complete the sentence with the correct form of the given verbs and add a word where it is necessary.**

1. My brother \_\_\_\_\_ home at 8:00 o'clock every day. (leave)
2. Examinations \_\_\_\_\_ tomorrow. (start)
3. My brother \_\_\_\_\_ from Japan yesterday. (arrive)
4. When will the plane \_\_\_\_\_? (take off)
5. When will it \_\_\_\_\_ on Delhi airport. (land)

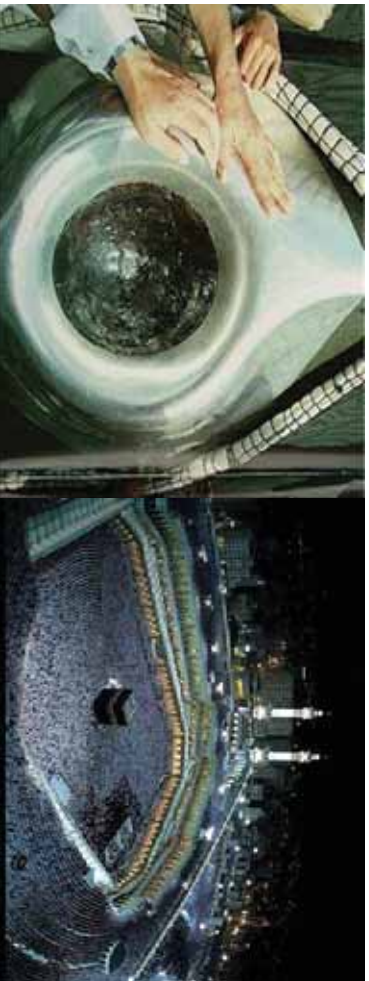
**C. Complete the sentences with correct article (a, an, the)**

1. There were man porters in the airport. Jabar gave his cases to \_\_\_\_\_ porter.
2. There was \_\_\_\_\_ airline clerk behind the checking counter. Jabar gave his ticket to \_\_\_\_\_ clerk.
3. \_\_\_\_\_ clerk gave Jabar \_\_\_\_\_ form to fill in. Jabar filled \_\_\_\_\_ form and returned it back to \_\_\_\_\_ clerk.



## VOCABULARY LIST

Nouns	Verbs	Adjective	Adverbs
agent airline arrangement boarding pass butcher case chance clerk electricity expense flight gate lounge luggage oxygen parrot passport pilgrimage queue recommendation scale visa	attempt departure hope join land look forward to pass reply save / up	delicious  <b>Preposition</b> during	already so far



## Unit Seven

# Pilgrimage Program

In this unit you are going to:

- ➔ learn the usage of “have something done”.
- ➔ read a paragraph about Ka’abah e Sharif.
- ➔ write a paragraph about pilgrimage.
- ➔ learn new words.





## Lesson 1

## UNIT SEVEN

### In the Middle of Hajj

#### Conversation

#### A. Practice the following conversation with your partner.

Do you remember Jabar? He and his friends are on Hajj now. Hamidi and his team have come to Hajj too. They once again faced with Mr. Jabar Khan. He wanted to interview him.

Mr. Hamidi: Good afternoon viewers. We are

here at Muzdalifah. Jabar Khan has just finished praying. Assalamu Alaikum, Jabar Khan. How are you?

Jabar Khan: Wa Alaikum Assalam, Mr. Hamidi, I am fine, Allah be praised.

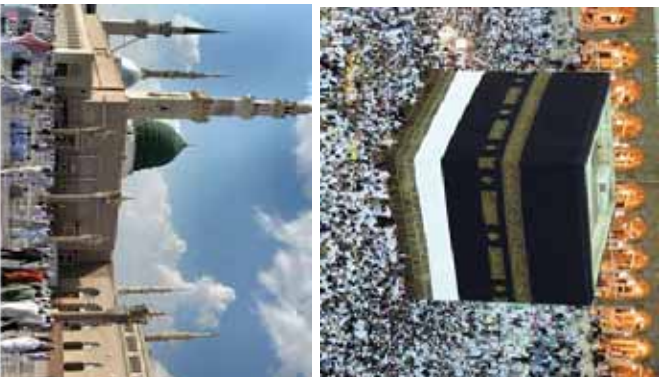
Mr. Hamidi: What have you done so far?

Can you tell us?

Jabar Khan: Of course. Yesterday, we started from Miqat. First, we put on special white clothes (Ihram). Then, we went to the Holy Mosque and walked around Ka'abah-e-Sharif seven times (Tawaf). After that, we hastened seven times between the hills of Safa and Marwa. Next, we went to Mina, stayed there at night and prayed five times. Then we went to Arafat. We stayed at Arafat all the day and came here to Muzdalifah after the sunset. But when we got there, we prayed Mg'nrib and Isha combined and shortened the prayer of Isha in two Rakaets.

Mr. Hamidi: What are you going to do after this?

Jabar Khan: Well, we will stay here until we pray the Fajar prayer. Then we will go to Mina after the brightness of the morning is wide spread. On our way to Mina, we will collect small stones (pebbles).





## Lesson 1

## UNIT SEVEN

Mr. Hamidi: What are you going to do with the small stones? Will you tell the viewers?

Jabar Khan: Of course. Everyday, we have to throw seven small stones at a pillar the sign for Satan. There are three pillars. We will spend three days there.

Mr. Hamidi: What else happens there?

Jabar Khan: Well, on the first day at Mina, we also sacrifice animals, e.g. one sheep/ goat for one person.

Mr. Hamidi: And what is going to happen after Mina?

Jabar Khan: Then we will have our heads shaved and we will take off the special white clothes. After that, we will walk around Ka'abah seven times for performing Fardh Tawaf. Then we will hasten seven times between the hills of Safa and Marwa again. We will come back to Mina for three days. By the end of the third day, we will walk around Ka'abah seven times as a good bye Tawaf. Finally Hajj will be over.



### B. Answer the following questions.

1. Do pilgrims put on special white clothes (Ihram)?
2. Where do pilgrims collect small stones from?
3. What happens on the first day at Mina?
4. When do pilgrims have their heads shaved?
5. When will Hajj be over?



## Lesson 3

## UNIT SEVEN

### Grammar

#### HAVE SOMETHING DONE

We use "have something done" when we do not or cannot do something ourselves and ask someone else to do it for us and it is called **causative passive** vice.

Examples:

Jalil had the roof of the room repaired yesterday.

Your hair looks nice. Have you had it cut?

I think you should have your coat cleaned soon.

How often do you have your hair cut?

I am going to have my room painted tomorrow.

I am having my bicycle fixed right now.

Note: You can also use get something done instead of have something done.

I think you should get your hair cut. (have your hair cut)

My car is too dirty. I should get it washed. (have it washed)

#### A. Answer the following questions.

Example: Why did you take your car to the garage?

To have it fixed.

1. Why did you take your jacket to the laundry?
2. Your room looks nice. Have you painted it?
3. Why do you go to the hairdresser?
4. Why do you go to the electrician?
5. Why have you gone to the mechanic?

#### B. Write sentences according to the example.

1. Jalil didn't repair the roof himself.  
He had it repaired.
2. I didn't cut my hair myself.
3. They didn't paint the house themselves.
4. She didn't sew the curtain herself.
5. We haven't painted our car ourselves.
6. We are not going to fix our car ourselves. '



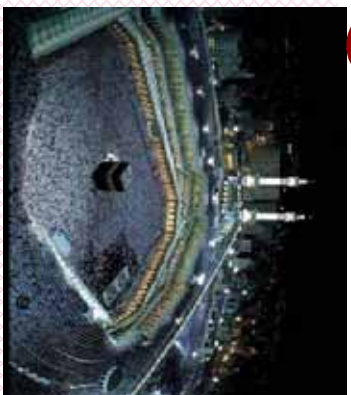
## Lesson 3

## UNIT SEVEN

### Reading

A. Read the following paragraph about Ka'abah-e Sharif.

# Ka'abah e Sharif



Ka'abah (Bytullah e Sharif), the most sacred place for Muslims, was built by Prophet Ibrahim (peace be upon him) and his son Prophet Ismail (peace be upon him), peace be upon them. Since then, the Arabs used to perform Hajj to Ka'abah. When Prophet Mohammed peace be upon him, preached Islam to all mankind, performing Hajj to Ka'abah became the fifth pillar of Islam.

Ka'abah is a 13.8 meter high, box shaped building. Its north and south walls are 11 meters long, and its east and west walls are 9.6 meters wide. Ka'abah is built of grey stone and it stands on a marble base which is 23 centimeters high.

The four walls of Ka'abah are covered with a black curtain (Kiswah). This curtain is covered with writing in silver and gold. The curtain is replaced by the government of Saudi Arabia once a year. It is made in a factory in Makkah and costs about 2660000 dollars.

The door which leads inside Ka'abah is made of gold. Inside, there are two rows of wooden pillars and many gold and silver lamps. The floor is covered with marbles.

Near the door, in the eastern corner of Ka'abah, there is the black stone called Hajarul Aswad. This is surrounded by silver.

B. Answer the following questions.

1. Who built Ka'abah?
2. When did the Arabs begin performing Hajj?
3. Where does the curtain come from?
4. How often is it replaced?
5. How much does the curtain cost?
6. How high is Ka'abah?
7. What is the door of Ka'abah-e- Sharif made of?
8. What is the name of the black stone?



## Lesson 4

## UNIT SEVEN

### Word study

**Lamp** (noun): A device for giving light, it is also a piece of furniture: an electric/ oil/ gas lamp/ a street lamp/ a table lamp.

Besides our houses where else do we use lamps?

I use a lamp when I study my lesson at night.

**Lead** (irregular verb): Means direct, guide, escort

Where does the road lead to?

The road leads to Ghazni, Kandahar and Herat.

**Marble** (noun): A marble is a piece of stone use for flooring and decorating of a building. Our hall floor is covered with white marbles. Is there any house in your neighborhood decorated with marble? What color is marble?

**Replace** (regular verb): Means to take the place of something, or put something or someone in the place of something or someone else.

The old banknotes were replaced by the new set in 1383.

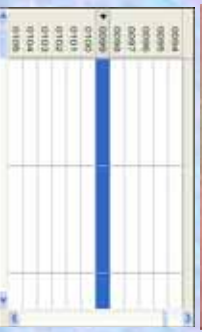
The company replaced most of its workers with robots.

**Row** (noun): a row is a number of things or persons in a line.

Please, stand the last row.

How many rows are there in the table?

People were waiting in rows to get the visa.





## Lesson 4

## UNIT SEVEN

### Word study

1. Maghrib prayer is at \_\_\_\_\_.
2. Taj Mahal palace is made of \_\_\_\_\_.
3. We sacrifice an \_\_\_\_\_ on Eidul Azha.
4. A \_\_\_\_\_ is a high piece of land. You can usually walk up.
5. Each \_\_\_\_\_ which supports the roof of our club is 6 meters high.

- a. hill
- b. animal
- c. marbles.
- d. pillar.
- e. sunset

1. During the Hajj program, I \_\_\_\_\_ an animal.
2. They \_\_\_\_\_ the broken cup with a new one.
3. Earth is \_\_\_\_\_ by water.
4. Draw a \_\_\_\_\_ and color it yellow.
5. Every year, hundreds of tourists \_\_\_\_\_ to Afghanistan. Do you know how many tourists have \_\_\_\_\_ since 2001?

- a. circle
- b. surrounded
- c. sacrificed
- d. come
- e. replaced

1. I turned on the \_\_\_\_\_ because the curtains in my room were closed.
2. A \_\_\_\_\_ in Herat produces the lamp.
3. Your \_\_\_\_\_ is very poor. I can not even read a word.
4. The \_\_\_\_\_ of this building is made of stone, but the top part is made of wood.
5. We stand in \_\_\_\_\_ for the praying.

- a. rows
- b. writing
- c. lamp
- d. factory
- e. base



## Lesson 5

## UNIT SEVEN

### Writing

### What do all pilgrims do on Hajj program?

A. Read Jabar's interview on pages 79 – 80 and write a paragraph about "What all pilgrims do on Hajj program?" use pencil not pen.

A writing area with ten horizontal lines. The top line is solid, the middle line is dashed, and the bottom line is solid. The bottom edge of the area is folded up, creating a triangular shape at the bottom right corner.

B. Pretend you were in Hajj program in Saudi Arabia. What would you do? Write a paragraph.

A writing area with ten horizontal lines. The top line is solid, the middle line is dashed, and the bottom line is solid. The bottom edge of the area is folded up, creating a triangular shape at the bottom right corner.



## Lesson 6

## UNIT SEVEN

### Activities

#### A. Practice the following conversation with your partner.

### Going to Hajj or Umrath

Omer: Good morning Naqibullah.

Naqibullah: Good morning Omer. What do you do here?

Omer: I am looking for my passport.

Naqibullah: Passport! Do you want to go anywhere?

Omer: I want to go and perform Hajji.

Naqibullah: Me too. It will be nice if we go together.

Omer: But I don't know the rules and regulations. Do you know anyone who can help us?

Naqibullah: Let's go to a travel agency.

Omer: That is a good idea.

Naqibullah: Good morning.

Travel agent: Good morning, can I help you?

Omer: We want to go Saudi Arabia for Performing Hajji. Could you give us some information about it?

Travel agent: Do you have passports?

Omer: Yes, we have.

Travel agent: So you need the visa.

Omer: Can you arrange it for us?

Travel agent: Yes, we can, but it costs you 150,000 Afghanis per person.

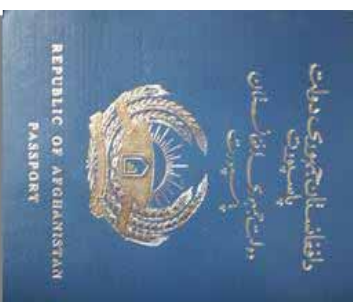
Omer: For what?

Travel agent: For getting the visa, airplane tickets, rent of the hotel and salary of a guide.

Naqibullah: It sounds too much. Let us to consult with each other, and will inform you later.

#### B. Answer the following questions.

1. Whom did Omer meet?
2. Where does Omer want to go?
3. Did Naqibullah want to go to Hajji, too?
4. Where did they go?
5. Did they have passport?
6. What did they need?
7. Did the travel agent arrange the visa?
8. How did it cost?
9. Why did it cost them too much?
10. Did they agree with the cost?





## Lesson 7

## UNIT SEVEN

### Activities

A. Read this table.

## Describing Buildings and Towers

Buildings and towers	Height	Shape	Length	Width	Materials
1. Ka'abah	13.8 m	box	11 m	9.6 m	Grey stone
2. Eiffel Tower	300 m	A	of the base 120 m	of the base 120 m	iron

B. Now read the description which is made from the information in the above table.

Ka'abah-e Sharif is a 13.8 meter high, box shaped building. It is 11 meters long and 9.6 meters wide. It is built of grey stone.

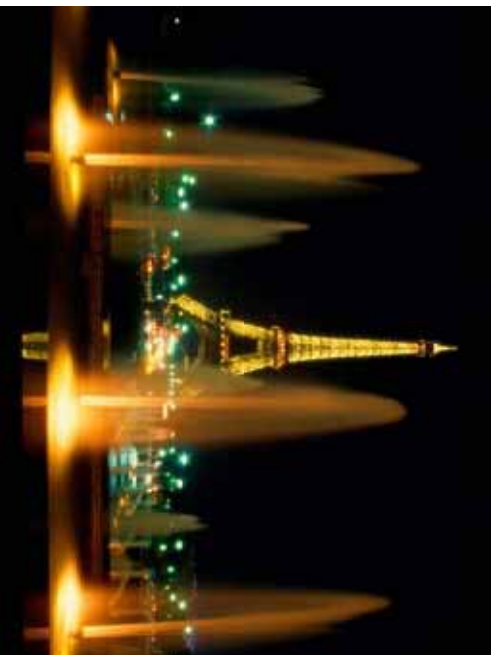
C. Can you describe the Eiffel tower and any other building?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Review

Read, learn and remember.

TENSES

Past ~~→~~ The plane left an hour ago.

Present perfect ~~→~~ The plane has already left.

Present ~~→~~ The plane leaves at ten o'clock every day.

Present continuous ~~→~~ The plane is leaving now.

Future ~~→~~ The plane is leaving at ten o'clock tomorrow.

~~→~~ The plane is going to leave at ten o'clock tomorrow.

~~→~~ The plane will leave at ten o'clock tomorrow.

HAVE SOMETHING DONE

Remember

When you can not do something yourself, or when you do not want to do it yourself, you can have someone to do it for you.

I will have my house painted.

She is going to have her car fixed.

Have you had your hair cut?

I have had my furniture replaced.

He is going to have his book covered.

They had their room cleaned.

A. Read the sentences on the left and answer the questions next to them and copy them in your notebook.

It is 4:30 o'clock in the afternoon. From Saturday to Thursday every week, Ibrahim plays football between 3:00 to 4:30 p.m.

a. What did Ibrahim do last Monday afternoon at 3:30?

b. What has he just done?

c. How many times has he played football this week?



Asad is our English teacher. At the moment he is in the principal office.

a. What does Asad do?

b. What is he doing at the moment?  
\_\_\_\_\_

Aman works in Samangan. Every Thursday, he comes to Kabul to visit his family. He returns to Samangan on Saturday.

a. What is Aman doing next Thursday?  
\_\_\_\_\_

b. Who is he going to visit?  
\_\_\_\_\_

c. When will he return back?  
\_\_\_\_\_

# VOCABULARY LIST

Nouns	Verbs	Adjectives	Adverbs
viewer hill pillar prophet mankind marble base praise sacrifice sunset regulation	face hasten sacrifice shave surround lead escort replace praise spread	sacred brightness grey top	instead



## Unit Eight

# Dining Customs

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

- ➡ learn the usage of “direct and indirect speech”.
- ➡ read a paragraph about dining customs.
- ➡ read a letter about dining customs in New Zealand.
- ➡ write a letter about dining customs in Afghanistan.
- ➡ learn new words.





## Lesson 1

## UNIT EIGHT

### Conversation

# At a Restaurant

### A. Practice the following conversation with your partner.

Reporter: Good evening. I am at the popular restaurant. I am waiting for the manager. He is busy in the kitchen at the moment. So, I am going to ask this customer over here for his opinion about the restaurant. How do you do?

Customer: How do you do?

Reporter: Can I ask you a few questions?

Customer: Certainly.

Reporter: What do you think of the restaurant?

Customer: I think it is very nice.

Reporter: Do you like the food?

Customer: Yes, it is delicious.

Reporter: Really ... Ah, excuse me. Here is the manager now. Good evening, Sir.

Manager: Good evening. I am sorry for being late.

Reporter: That is all right. Now, can you give us some information?

Manager: I will try. What do you want to know?

Reporter: Why do you think a lot of people come here?

Manager: Well, I think our customers like the cooking and we try to make the service good. The waiters are friendly. And it isn't costly.

Reporter: What kinds of food do you serve?

Manager: We have both Eastern and Western food. But majority of our customers are Afghans.

Reporter: Don't you get any complaints?

Manager: Yes, we do. But only a few. We had one last night. A man complained because we closed at 10:30 in the evening. He thought it was too early.

Reporter: Thank you very much.

Manager: You are most welcome.

### B. Answer the following questions.

1. Are the waiters at the restaurant friendly?
2. Why does the restaurant have a lot of customers?
3. Is the food expensive?
4. How many kinds of food does the restaurant serve?
5. What did the man say about the restaurant?
6. Do the people complain?



## Lesson 1

## UNIT EIGHT

C. Now practice the following conversation with your partner.

### Meeting someone for the first time

How do you do?  
How do you do?  
What do you think of the restaurant?  
It is nice?

D. Ask for more opinions like the one in C. Use the words in the chart.

a. armchair? ..... comfortable.	f. Mazar-e-Shari..... crowded.
b. food? ..... delicious.	g. Paghman ..... interesting.
c. your manager? ..... keen.	h. the new road? ..... excellent.
d. driving fast?..... dangerous.	i. the decorations? ..... Beautiful.
e. guest? ..... polite.	j. the wedding party? .... excellent.

E. Now say this conversation.

Negative questions: (Negative question is used when we think the answer will be yes.)

Don't you get any complaints?  
Yes, we do.

F. Make more negative questions and answers.

1. Is he waiting for the manager?
2. Are you Noor Ahmad?
3. Can they give you some information?
4. Did it close at 10:30 in the evening?
5. Is the food delicious?



## Lesson 2

## UNIT EIGHT

### Grammar

### ARTICLE + ADJECTIVES

Read the sentences and see the usage of adjectives with article "a".

- |                            |                             |                            |     |                           |                            |
|----------------------------|-----------------------------|----------------------------|-----|---------------------------|----------------------------|
| 1. The restaurant is nice. | <input type="checkbox"/> no | <input type="checkbox"/> a | but | It is a nice restaurant . | <input type="checkbox"/> a |
| 2. The manager is keen.    | <input type="checkbox"/> no | <input type="checkbox"/> a | but | He is a keen manager.     | <input type="checkbox"/> a |
| 3. The hall is big.        | <input type="checkbox"/> no | <input type="checkbox"/> a | but | It is a big hall.         | <input type="checkbox"/> a |
| 4. The waiter is friendly. | <input type="checkbox"/> no | <input type="checkbox"/> a | but | He is a friendly waiter.  | <input type="checkbox"/> a |

Read the following sentences and change them to new ones using the article "a".

1. That customer is hungry.
2. The opinion is interesting.
3. The cook is angry.
4. The manager is punctual.
5. This flower is beautiful.
6. This restaurant is nice.
7. This pillar is marble.
8. That material is strong.
9. This concrete is thick.
10. That bookcase is wooden.

### VERY AND TOO

Read these sentences.

1. The students are very late, but they can catch the lesson.
2. The students are too late, so they couldn't catch the lesson.
3. The man was very late, but he could get the bus.
4. The man was too late, so he couldn't get the bus.

**A. Read the sentences and add another ones using the joining words "but or so" with "very and too".**

1. The students were too late for the lesson.
2. The boy came very late.

**B. Complete these sentences with too or very.**

1. The food was \_\_\_\_\_ costly. I did not have enough money.
2. The sunset was \_\_\_\_\_ beautiful. We sat and watched the cartoon.
3. I could not carry my bag because it was \_\_\_\_\_ heavy for me.
4. Ahmad runs 5 km every day. He is \_\_\_\_\_ healthy.
5. I can't get into that car. The roof is \_\_\_\_\_ low.
6. I do not understand this book. It is \_\_\_\_\_ technical.



## Lesson 2

## UNIT EIGHT

### DIRECT AND INDIRECT SPEECH

**Read these sentences:** We use indirect speech to reproduce the main idea of the speaker's words not all the exact words of the speaker.

#### Direct Speech

1. Wait!
2. Don't close the window.
3. I am studying English.
4. You worked very hard.

#### Indirect Speech

- He told us to wait.  
My mother told me not to close the window.  
She said that she was studying English.  
He said that I had worked very hard.

### RULES OF CHANGING DIRECT INTO INDIRECT SPEECH.

#### Rules for direct speech

1. A comma must be used after the main verb.  
Example: He said,
2. The narrated speech must be written between quotation marks.  
Example: He said, "I will come."
3. The first letter of the sentence in narration must be in capital.  
Example: He said, "We will come."

#### Rules for indirect speech

1. The comma and quotation marks are omitted in the indirect speech.
2. To connect the main clause to subordinating clause the conjunction (that) is used.
3. The pronouns are changed according to the speaker and reporter.  
Example: He said that he would come.

**Note: When the main verb is in the simple present tense, neither the tense nor the adverbs are changed.**

Example: He says, "I am working now."

He says that he is working now.

**A. Change the following sentences from direct to indirect speech.**

Example: The food is too costly.

He said that the food was too costly.

1. I am a student.
2. You are watching.
3. Don't run fast!
4. I love pink color.
5. I study geography of grade nine.
6. Wait!
7. It is very early.
8. I will go to the Educational University.

**B. Complete the spelling of these words.**

1. b \_\_\_ sy
2. cert \_\_\_ nly
3. compl \_\_\_ nt
4. c \_\_\_ king
5. co \_\_\_ t \_\_\_ y
6. d \_\_\_ lic \_\_\_ ous
7. opin \_\_\_ n
8. P \_\_\_ p \_\_\_ l \_\_\_ r



Reading

A. Read the following paragraphs. They give information about eating customs around the world.

## A Guide to Dining Customs

Meals can mean different things to people in different countries.

### 1. The main meal

In many western countries, the main meal of the day is usually dinner, but in many Arab countries it is lunch.

### 2. Time to arrive

If you are invited to a meal in Europe, you are expected to come on time. In Afghanistan, you may come one or half hour earlier. In some South American countries, it is all right to appear two or three hours later.

### 3. Gifts

In many countries, you may take a small gift, like chocolates or flowers. In Egypt, you take flowers to weddings or a house where someone is sick, but not if you are invited to a meal. In Afghanistan you may take flowers or clothes to wedding, but fruits for the one who is sick.

### 4. Eating habits

In some countries, you are welcome to eat with your hands. In most of Europe, however, dinner is always eaten with utensils – usually knives, forks and spoons. Hands are rarely used. In the Islamic countries, Muslims eat with the right hand only; either with or without utensils. Muslims should say “Bismillah” (In the name of Allah) in the beginning and Al – Hamdulillah (praise be to Allah) at the end of their meals. Then they wash their hands and mouths.





## Lesson 3

## UNIT EIGHT

### 5. Conversation

In most countries, it is good to talk during the meal. It is polite to say nice things about the house and the cooking.



### 6. After the meal

After the meal in Europe, it is polite to stay between one and two hours before leaving. You can then thank your host before you go. It is appreciated if you either write a note of thanks or phone soon afterwards. But in our country Afghanistan the guest thanks before leaving the host house.



It is better to find out something about the people's customs before you visit them. That way, you will do the right thing and enjoy the meal more.



### B. Answer the following questions.

1. Do all people have the same dining customs?
2. What is the main meal of the day in your country?
3. Why do all Muslims eat with their right hands?
4. What does "gift" mean?
5. Give the opposites of "rarely" and "early"?
6. Tell your classmates about any dining customs you know.



## Lesson 4

## UNIT EIGHT

### Word study

**appreciate (regular verb):** Means be grateful/thankful, understand, welcome.

- A hungry man appreciates a good meal.
- I really appreciate your hard work.
- The teacher appreciates the students' suggestions.

**expect (regular verb):** Means waiting for, guess.

- What do you expect from your sons?
- The teacher expected the students to do their homework correctly.
- He is expecting for a baby son.

**Habit (noun):** A habit is like a custom but is done regularly by one person.

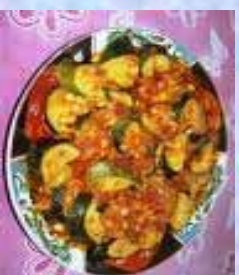
- People say that hard work is a habit. Do you agree?
- He drinks to much tea. It is his habit.
- What habit do you have?

**rarely (adverb):** Means almost never.

- I often play football, but I rarely play tennis.
- He rarely comes to our house.
- She rarely eat sandwich.
- They rarely participate in contest.

**tourist (noun):** a tourist is a person who goes touring or sightseeing or visiting other places.

- Kabul is often full of tourists.
- Majority of the tourists come from Europe.
- I work as a guide in a tourist office.
- Have you ever taken a tourist to an ancient palace?
- There is a tourist office in Kabul international airport.
- Bahram has a tourist card which let him go and see any places he wants.





## Lesson 4

## UNIT EIGHT

### Word study

Choose the correct words to complete the sentences.

1. Our flight leaves at exactly 7:40 p.m. We must be \_\_\_\_\_.  
a. rarely  
b. on time  
c. either  
d. side by side  
e. afterwards
2. I am going shopping and will do my homework \_\_\_\_\_.  
a. friendly  
b. polite  
c. busy  
d. costly  
e. delicious
3. Their house is very close to ours. In fact, they are \_\_\_\_\_.  
a. habit  
b. gift  
c. customer  
d. opinion  
e. course
4. Customers \_\_\_\_\_ complain about a good restaurant.  
a. dine  
b. think of  
c. do  
d. complain  
e. find out about
5. The main meal of the day is usually \_\_\_\_\_ lunch or dinner.  
a. friendly  
b. polite  
c. busy  
d. costly  
e. delicious
1. I introduced myself and said, "How do you \_\_\_\_\_?"  
a. habit  
b. gift  
c. customer  
d. opinion  
e. course
2. Do you have a guide book for France? We want to \_\_\_\_\_ their customs before we go there.  
a. dine  
b. think of  
c. do  
d. complain  
e. find out about
3. We usually \_\_\_\_\_ at 7:00 p.m.  
a. dine  
b. think of  
c. do  
d. complain  
e. find out about
4. "What do you \_\_\_\_\_ Uzbek's cooking?"  
a. dine  
b. think of  
c. do  
d. complain  
e. find out about
5. If the food is not good, you should \_\_\_\_\_ to the manager.  
a. dine  
b. think of  
c. do  
d. complain  
e. find out about
1. The manager could not talk to us because he was \_\_\_\_\_.  
a. friendly  
b. polite  
c. busy  
d. costly  
e. delicious
2. I had to save up for months because the air fare was very \_\_\_\_\_.  
a. habit  
b. gift  
c. customer  
d. opinion  
e. course
3. In Europe, it is \_\_\_\_\_ to arrive on time for a meal.  
a. friendly  
b. polite  
c. busy  
d. costly  
e. delicious
4. The food was cheap but \_\_\_\_\_.  
a. habit  
b. gift  
c. customer  
d. opinion  
e. course
5. He doesn't like anyone. He is not very \_\_\_\_\_.  
a. friendly  
b. polite  
c. busy  
d. costly  
e. delicious
1. I often shop at this supermarket. I am a regular \_\_\_\_\_.  
a. habit  
b. gift  
c. customer  
d. opinion  
e. course
2. At the dinner, we had a pudding after the main \_\_\_\_\_.  
a. habit  
b. gift  
c. customer  
d. opinion  
e. course
3. I often sleep in the afternoon. It has become a \_\_\_\_\_.  
a. habit  
b. gift  
c. customer  
d. opinion  
e. course
4. It was a special occasion. So we gave our brother a \_\_\_\_\_.  
a. habit  
b. gift  
c. customer  
d. opinion  
e. course
5. She asked, "What is your \_\_\_\_\_ of my cooking?" I answered, "I think it is delicious."  
a. habit  
b. gift  
c. customer  
d. opinion  
e. course



## Lesson 5

## UNIT EIGHT

### Writing

**A. James is your friend from New Zealand whom you asked about their eating customs. He has just sent you a letter providing you the information.**

21 Old Street,  
Newtown 45931,  
New Zealand.  
12th December 2009.

Dear Mohammad Omer,

Thank you for your letter. You asked me about our dining customs in New Zealand.

The main meal of the day for most New Zealanders is dinner. Guests usually arrive on time or a few minutes later. They sometimes take a small gift with them but it is not expected.

In summer, barbecues are popular. The meat is cooked outside on an open fire. The food is put on a table and everyone serves himself. People usually sit together in small groups. They eat barbecues with either a knife or fork or with their hands.

When the meal ends, guests often help to carry things into the house. They usually stay for at least an hour after the meal. They normally telephone or write during the next week to say thank you.

I hope that the information be interesting for you. Please write and tell me about your eating customs. I am very interested. Please don't forget to send it soon.

Best wishes

James

**B. Write a letter to James in New Zealand and tell him about eating customs in Afghanistan.**

.....

.....

.....

.....

.....

.....

.....

.....

.....



## Lesson 6

## UNIT EIGHT

### Activities

# What would you like?

**A. Pretend you are in restaurant and you would like have something for lunch.**

Waiter: Good noon, Sir. Here is the menu. What would you like?

Customer: Let me see. One chicken steak with a Qabuli.

Waiter: How about the beverages?

Customer: One cola. And don't forget to bring a bowl of yogurt as well.

Waiter: Anything else, Sir?

Customer: No, thanks.

Alghem Meals	
1) Qabul Palaw	230
2) Chicken Gorma	200
3) Chingon Kebab	250
4) Chicken Pasta	200
5) Chicken Steak	200
Fast Food	
1) Beef Burger	180
2) Beef Burger	200
3) Chicken Burger	140
4) Club Sandwich	200
5) Chicken Sandwich	180
Pizza	
1. Chicken Tikka Pizza	300
2. Chicken Mushroom Pizza	280
3. Beef Pizza	290
4. Vegetable Pizza	260
5. Poutine Pizza	230
6. Four Season Pizza	320
Cold Drinks	
1) Cola, Fanta, Sprite	25
2) Coke, Fanta, Sprite (family)	50
3) Mineral Water (0, 5 lit)	20
4) Mineral Water (1, 5 lit)	50
5) Dough (Yogurt Drink)	30

**B. This is a restaurant menu. Read and act as a customer and a waiter with your partner.**

Alghem Meals	
1) Qabul Palaw	230
2) Chicken Gorma	200
3) Chingon Kebab	250
4) Chicken Pasta	200
5) Chicken Steak	200
Fast Food	
1) Beef Burger	180
2) Beef Burger	200
3) Chicken Burger	140
4) Club Sandwich	200
5) Chicken Sandwich	180
Pizza	
1. Chicken Tikka Pizza	300
2. Chicken Mushroom Pizza	280
3. Beef Pizza	290
4. Vegetable Pizza	260
5. Potato Pizza	250
6. Four Season Pizza	320
Cold Drinks	
1) Cola, Fanta, Sprite	25
2) Coke, Fanta, Sprite (family)	50
3) Mineral Water (0, 5 lit)	20
4) Mineral Water (1, 5 lit)	50
5) Dough (Yogurt Drink)	30



Review

Read learn and remember.

**ARTICLE + ADJECTIVE**

- |                                |                             |
|--------------------------------|-----------------------------|
| 1. That restaurant looks nice. | It looks a nice restaurant. |
| 2. That boy is intelligent.    | He is an intelligent boy.   |
| 3. The cloth is dirty.         | It is a dirty cloth.        |
| 4. English teacher is kind.    | He is a kind teacher.       |
| 5. The flower is beautiful.    | It is a beautiful flower.   |

**A. Read the sentences and add one from your own.**

Example: That boy is tall.

He is a tall boy.

- |                        |                                   |
|------------------------|-----------------------------------|
| 1. The baby is noisy.  | 3. That book is thick.            |
| 2. This fish is white. | 4. Geography book is interesting. |

**VERY AND TOO**

1. The bus is very late, but he can get enough passengers.
2. The bus was too crowded, so it couldn't get enough passengers.
3. The teacher was very late, but he could catch the lesson.
4. The teacher was too late, so the term has already changed.
5. The man was very late, but he could get the flight.
6. The man was too late, so the airplane has already taken off.

**B. Read the sentences and add one from your own.**

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1. The principal was very late. | 3. The principal was too late. |
| 2. That student came very late. | 4. That student came too late. |

**DIRECT AND INDIRECT SPEECH**

- |                                |  |
|--------------------------------|--|
| 1. I am studying history.      | He said that he was studying history.    |
| 2. He is at home.              | He said that he was at home.             |
| 3. You will come to the party. | She said that I would come to the party. |
| 4. We had a party.             | They said that they had had a party.     |
| 5. I had a nice car.           | He said that he had a nice car.          |

**C. Change the following sentences from direct speech to indirect speech.**

Example: I am playing tennis.

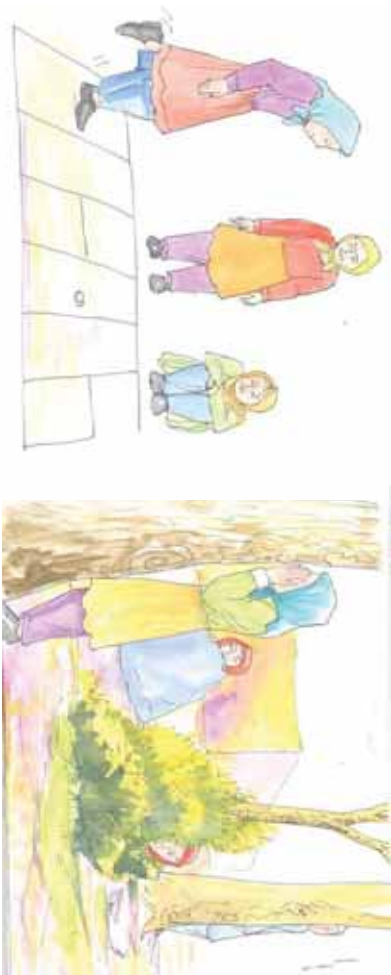
He said that he was playing tennis.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. I am learning computer.            | 4. I have seen that movie.     |
| 2. He will talk about our math class. | 5. He played football.         |
| 3. They traveled to Nepal.            | 6. We are going to fly London. |



## VOCABULARY LIST

Nouns	Verbs	Adjective	Adverbs
barbecue beverage dining majority manager meal moment narration occasion opinion quotation utensil	appreciate crowd complain expect omit barbecue dine narrate quote	according habit polite popular punctual	afterward costly



## Unit Nine

# Traditional Games

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

- ➔ learn the usage of reporting questions in “direct and indirect speech”.
- ➔ read a paragraph about traditional games.
- ➔ read a letter.
- ➔ write a letter to your friend.
- ➔ learn new words.





## Lesson 1

## UNIT NINE

### Conversation

**A. Mr. Young who is an American writer has written a book about children’s games. He is having a discussion with Mr. Hamidi.**

Mr. Hamidi: Is this your first book, Mr. Young?

Mr. Young: Yes, it is.

Mr. Hamidi: What is the title?

Mr. Young: It is called “Learning at Home”.

Mr. Hamidi: What is the aim of your book?

Mr. Young: To show the importance of games for young children. I think they learn a lot from it.

Mr. Hamidi: What do they learn?

Mr. Young: They learn to use their brains and bodies. Most games make children think and move. Of course, they learn much more when someone else plays with them; an older sister, for instance.

Mr. Hamidi: How does that help?

Mr. Young: Well, and older sister can show her younger brother or sister what to do and how to do it. Also, games are much more exciting when two or more people play together. Learning is easier when it is fun.

Mr. Hamidi: So, older sisters can really help their younger brothers and sisters.



### **B. Answer the following questions.**

1. What is the title of Mr. Young’s first book?
2. What is the book about?
3. Are playing games useful for children? Tell your idea.
4. What is the importance of helping younger brothers?
5. How can we make the learning process easier?



## Lesson 2

## UNIT NINE

### Grammar

### REPORTING QUESTIONS

#### Read these sentences.

Direct speech: He said, "Do you remember me?"

Indirect speech: He asked me whether/ if I remember him."

Direct speech: She recalled me, "Where do you study English?"

Indirect speech: She wanted to know where I studied English.

Direct speech: Ahmad said, "Had you finished the work?"

Indirect speech: Ahmad required me whether/ if I had finished the work.

Direct speech: She said, "Where does Shaboo live?"

Indirect speech: She wanted to know where Shaboo lived.

Direct speech: "Will you meet my uncle at the party?" said Ferooz.

Indirect speech: Ferooz inquired whether/ if I would meet his uncle at the party.

#### Rules of changing reporting questions

In reporting questions the indirect speech is introduced by some such verbs as asked, inquired, etc.

When the question is not introduced by an interrogative word the reporting verb is followed by whether or if.

#### Change the following questions from direct to indirect speech.

Example: The manager said, "What are you doing?"

The manager inquired what I was doing.

He said to me, "Is he from Egypt?"

The police asked if he was from Egypt.

1. My father said, "What are you doing?"
2. "Where do you live?" asked the stranger.
3. The policeman said to us, "Where are you going?"
4. He said, "Will you come listen to me?"
5. "Do you speak English?" the director said.
6. She said, "How are you?"
7. The teacher said, "Where is your book?"
8. "How much did you buy the jacket?" my father said.
9. The shopkeeper said, "Did you like the jacket?"



## Lesson 3

## UNIT NINE

### Reading

# GAAMES

Read the following paragraphs about childhood games in the world.

People have played games for thousands of years. Cavemen probably played by throwing and catching sticks of animal bones. Later, these were replaced by balls. Old Egyptian wall pictures show women who are playing ball games. They were drawn around four thousand years ago.

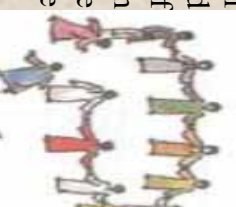
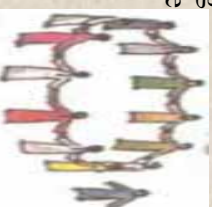
One game with string, called Cat's Cradle in English, started in China thousands of years ago. Since, then, it has spread all over the world. In the Arctic, women play it in order to fill their long days in the summer time.

Some games started in Greece. One is called drop the Handkerchief. A group of children makes a circle, except for one child called "It". "It" stands outside the circle. All the members of the circle remain standing or sitting without moving. "It" walks round the outside of the circle with a handkerchief while the group says or sings.

I sent a letter to my friend  
And on the way I dropped it  
One of you has picked it up  
And put it in your pocket.

Before the ends, "it" drops the handkerchief behind one of the players in the circle. That player runs round the outside of the circle as fast as possible. 'It' runs the opposite way round. Each tries to get back to the empty place in the circle that player has left. The one who loses is the next 'it'. Then the game starts again.

There are many games playing by children of our country. One which is very popular among our children is the play of Wolf and Sheep "Goorg wa Bara". A group of children makes a circle, except for two called wolf and sheep. The sheep stands inside the circle and the wolf outside. All the other members of the circle remain standing and sometimes siting. The wolf tries to catch the sheep. The sheep runs till he is caught by the wolf. If the wolf can't catch the sheep he loses the game.





## Lesson 4

## UNIT NINE

### Word study

**Apart (adv):** Means not together, separate, away from.

- He has two sons who live **apart** from him.
- How can you talk about someone when you live **apart** from him?
- The cheetahs keep their babies until they can live independently then they live **apart** from them.



**Competition (noun):** Contest, struggle, a game which tests what people can do better than others.

- Is football world cup is a **competition**?
- I participate in Holy Qu'ran **competition**.
- Would you like to go and see the **competition**?



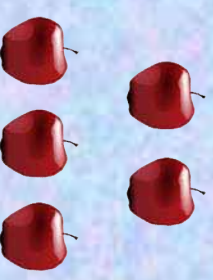
**Drop (regular verb):** Means fall, to let something fall.

- She **dropped** the cup down and broke it into pieces.
- The doctor **dropped** the water into his nose.
- Can I **drop** this water into the bottle?



**Remain (regular verb):** stay in the same place or condition.

- Most of the students left the school at 10:30, but the students in grade 9 **remained** until noon.
- If you take three apples from five how many **remain**?
- He **remained** silent.



**Spread (irregular verb):** extend, broaden, widen.

- Islam spread over the whole Middle East between 630 AD and 750 AD.
- I graduated from high school with the first position and this news spread rapidly in my family.

# ISLAM



## Lesson 4

## UNIT NINE

### Word study

Choose the correct words to complete the sentences.

1. The film was so \_\_\_\_\_ that the viewers jumped out of their chairs.  
a. local  
b. possible
2. It is a \_\_\_\_\_ playground. A lot of children can play there.  
c. large
3. We were together in Farah. Now we live \_\_\_\_\_ in different cities.  
d. apart
4. I would like to go to the moon, but it is not \_\_\_\_\_ for me.  
e. exciting
5. The \_\_\_\_\_ school is only a kilometer away from our house.

1. The old man had to use his \_\_\_\_\_ in order to walk.  
a. cradle  
b. pocket
2. Her \_\_\_\_\_ is to run her own business.  
c. stick
3. You can leave the \_\_\_\_\_ in the meat until it is cooked.  
d. bone  
e. aim
4. A child of five years old is too big to sleep in a \_\_\_\_\_.
5. If you do not have a bag, you can carry you money in your \_\_\_\_\_.

1. Everybody else left the room, only I \_\_\_\_\_.  
a. changed
2. He has \_\_\_\_\_ his car. He has painted it yellow.  
b. spread  
c. filled
3. She \_\_\_\_\_ her cup of milk. It spread all over the floor.  
d. dropped  
e. remained
4. My glass of juice was not full, so I \_\_\_\_\_ it to the top.
5. The English language has \_\_\_\_\_ through the whole world.



## Lesson 5

## UNIT NINE

### Writing

**A. Pretend you have a friend in England. He has sent you a letter in responding of your letter and described children's game in England.**

14 King's Street,  
Manchester M16 2rb,  
England.  
15 February 2010.

Dear Nader,

Thank you for your letter. You asked me about my hobbies and interests. Well, I look after my younger brother and sister a lot. I am interested in their games. Their favorite one is called Freeze Tag. It is a chasing game. Let me describe it for you.

"Freeze Tag" is played outside. It is best to have about six children. One child is called 'it' and tries to touch the others by chasing them. When children are touched by 'it' they must not move. They must stay in one place until another child touches them. 'It' tries to touch all the others. When 'it' has touched everyone, or after five minutes, the game starts again with a new 'it'.

I hope this is interesting to you. Please write and tell me about children's games in your country. I am looking forward to hear from you soon.

Best wishes,  
David

**B. Read the above letter again and write a letter to David and try to describe a local game played by the children. Study how to write a letter.**

1. **The Heading:** It is consisting of the writer's address and the date.
2. **The courteous:** It is Greeting or Salutation.
3. **The communication:** It is the Message or body of the letter.
4. **The subscription:** It is courteous Leave – taking or Conclusion.
5. **The signature:** It is the sign or name of the writer.



## Lesson 5

## UNIT NINE

The greeting or Salutation

Dear Nader,

The body

Thank you for your letter. You asked me about my hobbies and interests. Well, I look after my younger brother and sister a lot. I am interested in their games. Their favorite one is called Freeze Tag. It is a chasing game. Let me describe it for you.

“Freeze Tag” is played outside. It is best to have about six children. One child is called ‘it’ and tries to touch the others by chasing them. When children are touched by ‘it’ they must not move. They must stay in one place until another child touches them. ‘It’ tries to touch all the others. When ‘it’ has touched everyone, or after five minutes, the game starts again with a new ‘it’.

I hope this is interesting to you. Please write and tell me about children’s games in your country. I am looking forward to hear from you soon.

Best wishes,  
David

The Heading

14 King’s Street,  
Manchester M16 2rb, ←  
England.

15 February 2010.

The Subscription or courteous Leave - taking or Conclusion

The signature and name



## Lesson 6 & 7

## UNIT NINE

### Activities

Read the following games instruction.

## GAMES DESCRIPTIONS

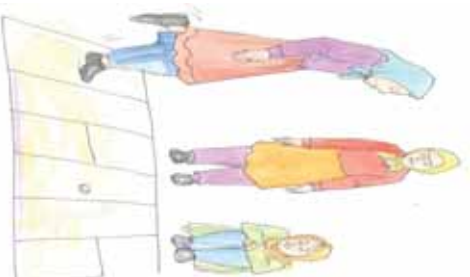
Blind man's Buff is played outside. It is best to have a number of children consisting of 8 to 10. One child tights his/ her eyes with a piece of clothes and tries to catch the others. The one who is caught starts the new game.



Hide and seek is played outside. The number of the children is not important. First the children stand in a circle saying the numbers from ten to hundred. The one who says hundred leaves the circle till all the children finish. The one who remains in the circle closes his/ her eyes and reads the multiplication of five. During the multiplication the other children hide in a place. The one who closed his/ her eyes tries to find them. When he finds a member says (Tapa) till all the children finish and win the game. If the others could hit him from behind saying (As Ples) he loses the game.



Jez Bazi is a game played outside by the girls. The game starts with drawing of a table on the ground. Actually, there are three kinds of tables; one of the tables is like rectangular table which is divided in two sides. Every side has six square cells. At the end of the left side is a square cell which is divided in two parts. Then a girl starts the game by throwing a flat stone in the first cell of the table. She moves by one leg and kicks the flat stone by her foot from one cell to another cell until she reaches at the top of the table. There, she stands and throws the flat stone in the first cell of the left side and then moves by one leg and kicks the flat stone to out it from the table.





## Lesson 8

## UNIT NINE

### Review

Read, learn and remember.

#### REPORTING QUESTIONS

Yes/ No questions in reported speech.

1. “Do you speak English?” said the stranger.  
The stranger asked me if/ whether I spoke English.
2. The principal said, “Are you a student?”  
The principal asked me if/ whether I was a student.
3. “Are you watching TV?” said my friend.  
My friend asked me if/ whether I was watching TV.
4. “Will you come at the party?”  
My cousin asked me if/ whether I would come at the party.

#### REPORTING QUESTIONS

WH – questions in reported speech.

1. “Where do you live?”  
The new student asked me where I live/ lived.
2. The principal said, “What do you do in the playground?”  
The principal asked me what I did in the playground.
3. “What will I do tonight?” said my friend.  
My friend asked me what I would do that night.
4. My father said, “When are you going to bazaar?”  
My father asked me when I was going to bazaar.

Change the following questions to reported speech.

1. “Can you swim?” said the swimmer.
2. The teacher said, “Who is ready to explain the lesson?”
3. My mother said, “Where are you going?”
4. My mother said, “Do you go to the bazaar?”
5. The shopkeeper said, “Do you have a coin?”
6. “When will you go to Japan?” said my uncle.
7. My uncle said, “Where are you going to stay in Japan?”
8. “How are you?” said my old friend.
9. “Are you going to take a test tomorrow?”
10. The director said, “Did you prepare the report?”



## VOCABULARY LIST

Nouns	Verbs	Adjective	Adverbs
aim bone brain communication competition cradle handkerchief importance multiplication salutation signature square stick string	broaden chase consist drop enquire extend freeze hide remain touch widen	courteous local opposite	actually apart independently



## Unit Ten

# At the Hospital

In this unit you are going to:

- ➡ learn the usage of Gerund.
- ➡ learn the usage of Conjunction.
- ➡ read a paragraph about Health Care Center.
- ➡ write a letter.
- ➡ learn new words.





## Lesson 1

## UNIT TEN

### conversation

#### A. Practice the following conversation with your partner.

## AT THE HOSPITAL

Mr. Hamidi is not at work today. He has gone to the hospital.

Doctor: Come in.

Mr. Hamidi: Good morning.

Doctor: Good morning. How are you?

Mr. Hamidi: I am not feeling very well.

Doctor: Oh, really? What is the matter?

Mr. Hamidi: Well, I have earache, a sore throat and a pain in chest.



Doctor: When did they start?

Mr. Hamidi: My chest started hurting last Tuesday.

Doctor: Does it hurt all the time?

Mr. Hamidi: Cough! Cough! Not, it only hurts when I cough.

Doctor: When was the last time you had an X-ray?

Mr. Hamidi: I am not sure, but maybe a year ago.

Doctor: OK. The nurse will take your



temperature and check your pulse. After that, I am going to listen to your heart and lungs. Then we'll have an X-ray taken.

Mr. Hamidi: What do you think doctor? What causes it?

Doctor: I am not sure yet. We'll soon find out the cause.

Mr. Hamidi: Do you think it is serious, doctor?

Doctor: I don't think so.

Mr. Hamidi: I hope not.

#### B. Answer these questions.

1. Why is not Mr. Hamidi at work today?
2. What is wrong with Mr. Hamidi?
3. When did he feel a pain in his chest?
4. Who will take his temperature?
5. When did he take the first X-ray?
6. Does the doctor think it is serious?
7. Does Mr. Hamidi think his sickness is serious?



## Lesson 2

## UNIT TEN

### Grammar

#### VERB + VERB - ING (GERUND)

Gerund is that form of the verb which ends in ing and has the force of a Noun and a Verb. Gerund can be used as subject, object and object of preposition.

1. **Playing** card is seriously prohibited in Islam.
2. **Reading** is my favorite hobby.
3. He loves **watching** TV.
4. I like **swimming**.
5. She is interested in **collecting** stamps.
6. He is fond of **hoarding** money.

#### A. Now read these sentences.

I	enjoy	dining with friends.
He	finished	finding out about customs.
She	imagined	passed the exam.
We	looked forward to	shooting of the ball.
You	practice	swimming in cool water.
They	like	reading interesting books.

#### B. Read the following sentences. Make another sentence like the one in example.

Example: Hanif often swim in the lake. // love

He loves swimming in the lake.

1. Basir never drives long distances. // doesn't like
2. Safullah hardly ever stays inside. // doesn't enjoy
3. Diana attends to a lot of conferences. // love
4. I usually don't work on weekends. // don't like
5. Toba studies every night. // like
6. Sometimes we watch TV. // enjoy

#### C. Now join the sentences. Follow the example.

Example: They head the ball. They practice doing it.

They practice heading the ball.

1. I have meal with my friends. I enjoy it.
2. He goes jogging every day. He looks forward to it.
3. My sister has done her homework. She has finished it.
4. I read books. I like them.
5. She studies geography a lot. She likes it.



## Lesson 2

## UNIT TEN

### CONJUNCTION

A conjunction is a word which joins two words, two phrases and two sentences.

Ahmad **and** Tariq are old friends.

The man received **as soon as** I called him.

**When** the teachers talk the students listens carefully.

She must weep, **or** she will die.

I called Ahmad to come to our house tonight, **but** he didn't come.

**Either** come to class **or** leave the school.

We **both** love **and** honor our teachers.

A book is a book, although, there is nothing in it.

Don't go **till** I come.

I found my watch **where** I left it.

#### A. Read the sentences and observe how conjunctions are used.

It hurts	when before after as soon as	when before after as soon as	I cough.
	when before after as soon as		I cough, it hurts

#### B. Use before or after to make one sentence.

Example: get up/ wash your face.

After you get up, you wash your face.

1. finish eating/ brush my teeth.
2. have breakfast/ thank Allah.
3. the sunrises/ I wake up.
4. go to school/ wear uniform.
5. return from school/ I greet every one.
6. she does her homework/ she goes to bed.

#### C. Complete the following sentences with but or and.

1. I ran fast, \_\_\_\_\_ I missed the bus.
2. Zaid \_\_\_\_\_ Najib came home together.
3. That man is poor, \_\_\_\_\_ honest.
4. He studied hard, \_\_\_\_\_ failed in examination.
5. My brother is well, \_\_\_\_\_ my sister is ill.



## Lesson 3

## UNIT TEN

### Reading

#### A. Read the following paragraph about health care in Afghanistan. *Health care centers in Afghanistan*

There are three main kinds of health care in Afghanistan. First, there are small clinics and hospitals in all areas and districts of Afghanistan. These aim to treat sickness and simple diseases and to prevent diseases in their local population. Second, there are general hospitals in towns. Third, there are specialized, and surgery centers in Kabul, Mazar – Sharif, Herat and Nangarhar. They treat patients with, for example, eye, heart, kidney, surgery and many more problems and if it is necessary they can operate patients.



Patient at the government hospitals are treated with the most modern equipment and medicine. In – patients are looked after, day and night, by trained nurses and doctors. Others who want treatment at the hospital have to register at the out – patients department. After giving details such as name, age and their problems to the registration officer they can see the doctors who are specialists in their problems. If the problem is not serious the doctors give them prescriptions and then can go home and if it sounds serious the doctors send them to the in – patient service to hospitalize and treat them.

If necessary, test results are checked then treatment is started and they hope that all patients get better as quickly as possible.

#### B. Answer the following questions.

1. Is health care free in Afghanistan?
2. What are three main kinds of health care in Afghanistan?
3. Who look the in – patients?
4. What should the out – patient people do first?
5. If the problem sounds serious, what will the doctor do?
6. What is the aim of small clinics and hospital?
7. What are the doctors hoping for their patients?
8. What is the best way of preventing from diseases?



## Lesson 4

## UNIT TEN

### Word study

**Operate (regular verb):** Means to do surgery, to make something work.

- The hospitals in Afghanistan operate 24 hours.
- The surgeons operate the patient with kidney problems.
- What is the main operating system of a computer?

**Prevent (regular verb):** to avoid, stop, put off.

- The wheel chairs prevent disables from falling to earth.
- What do the traffic signs mean?
- The mothers take care to prevent their babies from falling down.

**Register (regular verb) registration (noun):**

Means to record

- The parents have to register their children at school when they are at age of 7.
- How many people are registered in your class?
- The registration office is near the gate.
- Have you ever registered your name in any club before?

**Result (noun):** outcome.

- Both the teams scored one. The result is 1-1.
- Getting good marks in examinations are usually the result of hard working.
- Did you watch the football match last night? What was the result?

**Treat (irregular verb) treatment (noun):** cure, heal.

- When we are sick, we need a doctor to treat us.
- If you get sore throat. You should go to a doctor to treat you.
- He is being treated for his skin disease.





## Lesson 4

## UNIT TEN

### Word study

Choose the correct words to complete the sentences.

- Your \_\_\_\_\_ shows how fast your heart is beating.  
a. chest  
b. X – ray  
c. out – patient  
d. lungs  
e. pulse
  - After the accident, I saw blood on the man's \_\_\_\_\_.
  - When I arrived at the hospital, I was the only \_\_\_\_\_.
  - The patient's \_\_\_\_\_ showed a broken leg.
  - Fish do not have \_\_\_\_\_ so they can't breathe out of water.  
a. etc  
b. serious  
c. free  
d. necessary  
e. as soon as
- Health care is \_\_\_\_\_ for the citizens of Afghanistan.
  - Table is covered with books, paper, pencils and \_\_\_\_\_.
  - The loud noise of the engine shows that the damage in the car is \_\_\_\_\_.
  - He always begins his homework \_\_\_\_\_ he gets home.
  - A school certificate is \_\_\_\_\_ if you want to study at a university.
- How can we \_\_\_\_\_ people from smoking?  
a. cough  
b. treat  
c. prevent  
d. register  
e. operate
  - It is best to see your doctor if you \_\_\_\_\_ a lot.
  - I would like to use this machine, but I can not \_\_\_\_\_ it.
  - You must \_\_\_\_\_ at school before you attend the class.
  - Some doctors in that hospital \_\_\_\_\_ patients with eye problems.
- Dr. Rahman is a heart \_\_\_\_\_.
  - A doctor usually sees his patients at his \_\_\_\_\_.
  - My \_\_\_\_\_ with the director is at 10:15 this morning.
  - There are four teachers in the social studies \_\_\_\_\_.
  - I felt much better after the doctor's \_\_\_\_\_ of my sickness.



## Lesson 5

## UNIT TEN

### Writing

**A. Read the table.**

City	Kabul
Name	Indri a Gandhi children hospital
Type	General
Built	1973
Beds	350
Clinic	Different types
Male doctors	120
Female doctors	45
Male nurses	40
Female nurses	30
Out – patients	40 – 50
In – patients	10 – 15 per day

**B. This paragraph is written from the table above. Read it.**

### Indri a Gandhi Children Hospital

There are several hospitals in Kabul. One of them is Indri a Gandhi Children Hospital. It is a general hospital and was built in 1973. At that time it had 350 beds for in – patients. Later, the number of beds increased. The hospital has different clinics and departments. About 120 male doctors and 45 female doctors work there. There are 40 male and 30 female nurses. Nearly about 40 – 50 out patients are treated and given them prescription everyday. The average hospitalized patients is 10 – 15 per day.

**C. Now read the table below and write a paragraph about it.**



City	Kabul
Name	Gemhoriat
Type	General
Built	1975
Beds	350
Clinics	Different departments
Male doctors	150
Female doctors	55
Male nurses	85
Female nurses	78
Out – patients	50
In – patients	280



## Lesson 6

## UNIT TEN

### Activities

# Talking to a Doctor

**A.** Read these sentences.

What is the problem?

Well, I have an earache.

**B.** Now act as a doctor and ask and answer questions about the following diseases.



a sunstroke



a fever



a chicken pox



Stomachache



swollen the ankle



cough

**C.** Now make conversation. Follow the example.

When was the last time you had an earache?

I am not sure, but might be two weeks ago.

### Registering at a Hospital

**D.** You are at the hospital. You have broken your wrist. The nurse at the registration office is asking you some information in order to register you.



Out Patients Registration Card	
Family name	
First Name	
Age	
Occupation	
Height	
Weight	
Telephone Number	

**E.** Now ask and answer question like the given example.

Example: What is your family name?

My family name is Ahamdy.



## Lesson 7

## UNIT TEN

### Activities

# Reporting What Happened

**A.** When you got home from the hospital, your family wanted to know what happened. Tell them what the registration officer asked you and what you said. Follow the examples of questions.

The registration officer's questions	Reported questions to the family
1. What is your family name?	1. The officer asked me what my family name was.
2. What is your first name?	2. I said it was Ahmady.
3. How old are you?	3. ....
4. What is your occupation?	4. ....
5. How tall are you?	
6. How heavy are you?	
7. What is your telephone number?	

**B.** Report all the questions and answer them as in given example above.

**C.** As you waited, a man asked you the same question in a different way. Report these questions to your family as well.

The man's questions	Reported questions to the family
1. Is your family name Ahmady?	The man asked me if/ whether my family name was Ahmady.
2. Is your first name Akkar?	
3. Are you 18 years old?	
4. Are you a student?	
5. Are you 1.80 cm tall?	
6. Are you 70 kg?	

**D.** Now report all the man's questions as the given example above.



## Lesson 8

## UNIT TEN

### Review

### REPORTING QUESTIONS

How to report a question?

When the question is in Yes/ No, it is introduced by *if/ whether*, but it is interrogative question we use the interrogative word itself in reporting.

1. The boy said, “Will you buy me a book?”  
The boy asked *if/ whether* I would buy him a book.
2. “Do you go to school at 8:00 today?” said my neighbor.  
My neighbor wanted to know *if* I went to school at 8:00 that day.
3. “Where is Naqib?” said the teacher.  
The teacher enquired where Naqib was.
4. “What are you doing?” said my father.  
My father asked me what I was doing.

Note: T o do verbs are omitted from indirect questions.

- “Do you have a red car?” said the shopkeeper.  
The shopkeeper enquired *if* I had a red car.
- The teacher said, “Did you have homework?”  
The teacher wanted to know *if* we had homework.

**Read the following questions then change them to indirect speech.**

1. “Do you know French?” said the French man.
2. “Where do you live” said the new student.
3. My cousin said, “Are we going to Salang?”
4. “I am a student?” said the sick boy.
5. Rahmatullah said, “Will you take me to the party?”
6. Nematullah said, “How is your father?”
7. “What is the matter?” said the school principal.
8. “When are you going to go to Nemrooz?” said the director.
9. “Are you taking the cameramen?” he said.
10. “How much is a kilo of sugar?” said the customer.
11. The patient said, “Will you come at the clinic?”



## VOCABULARY LIST

Nouns	Verbs	Adjective	Conjunctions
chicken pox cough disease earache general heart hoarding lung pain population prescription pulse specialist surgery swollen the ankle temperature	fond head hospitalize miss operate prevent treat	serious	whether if



## Unit Eleven

# Language Ability

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

- ➡ learn the usage of Present Perfect Continuous Tense.
- ➡ read a paragraph about language school in England.
- ➡ learn new words.
- ➡ talk about languages ability.
- ➡ fill registration form.





## Lesson 1

## UNIT ELEVEN

### Conversation

# Learning

# MORE

**Mr. Hamidi is interviewing the director of a private English language course.**

Mr. Hamidi: Mr. Omer, it is almost summer, all the students are on their holidays. Some of them would like to visit their relatives and some want to study in courses, especially English language and computer courses. Can you tell us about the possibilities for the students who like to learn English in your Educational Center?

Mr. Omer: Yes of course. There are two main possibilities we have been providing for the students since 2007

Mr. Hamidi: Would you mind telling us those possibilities?

Mr. Omer: One we have summer offers and the second is that they can learn English for different length.

Mr. Hamidi: What are the summer offers?

Mr. Omer: The summer offer is the cheap fee that we have been given since 2009 for the students.

Mr. Hamidi: How much percent do you give discount for the students?

Mr. Omer: For the girls 50 percent and for the boys 40 percent.

Mr. Hamidi: Is there any other difference between your English center and others'?

Mr. Omer: The main difference is having a modern system of teaching with great facilities. Besides that, we prepare them random test and quizzes.

Mr. Hamidi: Any other difference you have forgotten?

Mr. Omer: Mmm, yes once per month they have an English teacher who is from Britain. The teacher has been working with us for three years.

Mr. Hamidi: Well, Thanks Mr. Omer.

Mr. Omer: You are welcome.

### **Answer the following questions.**

1. Do you take any course on your holidays?
2. What are the two main possibilities of English language that the center have been providing since 2008?
3. How much discount does the English language center give to the girls?
4. What is the main difference of the English Language Center from the other centers'?
5. Does the center give random test and quizzes?



## Lesson 2

## UNIT ELEVEN

### Grammar

#### PRESENT PERFECT CONTINUOUS TENSE

Present perfect continuous tense expresses an action or activity which began at some time in the past and is still continuing.

Subject + Have/ Has + Been + verb (ing) + complement

1. I have been working on this table for five hours.
2. They have been living here since 1998.
3. We have been watching this match for one and half hour.
4. She has been sleeping for several hours.
5. He has been teaching English in this school since I was in grade 6.

Negative sentences

1. I have not been working on this table for five hours.
2. They haven't been living here since 1998.
3. She hasn't been watching the match for one and half hour.
4. He hasn't been sleeping since 1:00 in the afternoon.

Questions, Yes/ No and WH

1. Have you been living here since 1998?
2. Has she been watching TV for several hours?
3. What has he been doing?

#### A. Read the sentences and make two sentences, one in present perfect continuous and one in present perfect tenses by using the words in brackets.

Example: Frishta started reading a book two hours ago. She is still reading it and now she is on page 53.

(read/ for two hours) She has been reading for two hours.

(read/ 53 pages) She has read 53 pages so far.

1. Jamil is from Afghanistan. He is traveling round Asia at the moment. He began his tour three months ago.

(travel/ for three months) \_\_\_\_\_.

(visit/ six countries) \_\_\_\_\_.

2. Jimmy is a tennis player. She began playing tennis when she was ten years old. This year she is a national champion again for the fourth time.

(win/ the national championship four times) \_\_\_\_\_.

(play/ tennis since he was ten) \_\_\_\_\_.

3. When Nader and Fawad left college, they started writing books together. They still write books.

(write/ five books since they left college) \_\_\_\_\_.

(write/ books since they left college) \_\_\_\_\_.



## Lesson 2

## UNIT ELEVEN

**B. Complete the sentences with since and for. Be careful that we use (for) for duration of an action and (since) for beginning of an action.**

Example: I have been driving since 8:00 in the morning.

I have been driving for 3 hours.

1. He has been studying physics \_\_\_\_\_ three months.
2. She has been a nurse \_\_\_\_\_ 1980.
3. Mr. Tariq has been working as an engineer \_\_\_\_\_ twenty years.
4. I have been working here \_\_\_\_\_ last year.
5. They have been visiting their relatives in Kabul \_\_\_\_\_ two weeks.
6. You has not used your computer \_\_\_\_\_ June.

### **VERB (ING) = GERUND**

Gerund is that form of the verb which ends in (ing) and has the force of a Noun and a Verb. Gerund can be used as subject, object and object of preposition.

1. **Swimming** is his favorite sport.
2. **Listening, reading and writing** are three ways of **learning** more English.
3. What are the advantages of **going** to an English language school here?
4. **Studying** abroad is more expensive than **studying** in Afghanistan.

**Complete the sentences with correct words in the box.**

answering      listening      washing  
writing      seeing      trying

Example: He tried answering my questions.

1. I enjoy \_\_\_\_\_ to the music.
2. Have you finished \_\_\_\_\_ your hair yet?
3. I have put off \_\_\_\_\_ the letter so many times. I really must do it to day.
4. Hello! Nadrea \_\_\_\_\_ you here! What a surprise!
5. Faisal gave up \_\_\_\_\_ to find a job in this country and decided to go abroad.



## Lesson 3

## UNIT ELEVEN

### Reading

A. Read the paragraph about a language school in England.



#### The School

The English Language Center was started in Westbourne in 1954 and is recognized by the British government. The school is a beautiful old house in its town large gardens. It is a short walk from the town center and the sea. The center has its own tennis courts, language laboratory and library. There are also video and computer facilities. Classes are small, usually about ten students per teacher.

#### Accommodation

There are two sort of accommodation:  
- You can share a room in the school itself.  
The school has 50 double rooms.  
- You can stay in a hotel. The school can arrange this.

#### Sports

There are facilities for tennis, table tennis, volleyball, horse riding and sailing.

#### Excursions

Excursions are made every afternoon and sometimes for the whole days to London and other interesting places in the region.



#### Summer Courses

Course A: General Language.  
- 22 hours per week, minimum 4 weeks

- Ages: 10 – 18

There are courses for beginning as well as intermediate and advanced students. The aim is to improve their speaking, listening, reading and writing.

4 weeks 3<sup>rd</sup> July to 31<sup>st</sup> July

4 weeks 31<sup>st</sup> to 28<sup>th</sup> August

8 weeks 3<sup>rd</sup> July to 28<sup>th</sup> August

#### Course B:

- 28 hours per week, minimum 4 weeks.

- Ages: 10 – 18.

This course is the same as course A plus 6 more hours per week which are specially designed for the students own needs.

4 week 3<sup>rd</sup> July to 31<sup>st</sup> July

4 week 31<sup>st</sup> July to 28<sup>th</sup> August

8 weeks 3<sup>rd</sup> July to 28<sup>th</sup> August



B. Answer the following questions.

1. How many students are there in each class?
2. When are excursions made?
3. What are the four skills in the General English Courses?
4. What does accommodation mean?



## Lesson 4

## UNIT ELEVEN

### Word study

**Design (regular verb), designer (noun) :** Means to plan something usually on a paper and often using drawings.

- English for Afghanistan is designed for intermediate and secondary level.
- Do you know who designed the Eiffel Tower in Paris?
- Who is the designer of this building?

**Facilities (noun):** Means the equipments, the places and all the things which make doing something possible and easy.

- There are all kinds of facilities for students, such as books, classrooms, library and etc.
- That travel agency has the facilities to prepare passport, visa and transportation for the passengers.
- Can you think of any facility for our school football team?

**Need (regular verb & noun):** Means to require because they are essential or very important.

- Do you need anything from bazaar?
- Food is one of people's most important needs.

**Recognize (regular verb):** Means to understand, to know.

1. Ali did my homework, but the teacher recognized his hand writing.
  - Do you recognize the shape on the right?
2. to say that something is good.
  - If the director recognizes your work, he will say it is good.

**Especially (adverb):** Means particularly, mainly.

- We bought a cake for my family, especially for my lovely niece.



PLEASE TAKE  
OFF SHOES

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## Lesson 4

## UNIT ELEVEN

### Word study

Choose the correct words to complete the sentences.

1. Our new school has \_\_\_\_\_ for studying and playing sports.  
a. advantages  
b. facilities  
c. needs  
d. excursions  
e. possibilities
2. One of the \_\_\_\_\_ of traveling by plane is that it is faster.  
a. advantages  
b. facilities  
c. needs  
d. excursions  
e. possibilities
3. I don't know what to do when I leave school. What are the different \_\_\_\_\_ ?  
a. advantages  
b. facilities  
c. needs  
d. excursions  
e. possibilities
4. Ali's class makes many \_\_\_\_\_ by bus.  
a. advantages  
b. facilities  
c. needs  
d. excursions  
e. possibilities
5. A hungry and thirsty man has two \_\_\_\_\_ food and drink.  
a. advantages  
b. facilities  
c. needs  
d. excursions  
e. possibilities

1. I think I \_\_\_\_\_ that I have seen him on TV.  
a. offer  
b. design  
c. improve  
d. share  
e. recognize
2. You can \_\_\_\_\_ your English by working harder.  
a. offer  
b. design  
c. improve  
d. share  
e. recognize
3. When my guests arrive, I will \_\_\_\_\_ them tea or coffee.  
a. offer  
b. design  
c. improve  
d. share  
e. recognize
4. That man's job is to \_\_\_\_\_ buildings. He draws the plans and other people build them.  
a. offer  
b. design  
c. improve  
d. share  
e. recognize
5. Our vacation will be less expensive if we \_\_\_\_\_ a double room.  
a. offer  
b. design  
c. improve  
d. share  
e. recognize

1. On that course, there are 34 lessons \_\_\_\_\_ week.  
a. intensive  
b. per  
c. specially  
d. private  
e. foreign
2. Some of the lessons were designed \_\_\_\_\_ for him.  
a. intensive  
b. per  
c. specially  
d. private  
e. foreign
3. These cars are \_\_\_\_\_. They were not made in this country.  
a. intensive  
b. per  
c. specially  
d. private  
e. foreign
4. He used to teach in a governmental school, but now he teaches in a \_\_\_\_\_ one.  
a. intensive  
b. per  
c. specially  
d. private  
e. foreign
5. He took the \_\_\_\_\_ course because he wanted to learn a lot in short time.  
a. intensive  
b. per  
c. specially  
d. private  
e. foreign



## Lesson 5

## UNIT ELEVEN

### Activities

### Talking about Language Ability

You are registering at a private course in your local town.

You have been learning English for four months.

You speak pretty well.

You understand almost everything.

Your reading is fair.

Your writing is good.

You need to improve your skills.

**You:** Good afternoon. I would like to register for English lessons.

**Director:** I see. How many courses have you studied yet?

**You:** I have been studying English for four months and I am in book 2 now.

**Director:** What is your speaking ability like?

**You:** I can speak pretty well.

**Director:** What about understanding?

**You:** Oh, I can understand almost everything.

**Director:** And what about reading and writing?

**You:** My reading is fair and I can write well. I need to improve my English.

**Director:** O.K. Well, I will put you in our 2nd class of secondary level.

**You:** That is Ok.

**A. Practice the above conversation with your partner and then answer the questions below.**

1. How many courses has he studied yet?
2. How long has he been studying English?
3. Can he speak fluently?
4. How is his understanding?
5. Why did he want to register at the course?

**B. Now see the following registration form that the director has filled out about yourself.**

Family name: Amiri		Courses he studied yet		Understanding		Reading		Writing		Speaking	
First name: Shahpoor		Book 2	Book 2	good	Class number	fair	Class A	well	Time	fair	4 – 5 p.m.
Class to study											



## Lesson 5

## UNIT ELEVEN

**C. Prepare this conversation, use the information here to make a conversation like the one in previous page. The one who is the director completes the registration form.**

You are registering at a course in your local town.

You have been learning English for one year.

You speak fair.

You understand a little.

Your reading is quite slow.

But your writing is good.

Family name: Amiri First name: Shahpoor	Courses he studied yet	Understanding		Reading		Writing		Speaking	
		Book 2	good	fair	well	fair			
Class to study	Book 2	Class number	Class A	Time	4 – 5 p.m.				



## Lesson 7

## UNIT ELEVEN

### Activities

#### FILLING IN A REGISTRATION FORM

**A.** A University graduated Afghan boy who is living in England has written a letter to the English Language Academy in Westbourne, England. He wants to register for an English course in the summer. Read his letter.

To the Director  
The English Language Academy,  
King's Road,  
Westbourne WB1 4AZ,  
England

Shamsudin Frogh,  
P.O. Box 1245,  
Westbourne,  
England,  
24 May 2003.

Dear Sir/ Madam,  
I would like to register for one of your English courses this summer. I was born on 6<sup>th</sup> November 1980 in Kabul. I am Afghan and my native language is Pashto. I am graduated from Kabul University and I live as immigrant in England.

I am interested in your intermediate general course and I can begin at the end of July. Please approve my application to join in the examination for the intermediate class?

I am looking forward to hearing from you.

Sincerely yours,  
Shamsudin Frogh

**B.** Now look at the registration form below that the secretary at the center has completed it. He has used the information from the boy's letter.

WESTBOURNE ENGLISH LANGUAGE ACADEMY – REGISTRATION FORM (USE BLOCK/ CAPITAL LETTERS)			
FAMILY NAME: FORGH	FIRST NAME: SHAMSUDIN		
DATE OF BIRTH: 6/11/1980	NATIONALITY: AFGHAN		
NATIVE LANGUAGE: PASHTO			
ADDRESS: P.O. Box 1245, WESTBOURNE, ENGLAND			
OCCUPATION: UNIVERSITY GRADUATED			
Course	Starting date	No of weeks	Beginning Intermediate Advanced
General	1. <input type="checkbox"/> 3 <sup>rd</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2. <input type="checkbox"/> 31 <sup>st</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	3. <input type="checkbox"/> 3 <sup>rd</sup> July	8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intensive	1. <input type="checkbox"/> 3 <sup>rd</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2. <input type="checkbox"/> 31 <sup>st</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	3. <input type="checkbox"/> 3 <sup>rd</sup> July	8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



## Lesson 7

## UNIT ELEVEN

**C.** You can see that the secretary has not completed the form yet. You can find a copy of Shamsudin Forgh's form below. Complete it for the secretary then fill in the form for yourself.

WESTBOURNE ENGLISH LANGUAGE ACADEMY – REGISTRATION FORM (USE BLOCK/ CAPITAL LETTERS)			
FAMILY NAME: FROGH		FIRST NAME: _____	
DATE OF BIRTH: _____		NATIONALITY: _____	
NATIVE LANGUAGE: _____			
ADDRESS: P.O. Box 1245, WESTBOURNE, ENGLAND			
OCCUPATION: UNIVERSITY GRADUATED			
Course	Starting date	No of weeks	Beginning Intermediate Advanced
General	1. <input type="checkbox"/> 3 <sup>rd</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2. <input type="checkbox"/> 31 <sup>st</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	3. <input type="checkbox"/> 3 <sup>rd</sup> July	8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intensive	1. <input type="checkbox"/> 3 <sup>rd</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2. <input type="checkbox"/> 31 <sup>st</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	3. <input type="checkbox"/> 3 <sup>rd</sup> July	8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**D.** Now complete the following registration form for yourself: Give the correct details for you. Choose a different course from Shamsudin.

WESTBOURNE ENGLISH LANGUAGE ACADEMY – REGISTRATION FORM (USE BLOCK/ CAPITAL LETTERS)			
FAMILY NAME: _____		FIRST NAME: _____	
DATE OF BIRTH: _____		NATIONALITY: _____	
NATIVE LANGUAGE: _____			
ADDRESS: _____			
OCCUPATION _____			
Course	Starting date	No of weeks	Beginning Intermediate Advanced
General	1. <input type="checkbox"/> 3 <sup>rd</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2. <input type="checkbox"/> 31 <sup>st</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	3. <input type="checkbox"/> 3 <sup>rd</sup> July	8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intensive	1. <input type="checkbox"/> 3 <sup>rd</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2. <input type="checkbox"/> 31 <sup>st</sup> July	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	3. <input type="checkbox"/> 3 <sup>rd</sup> July	8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**E.** Complete the spelling of these words from lesson 1 – 6 of this unit in your notebooks.

1. a \_ \_ \_ o \_ \_ \_ odation
2. fac \_ \_ l \_ \_ ties
3. lab \_ \_ \_ \_ \_ tory
4. a \_ \_ \_ antage
5. flu \_ \_ \_ t
6. n \_ \_ tiv \_ \_
7. av \_ \_ \_ age
8. for \_ \_ \_ \_ n
9. priv \_ \_ te





Review

Read, learn and remember.

**PRESENT PERFECT CONTINUOUS**

Present perfect continuous tense expresses an action or activity which began at some time in the past and is still continuing.

Subject + Have/ Has + Been + verb (ing) + complement

1. I have been swimming for two hours.
2. She has been studying since morning.
3. They have been working for this company since 1980.
4. We have been playing for thirty five minutes.

Negative sentences

1. I haven't been swimming for two hours.
2. She hasn't been studying since morning.
3. They have not been working for this company since 1980.
4. We have not been playing for thirty five minutes.

Questions, Yes/ No and WH

1. Have you been swimming for two hours?
2. Has she been studying since morning?
3. Have they been working for this company since 1980?
4. Have we been playing for thirty five minutes?
5. What have you been doing?

**A. Complete the sentences with correct form of (have).**

1. He \_\_\_\_\_ been watching TV since six o'clock.
2. \_\_\_\_\_ you been working?
3. I \_\_\_\_\_ been talking on the telephone for twenty minutes.
4. Where \_\_\_\_\_ you been going since morning?
5. She \_\_\_\_\_ playing skipping for ten minutes.

**B. Change the following sentences into questions.**

1. The English teacher has been teaching for five years.
2. She has been talking for five minutes.
3. I have been playing tennis for fifty minutes.
4. They have been playing cards since nine o'clock.
5. He has been painting the room for twenty five minutes.



**VERB (ING) = GERUND**

Gerund is that form of the verb which ends in **ing** and has the force of a Noun and a Verb. Gerund can be used as subject, object and object of preposition.

1. **Playing** tennis is a good exercise.
2. **Having** an x – ray is important to diagnose your disease.
3. Children love making mud castles.
4. They continued **watching** television.
5. He is fond of **reading** novels.
6. I am tired of **waiting**.

**Complete the sentences with the given words.**

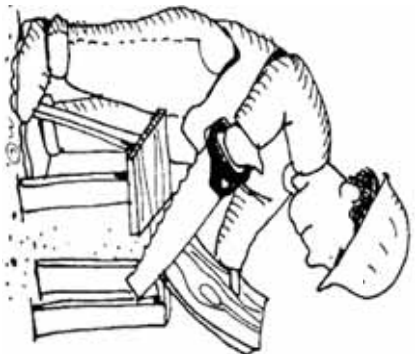
writing    making    telling    having    playing    watching

1. \_\_\_\_\_ too much TV harms your eyes.
2. \_\_\_\_\_ a complete breakfast is useful for health.
3. Stop \_\_\_\_\_.
4. Children love \_\_\_\_\_ mud castle.
5. He was punished for \_\_\_\_\_ a lie.
6. He is fond of \_\_\_\_\_ stories for teenagers



## VOCABULARY LIST

<b>Nouns</b>	<b>Verbs</b>	<b>Adjectives</b>	<b>Adverb</b>
accommodation advantage application champion designer excursion immigrant possibility relative	design improve recognize share	random several	pretty



## Unit Twelve

# Technical School

In this unit you are going to:

- ➔ learn the usage of Relative Pronoun.
- ➔ read a paragraph about Technical Education in Kabul.
- ➔ read an application letter.
- ➔ write an application letter
- ➔ learn new words.

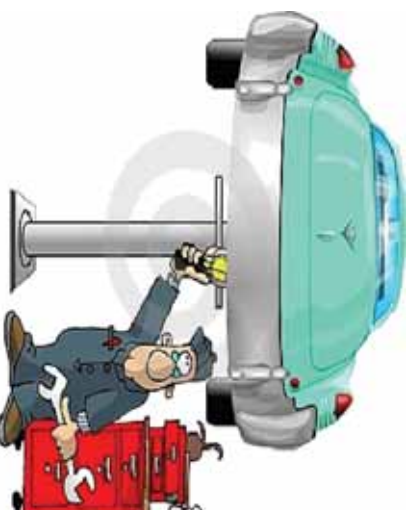
### MOTORBOOKS WORKSHOP

#### How to Paint Your Car



1. Prepare the surface.  
2. Apply primer.  
3. Apply paint.  
4. Apply clear coat.  
5. Polish and wax.

CreativeWorkshop





## Lesson 1

## UNIT TWELVE

### Conversation

#### A. Practice the following conversation with your partner.

In the last program of this series, Mr. Hamidi looks at a vocational school. Good evening, viewers. As you know we are in a vocational school in Kabul. There are lots of activities here. Perhaps this gentleman can explain what is happening. But first we would like to ask his name and his duty.

Mr. Hamidi: Excuse me, can you introduce yourself for the Educational TV viewers.

Mr. Faiz Muhammad: My name is Faiz Muhammad.

Mr. Hamidi: What do you do?

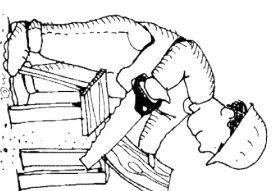
Mr. Faiz Muhammad: I am a teacher in vocational school.

Mr. Hamidi: Can you help us please?

Mr. Faiz Muhammad: What can I do for you?

Mr. Hamidi: We'd like to know what all these trainees are doing.

Mr. Faiz Muhammad: Well, this is a general workshop.



There are several courses going on here at the same time.

Mr. Hamidi: What is happening over there, for instance?

Mr. Faiz Muhammad: That is where they are learning to weld. Welding is a useful skill for trainees wanting to get jobs in industry or farming.

Mr. Hamidi: What about the other groups?

Mr. Faiz Muhammad: The nearest one is doing carpentry and the furthest one is learning about refrigeration.

Mr. Hamidi: Do all the courses take place in here?

Mr. Faiz Muhammad: No, they don't. There is another building for courses in commerce. There they learn about office work, banking and so on.

Mr. Hamidi: That is very interesting. Thank you very much for helping us.

Mr. Faiz Muhammad: You are welcome.

Mr. Hamidi: Well, viewers. I am afraid that is all we have time for. We hope you have enjoyed our programs. From all of us in the studio, good bye!

#### B. Answer the following questions.

1. What can trainees learn in vocational school?
2. Is welding a useful skill for trainees who want to be farmers?
3. Have you ever gone to any vocational school?



## Lesson 2

## UNIT TWELVE

### Grammar

### RELATIVE PRONOUN

A relative pronoun is used to begin a special subject – verb word group called a subordinate clause. The relative pronoun who/ whom are used for person, which is used for things and that is used for both person and things.

Examples:

I met Nadia. Nadia has just returned from a long journey.

I met Nadia who has just returned from along journey.

I read the book. The book I bought yesterday.

I read the book which I bought yesterday.

I have found the pen. I had lost the pen.

I have found the pen that/ which I had lost.

This is the boy. I hit that boy yesterday.

This is the boy whom/ who I hit yesterday.

There are several courses going on here at the same time.

There are several courses which are going on here at the same time.

Welding is a useful skill for trainees wanting to go to the industry.

Welding is a useful skill for trainees who want to go to the industry.

#### A. Complete the sentences with correct relative pronouns who, which and that.

1. I brought the dictionary \_\_\_\_\_ Mariam wanted.
2. The boys \_\_\_\_\_ were intelligent were admired.
3. The flowers \_\_\_\_\_ grow in our garden are not for sale.
4. This is only one of his poems \_\_\_\_\_ are worth reading.
5. This is the teacher \_\_\_\_\_ taught us English last year.

#### B. Read the following sentences then join them in one sentence by using relative pronouns.

Example: Here is the book. You lent me book.

Here is the book that you lent me yesterday.

1. I met our teacher. He taught us English.
2. This is the house. I went in it yesterday.
3. We always like the people. The people speak about the truth.
4. He has not brought the knife. I asked him to bring a knife.
5. Bring me the book. The book is on the table.



## Lesson 3

## UNIT TWELVE

### Reading

#### A. Read the paragraph about a technical school in Afghanistan.

##### Technical Education in Kabul

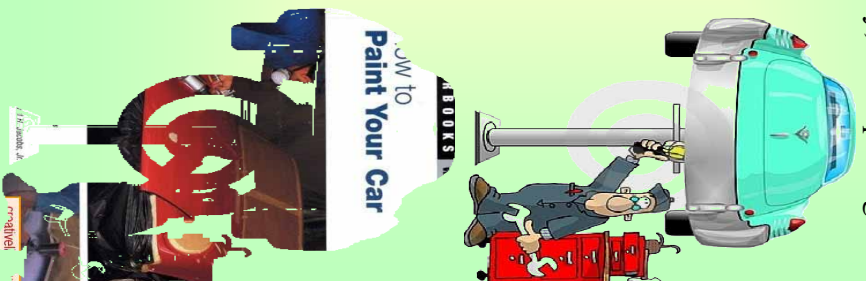
In 1955, the first technical school was opened in Kabul by the support of America. Since that time, the Afghan government has spent a lot of money on technical training. The government aim is to train more of its citizens in various skills such as carpentry, electricity, car repairing and so on.

The government operates different kinds of technical departments. They are industrial, commercial which are located in different provinces of Afghanistan. Males and females can apply to go and attend to technical schools when they are nine class graduated or have the high school diploma.

Nine grade graduated students are employed technical high school while the 12<sup>th</sup> grade graduated students can go and take an exam in technical institutes where they can get 14<sup>th</sup> grade graduated diploma. During the training, trainees who come from provinces are given government grants and free accommodation. Many of the trainees are immediately employed to governmental offices.

Students hoping to work in industry learn skills such as car mechanics, car body repair, painting, refrigeration, air conditioning, electricity, radio and TV.

The government's technical schools have prepared thousands of students for jobs. The number of young Afghans entering the technical school continues to grow.



#### B. Answer the following questions.

1. Does the passage tell us about all education in Afghanistan, or about technical education?
2. What is the needed qualification for attending to the technical schools?
3. Why the numbers of students are increasing?
4. When the students graduate from technical school, where they can work?
5. What the students hoping to work?



## Lesson 4

## UNIT TWELVE

### Word study

**Agriculture (noun):** farming.

- Students of agriculture faculty learn how to grow and keep their farm from diseases.
- Which region has the most agriculture in Afghanistan?

**Agricultural (adjective)**

Agricultural land is land for growing things on, like wheat or vegetables.

**Commerce (noun):** the buying and selling of things, especially between countries, trade, business

- Which one of the following occupation belongs to commerce: doctor, police, supermarket manager or a teacher?

**Commercial (adjective)**

- Where is the best place for commercial goods?
- There are many commercial TV channels.

**Production (noun):** fabrication, making, manufacture.

- Japan's best known industry is car production.
- Food production takes place on farms.
- Car production takes place in factories.

**Produce (regular verb):**

- Saudi Arabia produces oil.
- Japan produces radios and televisions.
- Afghanistan produces carpet.

**Industry (noun):** manufacturing, commercial.

- Japan's best known industry is car production.
- Industries give jobs to people who are jobless.

**Industrial (adjective)**

- Industrial countries produce many things with machines.

**Prepare (regular verb):** to make ready, arrange.

- You prepare a meal by cooking some foods.
- You prepare for an examination by studying.
- Take preparation for going to a picnic.





## Lesson 4

## UNIT TWELVE

### Word study

Choose the correct words to complete the sentences.

1. With \_\_\_\_\_ you can keep food for a long time.
2. Yesterday's program was the last one in the \_\_\_\_\_.
3. Trainees during \_\_\_\_\_ learn how to make things with wood.
4. Classes on car mechanics usually take place in a \_\_\_\_\_.
5. Ahmad's \_\_\_\_\_ has offices all over Afghanistan.

- a. company
- b. carpentry
- c. refrigeration
- d. series
- e. workshop

1. This steel pipe is broken. I will have to \_\_\_\_\_ it.
2. Listening and speaking \_\_\_\_\_ in most English lessons.
3. The aim of the technical school is to \_\_\_\_\_ skilled workers.
4. You should \_\_\_\_\_ for a place in a school by writing an application letter.
5. Here is a list of courses. Please \_\_\_\_\_ the ones you want to take.

- a. go on
- b. weld
- c. select
- d. apply
- e. produce

1. My computer has been very \_\_\_\_\_ to me in my work.
2. If you want to study banking, you should go to a \_\_\_\_\_ school.
3. This is a course in \_\_\_\_\_ car repair. It is not for advanced students.
4. If you want to study car mechanics, you should go to an \_\_\_\_\_ school.
5. The \_\_\_\_\_ secondary schools offer training in many skills like typing, and welding.

- a. useful
- b. vocational
- c. commercial
- d. basic
- e. industrial

1. Ali had just graduated from an industrial \_\_\_\_\_.
2. For his course in office work, he must learn \_\_\_\_\_.
3. With \_\_\_\_\_, you can live comfortably in a hot climate.
4. Nadia doesn't pay for her course herself. She gets a \_\_\_\_\_.
5. This airport will cost the government about one \_\_\_\_\_ Afghanistan.

- a. air conditioning.
- b. grant
- c. institute
- d. typing
- e. billion





## Lesson 6

## UNIT TWELVE

### Activities

#### USING NUMBERS

In technical educations, students often have to:

add (+)  
subtract (-)  
multiply ( $\times$ )  
and divide ( $\div$ )

#### A. Think of a number.

**Example:**

**Student A**

- think of a number between 30 and 40 ?
- Double it.
- Multiply your answer by three.
- add 7.
- Divide the total by two.
- Subtract the number that you first thought of.
- The answer is twenty one.

**Student B**

- 35
- $2 \times 35 = 70$
- $3 \times 35 = 105$
- $105 + 7 = 112$
- $112 \div 2 = 56$
- $56 - 35 = 21$

#### B. Now think of a problem you did it.

**Example:**

**Begin:** I thought of 300. I doubled it and got 600. Then I multiplied it to 2 I got 1200 after that I divided by 4 I got 300 hundred. Then I divided it to 6 I got 50. The answer was 50.

#### C. Read the following problem and solve them in your notebooks.

- $256 + 566 =$
- $389 - 298 =$
- $345 \times 6 =$
- $1789 \div 8 =$
- $456 \times 4 =$
- $359 \div 3 =$
- $245 \times 9 =$
- $243 \div 5 =$
- $2345 + 875 =$
- $12334 - 8999 =$



## Lesson 7

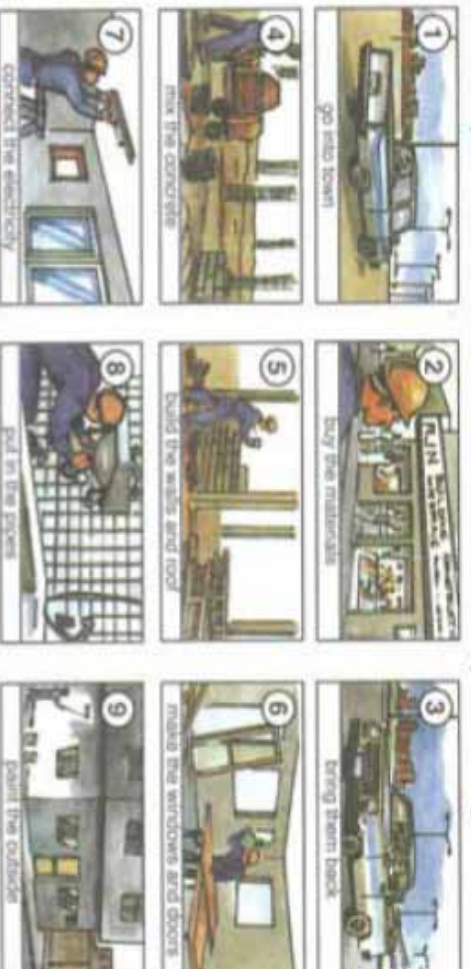
## UNIT TWELVE

### Activities

#### DISCUSSING THE STEPS IN BUILDING A HOUSE

**A.** You are at the technical school. The class is discussing about building a house.

Look at the pictures and notes. Each picture shows a step in building a house.



**B.** Imagine that you are the person in the pictures. Tell the others about building your house. Tell them what you have done this week.

Begin:

I have been building a house this week. I have gone to the town and bought the materials. I have brought them back. I have mixed the concrete. I have built the walls and the roofs. I have made the windows and doors. I have connected the electricity. I have put in the pipes. I have the outsides of the building decorated.

**C.** Pretend you would like to build a house. First note the materials then write down a paragraph about “How you built it?”

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## Lesson 8

## UNIT TWELVE

### Review

#### A. Read, learn and remember.

A relative pronoun is used to begin a special subject – verb word group called a subordinate clause. The relative pronoun who/whom are used for person, which is used for things, that is used for both person and things and where is used for place.

Examples:

She is a student. She studies in grade nine.

She is the student who studies in grade nine.

I found the book. The book you lost it two weeks ago

I found the book which you lost it two weeks ago.

You met the boy. The boy is my cousin.

You met the boy who is my cousin.

He is a volleyball player. He plays in Afghanistan National team

He is a volleyball player who plays in Afghanistan National team.

This is a cow. I bought it from the farm,

This is the cow which/ that I bought it from the farm.

This is grade nine. I taught them English last year.

This is grade nine that/ which I taught English last year.

This was my house. I lived there two years ago.

This was my house where I lived two years ago.

#### B. Complete the sentences with suitable relative pronoun.

1. The man \_\_\_\_\_ is standing in front of the door is my father.
2. I watch the film \_\_\_\_\_ you explained yesterday.
3. Do you know the teacher \_\_\_\_\_ teaches us geography?
4. The thief \_\_\_\_\_ stole the car was caught by the police.
5. The students \_\_\_\_\_ are intelligent admired.
6. This is the school \_\_\_\_\_ I graduated.

#### C. Now join the sentences with correct relative pronouns.

1. The boy is my friend. He is wearing black suit.
2. The doctor is my brother. He works in Estaqal Hospital.
3. She gave me the book. The book you lent to her.
4. The furniture is comfortable. The furniture is made of cotton.
5. The dog barks a lot. It is my neighbor's dog.
6. This is a jungle. A lion lives in jungle.



## VOCABULARY LIST

Nouns	Verb	Adjectives
agriculture commerce industry production refrigeration series skill trainee vocational/ school welding workshop	instance	agricultural commercial industrial