

Teacher's guide

Grade eleven

English for Afghanistan



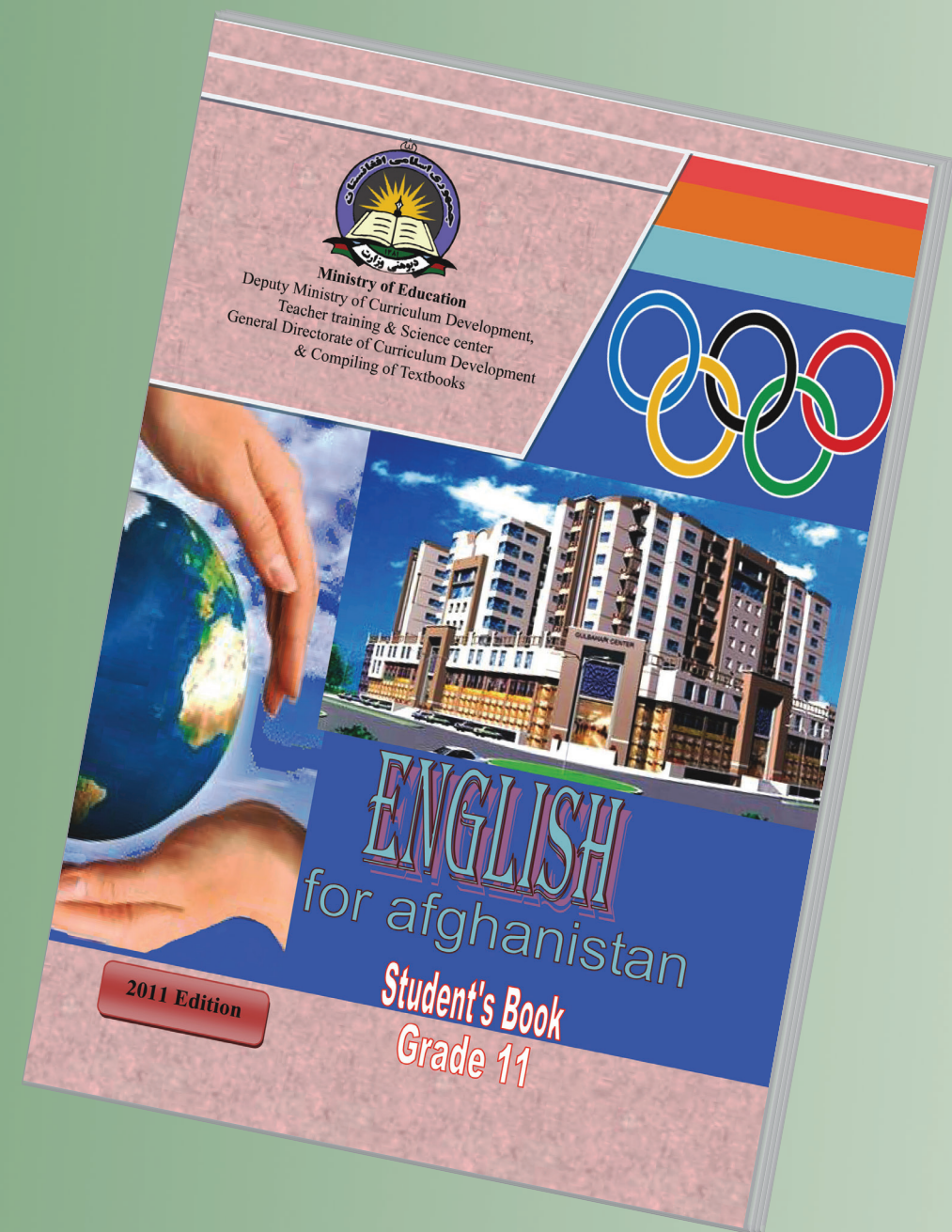
Ministry of Education
Deputy Ministry of Curriculum
Development, Teacher Education
& Science center
General Directorate of
Curriculum Development &
Compiling of Textbooks



درسی کتابونه د پوهنې په وزارت پورې اړه لري، اخیستنه
او خرڅونه یې په کلکه منع ده. له سر غړونکو سره قانوني
چلن کیږي.

moe.curriculum@gmail.com

Teacher's guide - Grade eleven



2013
Edition



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

English for Afghanistan Teacher's Book

Grade Eleven

Published: 1392

Committees of Compiling, Research & Editing of Textbooks

Authors:

1. Sayed Nematullah “Mushtaq”
2. Frishta “Kazimi”
3. Ghulam Rabani “Lodin”
4. Benafsha Bahar “Sana”

Technical advisor and Editor:

- Abdul Hakim “Mujahid”

Religious, Political and Cultural Committee:

1. Habibullah Rahil (Advisor to the Minister of Education)
2. Muhammad Asif Kochi (Head of Religious Department)

Supervising Committee

1. Dr. Asadullah Muhaqiq Deputy Minister of Curriculum development, Teacher Training, and Science Center, Chairman.
2. Dr. Shir Ali Zareefi Head of the Curriculum Development Project, member.
3. Abdul Zahir Gulistani Head of Curriculum & Textbooks Development, member.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ملي سرود



دا وطن افغانستان دی دا عزت د هر افغان دی
کور د سولې کور د تورې هر بچی یې قهرمان دی
دا وطن د ټولو کور دی د بلوڅو د ازبکو
د پښتون او هزاره وو د ترکمنو د تاجکو
ورسره عرب، کوچري پامپریان، نورستانیان
براهوي دي، قزلباش دي هم ایماق، هم پشه یان
دا هیواد به تل ځلیري لکه لمر پر شنه آسمان
په سینه کې د آسیا به لکه زړه وي جاویدان
نوم د حق مودی رهبر وایوالله اکبر وایوالله 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 an Islamic society that is moral, modern and prosperous. Through wide-spread 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 youth 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 applying. 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 gatherings, 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 resource materials .

I wholeheartedly appreciate the hard work of the authors, reviewers, editors, composers, designers and other who participated in preparation of 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 publishing of our textbooks.

May Allah bless us all

Farooq Wardak
Minister of Education

Teacher's Guide

Grade Eleven

Description of the Course

Dear Teacher!

English for Afghanistan Grade (eleven) teacher's guide is divided into (Twelve) Units and it should be taught in 84 periods. There are four basic language skills among the lessons: *speaking*, *listening*, *reading*, and *writing* along with useful *vocabulary* and effective *grammar* structures. *Phonics* is carefully inserted among the lessons in grade 7, 8, 9. If the teacher is to train his students in all four skills, he must make efficient use of the time at his disposal. The students must be trained in methods to use their eyes, ears and mind to read words and sentences with correct pronunciation and consequently understand their meanings very well.

It is obvious that learning a language is not a matter of acquiring a set of rules about the language. And it is not functional or practical for him to direct his efforts only at informing a large vocabulary to his students during the teaching. Instead it is very important for a teacher to pay his attention at the methods to enable students to use the rules and vocabulary effectively and successfully in their practical life.

Thus, the students' experience of a language is ultimately measured by how well he can use it, not by how much he knows about it. And the students' command of a language will be judged not by how much they have got knowledge of the language, but on how well they can apply and act upon it in general.

Common Goals

The common goals of the course are as follows:

- To make easy for the students to regard English as a mean of communication and to use it for a meaningful purpose.
- To contribute to the development of the students' linguistic, intellectual, social, emotional and physical skills.
- To make the course more interested and enjoyable for students of the English language.
- To encourage the students to speak English Language independently.
- To raise the students' awareness of how language operates as a rule-based system.
- To encourage the students to be actively involved in the learning process of English.
- To encourage the students to reproduce language structure, and evaluate, their own progress through self-evaluation tasks.
- To give the students confidence to develop independent learning strategies.
- To encourage the students to co-operate with their classmates and help one another to learn English.
- To persuade the students to develop a positive attitude towards others, and respect their own and different cultures of people.

The course has been designed with both the students' and the teacher's needs in mind and aims to contribute to education development in its widest sense.

Grammar Practice

Throughout the course there is a gradual input of basic grammatical terms so that the students can gradually improve their knowledge of this language. This ability to use the basic grammatical terms appropriately is important, if students are to be asked to work out rules for themselves and claim ownership of the language they learn. So the following grammatical terms are practiced in the course:

1. The students will be able to use verbs *be* present and past; *is, am, are, was, were* and verbs of *have, had*.
2. Present Continuous Tense: The students will be able to recognize the present continuous tense and will know how to form its sentences.
3. Simple Present Tense: The students will have the ability to recognize the simple present tense and will know how to form its sentences with third person, by adding *s, es, or ies* at the end of the verbs.
4. Simple Past Tense: The students will have the ability to recognize the simple past tense and will know how to form its sentences with regular and irregular verbs.
5. Past Continuous Tense: The students will have the ability to recognize the past continuous tense and will know how to form its sentences.
6. Present Perfect Tense: The students will have the ability to recognize present perfect tense and will know how to form its sentences.
7. Past Perfect Tense: The students will be able to recognize the past perfect tense and will know how to form its sentences.
8. Simple Future Tense: The students will have the ability to recognize the simple future tense and will know how to form its sentences with *going to, shall* and *will*.
9. Future perfect tense: The students will have the ability to form sentences in future perfect tense.
10. Future perfect continuous: The students will be able to recognize the future perfect continuous and will know how to make its sentences.
11. Active and Passive voices: The students will be able to make sentences in active voice and passive voice of the tenses.
12. Modal Auxiliaries: The students will be able to use the modal auxiliaries: *can, could, may, might, had better, shall, should, will, would, must* and *ought to*.
13. The students will have the ability to form positive and negative questions with auxiliary verbs including *do/ does* and *did*. They will also have the ability of making interrogative pronouns and adverbs.
14. The students will have the ability to answer questions beginning with auxiliary verbs and question words.
15. Adverbs: The students will have the ability to form adverbs with- *ly* and *-ily*. They will have the ability to recognize exceptions like; *well, hard* and *fast*.
16. Articles: The students will be able to use definite and indefinite articles: *a /an/* and *the*. They will also be able to use *some, any, no, much, many*, and *a lot of* with countable and uncountable nouns.
17. Nouns: The students will be able to form the plural nouns with *-s, -es, -ves*; common irregular plurals: *men, women, and children, teeth* etc.
18. Pronouns: The students will have the ability to use personal, possessive, reflexive pronouns. They will also be able to use Apostrophe's'.
19. Adjectives: The students will have the ability to recognize and use the adjectives; regular comparison, irregular comparison: *good, bad, much / many* and *little*.
20. Prepositions: The students will be able to use common prepositions of place, time and direction.
21. Relative Pronouns: The students will have the ability to recognize and use *who / whom, which* and *that*. They will also be able to use the Miscellaneous Features; *this / that; these / those*.
22. Contracted Forms: The students will be able to use the contracted or shorten forms of helping verbs: *it's, I'm, isn't, wasn't, weren't, don't, didn't, hasn't, haven't, there's / it's, there're / they're*, etc.
23. Imperative: The students will be able to make the imperative sentences.
24. Direct and indirect speeches: The students will have the ability to use the direct and indirect speeches.

25. Conditional Sentences: The students will be able to make the conditional sentences.

Vocabulary Focus

Helping the students to develop a wide and rich vocabulary is an affective plan in the course. The vocabulary is generally presented in lexical sets arising out of the key topic of a unit. Most activities begin with the students trying to bring to mind how much vocabulary they know about a particular topic. Their knowledge is then broadened through interacting with the texts and activities in the units. This vocabulary is then recycled in later units. This process of recalling and recycling occurs continually throughout the book English for Afghanistan.

During the course, the students will be encouraged to look at different ways of storing words and expressions. Throughout the course, the students will be encouraged to develop their own personal dictionaries.

Vocabulary List

The vocabulary list contains of a list of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in the class. More over, it is a useful resource for the students who want to check their spelling of any key word in the Unit.

The Four Skills

English for Afghanistan course adopts multi-layered and meaningful four skills approach of *Listening, Speaking, reading* and *Writing*. These four Skills are systematically developed within an integrated framework.

1. Listening

To teach listening skill to students, teacher has to use audio cassette tape or to read aural texts himself. This will give the students the following opportunities:

- To practice the right pronunciation of words and correct articulation of structures presented in the input texts.
- To pronounce familiar core vocabulary correctly.
- To reproduce basic sound and intonation patterns of English
- To use familiar conversational formulas appropriately.
- To ask and answer questions about the topic areas.
- To develop the ability to participate in dialogues related to the topic area.
- To grasp the general idea of an aural text.

Phonics:

The main objectives of the phonics are:

- a. To practice sounds of the vowel and consonant letters.
- b. To help students to acquire mastery of mechanical skills of reading at the level of letter groups, words, sentences and paragraphs.

The good way of teaching phonics to students is reading in pairs.

- Read a word or a paragraph from the book aloud while the students are following it.
- Repeat the word or the text aloud phrase by phrase and get the students to repeat as a class, in groups and as individuals.
- Get the students to read the paragraph aloud to each other in groups. At all times monitor and check how the pupils pronounce and stress the words and sentences.

You must try to get students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students to feel you are proud of their achievements.

2. Speaking

To conduct the speaking stage of learning, you should pay close attention to the method of asking students about personal information through interviews, and other personalization activities. The activities are: to find real information about friends in the class; to ask for factual information about a topic; to express opinions about a topic or story; to play a game or tell a story.

Always offer praise for student's efforts regardless of the level of accuracy. Don't interrupt students by correcting them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

3. Reading

To develop the reading ability of the students, different texts are provided to them. These texts include stories, letters, e-mails, and dialogues, factual pieces of information, games and instructions. Students are encouraged to read the texts; stories games, puzzles and songs.

For children to become fluent readers, it is important that they do not worry over every word, whether they are reading quickly the text for general meaning or scanning it to pick out specific information. It is very important in developing a positive approach to reading that children view it as an interesting challenge rather than a boring task.

While reading

Encourage students to work out the meaning of vocabulary as they come across it, using the context and the accompanying visuals to help them.

Post reading

It is important to get students to respond to their reading, not just answer some set questions. Enter into a dialogue with students about their reading. If it was a story, did they enjoy it? If it was factual text, what new things did they learn? What did they find interesting, strange, etc?

4. Writing

The writing activities in English for Afghanistan generally appear towards the end of a unit. To develop the writing ability of the students, you must begin with the simplest form of statement. It too often happens that students start to write composition before they are ready for it. And it is also not helpful for a student to spend his time into filling in blank spaces in ready-made sentences, and then expect him to produce a useful and correct composition.

Instead, the student must learn how to write simple, compound, and complex sentences and to connect ideas from notes at the pre-intermediate and intermediate stages. Controlled *précis* writing from questions and answers in the light of *reading passage* will enable a student to master his writing skill, and bring him to a point where he will be capable of writing a composition with a minimum of error. In a more mature level students begin to write short paragraphs about themselves or about the topics encountered in the units.

Correction

Students' work of writing may have some mistakes in their writing practice which is something natural in this stage. However, you have to be more careful in your correction and do not attempt to highlight and correct every error made by the students. It is demoralizing to children, and adults, to receive a piece of work covered in corrections and red marks.

Instead, encourage students to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate while writing. And part from providing useful opportunities for students to work out or train their work of writing together, they learn from their mistakes.

Modern Method of Teaching

a. Process of Learning

Your role as a teacher in modern method of teaching in classroom is to facilitate learning process for students. Acting as facilitator, and starting by providing language information, help your students to interact with each other; evaluate students' progress in language, and provide them feedback. There are several ways to manage your classroom;

- 1- By beginning with what your students already know about a topic.
- 2- By making certain that language is always supported by visual information.
- 3- By giving feedback on what students achieved and praising them for accomplishing tasks.

b. Medium of Teaching

You should use English language in class as much as possible. To organize activities and give instructions for playing games, giving support and praising the students, useful phrases of the language should be used during teaching. Students should gradually develop their use of English in their daily life, learn needed expressions and increase their vocabulary.

Here are some useful expressions and phrases of English to be used in classroom activities;

Organization

- | | |
|---------------------------|-----------------------------------------------|
| - Sit down. | - Hands up |
| - Come here, please. | - Bring/Give it to me. |
| - Put it here/ there | - Open your books at page... |
| - Say it again. | -Repeat. |
| - Stop now. | - Listen to me. |
| - Now you. | -Tell me... |
| -Hold up/Show me a ... | - All together. |
| - Get into pairs/ groups. | - Try to guess. |
| - Wait | - Let's sing a song/ read/ listen to a story. |
| - Cut out the picture. | - Draw a... |
| - Paint the Color | |

Providing support and giving praise

- | | |
|--------------------------|------------------|
| - Good/ Very good. | - Well done. |
| - Yes, that's right. | - No, try again. |
| - What a lovely picture! | |

Game

- | | |
|-----------------------|--------------------------|
| - Let's play a game. | - Ready, steady, go |
| - It's your turn now. | - Whose turn/ go is it? |
| - Who's next? | - is the winner. |
| - You're out. | - It's a draw. |
| - Pick a card. | |

Some useful classroom phrases for children.

- | | |
|-------------------------------------|-----------------------|
| - Can I have the scissors/glue etc? | - Here you are. |
| - I don't know. | - It's my/ your turn. |
| - Sorry. | - Thanks you. |
| - Yes. | - No. |
| - Finished | |

c. Classroom Arrangement

It is very important to arrange needed materials for teaching to well organize students in the classroom. If possible, you should try out all the practical activities in advance to check on details and potential problem areas.

Make sure you have provided students with everything they need before you ask them to start an activity. Always have spares of any essential items needed for an activity in case children forget, lose, break, or spoil them.

Establish a routine so that children know where to find and return materials, how to organize the class layout for activities, etc. organize your classroom so that important equipment is within easy reach of all the children during an activity.

The organization of your classroom is very important. Clear instructions are essential while organizing the class for an activity; always make sure children know exactly what they are doing before they start. Children should see and hear a model of the activity. Or the language they are expected to produce, so that they understand clearly what to do.

d. Classification of Students

Although it can be more suitable for students to work with a regular partner, it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language activity in itself. Varying the combination of students in groups provides the teacher with the opportunity to mix personalities and ability levels. As the best judge of your class, you will know which students work best together.

A certain amount of noise is inevitable with pair and group work, if the class gets too noisy; use one of the following strategies to make the students quiet.

- Raise your arm up in the air and wait for students to do the same. As they put their arms up they should stop talking.
- Start counting slowly and clearly in English – the class tries and achieves silence in fewer and fewer seconds.

e. Engagement of Students

As you are teaching the whole class, you have to make your location visible and attractive for all the students. Consequently, they will be able to see you while you are speaking, holding up a picture, pointing at the board, or writing and drawing on the board. It is very significant to provide opportunities for each student to interact with his classmates and work together in pairs or groups.

f. Setting up Groups

To well-organize group work in class, you have to make certain that students are facing one another and not spread out in the class, which would create a lot of problems in organizing group work in the classroom. Therefore, the following arrangements are proposed to help you set up pair work and group work effectively:

- You have to make certain that students have had plenty of opportunity to practice the language needed for the activity.
- You must classify your students in pairs and groups.
- You should provide students with a very clear model of the task or activities performed by you and a confident student in the class, or choose a pair to practice it in front of the class.
- You have to make certain that the pair or group activity doesn't go on too long.
- You should not interrupt while a student is saying something. After the pupil has finished speaking, you can use correct English to gently rephrase what the student was trying to say.
- Try your best to build up students' confidence in attempting to say things in English, even if their work is not accurate in your mind.
- When students do start producing language they make mistakes. You have to correct them gently, and praise their attempts for doing a good job.
- If possible, find a place in which the materials produced by the students can easily be displayed. For example, use the classroom walls if possible, or a corner of the classroom.
- Display should be decorated attractively; using cards of different colors, cut-outs with English designs, and other materials that children bring to the class with themselves. Change the decoration from time to time.

Encouraging students and displaying their work gives them status, as well as enhances the learning environment of the classroom. It gives students a real sense of pride and ownership of their work.

Final Points:

1. You have to write the date in English on the board at the start of your lessons. You may call your students to write the date on the board. The form 13/03/2009 (day/month/year) is the most suitable way of writing the date.
2. You should use a suitable language for greeting in the beginning and leaving your class. To make your students familiar with different forms of greetings, your greetings language should be different in class from day to day.
3. Encourage students to cover their books and to keep them in good condition.
4. You should carry a wet cloth to clean the board before you start your class.
5. Give your students a strict warning that they must not do any of the exercises in their students' books.
6. If they really in need to write something in students' books, tell them to use a pencil, rather than a pen.

* * *

Preview of the Book

Unit	Discussion, Reading & Comprehension	Word Study	Grammar	Sub-Grammar	Language Skills & Activities
1	Fires - Discussions Fire Fighters - Reading - comprehension	- deal with, experiment, extremely, in addition, operator, out in the open, rank rescue, spill, trap,	-Giving Instructions (command), always, never, - conditional type 1	If + present, ...Future If + present, ... instruction Instruction + if + present	-Writing from Notes - writing a letter to a local hospital - What you should know about Fires (Part 1) -What should you do before you begin reading? - How else can pictures help you? - What else can you do when you see a new word?
2	Safety in the Home - Discussion Accidents in the Home - Reading and Comprehension	-Active, appliance, death, develop, difficult, exercise, fit, hearing, look like, precaution, shock, sight, simple, smoke, sweet,	-Making and replying to Suggestions - Verb + ing as a Noun - Asking questions	Preposition : in, near, on off/out of, across, at, over/above, under/below through, round, in front of, behind, on top of, at the side of, along, between, opposite, next to,	-Writing Rules - Giving Instructions -What you should know about fires (Part 11) - What to do in a real Fire?

3	The Real Spread of Islam - Discussion The early Spread of Islam - Reading and Comprehension	Against, coast, continent, far, ocean, permanently, successfully, successful, - Spilling	Active and Passive	- Asking and Reporting Questions -	- Writing from Note - New Words: incense, nomads, dhows, silk, porcelain, spices stars, Early Traders of Afghanistan
4	The Food Which We Eat - Discussion Food for Energy - Reading and comprehension	cereals, convenient energy, extra, gain	Taking out which, who and that -which, who and that as subjects - which, who and that as objects		- Writing from Note - New Words: nutrients, deficiency, calcium, scurvy, limes, articles, fast battle, magnesium, liters, Zurich, Healthy Eating
5	Afghanistan Yesterday and Today - Discussion Different Life Styles - comprehension	Circular, college, entertainment, field, graduate, highway, lane, latest, machinery, on tap, provide, recently, spacious, technology, through, use,	Used to + verb (no ending)	The Past Perfect Had + past participle	- Writing from Note - New Words: Import, ship, seaport, Tones, statistics, policy, to feed itself, reduce, rely on, autumn, province, destroy, Afghanistan's Aim to Produce Energy Food for Itself
6	The environment - Discussion Problems with the Ozone Layer! Reading and comprehension	Cancer, cause decrease, evidence, increase, large, occur, quantity, skin,	-If + present, ... future - If + past, ... would		- Writing from a Table - The Red Sea in Danger - New Words: redness, creatures, totally, overfishing, re-opening, beauty, coral, reef, the great lakes, flow, shrimp, a skeleton, some sand, a skin diver, a shipwreck, Ethiopia, a scuba diver, a collision, a tanker, a bay, a canal, a shell The read Sea in Danger
7	OIL - Discussion, The Story of	Deep, extract, include, likely, liquid,	-Time Clause and main Clause	More Verbs in the Passive	- Writing from Notes The story of Natural Gas

	Oil - Reading and Comprehension	method, Crossword: across, down,	After, as soon as, before, since, when		- The Aramco exhibit New words: display, complex, commentary, exhibition, heritage, precise, trigonometry, worked out, items, present, origin, microscope, petroleum, explorer, devices pump, on show, consumers, shipload, employees,
8	Communications - Discussion The Modern Afghanistan Postal Service - Reading and Comprehension	Express, limited, process, reach, sold, tale, Unity, via,	-The Present Perfect Passive, - Present and Past Passive,	Taking out which and that	- Writing from a table, - Nothing Stopped the Mail - The mail New Words: BC, inspectors, stables, tired, hire, Sultan, third, stick, block, conquer, pigeons, plums, flock, bowl, tied,
9	A Refreshing Drink - Discussion Tea - Reading and Comprehension	Achieve, belief, compete, harvest, one another, performance, record, represent, responsible, selection, silk, would rather,	Reported Speech,		-Writing from Note, - The most Popular Drink in the world New Word: strange, Venice, mint, refuse, railway station, demand, boutique, relax, yak, dip, invent, instant, seconds, snack, spare, slice, samovar, Jam, sugar lump, ceremony, daughter, laws, marry, perform, husband,
10	The Olympic Games - Discussion - Reading and Comprehension	Against, amateur, appearance, athlete, award, condition, crowd, effort, event, field event, link, standard, nation, qualification,	Direct and Indirect Speech	Question with: will they...? Have you...? Did it ...? Does she ...? Etc.	-Writing from a table - Ibni Battuta's Travels New Words: desire, greetings, promised, wagons, possessions, fur, coast, socks, boots, by himself, companion, lift, saddle, froze, stuck,

		remarkable, track, track and field.			storms, group, place, throne, elephants, generous, ambassador, set off,
11	Shopping - Discussion - Reading and comprehension	Beef, brass, drawer, entrance, far east, froze, freezer, lamb, prefer, price, similar, veal	Questions That Expect the Answer Yes and Polite Questions	Nouns used as Adjectives	-Writing from table Bazaars: the Fascinating Markets of the Muslim World New Words: bazaar, merchandise, master, engraver, bargaining, dagger, delights, on the other hand, fixed, annoyed, price tag, craftsmen, goldsmiths, demonstrating, crafts, quality,
12	Health Care - Discussion The Progress of Arab Medicine - Reading and Comprehension	Available, condition, expand, failure, generally, ill, record, scarce, translate,	Connectors: and/ too / also/ either	More Connectors : or / but	-Writing from Notes - Improvement in Health Care New Words: predict, research, take, prescription, prescribe, drugs, vaccines, vaccinated, surgery, surgeon, anesthetics, remained, medication, anaesthetized, antiseptics,

Knowledge & Skills:

1. Students can recognize, understand and use approximately 1600 active words for listening, speaking, reading and writing.
2. They know how to give instructions and strong instructions by using always or never, how to ask questions to get information; the meaning, spelling and pronunciation of words, to understand and respond to a range of functions in conversations where two speakers are making offers, requests, suggestions, asking for permission, giving advice, obligating, prohibiting or warning.
3. They know how to prepare and present instructions, descriptions, explanations and recounts, using command, simple present and future tenses and first conditionals.
4. Students know how to understand and spell a variety of words; verbs, nouns, adjectives and adverbs.
5. They know how to use direct and indirect speeches, and make question with: will they...? Have you...? Did it ...? Does she ...? Etc.
6. Students know how to respond to stories and factual and journalistic recounts with opinions about characters, settings and events, make straightforward inferences, supported by evidence from the text,
7. They know how to write paragraphs from notes in setting out plans, providing and requesting information, expressing intentions and identifying typical features.
8. Students can independently write short texts of six or more connected sentences applying a range of known spelling strategies for a range of purposes including autobiographical narratives, reporting on events, presenting information in non-chronological forms and making brief notes summarizing the gist of short text, sufficiently clearly to be re-used by the author.
9. They can speak about the future and past in a variety of ways using used to + verb (no ending), if + present...future, if + past ... would, and time clauses.
10. They can use Active and Passive voices in making and reporting questions with conditional sentences.
11. Students can take out which, who and that and change the verbs to V+ ing to shorten the sentence.
12. They know how to prepare and present descriptions, explanations and recounts in Reported Speeches, and sequencing connectives.

Attitudes:

Students are eager to speak in English inside and outside of the class.

Students try to read original materials in English inside and outside of the class.

Students try to write regularly to a pen pal in an English-speaking country.

Table of Content

Unit	Title	Page Number
1	Fire	1
2	Safety in the home	20
3	The early spread of Islam	37
4	The food which we eat	52
5	Afghanistan Yesterday and Today	68
6	The Environment	80
7	Oil	99
8	Communication	112
9	A refreshing drink	124
10	The Olympic Games	142
11	Shopping	162
12	Health care	180

UNIT ONE

FIRE

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- Discuss/talk about emergency cases.
- Read a topic about Kentucky and its meaning.
- Give instructions in case of fire.
- Know the ways of learning the meaning, spelling, pronouncing and explaining of a new word.
- Write a letter from notes.

Unit One

Lesson one

Objectives of the unit:

- Discuss/talk about emergency cases.
- Read a topic about Kentucky and its meaning.
- Know the ways of learning the meaning, spelling, pronouncing and explaining of a new word.
- Give instructions in case of fire.
- Write a letter from notes.

Objectives of the lesson:

- Students should be able to discuss about fire at emergency cases.
- Students should be able to learn relevant telephone numbers of fire stations, ambulance, hospital, public services.
- Students should understand what emergency cases are.

-Period: (45) minutes.

-Pages: 1-2

-Teaching method: oral, visual, display, discussing, questions/answers and role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.

-Teaching procedure: greetings, checking homework, connecting previous lesson to new one.

-Evaluation Method: questions and answers, oral, etc.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can say about his\her favorite story of last year?
 2. Who can remember one important event happened last year?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What would you do when you confront with fire taking place in your house?

Step three

- **Discussion:** Write the title of the discussion on the blackboard (Fire). Then, start your discussions with asking some questions about Fire from the students, such: Have you ever seen the fire? Is the fire dangerous? etc.
- Call some of the students in pairs and give them time to discuss about fire. While he/she finished talking they get other students to ask him/her questions, whether they are agree the ideas or give their opinion about it.
- Write the questions written in part A on page 2 on the blackboard and ask them separately from the students to look at the numbers in the chart and answer the questions.

Exercise solution:

1. Where does this page come from?

This page comes from the fire station Ambulance Department.

2. What is an emergency?

3. Can you give some examples of emergencies?

- Then, have a discussion with your students by asking the questions of part B on page 2 and get answers from them appropriately about the emergency cases e.g:

Exercise solution:

1. Who deals with traffic accidents?

Traffic police deals with traffic accidents or car accidents.

2. Who deals with fire?

The fire fighters deal with fire.

3. How do fires start?

It is an unexpected event. It might be started by different causes such as electricity, wood, gas, petrol, diesel, matches, etc.

4. Where is your nearest fire station?

The nearest fire station to us is in the center of the city.

5. What do you know about firemen?

Firemen are men who operate against different fire events and they rescue people in any insecure emergency conditions. They are dressed with special uniform. They are trained and active and alert people during day and night. They are for the service of the people when there is fire either inside the building or outside, wherever they are required for the fire to be extinguished.

Step four

- **Homework:** Please write a paragraph about a dangerous emergency event which had happened because of the fire to you or at your house or at your neighbor's house or somebody else's house. Why did it happen? What was your role and what did you do when it happened, Did you do some first aid assistance by your first aid kit, and where did you call in order to put out the fire? Did you have its number? Did the firefighters of the fire station arrive on time? Who were injured and who evacuated them to the hospital? What was the cause of fire? And so on.....

Unit One

Lesson two

Objectives of the unit:

- Discuss/talk about emergency cases.
- Read a topic about Kentucky and its meaning.
- Know the ways of learning the meaning, spelling, pronouncing and explaining of a new word.
- Give instructions in case of fire.
- Write a letter from notes.

Objectives of the lesson:

- Students should be able to read the article of fire and understand its meaning comprehensively.
- Students should be able to answer the questions from the article of fire.

-**Period:** (45) minutes.

-**Pages:** 3-4

-**Teaching method:** oral, visual, display, discussing, questions/answers and a role play.

-**Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-**Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.

-**Evaluation Method:** questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can say what an emergency event is?
 2. Who deals with accident cases in our country?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is fire and how should we prevent it?
 2. How can we stop fire when it begins?

Step three

- **Reading:** Read the passage about "Fire Fighters are Fighting Fires" in page 3 of the book aloud. Ask the students to listen carefully and pay attention to the correct pronunciation.
- Give the students time to read the passage silently and find the answers of the given questions below the passage. Then divide the students in pairs to ask and answer question. If any of the students feel difficulties in finding out the correct answer, you should call another student to find it out. After that, call some of the students from

different location of the class to read the passage aloud. Help them in pronunciation of difficult words.

Exercise solution:

1. What does a fire fighter do?
A fire fighter fights against fire to put it out and rescue the people from danger and save their life. However he does not only put out fires, he deals with other emergencies where people are facing dangers. The firefighters rescue people who are trapped in car accident, they help them if chemicals are accidentally spilled, and they also arrange tours for schools to teach children about the dangers of fire.
 2. What are the different kinds of fires?
There are different kinds of fires like; wood fire, gas fire, chemical fire, electrical fire, fuel fire, bomb explosion fire, mines fire, gun or weapon's shot fire, airplane scratching fire, car accident's fire etc. Each kind of fire has its own dangers and problems.
 3. What are the necessary things for a person to learn to be a fireman?
The necessary things for a fire man that he must know are:
He must know what kind of fire he is fighting against. Also he must have the capacity to operate many different kinds of machines in order to fight against different kinds of fires. In addition he must have the ability to deal with fires during day or night; in any weather inside the building or out in the open area.
 4. Give the opposite of the above underlined words.
 5. **danger**- safe, **fight**, peace, **different**, same, **open**, close, **exciting**, calm.
- Ask the students individually to read the next passage about “Kabul Fire Department” silently and try to answer the questions, and then call them one by one in front of class to answer the questions.

Step four

- **Homework:** Ask your students to write the answers of the questions in their notebooks.

Unit One

Lesson three

Objectives of the unit:

- Discuss/talk about emergency cases.
- Read a topic about Kentucky and its meaning.
- Know the ways of learning the meaning, spelling, pronouncing and explaining of a new word.
- Give instructions in case of fire.
- Write a letter from notes.

Objectives of the lesson:

- Students should be able to know the ways of learning the meaning, spelling, pronunciation and explanation of the new words.
- Students should be able to give instructions in case of fire.

-Period: (45) minutes.

Pages: 5-6-7

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. How many trucks are there in station one?
 2. How long is the duration of the training course for the firemen?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is a dictionary and what does it tell you?

Step three

- **Word study:** Write the topic of the lesson on the board "Word study" and explain the information about word study then show them some example of new words.
- **Write the words of page 6 on the blackboard and ask the students to come to the blackboard and put the written words in alphabetical order.**
- Read the words of page 6 aloud and ask the students to listen carefully. Then ask some of the students to read the words aloud.
- Ask a few students to come in front of the class and write a sentence for each of the words they have just read on word study section on page 6.
- **Word study:** Ask your students to read the word study section on page 7 silently and complete them with the given words. Then, ask some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

1- Rescue. 2. Deal with. 3. Put out. 4. Spill. 5. Tour. 6. Rank 7. Operator

8. Fire station, 9. Preposition, 10. Chemicals, 11. Minimum
12. Extremely, 13, Accidentally, 14, Out in the open, 15, Fire station.

Step four

- **Homework:** Ask your students to read the words on page 7 at home and make one sentence about each word. Memorize their meanings accordingly.

Unit One

Lesson four

Objectives of the unit:

- Discuss/talk about emergency cases.
- Read a topic about Kentucky and its meaning.
- Know the ways of learning the meaning, spelling, pronouncing and explaining of a new word.
- Give instructions in case of fire.
- Write a letter from notes.

Objectives of the lesson:

- Students should be able to give instructions in case of fire.
- Students should be able to know the grammatical part of "If clause or If conditional sentences"

Period: (45) minutes.

Page: 8-9

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What does extremely mean and how can you use it in a sentence?
 2. What is the parts of speech and how it helps the sentence?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Why do we use the word hurry?
 2. When do we use this sentence "Send a fire extinguisher quickly?"

Step three

- **Grammar:** before reading the grammar parts on page 8 and 9, ask your students if they have remembered the usage of **Giving Instructions**.
- Then call some of the students to say the differences between "always" and "never". If they couldn't explain them and find the difference, you can help them by giving their definitions and examples as below.

Giving instructions or giving advice.
When we instruct or give advice to somebody to do the work or not to do the work, we put (!) at the end of our emergency instructions to show surprise, or strong emotion E.g.
Call the doctor!
Don't smoke!
Don't eat during the lesson!
We can make our instructions stronger by using the frequency adverb "always" in the affirmative sentences and "never" in negative sentences e.g.

Always consider these points in mind when you go to travel:

-Pack the clothes you need.

-Be on time.

-Negative advice:

-Never waste the time.

-Never say a lie

Another example: about safe driving.

Affirmative: (Do's) always

Always take care of the traffic lights while you're driving.

Always drive in a speed of 60 km.

Negative :(Don't) never

Never drive fast. Never use a mobile while you are driving.

Never listen to the music while you're driving.

- Ask two students to read the chart "A" aloud and the others should listen carefully to their classmates.
- Call some of the students by name to read the sentences in table 3 and 4 on page 9 and read them aloud. Don't translate the sentences in Dari and Pashto. Then, write the topic of the lesson on the board "If clause or if conditional clause", and explain it.

There are 3 kinds of giving instructions with **"if clause"**:

If + present, future

If you **eat** too much, you **will become fat**.

If you **drive too fast**, the traffic police **will stop and fine you**.

If + present ... instruction

If you want to see a fireman, **walk** past your local fire station any day of the week.

If the traffic light is red, **do not go**.

Ask your students to make instructions' with **if +present"** about the following sentences.

If the radio is too loud, **turn it low**.

If you are under 17, never watch the horror films.

If you want to learn the news, **always follow the news programs through T.V or radio**.

Or we can say instructions +if+ present:

In this case we bring the "if clause at the end of our instructions e.g:

Walk past your local fire station, **if you want to** see a fireman.

Do not go or cross if the traffic light is red.

Step four

- **Homework:** Ask the students to change the instruction in box 4 as the example above, e.g.
If the traffic light is red, don't go.
Don't go if the traffic light is red.
1. Turn on the radio, if you want to get aware of the news.
1. If you want to get aware of the news, turn the radio on
 2. If you want an ambulance, call 112.
2. Call the 112, if you want an ambulance.
 3. Don't waste anytime, if you see the fire.
3. If you see the fire, don't waste anytime.
 4. If you have an accident, call the police.
4. Call the police, if you have an accident.
 5. Get a secondary school certificate, if you want to join the fire service.
5. If you want to join the fire service, get a secondary school certificate.

Unit One

Lesson five

General objectives of the unit are:

- Discuss/talk about emergency cases.
- Read a topic about Kentucky and its meaning.
- Know the ways of learning the meaning, spelling, pronouncing and explaining of a new word.
- Give instructions in case of fire.
- Write a letter from notes.

Objective of the lesson:

- Students should be able to understand the kinds of letters

Period: (45) minutes.

Page: 10

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can give an example of advice or instruction?
 2. Write the formula of if clause with an advice.
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Have you sent a letter to your friend sometimes?
 2. Have you sent a letter to a company to apply for a job?

Step three

- **Writing:** Write the topic on the board and explain the parts of the letter to your students.

Explain: A letter consists of five parts: the heading, the salutation, the body, the closing and the signature, e.g.

1. Heading

Examination Hall
Rahman Baba High school,
Deh Boori,
Kabul
December6, 2010

2. Salutation

Ex: Dear Mom and Dad,

3. **Body**

.....
.....

4. **Closing**

With love. Or lovingly or your old friend

5. **Signature**

- Ask the students to read the letter silently and then ask one or two of the students to read the letter slowly and clearly.
- Ask the students to look at the notes which Sayed Abdullah had taken before he wrote the letter, and ask them to see how he made the sentences from the note.
- Make a group of 2 or 3 students to write a letter to a local hospital and use from the notes that Sayed Abdullah had taken before he wrote the letter, then ask one or two student from the group to read their letters.

Step four

- **Homework:** Ask the students to use the notes bellow to write a formal letter in their notebooks **to a school** or any other places that they are interested to visit **e.g.**

... Principal I ... Rabia Balkhi High School ... Kabul
... about Kabul Museum ... eleventh "A" Grade
... Interested in visiting Kabul Museum
... arrange a visit ...Eleventh "A" Grade?
... any weekday... any time.
...not impossible ... somebody ... talk ... the principal of school for giving ,

Unit One

Lesson Six

Objectives of the unit:

- Discuss/talk about emergency cases.
- Read a topic about Kentucky and its meaning.
- Know the ways of learning the meaning, spelling, pronouncing and explaining of a new word.
- Give instructions in case of fire.
- Write a letter from notes.

Objectives of the lesson:

- Student should understand the previous lessons correctly.
- Students should be able to use the grammatical structures of previous lessons perfectly.

Period: (45) minutes.

Page: 11

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. How many instructions did you learn from your previous lessons?
 2. What are the differences between formal and informal letters?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can make a sentence for "always"?
 2. Don't talk during the lesson. Change this sentence with never.

Step three

- **Revision:** Write the topic on the board and have a short quick and clear review to explain the previous lesson. Write the examples on the board for each three kinds of instructions. Then give a chance to the students to ask their questions and correct their mistakes.
- Ask your students to read the tables and give them time to write a question for the sentences of parts A, B and C, then call some of them to come in front of the class and read their questions.

Exercise solution:

A. What questions do you ask if you want to know these things?

a. the meaning of a word. **What does it mean?**

b. spelling of a word. **How do you spell it?**

- c. pronouncing a word in reading. **How do you pronounce this word? or how this word is pronounced?**
- d. Teacher's explanation. **Which word are you explaining?**
- e. Line of the page. **Which line or (paragraph, or page) are you on?**

B. Ask the students to practice with their teachers asking and answering of these questions.

- a. What does it mean?
- b. How do you spell the word "instructions?"
- c. how do you pronounce that word?
- d. Which word are you explaining?
- e. Which line (or paragraph or page) are you in?

C. Explain to the students that an unexpected question should begin with the word "Excuse me". e.g.

Excuse me, where is Kabul Public Library?

Step four

- **Homework:** Ask your students to write some unexpected questions in their notebooks by using and asking the questions in box (B) with the word "excuse me"

Unit One

Lesson 7 & 8

Objectives of the unit are:

- Discuss/talk about emergency cases.
- Read a topic about Kentucky and its meaning.
- Know the ways of learning the meaning, spelling, pronouncing and explaining of a new word.
- Give instructions in case of fire.
- Write a letter from notes.

Objectives of the lesson:

- Students should be able to know how the pictures can help us
- Students should be able to know "what we should do before we begin reading?"

Period: (45) minutes.

Page: 12-13-14-15

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step Two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What is an expected question?
 2. Who can write the parts of the letter?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What should you do when you see an emergency event?

Step Three

- Write the topic on the board. "What should you know about fire"? Ask your students to look at the picture on page 12 of the book carefully. What do they see in the picture? Try to get an appropriate answer **e.g.**
There is a picture of a house or building on fire or burning. The fireman with its extinguisher stand in front of the building for assisting or operating to put out the fire. Explain and show the picture.
 - a. Ask some of the students to read aloud the passages about "what should you do before you begin reading?", "How can pictures help you? Then, explain some points if they have question.
 - b. Give them time to choose the correct explanation to complete the sentences and then call them individually to come in front of the class and read it.

Exercise solution:

1. A smoke alarm is:

- a. A practice for what to do in a fire.
 - b. An instrument which knows when there is a fire.**
 - c. A kind of fire extinguisher.
2. *A fire drill* is
- a. a practice for what to do in a fire.**
 - b. An instrument which knows when there is a fire.
 - c. A kind of fire extinguisher.
- c. Now read the sentences on page 15 and explain it and ask the students if they have any question.

Step Four

- **Homework:** Ask your students to write each word under the correct pictures in their notebooks.

Exercise solution:

- 1. Cigarette lighter-6
- 2. Cigarettes-4
- 3. Appliances or cosmetics -3
- 4. Electrical cables-1
- 5. Worn out electrical cables-8
- 6. Plugs-7
- 7. Outlets-2
- 8. Cylinders-5

Unit One

Lesson 7 & 8

Objectives of the unit are:

- Discuss/talk about emergency cases.
- Read a topic about Kentucky and its meaning.
- Know the ways of learning the meaning, spelling, pronouncing and explaining of a new word.
- Give instructions in case of fire.
- Write a letter from notes.

Objectives of the lesson:

- Students should be able to know what they can do when they see a new word.
- Students should be able to know the meaning of the words by guessing.
- Students should be able to understand the text about "Introduction of what you should know about fires.

Period: (45) minutes.

Page: 16-18

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step Two

- **Evaluation:** Evaluate your students by asking these questions, like:
1. Who can tell what smoke alarm is?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
1. Do you have difficulty with a new word?

Step Three

- Write the title of the lesson on the blackboard "what can you do when you see a new word" and ask some of the students to read the passage aloud, other students should listen carefully.
- Get your students to know; when they see a new word, they should always look at it carefully. Something may help them understand it. Also looking at the other words around it might help understanding of the new words.
- Ask your students: Can they guess what these new words mean? **Crippled, headline.** Tell your students to look at the two words of part D listed below. Find each of them in the passage on page 18 (The line number is given here). Read the other words that are around these words in the passage. They may help you guess their meaning. Then copy each word under the correct picture.

- Ask your students to look at the two words of part E listed below and find the meaning of each word in the passage on page 18 according to the line number which is given. Tell them to discuss these words with you and their classmates.

Step Four

- **Homework:** Ask your students to read the text on page 18 of the book carefully and get an idea about it, and then write it in their notebooks.

UNIT TWO

SAFETY in the HOME

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- Discuss about first aids
- Read a passage about accidents in the home and some other passages about fire...
- Learn new words and use them in sentences.
- Learn some grammatical points such as: make and reply to suggestion and review that.
- Follow writing rules properly.

Unit two

Lesson one

Objectives of the unit:

- Discuss about first aids.
- Read a passage about accidents in the home and some other passages about fire...
- Learn new words and use them in sentences.
- Learn some grammatical points such as: make and reply to suggestions and review that.
- Follow writing rules properly.

Objective of the lesson:

- Students should be able to discuss about Safety in the home and the first Aids

-Period: (45) minutes.

-Pages: 19-20

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say سلام و عليكم to the students and get them to say عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What should we do when we see a fire?
 2. What causes fire?
 3. Have you ever seen fire in your kitchen?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. How can we keep ourselves safe at home?

Step three

- **Discussion:** Write the topic of the lesson on the board, "Safety in the home". Then start your discussion by asking some questions about "Safety in the home" such as: What does safety at home mean to you?
- Call some of the students in pairs and give them time to discuss about Safety in the home. When he/she finished talking about the topic, get other students to ask him/her questions, whether they agree the ideas or give their opinion about it.
- Write the questions about the "Safety in the home" of page 20 of the book on the blackboard and ask your students one by one to answer the questions. In case of having mistakes ask other students to correct them.

Exercise solution:

1. What is the first-aid?

The first aid is to provide proper care to suddenly ill or injured persons.

2. What will you do when you face an accident?

We note the number plate of the vehicle which caused the accident and evacuate injured person to the hospital.

3. What should be done when a person gets fire?

We should cover him/her with clothes, coats and blankets.

4. Which are the most common accidents in the house?

They are burning, falls, scalds, electrocution, suffocation and poisoning.

5. Can you explain these words according to parts of speech:

- a. Burns (verb)
- b. Scald (verb)
- c. Electrocute (noun)
- d. Suffocation (noun)
- e. Poisoning (noun)

- Ask your students to discuss the questions of part B in English in pairs and ask each pair come in front of the class in turn and one should ask one question and another should the answer. If they make mistakes ask other students to correct them.

Step four

- **Homework:** Ask your students to answer these questions and write them in their note books.
 - 1. What are the special dangers in the kitchen?
 - 2. What are the special dangers in the living room?
 - 3. What are the special dangers in the bathroom?
 - 4. What are the special dangers in the bedroom?
 - 5. What are the special dangers in the garage?
 - 6. What are the special dangers in the garden?

Unit Two

Lesson Two

Objectives of the unit are:

- Discuss about first aids.
- Read a passage about accidents in the home and some other passages about fire...
- Learn new words and use them in sentences.
- Learn some grammatical points such as: make and reply to suggestions and review that.
- Follow writing rules properly.

Objective of the lesson:

- Students should be able to know the text and get a general idea from it. “**Accident in the home**”.

-Period: (45) minutes.

-Pages: 21

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you.
However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What are the special dangers in the kitchen?
 2. What are the special dangers in the living room?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What do you know about accident?
 2. Do you know just traffic accident?
 3. What is traffic accident?

Step three

- **Reading:** Read the passage about “Accidents in the house” in page 21 of the book aloud. Ask the students to listen carefully and pay attention to the correct pronunciation.
- Give time to the students to read the passage silently and ask them one by one to fill the blank squares of each sentence with true or false mark and find the line numbers from the passage.
Exercise solution:
 1. True, line number (8)
 2. False, line number (40)
 3. False. , line numbers 12, 24, 25, 26, 27.
 4. True. Lines 5,6,7,6.
 5. False .line number (40)

Step four

- **Homework:** ask your students to read once again the passage and write summary of the passage in their notebooks.

Unit Two

Lesson three

Objectives of the unit:

- Discuss about first aids.
- Read a passage about accidents in the home and some other passages about fire...
- Learn new words and use them in sentences.
- Learn some grammatical points such as: make and reply to suggestions and review that.
- Follow writing rules properly.

Objectives of the lesson:

- Students should be able to know the meaning and usage of the new words.
- Students should be able to use the correct words from the box in each blank spaces of the given sentences

-Period: (45) minutes.

-Pages: 22-23

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can say what precautions are?
 2. Who can use the word appliances in a sentence?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is word study?
 2. It is necessary to focus on word study?

Step three

- **Word study:** Write the words of page 22 on the blackboard and ask the students to come to the blackboard and put the written words in alphabetical order.
- Read the words of page 22 aloud and ask the students to listen carefully. Then ask some of the students to read the words aloud.
- Ask a few students to come in front of the class and write a sentence for each of the words they have just read on word study section.
- Ask your students to read the word study section on page 23 silently and complete the blank spaces with the correct words from the given words in the right. Then, ask some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

- | | | |
|--------------|---------------|-----------------|
| 1. Young | 6. Develop | 10. Sweet |
| 2. Difficult | 7. Look like | 11. Precautions |
| 3. Simple | 8. Scald | 12. Shocks |
| 4. Sharp | 9. Appliances | |
| 5. Smoke | | |

Step four

- **Homework:** Ask your students to read the words on page 23 at home and use them in suitable sentences.

Unit Two

Lesson four

Objectives of the unit are:

- Discuss about first aids.
- Read a passage about accidents in the home and some other passages about fire...
- Learn new words and use them in sentences.
- Learn some grammatical points such as: make and reply to suggestions and review that.
- Follow writing rules properly.

Objective of the lesson:

- Students should be able to understand the grammatical rules "making and replying suggestion".
- Students should be able to make and reply suggestions easily.

-Period: (45) minutes.

-Pages: 24-25

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can say what precautions are?
 2. Who can use the word shock in a sentence?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is the difference between a suggestion and instruction?

Step three

- **Grammar:** Ask your students one by one to answer these questions:
 - a. What is a suggestion?
 - b. How can we make it?
 - c. How can we reply to a suggestion?
- Give them time to answer the questions if they couldn't, explain the grammar section with some clear examples, as:
Suggestion:
A suggestion is a kind of suitable advices/counseling which shows either to do or avoid doing some activities e.g.:
 1. Go to the market. I will.**Negative suggestions:**
 1. Why don't you explain the new lesson?

I'm afraid I can't. I don't know the new lesson yet.

You can also give negative reply to suggestions.

Play a game---Why don't you play a game?

I'm afraid I can't. I don't know how to play a game.

- Ask some of your students in pairs to write the words of part C at the beginning or at the end of the sentences. Write one example on the blackboard and tell them to follow the example: When a man gets older, he needs keeping himself fit.

Exercise solution:

2. There are dangers from eating too much.
 3. The most exciting job is fighting fires.
 4. Putting sharp things in your mouth is very dangerous.
 5. Playing tennis is my favorite sport
 6. Using tools carelessly is harmful for everyone.
 7. Learning English can help us to make research in English books.
 8. Experimenting on mice can give us an idea of the effect of the disease in humans.
- Ask your students in group of 3 or 4 to write the -ing form of the words of part A of page 25, and then call some students from the group to come in front of the class and read their words. If he/she made mistake call others to correct them.

Step four

- **Homework:** Ask the students to change these sentences by "using the verb+ing form" and copy them in their notebooks. Do not change the meanings.

Example:

It is easier than you think to learn first aid.

Learning first aid is easier than you think.

Exercise solution:

1. It is fun to exercise. **Exercising is fun.**
2. It makes you feel good to play sports. **Playing sports make you feel good.**
3. It can be quite difficult to keep fit. **Keeping fit can be quite difficult.**
4. It does not make you good to worry. **Worrying doesn't make you good.**
5. It is a good idea to turn off the TV before you go to bed. **Turning the TV off is a good idea before you go to bed.**

Unit Two

Lesson five

Objectives of the unit:

- Discuss about first aids.
- Read a passage about accidents in the home and some other passages about fire...
- Learn new words and use them in sentences.
- Learn some grammatical points such as: make and reply to suggestions and review that.
- Follow writing rules properly.

Objectives of the lesson:

- Students should be able to understand the writing rules with punctuation "how to write a text about something new"
- Students should be able to write a text about "How to prevent accidents in the kitchen".

-Period: (45) minutes.

-Pages: 26-27

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can make suggestion by use of let's + verb?
 2. Who can make and reply the suggestions?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. How to prevent accidents or dangers in the bathroom?

Step three

- **Writing:** Write the topic of the lesson on the board "Writing Rules" Read the following description of how to prevent accidents in the bathroom. Read the text aloud once and ask the students to listen carefully.
- Ask one or two students to read the text paragraph by paragraph aloud once again.
- Ask the students one by one to read the rules for preventing the accidents with using Always and Never on page 26 of the book. In case of making mistakes correct them.
- Read the text "Safety in the kitchen "on page 27 of the book. It describes how to prevent accidents in the kitchen and ask the students to listen carefully.
- Ask two or three students to read it once more, you and the other students should listen carefully to them.

Step four

- **Homework:** Ask the students to write a list of rules for preventing accidents in the kitchen in their notebooks. Use the bathroom list on your book on page26 as an example.

Unit Two

Lesson six

Objectives of the unit:

- Discuss about first aids.
- Read a passage about accidents in the home and some other passages about fire...
- Learn new words and use them in sentences.
- Learn some grammatical points such as: make and reply to suggestions and review that.
- Follow writing rules properly.

Objectives of the lesson:

- Students should be able to understand the usage of the prepositions accurately.
- Students should be able to understand the forms of the verb (do, does) in two kinds of questions through asking questions.

-Period: (45) minutes.

-Pages: 28-29

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What are the most common accidents in the kitchen?
 2. What are the most common accidents in the bathroom?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is the role of grammar in better use of language?

Step three

- **Revision:** Before reading the grammatical table on page 28, call some of the students to come in front of the class. Ask one or two of them to write some prepositions, the others should use them in sentences, if it is possible. Then, ask one or two of the students to describe preposition.
- Call some of the students to read page 28 aloud. Call some of them in pairs to come in front of the class, one of the students should write a sentence and other write a question for it, follow the textbook's sentences.

Step four

- **Revision:** Ask your students to read the sentences on page 29 silently and complete the blanks with given prepositions in the boxes and rite them in their notebooks. Then call some of them individually to read the sentences aloud. If anyone fails in doing the job, give the chance to another student to do it.

Exercise solution:

- | | | | | |
|--------|---------|-----------|-----------|----------|
| 1. Off | 2. To | 3. Over | 4. For | 5. About |
| 6. To | 7. With | 8. Out of | 9. Across | 10. By |
| 11. in | 12. By | 13. Of | 14. On | 15. For |

Step five

Homework: Ask the students to read the sentences of part B at home and make questions for the answers on the right in their notebooks for each sentence. (Use from the example of the book.)

Ms. Nelofar.
The principal
Student

- | |
|---------------------------------------------------------|
| a. (example) Who told the principal about the students? |
| b. To whom did Ms.Nelofar tell about the students? |
| c. What did the principal tell about the students? |

Unit Two

Lesson 7 & 8

Objectives of the unit:

- Discuss about first aids.
- Read a passage about accidents in the home and some other passages about fire...
- Learn new words and use them in sentences.
- Learn some grammatical points such as: make and reply to suggestions and review that.
- Follow writing rules properly.

Objectives of the lesson:

- Students should understand how to save their house from the topic “what you should know about fires.”
- Students should understand how to protect their home by reading “how to protect their home and family from cooking fire.

-Period: (45) minutes.

-Pages: 30- 34

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What is the difference between accident and trauma?
 2. What does home safety mean to you?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is fire and how can we stop it?

Step three

- Tell the students to read the passages of the pages 30, 31 and 32 aloud one by one in the class and other students should listen carefully. If they have any kind of difficulties in pronunciation of new words, ask other students to correct them, if they don't know the new words, you should help them.
- Then ask your students individually to respond the questions and then come in front of the class and read their responses and give other students to give them score.

Step four

- **Homework:** Ask the students to answer the questions on exercise “C” **Revision** and on the next day they should be able to discuss these questions with their teachers or their classmates.

UNIT THREE

The early spread of ISLAM

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- Discuss about the early spread of Islam.
- Read a passage about the early spread of Islam/Islam in Afghanistan.
- Learn new words and use them in sentences.
- Know how to change active into passive/passive into active and review that.
- Write a paragraph from notes.

Unit three

Lesson One

Objectives of the unit:

- Discuss about the early spread of Islam.
- Read a passage about the early spread of Islam/Islam in Afghanistan.
- Learn new words and use them in sentences.
- Know how to change active into passive/passive into active and review that.
- Write a paragraph from notes.

Objectives of the lesson:

- Students should be able to know the history of Islam and the early spread of Islam.
- Students should be able to realize the differences among (Hijri Shamsi/Hijri Qamari) (AH) and Gregorian dates (AD).

-Period: (45) minutes.

-Pages: 35-36

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral, visual, display, etc.

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can say what the causes of fires are?
 2. How can we stop the accidents of fires?
- **Brain storming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can say what in the map is?
 2. Can you name some Islamic countries?

Step three

- **Discussion:** Write the topic of the lesson on the board, "the early spread of Islam" . Then start your discussion by asking some questions about "Islam".
- Call some of the students in pairs and give them time to discuss about Islam and the early spread of Islam. When he/she finished talking about the topic, get other students to ask him/her questions, whether they agree to the ideas or give their opinion about it.
- **Show** the map to the students and read the entire names which are on the map.
As: Asia, India, the Arabian Sea, Persia, Arabian Peninsula, Makkah, Madinah, Nasrah, Baghdad, Damascus, Jerusalem, Turkey, Cairo, Alexandria, the

Mediterranean Sea, Carthage, Algeria, Morocco, North Africa, Portugal, Spain, The Atlantic Ocean, France, Europe.

- Then, Name aloud and show by a stick on the map the Islamic countries and cities. The green color shows the Islamic countries on the map which are: Persia, Madinah, Makkah, Arabian Peninsula, Nasrah, Baghdad, Damascus, Jerusalem, Cairo, Alexandra, some parts of Asia, Algeria, some parts of North Africa, some parts of Spain.
- Ask the students to look at the map and answer the questions below:
 1. What does the green color on the map mean?
It means the Islamic countries.
 2. In which direction did Islam spread?
Saudi Arabia, Iran, Afghanistan, , Pakistan, Tajikistan, Some parts of China, some parts of India, Turkey, Iraq, Egypt, Sudan, Lebia, Jordan, Nepal, Thailand, Nigeria, Algeria, etc.
 3. Can you name some Islamic countries?
Yes, they are Iran, Afghanistan, Saudi Arabia, Pakistan, Tajikistan, Some parts of China, some parts of India, Turkey, Iraq, Eyget, Sudan, Lebia, Jordan, Nepal, Thailand, Nigeria, Algeria, etc.
 4. What is the difference between Hijri date (AH) and Gregorian date (AD)?
Hijri Calendar: It is the system of calendar which is used in Islamic countries. Hijri means the year of the migration of Muhammad (peace be upon him) from Makkah to Madina.
There are two types of Hijri calendar; Hijri Shamsi (solar) and Hijri Qamari (lunar). Both the calendars are used in our country, but the Shamsi or solar calendar is the official calendar for the government.
Gregorian calendar: It is the system used in large parts of the world to divide the 365 days of the year into months and weeks, and to number the years.

Step four

- **Homework:** Ask the students to write a text in English about the history of Islam and the early spread of Islam.

Unit three

Lesson two

Objectives of the unit:

- Discuss about the early spread of Islam.
- Read a passage about the early spread of Islam/Islam in Afghanistan.
- Learn new words and use them in sentences.
- Know how to change active into passive/passive into active and review that.
- Write a paragraph from notes.

Objectives of the lesson:

- Students should be able to read the text "the early spread of Islam".
- Students should be able to read the text comprehensively and answer the questions.

-Period: (45) minutes.

-Pages: 37

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step One

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can say in which direction Islam Spread?
 2. Who can say the difference between Hijri and Shamsi dates?
- **Brain storming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is the religion?
 2. Who can name some Islamic countries?

Step three

- **Reading:** Read the passage about "The early spread of Islam" in page 37 of the book aloud. Ask the students to listen carefully and pay attention to the correct pronunciation.
- Give the students time to read the passage silently and find the true and false of the given sentences below the passage. If any of the students feel difficulties in finding out the correct answer, you should call another student to find it out. After that, call some of the students from different location of the class to read the passage aloud. Help them in pronunciation of difficult word.

Exercise solution:

1. True. Page36
2. True. Line 4
3. True. Line 6

4. False Line 13
5. False Line 19
6. False Line 22

Step four

- **Homework:** Ask your students to read the text once again and get the main idea.

Unit three

Lesson three

Objectives of the unit:

- Discuss about the early spread of Islam.
- Read a passage about the early spread of Islam/Islam in Afghanistan.
- Learn new words and use them in sentences.
- Know how to change active into passive/passive into active and review that.
- Write a paragraph from notes.

Objectives of the lesson:

Students should be able to understand meaning, pronunciation and use of the vocabulary in exercise of “Word Study”

Students should be able to fill in the space with the appropriate word.

-Period: (45) minutes.

-Pages: 38-39-40

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Which countries were ruled by the Muslims?
 2. In where did Arabic replace Latin language with?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can make a sentence for the words “**permanent** and **successful**”?
 2. Who can complete the sentence?
_____ is spoken all over the England.

Step three

- **Word study:** Write the words of page 38 on the blackboard and ask the students to come to the blackboard and put the written words in alphabetical order.
- Read the words of page 38 aloud and ask the students to listen carefully. Then ask some of the students to read the words aloud.
- Ask a few students to come in front of the class and write a sentence for each of the words they have just read on word study section.
- Ask your students to read the word study section on pages 39 and 40 silently and complete the blank spaces with the correct words from the given words in the right.

Then, ask some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

- | | | | |
|-------------------|----------------------|-----------------|------------|
| 1. The Antarctica | 2. Antarctica | 3. Asia | 4. English |
| 5. Turkey | 6. The Mediterranean | 7. The Atlantic | |
| 8. North America | 9. The Indian Ocean | 10. The Arctic | |
| 11. Control | 12. Fight | 13. Defeat | |
| 14. Occupy | 15. Capture | 16. Furthest | |
| 17. Beyond | 18. Successful | 19. Against | |
| 20. Permanent | 21. Hill | 22. Continent | |
| 23. Army | 24. Empire | 25. Border | |

Step four

- **Homework:** Ask the students to complete the spelling of these words from the previous lesson in their notebooks.

Exercise solution:

1. Alliance
2. Death
3. Developed
4. Difficult
5. Exercise
6. Over lose
7. Plastic
8. Precaution
9. Sheep
10. Shook
11. Simple
12. Young.

Unit three

Lesson four

Objectives of the unit:

- Discuss about the early spread of Islam.
- Read a passage about the early spread of Islam/Islam in Afghanistan.
- Learn new words and use them in sentences.
- Know how to change active into passive/passive into active and review that.
- Write a paragraph from notes.

Objectives of the lesson:

- Students should be able to understand the grammatical structure “Active Voice and Passive Voice”.
- Students should be able to change the “Active sentences to Passive sentences”& the Passive to Active”

-Period: (45) minutes.

-Pages: 41

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What language is spoken all over the England?
 2. Where is Afghanistan located?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can change this sentence to passive voice?
He broke the glass.

Step three

- **Grammar:** Write the topic of the lesson on the board “Active and Passive”. Explain and write on the board " Active and passive" and ask your students to listen carefully. Then, write some sentences on the blackboard and show practically the changes on them.
- Ask your students to read the sentences below the table silently and pay attention to changing active into passive voice. Then, call some of them to come in front of the class. Ask them to write the first sentence on the blackboard and change it according to the examples and structures.

1. Somebody built this house in 2008. (Active)
 subject verb object

We can show the action in a passive sentence like this:

2. This house was built by somebody in 2008. (Passive)
Subject verb

- Ask the students in pairs to change the sentences of part B from active voice to passive voice. Then call them to come in front of the class and read their sentences.

Exercise solution:

1. The Muslims spread Islam.

Islam was spread by Muslims

2. Some boys were helping the wounded man.

The wounded man was being helped by some boys.

3. He broke the glass.

The glass was broken by him.

4. The driver stopped the train.

The train was stopped by driver.

5. The horse kicked the man.

The man was kicked by the horse.

6. I wrote a letter.

A letter was written by me.

Step four

- **Homework:** Ask the students to change the sentences of part C from passive voice to active voice in their notebooks.

Unit three

Lesson five

Objectives of the unit:

- Discuss about the early spread of Islam.
- Read a passage about the early spread of Islam/Islam in Afghanistan.
- Learn new words and use them in sentences.
- Know how to change active into passive/passive into active and review that.
- Write a paragraph from notes.

Objectives of the lesson:

- Students should be able to write a paragraph by using the notes about something.
- Students should be able to consider punctuation in their writings.

-Period: (45) minutes.

-Pages: 42

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: oral

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can change these sentences into active voices?
 1. Lesson five was learned by you yesterday.
 2. Lesson six was taught be me yesterday.
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is a paragraph?

Step three

- **Writing:** Write the topic of the lesson on the board "Writing from Notes". Read the paragraph about the Muslims and the Romans aloud.
- Tell the students to look at the notes in the box which are about the month of Ramadan and then ask them to make up a paragraph from these notes about the month of Ramadan.
- Ask your students individually to come in front of the class and read their paragraphs. Tell other students if they have any question they can ask from their classmate.
- Tell the students to consider the Punctuations of part C while they are writing a paragraph.

Step four.

- **Homework:** Ask your students to write a paragraph about the topic which they prefer to write.

Unit three

Lesson Six

Objectives of the unit:

- Discuss about the early spread of Islam.
- Read a passage about the early spread of Islam/Islam in Afghanistan.
- Learn new words and use them in sentences.
- Know how to change active into passive/passive into active and review that.
- Write a paragraph from notes.

Objectives of the lesson:

- Students should be able to deeply understand active and passive voice.
- Students should remember the rules of changing active into passive/passive into active.

-Period: (45) minutes.

-Pages: 43-44

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Which tips of punctuation you consider in writing a paragraph?
 2. What is composition?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What are the differences between active and passive voices?

Step three

- **Revision:** Ask your students in turn to tell about the rules of changing active to passive voice within the examples. In case of making mistakes ask other students to correct them. Follow this procedure up to the end of the class.
- Then explain the rules of changing active voice to passive voice and show them the changing of verbs in boxes A, B and C of page 43 one by one to your students.
- Ask your students to practice the examples of E and F of pages 44 in their notebooks and then call your students in pairs in front of the class, one student reads his/her active sentence and the other one change it into passive voice.

Step four

- **Homework:** Tell your students to read the passages about Islam at home and get prepared to read and understand it completely in the class.

Unit three

Lesson 7 & 8

Objectives of the unit:

- Discuss about the early spread of Islam.
- Read a passage about the early spread of Islam/Islam in Afghanistan.
- Learn new words and use them in sentences.
- Know how to change active into passive/passive into active and review that.
- Write a paragraph from notes.

Objectives of the lesson:

- Students should be able to read passage in order to get its main idea.
- Students should be able to find the exact meaning of the words from dictionary and use them in sentences.

-Period: (90) minutes

-Pages: 45-45-47-48

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What are the rules of an instruction?
 2. What are the differences between instructions and directions?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What do we mean by the word "synonyms?"

Step three

- Ask your students to read the passage once silently and then give them time to match the words in Column "A" to their synonyms in Column "B". Then call some of your students in pairs to come in front of the class and read their matching words.

Exercise solution:

- | | |
|---------------|--------------------------------|
| 1. Surrender | f. give up |
| 2. Pleasure | o. happiness |
| 3. Decree | a. order |
| 4. Compassion | g. sympathy |
| 5. Influence | h. pressure |
| 6. Community | i. group of people |
| 7. Fugitive | j. a person escaping from |

8. Portion	k. part
9. Communal	e. common
10. Obligatory	l. required
11. Youth	m. adolescence
12. Function	c. occupation
13. Status	n. condition
14. Instrument	d. tool
15. Embody	b. symbolize

- Write the topic of the lesson on the board (Islam and Islam in Afghanistan), ask the students to read the passage silently once, and then ask some of them to read the passage paragraph by paragraph aloud and the other students should listen to their classmates carefully.
- Ask the students to choose the correct answers in pairs which are about the passage in page 48. Then ask individual students to come in front of class and read their answers, if one student makes mistake, call other student to correct it.

Exercise solution:

1. The literal meaning of Islam is ... **a. peace**
2. The message of Islam was revealed to the Holy Prophet (PBUH) c. **1400 years ago.**
3. The prime message of Islam is the ... **a. Unity of God**
4. A Muslim has ... main duties to perform **(d. five)**
5. Islam's main message is ... **b. to worship God(Allah)**
6. At present there are Muslims worldwide **(c. 1.5 billion)**
7. Today Islam is the Growing faith in the world **(b. fastest)**
8. Approximately Percent of Afghans are Muslims **(c. 99)**
9. At the end of 7th century, the Muslims entered into Afghanistan after defeating ... **(b. the Sassanians in Nihawad).**
10. Islam is a pervasive influence throughout Afghan society **(a. central)**
11. Historically Afghanistan has been ruled by ... **(d. Islamic Shariah and customary laws).**

Step four

- **Homework:** Ask your students to find the meaning of the words of part B from the dictionary and then use them in sentences.

UNIT FOUR

Food we eat The which eat

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- Discuss about the food which they eat.
- Read passages about food for energy and healthy eating.
- Know the new words and use them in sentences.
- Use which, who and that as a subject and review some grammatical points.
- Write paragraphs from notes.

Unit four

Lesson one

Objectives of the unit:

- Discuss about the food which they eat.
- Read passage about food for energy and healthy eating.
- Know the new words and use them in sentences.
- Use which, who and that as a subject and review some grammatical points.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to discuss about “the food which we eat.
- Students should be able to find the correct words in box and use them in blank spaces.

-Period: (45) minutes

-Pages: 49-50

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can use these words in suitable sentences?
 1. Reveal
 2. Spread
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What would you like to have in the breakfast?
 2. What would you like to eat at the lunch time?

Step three

- **Discussion:** Write the topic on the board “The food which we eat”. Ask your students about the food in categories “A” and “B”. Which one do they choose for eating? Do they like a burger, chips, pizza, salad burger or only soft drink? Which kind of food do they like from the following foods? Jam and cookies, Qabile Palao, rice, lemon juice, rice, fresh fruits, chips, Cake, vegetables, bread, butter, milk, eggs, cheese, yogurt (diary).
- Ask your students to write the answers of the questions in their notebook, and then call some of the students in pairs to come in front of the class. One of the students ask the question and other should answer.

Step four

- **Homework:** Ask your students to complete each sentence with correct word from the box.

Exercise solution:

1. That meal is very attractive . It looks good.
2. Soft drinks come in tins or bottles and usually have a lot of sugar.
3. Are those dates fresh ? Yes. I've just taken them from the tree.
4. We are going to be supplied with fried chicken and tea for lunch.
5. We measured the energy of food in hamburgers.
6. Butter and oil give our bodies fats. Rice and sugar give carbohydrates.
7. Chocolates and cakes are kinds of calories
8. We can find old, broken cars in a Junk yard.

Unit four

Lesson two

Objectives of the unit:

- Discuss about the food which they eat.
- Read passage about food for energy and healthy eating.
- Know the new words and use them in sentences.
- Use which, who and that as a subject and review some grammatical points.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to read the text of “Food for Energy” comprehensively.
- Students should be able to read the question and respond it.

-Period: (45) minutes

-Pages: 55

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step One

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What does junk food mean to you?
 2. What is a balance food, name its items?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What do “Calories and energy” mean to you?
 2. What do “Carbohydrates and Vitamins” mean to you?

Step three

- **Reading:** Write the topic on the board. Food for energy on page 51. Read the text aloud once and ask the students to listen to you carefully. Ask your students in turn to read the text paragraph by paragraph aloud and the other students should listen to them.
 - Ask the following questions from the students one by one to give answer and find the lines and in case of having difficulties help them.
For example: How is energy in food measured?
Energy in food is measured in calories and it is in lines 12 to 13.
- Exercise solution:**
1. The human body needs food to give it energy and it is in lines 3 to 4.
 2. An egg has more calories than a tomato and it is in lines 14-15.

3. Only one tin of soft drink a day may gain five kilos per year and it is in lines 20-24.
4. We gain ten kilos in one year if we drink two tins of soft drink a day and it is in lines 22-24
5. Because all “Junk food” contains lots of carbohydrates and fats and it is in lines 29-30.

Step four

- **Homework:** Ask your students to write a paragraph about healthy food.

Unit four

Lesson three

Objective of the unit:

- Discuss about the food which they eat.
- Read passage about food for energy and healthy eating.
- Know the new words and use them in sentences.
- Use which, who and that as a subject and review some grammatical points.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to understand and use the vocabulary of the “Word Study”.
- Students should be able to fill in the blanks with the word from the boxes.

-Period: (45) minutes.

-Pages: 56-57

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step One

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Why will you probably get fat if you eat a lot of junk food?
 2. Do soft drinks have a lot of calories if yes; why?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What are cereals?

Step three

- **Word study:** Write the words of page 53 on the blackboard and ask the students to come to the blackboard and put the written words in alphabetical order.
- Read the words of page 53 aloud and ask the students to listen carefully. Then ask some of the students to read the words aloud.
- Ask a few students to come in front of the class and write a sentence for each of the words they have just read on word study section.
- Ask your students to read the word study section on page 54 silently and complete the blank spaces with the correct words from the given words in the right. Then, ask some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

- | | | | |
|---------------|-------------|---------------|-----------|
| 1. Convenient | 2. Balanced | 3. Attractive | 4. Fresh |
| 5. Diet | 6. Fuel | 7. Substance | 8. Energy |
| 9. Supply | 10. Contain | 11. Store | 12. Gain |

Step four

- **Homework:** Ask the students to write one sentence for each new word of the word study section.

Unit four

Lesson four

Objectives of the unit:

- Discuss about the food which they eat.
- Read passage about food for energy and healthy eating.
- Know the new words and use them in sentences.
- Use which, who and that as a subject and review some grammatical points.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to know about “**relative clause**” as subject and object and to learn about “taking out of which, who and that”.
- Students should be able to identify the “**relative pronouns**” and shorten the “**relative clause sentences**” by omitting the relative pronouns, who, which and that.

-**Period:** (45) minutes

-**Pages:** 55-56

-**Teaching method:** oral, visual, display, discussing, questions/answers and a role play.

-**Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-**Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.

-**Evaluation Method:** questions and answers.

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What does fuel give to us?
 2. From which kind of food do we get more calories?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is a subject and what is an object?

Step three

- **Grammar:** Write the topic on the board. “Taking out which, who and that” an object of the sentence.

Explanation:

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause, your text becomes more fluent and you can avoid repeating of certain words. e.g.

There are several English courses which are going on here in Kabul at the same time.

Relative clause

How to Form Relative Clauses

Imagine, a girl is talking to Tom. You want to know who she is and ask a friend whether he knows her or not. You could say:

Unit four

Lesson five

Objectives of the unit:

- Discuss about the food which they eat.
- Read passage about food for energy and healthy eating.
- Know the new words and use them in sentences.
- Use which, who and that as a subject and review some grammatical points.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to know the ways of writing a paragraph, a letter, or text, from some notes
- Students should be able to write a paragraph, a letter, or text without notes.

-Period: (45) minutes

-Pages: 57

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step One

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What are the subject and object of sentences?
 2. What is relative clause?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Have you ever written a paragraph about a topic?

Step three

- **Writing:** Write the topic of the lesson on the board "Writing from Notes". Read the paragraph about Carbohydrates and Fats aloud.
- Tell the students to look at the notes in the box which are about the Carbohydrates and fats, and then ask them to make up a paragraph from these notes about the Carbohydrates and fats.
- Ask your students individually to come in front of the class and read their paragraphs. Tell other students if they have any question, they should ask from their classmate.
- Tell the students to consider the Punctuations when they write a paragraph.

Step four

- **Homework:** Ask your student to read the part 4 notes about protein and minerals. Then write a paragraph in their notebooks.

Unit four

Lesson Six

Objectives of the unit:

- Discuss about the food which they eat.
- Read passage about food for energy and healthy eating.
- Know the new words and use them in sentences.
- Use which, who and that as a subject and review some grammatical points.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to know about “**relative clause**” and the rules about “**taking out of which, who” and that**”
- Students should be able to shorten the “relative clause sentences” by omitting the **relative pronouns**.
- Students should be able to understand the new grammatical rules about “**if clause**”
“**If +presentpresent**”

-**Period:** (45) minutes

-**Pages:** 58

-**Teaching method:** oral, visual, display, discussing, questions/answers and a role play.

-**Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-**Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.

-**Evaluation Method:** questions and answers.

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What is a paragraph and what is the rule for writing it?
 2. What is if clause and its formula?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is the “relative pronoun” and its role when we use it as ‘subjects/objects’ of the sentences?

Step three

- **Revision:** Write the topic on the board. “Taking out of which, who and that”. Explain briefly as you learned in your previous lesson that the relative pronouns “which, who and that” are used in our sentences as the subject and as the object of the sentences.
If the relative pronouns “which, who and that” are followed by a verb it comes as the subject or the subject pronoun and if they are followed by “a noun or pronoun” it comes as the object or object pronoun in our sentences.
If we use relative pronouns as object, we can omit them but if they are used as subject, they can never be changed.
Example: She is the girl who called me yesterday. (who subject)

She is the girl who/whom I called yesterday. (who object)

She is the girl I called yesterday. (who omitted)

- Ask some of your students to read text (A and B) aloud and the other students should listen to their classmates carefully.

Explain shortly the second part about the grammatical rules of the conditional sentences.

“If present..... Present”

If the first part of our “if clause” is in the present tense, reality and facts the second part of it is in the present as well.

If a person eats more than he needs, his body stores the extra energy as fat.

If +present..... Future.

If the first part of our “if clause” is in the present tense, future possibility the second part of it is in the future tense. e.g.

If you study hard, you will get the first position in the class.

If +past..... Wouldpresent and future imaginary

If the first part of the “if clause” is in the past tense, the second part of it will be with “would”, e.g.

If I touched the sun, I would feel its warmth.

- Ask your students to write the following six sentences as”. First decide if the result is always true, **change the future to the present**. Second if the result is not true and it can be different, copy the sentence without any change.

Exercise solution:

1. If you heat ice, it becomes water.
2. If you throw something into the air, it falls down.
3. If the weather becomes worse, the plane isn’t able to land.
4. If Waleed passes his school’s final exam, his father gives him a car.
5. If it rains today, we go on a picnic.
6. If you give him a lot of money, he stays at home.

Step four

- **Homework:** Ask your students to write ten sentences for “if clause” in their notebooks.

Unit four

Lesson 7& 8

Objectives of the unit:

- Discuss about the food which they eat.
- Read passage about food for energy and healthy eating.
- Know the new words and use them in sentences.
- Use which, who and that as a subject and review some grammatical points.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to identify the correct meaning of the words.
- Students should be able to increase their vocabulary by choosing the correct answers.

-Period: (45) minutes

-Pages: 60-61

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step One

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can complete these conditional clauses?
 1. If you study hard,.....
 2. If you heat ice.....
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What are nutrients?

Step three

- Ask your students to read the words about the "Healthy Eating" of pages 60 and 61. Then get the students to fill in the blanks.
- Tell your students to try to guess the meaning of the words from the tables and write them in their notebooks. Then ask them to come in front of the class and read their words.

Exercise solution:

1. **A nutrients is ...
a special substance which we need in our food.**
2. **A deficiency in your diet can result from eating...**
 - a. only one kind of food.
3. **Calcium is a kind of**
 - d. mineral

4. Scurvy is...
a. **a disease.**
5. Limes are probably a kind of....
a. **a fruit.**
6. Ali said” I those articles in a “
c. **Read... newspaper.**
7. During a fast, we
b. **do not eat.**
8. During a battle....
d. **armies fight each other.**
9. Magnesium is....
a. **mineral.**
10. Milk is....
d. **essentially an emulsion of fat and protein.**
11. We get minerals from...
d. **milk, green vegetables and cereals.**

Step four

- **Homework:** Ask your students to memorize the meaning and spelling of the word of the Healthy Eating from number 1 up to 11.

Unit four

Lesson 7& 8

Objectives of the unit:

- Discuss about the food which they eat.
- Read passage about food for energy and healthy eating.
- Know the new words and use them in sentences.
- Use which, who and that as a subject and review some grammatical points.
- Write paragraphs from notes.

Objective of the lesson:

- Students should be able to read the text about Healthy eating and comprehend it.
- Students should be able differentiate good food from bad food.
- Students should be able to answer the question below the text.

-Period: (45) minutes

-Pages: 62-63-64

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step One

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can make sentences for the words "nutrients and calcium"?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who are in diet in your class?
 2. Who likes dates and milk?

Step three

- Tell the students to read the passage about "Healthy Eating" aloud in the class and other students should listen carefully. Give them time to answer the question about the passages in their notebooks.
- Then ask some of your students in pairs to come in front of the class and one student ask the question and other student should answer it.

Exercise solution:

1. What is a "balanced" diet?

To grow, to be healthy and to stay alive, everyone needs to eat. However, we cannot eat only one kind of food. We need a mixture of different food to keep us healthy and to give us energy. The correct mixture of food is called a balanced diet.

2. Name five special substances which our bodies need.

Our bodies need food which gives us five special substances. These substances (called nutrients) are proteins, carbohydrates, fats, minerals and vitamins.

3. Which two kinds of food give us all the nutrients which we need?

There are several kinds of food which give us all, or most of the nutrients which we need. It may surprise you to learn that the two kinds of food are dates and milk.

4. Look again at the five “special substances” which you listed in question 2. How many of them are supplied by dates?

Modern science has proved that dates contain a lot of **vitamins** as well as sugar, **fat** and **protein**. They are also rich in the **minerals, calcium, sulphur, iron, potassium, phosphorus, copper** and **magnesium**.

Step four

- **Homework:** Ask them to choose the correct answers of the sentences and write them in their notebooks.






Exercise solution:

1. Having a balanced diet means eating.....
c. a correct mixture of food.
2. Vitamins are a kind of....
a. Nutrients
3. Cheese contains mostly...
d. proteins and fats.
4. Lean meat contains.
b. more than one nutrient.
5. Which nutrients are good for your bones and teeth?
a. Carbohydrates
6. Which nutrients give you energy?
B. Proteins and vitamins
7. Which one of these is not a mineral?
d. Copper
8. Hundreds of years ago, sailors became sick with scurvy because....
d. they had no fresh fruit in their diets.
9. Hundreds of years ago, dates were thought to be a very good food for...
a. Soldiers
10. Proteins are needed to our bodies to grow and become....
d. full of energy.
11. Fats come from...
a. cheese, butter, oil and meat.
12. Energy in food is measured in...
b. Calories.

UNIT FIVE

AFGHANISTAN yesterday and today

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

-  Discuss about Afghanistan (yesterday and today)
-  Read passages about different life styles and agriculture of Afghanistan.
-  Learn new words and use the in sentences.
-  Know the usage of used to + verb and the past perfect and review some other grammatical points.
-  Know the usage of writing from notes.

Unit five

Lesson one

Objectives of the unit:

- Discuss about Afghanistan (yesterday and today)
- Read passages about different life style and agriculture of Afghanistan
- Learn new words and use them in sentences
- Know the usage of used to +verb and the past perfect and review some other grammatical points
- Know the usage of writing from notes

Objectives of the lesson:

- Students should be able to discuss about “Afghanistan yesterday and today “.
- Students should be able to answer the following questions as a discussion in order to get a positive result from their discussion.
- Students should be able to use the correct words in blank space sentences.

-Period: (45) minutes

-Pages: 65-66

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral, visual, display, etc.

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Can you name some healthy food?
 2. In which situation, do we use ‘if +present form of verb?’
 3. What is the difference between which and who in relative clause usage?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What kind of life do you prefer to have?
 2. Do you like modern life or traditional life?

Step three

- **Discussion:** Write the topic on the board “Afghanistan yesterday and today”. Divide students in group of 5 persons and ask them to look at the pictures and have a discussion about the topic.
For example: 1st group. The first picture is traditional house; is located in the suburb next to a hill and is made of wood. It shows the simple and early life of the people.
2nd group There are many differences between them such as:
The traditional house is located in the suburb among trees next to a hill. It is made of wood and it looks old. And the modern house is located in the city and is made of cements, bricks, and other modern materials.
3rd group In traditional houses, the cooking was done in open fire.

4th group A. The advantages of the traditional houses are that: The air is fresh and it is located in the suburb among green trees next to the hill. The big advantage of this kind of the house is having fresh air with good and calm atmosphere.

5th group: The disadvantages of the traditional houses are that they are made of wood and mud. The other disadvantages of the traditional houses are that they catch fire soon in some unexpected events.

In traditional house there was no electricity, and the light was provided by oily woods and oil lamps etc.

Please describe the changes which came in the life of Afghan people within ninety years.

- Ask your students to write the answers of the questions in their notebook, and then call some of the students in pairs to come in front of the class. One of the students ask the question and other should answer.

Step four

- **Homework:** Ask your students to complete each sentence with the correct word from the box and copy them in your notebooks.

Exercise solution:

1. Traditional life has changed a lot in the last ninety years.
2. These changes have advantages and disadvantages.
3. In the past, people had to fetch water from wells. Now most people get their water from taps in their houses.
4. The style of houses has changed. For example, traditional houses are built of mud and other substances.
5. Our house is brand-new. Working on it finished last week.
6. Camels and horses are traditional ways of travelling.
7. Traditional building materials like mud are still used today.

Unit five

Lesson Two

Objectives of the unit:

- Discuss about Afghanistan (yesterday and today)
- Read passages about different life style and agriculture of Afghanistan
- Learn new words and use them in sentences
- Know the usage of used to +verb and the past perfect and review some other grammatical points
- Know the usage of writing from notes

Objectives of the lesson:

- Students should be able to read the articles about “different life styles and get an idea from it.
- Students should be able to answer the questions about the passage and find the sentences and the line numbers from the passage.
- Students should be able to find out the meaning of the words from the passage

-**Period:** (45) minutes

-**Pages:** 67

-**Teaching method:** oral, visual, display, discussing, questions/answers and a role play.

-**Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-**Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.

-**Evaluation Method:** questions and answers

Step One

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What are some facilities of modern house?
 2. What are the disadvantages of traditional house?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What are the advantages of living in a town and in a suburb?
 2. Which one do you prefer to live in?
 3. Which one has more facilities?

Step three

- **Reading:** Write the topic on the board “Different life style” on page 67. Read the text aloud once and ask the students to listen to you carefully. Ask your students in turn to read the text paragraph by paragraph aloud and the other students should listen to them.
- Ask the following questions from the students one by one to give answer.
 1. Who is Hamid?

Hamid is Khalid's grandfather.

2. What are the differences of their life?

Hamid used to be a farmer. He has lived his whole life in the same village.

They lived in a house made of mud, wood and chopped straw. They fetched water from a well, which supplied water to the whole village.

When someone was sick, his mother used to make remedies from plants and trees that grew in the area.

3. Who bought a farm in a neighboring district?

Hamid's grandson.

5. Which college did Khalid graduate from?

Khalid graduated from the agricultural college.

- Ask your students to answer questions below the text and write them in their notebooks.

Exercise solution:

1. The first two sentences introduce the passage.
2. Paragraph one is about Hamid who is Khalid's grandfather.
3. Paragraph two is about the traditional life of Hamid's time.
4. The last paragraph talks about the modern life of Khalid who is Hamid's grandson and has just bought a farm in neighboring district.....

Step four

- **Homework:** Ask your students to find the sentences and line numbers from the passage on page 70.

Exercise solution:

1. Line: 5, 6.
2. Lines: 9-10.
3. Lines: 10, 11.
4. Lines: 13, 14.
5. Lines: 14, 15.
6. Lines: 19,20,2.
7. Lines: 23,24,25.
8. Lines: 28, 29.
9. Line: 32.
10. Lines: 32, 33.
11. Lines: 33,34,35,36.
12. Line: 36.
13. Line: 37.
14. Lines: 37, 38, 39.
15. Lines: 39, 40, 41.

Unit five

Lesson three

Objectives of the unit:

- Discuss about Afghanistan (yesterday and today)
- Read passages about different life style and agriculture of Afghanistan
- Learn new words and use them in sentences
- Know the usage of used to +verb and the past perfect and review some other grammatical points
- Know the usage of writing from notes

Objectives of the lesson:

- Students should be able to know the meaning of the vocabularies.
- Students should be able to use the correct words from the box in the sentences.
- Students should be able to make sentences about each word in their notebooks as homework.

Period: (45) minutes

Pages: 68-69

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Which life style do you prefer more, Hamid's or Khalid's?
 2. What is Hamid's job now?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is the word study?
 2. Why does each unit of this course have a word study?

Step three

- **Word study:** Write the words of page 68 on the blackboard and ask the students to come to the blackboard and put the written words in alphabetical order.
- Read the words of page 68 aloud and ask the students to listen carefully. Then ask some of the students to read the words aloud.
- Ask a few students to come in front of the class and write a sentence for each of the words they have just read on word study section.
- Ask your students to read the word study section on page 69 silently and complete the blank spaces with the correct words from the given words in the right. Then, ask

some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

- | | | | |
|------------------|----------------|---------------|---------------|
| 1. Disadvantages | 5. Electricity | 9. observe | 13. Highway |
| 2. Remedies | 6. Retired | 10. Supply | 14. well |
| 3. Centuries | 7. Spacious | 11. move into | 15. Youth |
| 4. Districts | 8. latest | 12. Entertain | 16. Machinery |

Step four

- **Homework:** Ask the students to write one sentence for each new word of word study.

Unit five

Lesson four

Objectives of the unit:

- Discuss about Afghanistan (yesterday and today)
- Read passages about different life style and agriculture of Afghanistan
- Learn new words and use them in sentences
- Know the usage of used to +verb and the past perfect and review some other grammatical points
- Know the usage of writing from notes

Objectives of the lesson:

- Students should be able to understand the grammatical structure of (USED TO +VERB (NO ENDINGS)
- Students should be able to change the simple past sentences to sentences using “used to “.
- Students should be able to know how to use "used to" in a question or in a negative statement. Use the past tense of grammatical point "used to".

Period: (45) minutes

Pages: 70

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What is the benefit of word study which is written after each unit?
 2. Is it necessary to memorize meaning of English Words in a language? Why?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like: Make some sentences By “used to”, to direct them towards the main idea of the new lesson.
 1. He used to live alone when he was abroad.
 2. He used to take care of the patients when he became a doctor.

Step three

- **Grammar:** Write the topic of the lesson on the board “Grammar” Used to +verb (no ending)
Explain the grammatical structure briefly.
 1. **The auxiliary used (to) expresses a discontinued habit. e.g.**
They used to be housekeepers.
I used to live there when I was a student.

Strictly speaking: Used (to) is semi model auxiliary verb, in colloquial English. However, “**Did you use to**” usually replaces “**Used to**” and did not use to replaces “**Used not to**”.

Or we use “**used to**” when something happens quite a long time ago in the past either for quite a long time or repeatedly. e.g. I used to work with my father in our farm.

- Ask your students to read the grammatical box (1) aloud and the other students should look at their books and listen to their classmates carefully.

Questions: affirmative

- a. Did Hamid use to be a farmer? Yes, Hamid used to be a farmer, but he is retired now.
- b. Did Hamid use to look after his father’s sheep? Yes, he used to look after his father’s sheep.
- c. Did his mother use to make remedies? Yes, she used to make remedies.

Questions: Negative:

- a. Didn’t Hamid use to be a farmer? No, he did not use to be a farmer.
 - b. Didn’t Hamid use to look after his father’s sheep? No, he did not use to look after his father’s sheep.
 - c. Didn’t his mother use to make remedies? No, she did not use to make remedies.
- **Ask** some of your students to make sentences by using the grammatical point “**used to**”. Listen to them carefully and correct their mistakes.
Ask your students to read the grammatical box (1) aloud and the other students should look at their books and listen to their classmates carefully.
 - 2. **Ask** your students to read these simple past sentences and then change them by using the grammatical point “**used to**” instead of the past tense.

Exercise solution:

- a. Everyone used to listen to stories.
 - b. We used to live in a traditional house.
 - c. A well used to supply water to the whole village.
 - d. I used to travel on horses as a boy.
 - e. Hamid used to go to the desert as a youth.
3. **Now** Ask your students not to use “**used to**” in a question or in a negative statement. **Use the past tense.** As an example, look at this conversation below.
- A:** “Salem used to eat a lot when he was young.”
- B:** “What did he eat? Did he eat good food?”
- C:** “No, he didn’t eat good food. He used to eat junk food.”

Step four

- **Homework:** Ask your students to make more conversations like the above in their notebooks by using the words in number one, two and three which are all about “**Fahim’s habits**” in the past. **Example:**
A. Fahim used to read a lot when he was a student.
B. What did he read? Did he read many novel books?
C. No, he didn’t read novel books. He used to read many historical books.
A. Fahim used to play football very much when he was young.
B. What did he play? Did he play tennis very much when he was young?
C. No. He didn’t play tennis very much. He used to play football very much when he was young.
A. Fahim used to travel a lot to Asia when he was young.
B. Where did he travel a lot when he was young? Did he travel a lot to Europe?
C. No. He didn’t travel a lot to Europe when he was young. He used to travel a lot to Asia.

Unit five

Lesson Four & Five

Objectives of the unit:

- Discuss about Afghanistan (yesterday and today)
- Read passages about different life style and agriculture of Afghanistan
- Learn new words and use them in sentences
- Know the usage of used to +verb and the past perfect and review some other grammatical points
- Know the usage of writing from notes

Objectives of the lesson:

- Students should be able to change the simple past sentences to “**used to**” sentences instead of the past tense.
- Students should be able to know how to use “**used to**” in a question or in a negative statement.
- Students should be able to write a paragraph about their youth by using the word “used to”.

-Period: (45) minutes

-Pages: 71

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Why do we use ‘used to’ in our sentences?
 2. What is the difference between simple past tense and ‘used to’?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by making some sentences using ‘used to’ to direct them towards the main idea of the new lesson, by using the word “**used to**”.
 - a. He **used to** live alone without his family when he was abroad.
 - b. He **used to** take care of the patients when he newly became a doctor.
 - c. I **used to** go to concerts every day.
 - d. She **used to** work in a kinder garden.

Step three

- Write the topic of the lesson on the board “Grammar” Used to +verb (no ending).
 1. **Explain and write on the board: If "used to" is used with simple form of the verb, it means (before).e.g.**
I used to go to concerts every day.

She used to work in a kinder garden.

What did he use to do?

I didn't use to study here.

But He is used to living alone without his family..

He is used to taking care of the patients when he newly became a doctor.

Here it shows a habit at the present Because if "used to" is used with (to be verbs) and followed by (ing) form of the verb, it shows current "habit:

Like: Hamid is used to living in a traditional house. He has lived in traditional house since he was born.

Hamid lived in a traditional house when he was young. We can write this sentence again with the grammatical point “used to”, like:

Hamid used to live in a traditional house when he was a young. Here "used to" means before.

- **Now write and ask** your students to look at this sentence, which is also in the past: **Hamid went to Farah last week.**
We cannot write or change this sentence again with the words “used to “because it’s true that it’s in the past but it’s not habitual action in the past. So we can’t change it by using the word “used to”. **Like: Hamid used to go to Farah last week. This sentence is wrong.**

Step four

- Tell your students to change the following sentences by using the grammatical term ‘used to “where it is possible and write them in their notebooks.
Exercise solution:
 1. Hamid used to be a farmer but he is retired now.
 2. As a youth, Hamid often used to observe his father.
 3. Hamid’s mother used to fetch water from a well.
 4. It’s not possible to change it by using the word “used to”.
 5. It is not possible to change it.
 6. It’s not possible to change it by the word “used to’.
 7. It’s not possible to change it by using the word “used to”.
 8. Before he moved to his new house Khalid used to live in a traditional house.
 9. Before he moved to his new house Khalid used to live in a traditional house.
 10. When they were young, the children used to listen to stories from their mother.
 11. The family used to travel on foot before they got a car.

Step five

- **Writing:** Ask your students to read the passage on page 70 of the book silently to find out:
 1. In the reading passage, the first paragraph tells you about Hamid’s youth. Read the paragraph again and make notes with your teacher .Your list may begin like this: Hamid is Khalid’s grandfather. They love each other very much but their life styles are very different. Hamid used to be a farmer but he is retired now. He has lived his whole life in the same village.
As a boy, Hamid used to look after his father’s sheep. The family rarely went away from home. When they did, they travelled on horses. They lived in a house made of mud, wood and chopped straw. They fetched water from a well, which supplied water to the whole village.
- Ask your students to think of someone in their family who is about Hamid’s age, and then write questions to find out information about his/her habit.
 1. What did he do when he was a child?

He used to go to the mosque with his father when he was a child.

2. Where did he travel when he was a child?

He used to travel with his family to different provinces of Afghanistan when he was a child.

3. What kind of a house did he live in? Where was it located?

He used to live in his family house and it was located in Karti-Parwan.

4. Where did he get water from? How did he fetch the water?

He used to get water from the nearest tap in his house and fetch it.

5. What was used for cooking?

Cooking was done on open fire with wood fuel.

6. How was lighting provided at night?

Lighting was provided by electric bulbs.

7. Did he go to a formal school?

He used to go to a formal vocational training school when he was young.

7. How did he learn his job?

He used to go to work in a workshop to practice his learnings.

Step Six

- **Homework:** Ask your students to write a paragraph about his/her youth by using the grammatical term "Used to, and did not use to").e.g.

Unit five

Lesson Six

Objectives of the unit:

- Discuss about Afghanistan (yesterday and today)
- Read passages about different life style and agriculture of Afghanistan
- Learn new words and use them in sentences
- Know the usage of used to +verb and the past perfect and review some other grammatical points
- Know the usage of writing from notes

Objectives of the lesson:

- Students should be able to deeply understand the grammatical structure of (Past Perfect tense) and make sentences with past perfect.
- Students should be able to understand the passage about “Agriculture” and comprehend it.
- Students should be able to try guessing the meaning of the words.

-Period: (45) minutes

-Pages: 72

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What is the difference between ‘used to’ and ‘be sued to’?
 2. Can we use ‘used to’ instead of ‘simple past tense’ every time we make sentence?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Had you learned the present perfect tense in grade nine before you came to grade eleven?
 2. Hadn't you learned the present perfect tense in grade ten?

Step three

- **Revision:** Write the topic of the lesson on the board “Grammar”. (Past Perfect Tense)
Call one student to come in front of the class to explain and write the definition and the usages of the past perfect tense on the board:
 1. Past perfect tense shows an action which was completed before another action in the past. So the Simple Past is in one clause and the Past Perfect is in the other.
Note: A (before clause) is usually used with the past simple tense to specify the past action. e.g: We had eaten the lunch.
 2. Past perfect tense is used with (if, whether, unless) to express a condition, e.g:

If I had played well, I would have won the game.

Structure of the Past perfect Tense:

Past perfect affirmative:	S+had+V3+	I had visited him.
Past perfect question:	Had+S+V3+C?	Had I visited him?
Past perfect negative:	S+had+not+V3+C?	I had not visited him.
Past perfect negative question:	Had+not+S+V3+C?	Had not I visited him? (Hadn't I visited him?)

- Ask your students to look at the board. Write, explain and show the past perfect sentence time line according to the book. e.g.

Step four

- **Homework:** Ask your students to look at the time line in the second box and divide the following sentences into two parts and also read the next passage about Agriculture of Afghanistan for tomorrow.

E.g: Hamid had been a farmer before he retired.

A is : he retired

B is: Hamid had been a farmer.

Exercise solution:

1. Hamid had often looked after his father's sheep before he became a farmer.
B A
2. Before Khalid bought a car, he had gone everywhere on foot.
A B
3. Before they moved to a modern house, they had lived in a traditional one.
A B
4. They had fetched water from the well before they got it in the tap.
B A
5. They had used oil lamps before they got electricity.
B A

Unit five

Lesson Seven & Eight

Objectives of the unit:

- Discuss about Afghanistan (yesterday and today)
- Read passages about different life style and agriculture of Afghanistan
- Learn new words and use them in sentences
- Know the usage of used to +verb and the past perfect and review some other grammatical points
- Know the usage of writing from notes

Objectives of the lesson:

- Students should be able to understand the text about “Agriculture in Afghanistan” and be able to say its main idea.
- Students should be able to choose the meaning of the words.

-Period: (45) minutes

-Pages: 73-74-75

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What is the structure of past perfect tense?
 2. Why do we use past perfect?
 3. What is the difference between simple past and past perfect?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is agriculture?
 2. What do Afghan people usually grow in their growing land?
 3. What is the role of agriculture.

Step three

- Ask your students to read the words about the “Agriculture of Afghanistan” of pages 73. Then get the students to fill in the blanks.
- Tell your students to try to guess the meaning of the words from the tables and write them in their notebooks. Then ask them to come in front of the class and read their words.

Exercise solution:

1. Agriculture means ...
 - a. **The science and art of farming**

- b. An agricultural expert
 - c. Husbandman
 - d. Farmer
- 2. **Create**
 - a. The universe and everything in it
 - b. Discover
 - c. To cause to come into existence
 - d. **To make**
- 3. **Surplus**
 - a. Degree
 - b. A less amount
 - c. **A quantity or amount over and above what is needed**
 - d. A small number
- 4. **To carry** or send (goods etc.) from a country to another, especially for the purpose of trade.
 - a. Import
 - b. Bring
 - c. **Export**
 - d. Transport
- 5. **Industry**
 - a. **Any branch of trade, business or manufacture**
 - b. A building in which things are manufactured
 - c. The building, or series of rooms in which the affairs of a business, branch of government, etc. are carried on.
 - d. To make industrial
- 6. **Resource**
 - a. **Something that lies ready for use or can be drawn upon for aid.**
 - b. Store
 - c. Reference
 - d. Original or primary source of information on any given study or subject
- 7. **The fact of living or staying in a place while working, going to school...**
 - a. Leave
 - b. **Residence**
 - c. Living
 - d. Residential
- 8. **The place where domestic animals are kept**
 - a. **Livestock**
 - b. Farm
 - c. Garden
 - d. Zoo
- 9. **Timber**
 - a. Cooking materials
 - b. **Building materials**
 - c. Road materials
 - d. Colors
- 10. **Fuel**
 - a. Water
 - b. Dust
 - c. **Any material as, coal, gas, oil ...**
 - d. Iron

- Read the text aloud once and ask some of your students to read the text aloud paragraph by paragraph and the other students should listen carefully to them, and then give them time to answer the questions about the text.
1. Does Afghanistan produce more food products or less now than it used to?
During its good raining years, Afghanistan used to produce enough food and food products are sufficient for the people, as well as creates a surplus for export but due to continuous droughts in the country, agriculture production has been affected badly.
 2. What are the major food crops produced in Afghanistan?
The major food crops produced in Afghanistan are: corn, rice, barley, wheat, vegetables, fruits and nuts. In Afghanistan, industry is also based on agriculture and pastoral forming. The major industrial crops are cotton, tobacco, madder, castor beans, and sugar.
 3. What does animal husbandry produce for local consumption?
Animal husbandry produces meat and dairy products for local consumption skins especially those of the famous Karakul and wool (both for export and for domestic carpet weaving) are also important products.
 4. What was the main problem that killed off four fifth of the livestock in 2000?
The main problem in 2000 was a drought which damaged some four-fifth of the livestock in southern Afghanistan and crippled the remaining of food production.
 5. What kind of trees are grown in north of the Hindu Kush?
Forests cover about 3 percent of the total land area and are found mainly in the eastern part of the country and on the southern slopes of the Hindu Kush. Woodlands in the east consist mainly of conifers, providing timber for the building industry as well as some wild nuts for export. Other trees especially oaks are used as fuel. In the north of the Hindu Kush there are pistachio trees the nuts of which are a traditional export.

Step four

- **Homework:** Tell your students to choose the correct answers and write them in their notebooks.
- Exercise solution:**
1. The main source of income in the country is ...
 - a. Food
 - b. Agriculture**
 - c. Cotton
 - d. Wheat
 2. Afghanistan produces ...
 - a. Enough food**
 - b. Less food
 - c. More than enough
 - d. No food
 3. is also based on agriculture
 - a. Factory
 - b. University
 - c. Shops

- d. Industry**
4. Cotton, tobacco, madder etc. are the major...
- a. **Industrial crops**
 - b. Timbers
 - c. Dairy products
 - d. Cooking materials
5. The economy of Afghanistan is proper using of agricultural resources.
- a. Connected to
 - b. Involved to
 - c. **Related to**
 - d. Converted to
6. The order of the seasons is: spring
- a. Summer, winter, autumn
 - b. Autumn, winter, summer
 - c. Winter, autumn, summer
 - d. **Summer, autumn, winter**
7. Afghanistan's exports are.....
- a. Wheat
 - b. Rice
 - c. **Karakul and wool**
 - d. Cotton
8. The two-third of annual milk production is from
- a. **Cows**
 - b. Horse
 - c. Camel
 - d. Mule
9. How many percents of the population draw its livelihood from a rural economy
- a. 90 percent
 - b. 95 percent
 - c. 80 percent
 - d. **85 percent**
10. Which tree is used as a fuel
- a. **Oaks**
 - b. Cypress
 - c. Willow
 - d. Plane tree

UNIT SIX

ENVIRONMENT The Point

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- Discuss about the environment.
- Read about problems with the ozone layer and the red sea in danger.
- Learn new words and use them in sentences.
- Know the first conditional or if clause and review that.
- Write a paragraph about pollution in the earth.

Unit Six

Lesson One

Objectives of the unit:

- Discuss about the environment
- Read about problems with the ozone layer and the red sea in danger
- Learn new words and use them in sentences
- Know the first conditional or if clause and review that
- Write a paragraph about pollution in the earth

Objective of the lesson:

- Students should be able to discuss about the different kinds of pollutions; pollution of the atmosphere, pollution of river and sea, pollution of land.

-Period: (45) minutes

-Pages: 76-77

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Name some materials which are imported to Afghanistan?
 2. Where do our dairy products come from?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is environment? What is pollution?
 2. What happens if our environment is dirty?

Step three

- **Discussion:** Write the title of the discussion on the blackboard (The Environment). Then, start your discussions with asking some questions about Environment from the students, such: Do you like clean environment? How we can save our environment from pollution? Is clean environment good for our health?
- Call some of the students by turn to come in front of the class. Ask them to talk about the Environment. When he/she finished talking about, get other students to ask him/her questions, whether they agree the ideas or give their opinion about it.
- Write the questions written in part A, B and C on page 77 on the blackboard and ask them to look at the pictures and discuss the questions.

Exercise solution:

A. Pollution of the atmosphere

1. What can you see on the left and on the right?

On the right we see the crowd of different kinds of transportation which has polluted the atmosphere by different kinds of fuel that is used in it.

And on the left we see that there is a factory, from which lots of smoke comes out and makes the atmosphere polluted.

2. What problems do smoke and gas create?

Lots of smoke and gases make the atmosphere polluted specially in the center they cause many diseases for the people of the centre, villages and provinces.

3. What do you think the result is?

The result of the smoke and gases is that they make the people sick and they get different kinds of diseases such as flue, breathing, coughing, etc.

B. Pollution of the rivers and seas

1. What can you see on the left and on the right?

We can see a river near the mountain with more garbage on it and it makes the people sick when they use that water.

2. What are the chemicals and the oil polluting?

The chemicals that come out of the factories flow into the rivers and seas and pollute them. So the living things in the rivers and seas as well as human beings are affected by these chemicals. As a result the living things become sick and die from the pollution.

3. What will happen to the health of human being?

Human beings are affected by these chemicals.

C. Pollution of the land

1. What is the farmer doing on the left?

The farmer is throwing the seeds on the land.

2. What is the bulldozer doing on the right?

The bulldozer makes the land flat and adjusts it to be ready for using it and getting benefit from it.

3. What will the result be?

As a result the environment is polluted where these kinds of activities are going on.

Step four

- **Homework:** Ask your student to write a paragraph about pollution in environment.

Unit Six

Lesson two

Objectives of the unit:

- Discuss about the environment
- Read about problems with the ozone layer and the red sea in danger
- Learn new words and use them in sentences
- Know the first conditional or if clause and review that
- Write a paragraph about pollution in the earth

Objectives of the lesson:

- Students should be able to get an idea from the graph which shows the Earth's Atmosphere up to 100 km.
- Students should be able to understand the text about "problems with the ozone layer".

-Period: (45) minutes

-Pages: 78-79-80

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What activities can pollute atmosphere?
 2. What important things can you see in your environment?
 3. Why are Afghan people usually sick?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is an ozone layer?
 2. What can you get from the picture inserted in the center of page 79?

Step three

- **Reading:** Write the topic on the board. Problems with the ozone layer on page 79. Read the text aloud once and ask the students to listen to you carefully. Ask your students in turn to read the text paragraph by paragraph aloud and the other students should listen to them.
- Ask the following questions from the students one by one to give answer and find the lines and incase of having difficulties help them.
For example: E.g. Where does the stratosphere begin?
The stratosphere begins about 12 kilometers up from the earth's surface and it is in line 3.
Exercise solution:
 1. How does the ozone layer help the humans?

The ozone layer protects the earth's surface from many of the sun's ultraviolet rays. These can be deadly for humans.
Or it protects us from many of the sun's ultraviolet rays and it is in lines 8 - 12.

2. How big is the hole in the ozone layer above?

Satellite pictures now show a hole as large as the U.S.A. in the ozone layer above Antarctica.

Or as big as the U.S.A in the ozone layer above Antarctica and it is in lines 20-22.

3. Why are too many ultraviolet rays dangerous?

Because they are known to cause skin cancer. They are also thought to cause eye diseases. Without enough ozone to protect us from the ultraviolet rays, diseases like these will certainly increase and it is in lines 30-36.

4. How do chlorofluorocarbons rise into the stratosphere?

Chlorofluorocarbons rise as gases into the stratosphere and destroy the ozone and it is in lines 46 -50.

5. How many extra cases of skin cancer would occur before the year 2075 if we did not have this agreement?

131 million extra cases of skin cancer would happen before 2075 and it is in lines 57 - 59.

Step four

- **Homework:** Ask your student to find more information about ozone layer about one page and next day read it in front of the class.

Unit Six

Lesson three

Objectives of the unit:

- Discuss about the environment
- Read about problems with the ozone layer and the red sea in danger
- Learn new words and use them in sentences
- Know the first conditional or if clause and review that
- Write a paragraph about pollution in the earth

Objectives of the lesson:

- Students should be able to know words of the vocabulary with their meanings, pronunciation and to know whether it is a noun, a verb or an adjective.
- Students should be able to use the correct words from the box in the sentences.

-Period: (45) minutes

-Pages: 81, 82

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Name some problems people face with ozone Layer.
 2. Why is ozone layer important?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. How you can find the meaning of the new words?
 2. What are these words according to parts of speech?
 1. Cause 2. Skin 3. Large

Step three

- **Word study:** Write the words of pages 81 on the blackboard and ask the students to come to the blackboard and put the written words in alphabetical order.
- Read the words of page 81 aloud and ask the students to listen carefully. Then ask some of the students to read the words aloud.
- Ask a few students to come in front of the class and write a sentence for each of the words they have just read on word study section.
- Ask your students to read the word study section on page 82 silently and complete the blank spaces with the correct words from the given words in the right. Then, ask some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

- | | | | |
|--------------|------------|---------------|-------------|
| 1. Bulldozer | 2. Cancer | 3. Foam | 4. Ray |
| 5. Increase | 6. Pollute | 7. Die | 8. Occur |
| 9. Large | 10. Deadly | 11. Populated | 12. Aerosol |

Step four

- **Homework:** Ask your student to make sentences for each word in their notebooks.

Unit Six

Lesson four

Objectives of the unit:

- Discuss about the environment
- Read about problems with the ozone layer and the red sea in danger
- Learn new words and use them in sentences
- Know the first conditional or if clause and review that
- Write a paragraph about pollution in the earth

Objectives of the lesson:

- Students should be able to know the grammatical structure (If Clause); If+ present & If +past.
- Students should be able to use the above structure in different given exercises.

-Period: (45) minutes

-Pages: 83-84-85

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say عليكم و سلام back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking this questions, like:
1. Who can make a sentence for increase and skin?
- **Brainstorming:** In order to make the students concentrate on their lesson, tell them some if clause sentences to direct them towards the main idea of the new lesson. e.g.
If you study hard, you will pass the exam successfully.
If you listen carefully to your teacher, you will learn the lesson easily.

Step three

- **Grammar:** Write and explain on the board: If +present, future & If +past, would.
If the first part of the if clause or if conditional sentences is in present tense the second part of it will be in the future tense .e.g.
If you listen carefully to this lesson, you will learn it easily.
If you don't listen carefully to this lesson, you won't learn it easily.
If the first part of the "if clause or if conditional" sentence is in the past, in the second part of our "if clause" we use would and it shows the past tense. e.g.
If you run 100 km in one minute, you would be the fastest runner.
If you kissed your elbow, I would give you 200 Afs.
- Ask some of your students to read part one and two of the grammatical structure on page 83 aloud and the other students should listen to their classmates carefully.

- Ask your students in pairs to make a conversation. One student is thinking about going to the Mazar – e – Sharif next summer. His classmates want to go too, but he/she doesn't have enough money.

Every time he tells you what he will do next summer. Tell him what you would do.

Follow the example of the textbook. Then copy the sentences in your notebook. e.g.

Student 1: If I go to Mazar-e-Sharif, I will go by bus (303).

Classmate: If I went to Mazar-e-Sharif, I would go by bus.

1. If I go by bus to Mazar – e – Sharif, I will cross Salang Tunnel.

If I went by bus there, I would cross Salang Tunnel.

2. If I go by bus to Mazar – e – Sharif, I will visit my uncle first.

If I went by bus there, I would visit my uncle first.

3. If I visit my uncle, he will take me to the blue mosque.

If I visited my uncle, he would take me to the blue mosque.

4. If I decide to go to Sheberghan, I will rent a car.

If I decided to go there, I would rent a car.

5. If I stay for long time there, I will learn a lot of Uzbaki.

If I stayed for long time there, I would learn a lot of Uzbaki.

Step four

- **Homework:** Tell your students to complete the sentences and write them in their notebooks. Follow the example. e.g.

.... Live..... village... Fresh air.

If I lived in the village, I would breathe fresh air.

Exercise solution:

1. ... have ... car, drive to school.

If I had a car, I would drive to school.

2. live near school, ... walk every day.

If he lived near the school, he would walk every day.

3.... have a holiday,have a picnic.

If they had a holiday, they would have a picnic.

4..... rainbe happy.

If it rained, we would be happy.

5..... see wolf,.....run.

If I saw a wolf, I would run away.

Unit Six

Lesson five

Objectives of the unit:

- Discuss about the environment
- Read about problems with the ozone layer and the red sea in danger
- Learn new words and use them in sentences
- Know the first conditional or if clause and review that
- Write a paragraph about pollution in the earth

Objective of the lesson:

- Students should be able to improve their writing skill
- Students should be able to write paragraphs by using the chart on exercises “A” and “B”.

Period: (45) minutes

Pages: 86

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Why should we use if clause in our sentences?
 2. What is the difference between usages of will and would in if clauses?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. How will you start writing from a chart?

Step three

- **Writing:** Write the chart or prepare it, then hang it on the board. Or write three things (problem, cause and result) on the board as the chart in the textbook. Explain to the students by using the chart on the board.

A. Pollution of the earth's atmosphere is a problem. What is the cause of this problem?
The cause of this problem is that factories and cars spread smoke and gases into the air.
O.k. fine. What is the result of it?
As a result it causes disease in humans. So we can write a paragraph like this:
The earth's atmosphere gets polluted because factories and cars spread smoke and gases into the air. This pollution causes diseases in humans.

- Tell to your student to write a paragraph by combining these two paragraphs into one paragraph by using the problem with two causes and two results from the box, and then ask them one by one to come in front of the class and read their paragraphs.
For example:

Pollution of the Earth's Atmosphere

The earth's atmosphere gets polluted because factories and cars spread smoke and gases into the air. Also, aerosol sprays, plastic foam and coolants release CFCs into the stratosphere. This pollution causes diseases in humans and it damages the plants and the animals too.

Step four

- **Homework:** Tell your students to write a paragraph like the one above in their notebooks by using the information in part "B" of the table. (Problem, cause, and result).e.g.:

Pollution of the Earth's water supply

The earth's water supply gets polluted because factories pour waste materials into the rivers. Ships also spill oil into the seas and oceans. This pollution kills fishes and birds and it spoils our drinking water.

Unit Six

Lesson six

Objectives of the unit:

- Discuss about the environment
- Read about problems with the ozone layer and the red sea in danger
- Learn new words and use them in sentences
- Know the first conditional or if clause and review that
- Write a paragraph about pollution in the earth

Objectives of the lesson:

- Students should be able to remember the grammatical structure of (Past Perfect Tense) and If clause: (If + past....would).
- Students should not hesitate to ask about their problems if they have in their previous lessons.

-Period: (45) minutes

-Pages: 87-88

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What did you get from previous lesson?
 2. In what grammar structure do you have problem?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can write the formula of If clause on the board?
 2. Who can define past perfect and its structure?

Step three

- **Revision:** Ask some of your students to read the box A, B, &C, aloud. Other students should look at their books and listen to their classmates carefully.
- Tell some of your students to read the revision for (If +Past....would) part aloud and the others should listen carefully to their classmates. If they have any questions you should help them.

Step four

- **Homework:** Tell your students to make six past perfect sentences and six If conditional (**if +present.... +will**) & (**if +past...+would...**) sentences in their notebooks.

Unit Six

Lesson Seven & Eight

Objectives of the unit:

- Discuss about the environment
- Read about problems with the ozone layer and the red sea in danger
- Learn new words and use them in sentences
- Know the first conditional or if clause and review that
- Write a paragraph about pollution in the earth

Objectives of the lesson:

- Students should be able to know the meanings of the new words from the text about “**The red sea is in danger**”.
- Students should be able to guess the meaning of the words and find the accurate meaning.
- Students should be able to use a dictionary to find out the meaning of the following words in exercise “C”.

Period: (45 minutes)

Pages: 89-90

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What do you know about if clause?
 2. What do you know about past perfect tense?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can name some sea animals?

Step three

- Explain for the students that sometimes it is possible to guess the meaning of a new word because it looks like some words you already know and give them some example. Then tell them to read the new words with their meaning and others should listen, if they have any problem according to their meaning in Dari, say the meaning of the other words by explaining the meaning English to English or showing pictures, tell some sentences as examples about each word until your students know the meaning of each word.

- Ask your students to read the words and try to guess the meanings of these words. And then answer the questions to show that your students have understood the words.

Exercise solution:

1. Corals are...
 - a. large fish
 - b. Tiny animals.**
 - c. A kind of plant
 - d. The bones of dead fish.
2. A reef is made of...
 - a. Mud and salt
 - B. Minerals from the earth.**
 - c. Sea plants.
 - d. Dead corals**
3. The Great Lakes are....
 - a. Famous mountains.
 - b. Large deserts in Asia
 - c. large bodies of water in North.
 - d. Huge farms near the Mediterranean**
4. The verb flow describes ...
 - a. The movement of water in a river**
 - b. The action of falling snow
 - c. The movement of camels in the desert
 - d. Growth of sea animals
5. Which of the following is a shrimp?
 1. Picture 1

Step four

- **Homework:** Ask your students to find out the meaning of the following words from the dictionary and copy each word under the correct picture in their note books.

Exercise solution:

- | | |
|-------------------------|-----------------------|
| A skeleton -picture 7 | a collision-picture 7 |
| Some sand -picture 1 | a tanker- picture 2 |
| A skin diver –picture 4 | a bay-picture 6 |
| A yacht –picture 8 | a canal-picture 2 |
| Ethiopia-picture 3 | a shell- |
| A scuba diver-picture 5 | |

Unit Six

Lesson Seven & Eight

Objectives of the unit:

- Discuss about the environment
- Read about problems with the ozone layer and the red sea in danger
- Learn new words and use them in sentences
- Know the first conditional or if clause and review that
- Write a paragraph about pollution in the earth

Objectives of the lesson:

- Students should be able to read the text about "the Red Sea is in danger" and get an idea.
- Students should be able to give answers to the questions about the text in their notebooks
- Students should be able to write the correct letter in each box

Period: (45 minutes)

Pages: 91-92-93-94

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
1. Who can tell the meaning of overfishing and beauty in English?
- **Brainstorming:** In order to make the students concentrate on their lesson, explain to them some information about the Red sea.
Red sea is a very special sea. The red sea is very special for some reasons. First, it is red. This redness is caused by quantities of red plankton.

Step three

- **Reading:** Read the text aloud at least twice, then, ask some of the students to read it paragraph by paragraph and the other students should listen to their classmates carefully. During their reading if they have any questions about the meaning of any word or any sentence, please explain them to your students English to English by demonstrating, showing pictures, or using the existed materials. If they couldn't understand, you have the right to tell them the meanings of the words or sentences in Dari.
- **Ask your students to answer these questions about the text.**
 1. Give three reasons why the Red Sea is special.
 - a. It is red.
 - b. Many of its fish and other creatures are not found anywhere else in the world in fact.

- c. It has some of the biggest and most beautiful coral reefs in the world.
2. Give three reasons why there is little pollution in the Red Sea at present.
 - a. The countries around it are lightly populated along the coasts.
 - b. There are only a few large ports.
 - c. There is only one river which flows into the sea
3. Complete this list of the dangers to the Red Sea in the future:
 - a. Garbage and oil have been seen in the water.
 - b. Shipwrecks and collisions.
 - c. Modern ports and industrial cities along the coast.
 - d. The dangerous of developing industries along the coast.
 - e. The beauty and variety of the Red Sea's marine life.
4. Name three countries which have made national marine parks:
 - a. Ethiopian coast
 - b. Saudi Arabia
 - c. Egypt

Step five

- **Homework:** Ask your students to write the correct letter in each box in their notebooks.
1. The redness of the Red Sea is caused by ...
 - a. **Red plankton.**
 - b. Red soil in the water.
 - c. Red minerals in the water.
 - d. Tomatoes and other red vegetables.
 2. Coral reefs are made of ...
 - a. **Sand and mud.**
 - b. Shipwrecks.
 - c. Living corals.
 - d. Skeletons.
 3. In this passage, the Mediterranean Sea is compared to a ...
 - a. Sea creature.
 - b. Nursery ground.
 - c. **Sewer.**
 - d. Coral reef.
 4. There are ... along the coast of the Red Sea.
 - a. Many large ports.
 - b. **Only a few large ports.**
 - c. No large ports
 5. Which country has a river flowing into the Red Sea?
 - a. Saudi Arabia.
 - b. Yemen.
 - c. Ethiopia.
 - d. **Sudan.**
 - e. Egypt.
 6. Pollutants which enter the Red Sea ...
 - a. **Are not carried away by currents nor the rivers to dilute them.**
 - b. Usually flow into the Arabian Sea.
 - c. Are diluted by river water.

- d. Cause shipwrecks and collisions.
- 7. There is ... agriculture along the coasts of the Red Sea.
 - a. A lot of.
 - b. Little**
 - c. No.
- 8. Navigation in the Red Sea is ...
 - a. Not possible
 - b. Very easy
 - c. Possible only in winter
 - d. Dangerous and difficult**
- 9. The Red Sea has ...
 - a. Natural bays only on the west side.
 - b. No natural bays.
 - c. Only one natural bay.
 - d. Natural bays on both sides.**
- 10. The fishing industry has ... in the Red Sea.
 - a. Stopped fishing
 - b. Overfishing
 - c. Banned fishing**
 - d. Protected fish
- 11. Tourists may not ... in the national marine parks.
 - a. Swim or dive
 - b. Collect coral and shells**
 - c. Take photographs
 - d. Go sailing

UNIT SEVEN

OIL

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- Ask and answer questions about the oil.
- Read a story about the oil and mining in Afghanistan.
- Learn new words and use them in sentences.
- Use the time clause and passive voice in a proper way and review that.
- Solve the puzzles and write paragraphs from notes.

Unit Seven

Lesson one & two

Objectives of the unit:

- Ask and answer questions about the oil
- Read a story about the oil and mining in Afghanistan
- Learn new words and use them in sentences
- Use the time clause and passive voice in a proper way and review that
- Solve puzzles and write paragraphs from the notes.

Objectives of the lesson:

- Students should be able to discuss about oil
- Students should be able to read the text about “The history of Oil” and get its main idea.
- Students should be able to find out the True/False sentences from the text.

-Period: (45) minutes

-Pages: 95-96

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Why is the red sea red?
 2. What is the red sea like in these days?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Can we say that diesel or petrol is oil?
 2. Which kind of oil do you use in your vehicle? Petrol or diesel?
 3. Can we use the “oil” for food?

Step three

- **Discussion:** Do this exercise by asking and answering the questions as an open discussion. All the students should take part in the open discussion and the teacher should have the main role among their students for achieving the main goal and accurate results about the title or the subject which they have discussed about.

Exercise solution:

1. What is crude oil?

Crude oil is the oil which comes from the ground; it is mixed with many other substances like solids, liquids and gases. They are unwanted substances and before we use the oil, unwanted substances must be removed at a refinery.
2. Where does crude oil come from?

Other methods are also used in order to find where oil may be. There are several likely places where oil may be found. These include deep under the sea, under the desert or under the ice and snow.

3. How is it found?
However, there is only one way to be sure that there is oil in a certain place. Special drills must go deep underground and extract the samples of that place .If there is oil and gas. The drills will bring them up.
4. How is it extracted from the ground?
Special drills go deep underground and extract samples of the earth from there.
5. What are refineries for?
Refineries are for removing the unwanted substances from the oil and gas. It means that refinery is a factory which refines the gas and oil from other unwanted substances and makes them pure from dirt.

Step four

- **Reading:** Read the text aloud at least once and the students should listen to you carefully. Then ask some of the students to read the text paragraph by paragraph and the other students should listen to their classmates carefully. If the students don't know the meaning of any words, you should try to tell them by demonstrating, acting, showing pictures or using the existed objects of the words. If they don't catch, you have the right to tell them the meaning of the words English to English, not directly in to Dari.

Step five

- **Homework:** Ask the students to write the True and False sentences in their notebooks.

Exercise solution:

	<div>True</div>	Line (s) 2-3	1. Oil is formed from tiny plants and animals.
..	<div>False</div>	Line (s) 17-19	2. Satellites and vibrations are the only ways to find oil.
	<div>True</div>	Line (s) 34-36	3. Drills always find oil and gas.
	<div>False</div>	Line (s) 45-47	4. Petrol is the only product that comes from a refinery.
	<div>False</div>	Line (s) 49-51	5. Furniture and buildings are oil products.

Unit Seven

Lesson three

Objectives of the unit:

- Ask and answer questions about the oil
- Read a story about the oil and mining in Afghanistan
- Learn new words and use them in sentences
- Use the time clause and passive voice in a proper way and review that
- Solve puzzles and write paragraphs from the notes.

Objectives of the lesson:

- Students should be able to know the words with their meanings, pronunciation and their grammatical usages as a noun, verb or an adjective.
- Students should be able to use the correct words from the box in each sentence.

Pages: 97-98

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. How was the crude oil and gas when they came from the ground?
 2. Name those places that we can extract oil from them.
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What do you mean by ghee?
 2. What is ghee used for?

Step three

- **Word study:** Write the words of pages 97 on the blackboard and ask the students to come to the blackboard and put the written words in alphabetical order.
- Read the words of page 97 aloud and ask the students to listen carefully. Then ask some of the students to read the words aloud.
- Ask a few students to come in front of the class and write a sentence for each of the words they have just read on word study section.
- Ask your students to read the word study section on page 98 silently and complete the blank spaces with the correct words from the given words in the right. Then, ask some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

- | | | | |
|--------------|--------------|-------------|---------------|
| 1. Explosion | 2. Rock | 3. Butane | 4. Crude oil |
| 5. Refinery | 6. Deep | 7. Pure | 8. Geological |
| 9. Tricky | 10. Likely | 11. Die | 12. Sink |
| 13. Drill | 14. Take off | 15. Extract | |

Step four

- **Homework:** Ask your students to make one sentence for each word of the word study on page 98.

Unit Seven

Lesson four

Objectives of the unit:

- Ask and answer questions about the oil
- Read a story about the oil and mining in Afghanistan
- Learn new words and use them in sentences
- Use the time clause and passive voice in a proper way and review that
- Solve puzzles and write paragraphs from the notes.

Objectives of the lesson:

- Students should be able to know the grammatical structure of “**Time Clauses**”
- Students should be able to show and specify the “main clause” and the “time clauses” in the sentences.

-Period: (45) minutes

-Pages: 99-100

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, visual.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can tell the meaning of the following words?
 - Liquid
 - Include
 - Solid
 - Symbol
 2. What are these words according to parts of speech?
 - Extract
 - Solid
 - Unwanted
 - process
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is a clause? Is it a group of words with a subject and a verb?
 2. What is phrase? Is it a group of words without a subject and a verb?

Step three

- **Grammar:** Before reading the grammatical sentences on page 99, ask your students to define the Time Clauses and illustrate them in examples, as they learned the in pervious lessons, if they don't know, explain the Time clause and give some examples.

Time clause

The Time clauses in the English language are introduced by conjunctions such as: after, as soon as, before, till, until, when, whenever, while or time expressions such as the minute, the moment etc.

We do not use the future tense (will) in a time clause to describe future activities (in this respect, it is similar to (if clauses).

For example: I'll do it when I come back home.

- Call some of your student to read the grammatical points part 1 on page 99 aloud. Help them in pronouncing difficult words. Don't translate it in Dari and Pashto. Translation in Dari and Pashto should be used as a last resort. Then, only translate the word, not the whole pattern.
- Ask your students to specify the "time clause, main clause and change the order of the clauses" of the sentences of part 2 on page 99 and give your students one example.

Exercise solution:

1. Since the time that Allah's words were written down in the Holy Quran, Islam has spread all over the world. (Time clause)
(Main clause)
 2. As they advanced to the north, the Arabs were met by the Romans.
Time clause Main clause
 3. When they went away, the family travelled on camels and horses.
Time clause Main clause
 4. When someone was sick, his mother used to make remedies.
Time clause Main clause
 5. The children all want to do different jobs, when they grow up.
Main clause Time clause
- Divide the students in pairs, mostly with their seat partners. Tell them to read the sentences of parts A and B. In each clause mark the Subject (S) and the verb (V) and in each sentence mark, time clause and main clause of part A. And join the two sentences into one sentence; using "when" in their notebooks. Then, ask some of the pairs to come in front of the class and read sentences.
 - Tell the students to use the examples of the book.

Exercise solution:

Part A:

1. When the family went away, they travelled on camels and horses.
S V S V
2. When someone was sick, his mother used to make remedies.
S V S V
3. The children all want to do different jobs when they grow up.
S V S V

Part B:

1. The last Roman army was defeated. Arabic language replaced Latin.
When the last Roman army was defeated, Arabic language replaced with Latin.
2. Hamid was a boy. He looked after his father's sheep.
When he was a boy, He looked after his father's job.
3. The day's work ended. They used to listen to stories.

When the day's work ended, they used to listen to stories.

Step four

- **Homework:** Ask your student to do the exercise of part C in their notebooks and use the example of the textbook.

Exercise solution:

1. Hamid became a farmer. He had looked after his father's sheep before.
Before Hamid became a farmer, he had looked after his father's sheep.
2. Explosions are made. The vibrations are measured by special instruments.
After vibrations are measured by special instruments, explosions are made.
3. The Muslims traveled to more countries. They spread the message of Islam and introduced it there.
After the Muslims travelled to more countries, they spread the message of Islam and introduced it there.
4. Hamid worked out with his father. His mother was making remedies at home.
As his mother was making remedies at home, Hamid worked out with his father.

Unit Seven

Lesson five

Objectives of the unit:

- Ask and answer questions about the oil
- Read a story about the oil and mining in Afghanistan
- Learn new words and use them in sentences
- Use the time clause and passive voice in a proper way and review that
- Solve puzzles and write paragraphs from the notes.

Objective of the lesson:

- Students should be able to understand the way and rules of writing.

Period: (45) minutes

Pages: 101

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers, oral.

Step one

- Greetings. Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What is the difference between phrase and clause?
 2. What is a time clause?
 3. Name those words that can be used as time clause words.
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is a paragraph?
 2. Which steps do you consider in your writing?

Step three

- **Writing:** First of all read the writing part of page 101 and ask students to listen carefully, and then make groups of 2 or 3 students to read the information and write a paragraph as their pervious lessons, remind them to start some of their sentences with connecting words like: First, Then, Next... also tell them that they can connect two ideas with time clause.

For example:

Gas is found and extracted from the ground .The photographs of likely places are taken from airplanes and the information about them is received from satellites. Geological maps and rocks from the area are examined by scientists. After explosions are made on the earth's surface, vibrations from explosions are measured by special instruments.

Drills are used to extract samples of rocks to bring natural gas to the surface.
Gas is taken in pipes to a refinery, after that the unwanted substances are removed there pure gas, such as butane is produced.

Step four

- **Homework:** Ask your students to memorize the history of "Gas" and be ready for a dictation test.

Unit Seven

Lesson six

Objectives of the unit:

- Ask and answer questions about the oil
- Read a story about the oil and mining in Afghanistan
- Learn new words and use them in sentences
- Use the time clause and passive voice in a proper way and review that
- Solve puzzles and write paragraphs from the notes.

Objectives of the lesson:

- Students should be able to deeply understand of the grammatical structure (More verbs in Passive Voice).
- Students should be able to change all the sentences into the passive voice.
- Students should be able to find the correct words from the following table and complete the puzzle.

-Period: (45) minutes

-Pages: 102-103-104

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What steps should we follow to write a paragraph?
 2. Is it important to consider punctuation in your writing?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Why do we need sometimes to use time clauses?
 2. How can we use when and while in time clauses?

Step three

- **Revision:** Write the title of the lesson on board "Time Clause", and then ask your students to read the grammatical points on page 102 and the other students should listen carefully.
- Tell the students if they any question, they can ask. Ask them to fill in the blanks of next page by choosing the best answer and complete the sentences and then call them in front of class to read their sentences.

Exercise solution:

1. I visited my friend in park_____ I was on vacation in Herat.
 - a. **When**
2. I waited for the bus at the bus stop for ten minutes _____ it arrived.

Unit Seven

Lesson Seven & Eight

Objectives of the unit:

- Ask and answer questions about the oil
- Read a story about the oil and mining in Afghanistan
- Learn new words and use them in sentences
- Use the time clause and passive voice in a proper way and review that
- Solve puzzles and write paragraphs from the notes.

Objectives of the lesson:

- Students should be able to guess the meaning of the words.
- Students should be able to understand the text perfectly and be able to answer any questions which will be asked by the teacher.
- Students should be able to write the correct letter in each box.

-Period: (45) minutes

-Pages: 105

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Who can say one sentence and use time clause?
 2. What are the time expressions?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Do you read about mining of Afghanistan in other subject?
 2. Who has information about mining in Afghanistan?

Step three

- Ask your students to read the words about the "Mining in Afghanistan" of page 105. Then get the students to fill in the blanks.
- Tell your students to guess the meaning of the words from the tables and write them in their notebooks. Then ask them to come in front of the class and read their words.

Exercise solution:

1. Mines ...
 - a. Ground
 - b. **A large excavation made in the earth, from which to extract metal, ore, coal ... etc.**
 - c. A large building

- d. Refinery
- 2. Vital means....
 - a. Dead
 - b. Unnecessary to life
 - c. Necessary or essential to life**
 - d. Living things
- 3. Silver...
 - a. A white, precious stone**
 - b. A black precious stone
 - c. A blue precious stone
 - d. A green precious stone
- 4. Nation
 - a. A city
 - b. A country
 - c. The people of a territory united under the same government**
 - d. A society
- 5. Rich means
 - a. Having no money
 - b. Having wealth**
 - c. Poor
 - d. Having less money
- 6. Ore ...
 - a. Any natural combination of minerals**
 - b. Azure
 - c. Silver
 - d. Gold
- 7. Exploit means ...
 - a. To make unethical use of one's own advantage. Unethical means not morally acceptable.**
 - b. Useless
 - c. Do not use of
 - d. Necessary to use
- 8. Construction
 - a. Manner or method of teaching
 - b. The way of how to write
 - c. The way in which something is constructed
 - d. The way of making things**
- 9. Artisan
 - a. A person who does skilled work**
 - b. A person who makes tables
 - c. A person who treats the patients
 - d. A person who drives the car
- 10. Alluvial
 - a. A jewelry
 - b. sand and earth that is left by rivers and floods
 - c. A monument
 - d. A precious stone**
- 11. Barrel
 - a. A large round container**

- b. A small box
- c. A hole
- d. A tank

Step four

- **Homework:** Ask your students to use the following words in sentences. (One sentence for each word)
 - Hole
 - Silver
 - Poor
 - Need
 - Useless

Unit Seven

Lesson Seven & Eight

Objectives of the unit:

- Ask and answer questions about the oil
- Read a story about the oil and mining in Afghanistan
- Learn new words and use them in sentences
- Use the time clause and passive voice in a proper way and review that
- Solve puzzles and write paragraphs from the notes.

Objectives of the lesson:

- Students should be able to understand the text perfectly and be able to answer any questions which will be asked by the teacher.
- Students should be able to write the correct letter in each box.

Period: (90) minutes

Pages: 106-107-108

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers, oral.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What do you remember from pervious lesson?
 2. Name those words that were used in previous lesson (mine).
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Can you name some mines in Afghanistan?

Step three

- Give the students time to read the passage about "Mining in Afghanistan" silently and underline the words which are difficult for them to pronounce or they don't know their meanings.
- Read the passage aloud and ask the students to listen carefully and notice how you read and pronounce the words. Don't translate it in Dari or Pashto. Translation in Dari or Pashto should be use as a last resort. Then, only translate the words not the whole patterns.
- Ask your students for the words they don't know and are difficult for them to pronounce them. Write the words on the blackboard. Pronounce them aloud and ask the students to repeat them after you. Tell the students the meaning of new words by

using them in different sentences. If they couldn't understand the meaning of the words, translate them only the word not the whole pattern.

- Give them time to write the correct letter in each box and then ask some of your students in pairs to come in front of the class and one student read the sentence with blank space and other student should complete it.

Exercise solution:

1. Mines play an important role in the development of in a country
 - a. Buildings
 - b. Education
 - c. Technology
 - d. Economy**
2. The construction of a country and its nation's economy is related to...
 - a. Mines**
 - b. Engineers
 - c. Building materials
 - d. Construction companies
3. Geological researches show that kinds of mines minerals exist and are useable in Afghanistan
 - a. 30
 - b. 40
 - c. 24**
 - d. 20
4. In the past, copper had been mined in
 - a. Herat and Farah
 - b. Kapisa
 - c. Kandahar and Zabul
 - d. All the above**
5. From which point of view, Afghanistan is very rich and have a good future?
 - a. According to having scientists
 - b. According to having inventors
 - c. According to having mines**
 - d. None of them
6. From economical point of view, mines are for a country
 - a. Good
 - b. Valuable**
 - c. Workless
 - d. Useless
7. The following are the main and famous mines of Afghanistan:
 - a. Petrol, coal and azure
 - b. Steel, gold and silver
 - c. Salt, talc, barite and copper
 - d. All the above**
8. Aynak mines is located in
 - a. Parwan
 - b. Baghlan
 - c. Logar**
 - d. Herat
9. When was the interest focused on the Darband, Jawkhar and Aynak mines?
 - a. In 1980
 - b. In 2001
 - c. In 2005
 - d. In 2006**

10. The estimated volumes of undiscovered petroleum were
- a. **1, 5906**
 - b. 1,596
 - c. 2000
 - d. 19500
11. Most of the undiscovered natural gas is located in the
- a. Helmand Darya Basin
 - b. Kabul Darya Basin
 - c. **Amu Darya Basin**
 - d. Salang Darya Basin

Step four

- **Homework:** Ask your students to write sentences for new words.

UNIT EIGHT

Communication

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- Ask and answer the question about telecommunication in Afghanistan.
- Read passages about history of telecommunication in Afghanistan.
- Know the new words and use them in sentences.
- Describe the present perfect passive voice and review that.
- Write a paragraph about the improvement of telephone system in Afghanistan.

Unit Eight

Lesson One & Two

Objectives of the unit:

- Ask and answer the questions about telecommunication in Afghanistan
- Read passages about history of telecommunication in Afghanistan
- Know the new words and use them in sentences
- Describe the present perfect passive voice and review that
- Write a paragraph about the improvement of telephone system in Afghanistan

Objective of the lesson:

- Students should be able to discuss about "Communication's different electronic equipments" by using the below pictures.

Period: (45) minutes

Pages: 109-110-111

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What do you know about mining in Afghanistan?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can name some of the telecommunication companies in Afghanistan?
 2. At the present, what kinds of internet services are available for the people of Afghanistan?

Step three

- **Discussion:** Write the title of the discussion on the blackboard (Communication). Then, start your discussions with asking some questions about Communication from the students.
 - Call some of the students by turn to come in front of the class. Ask them to talk about the communication tools, and its advantages and disadvantages. When he/she finished talking about, get other students to ask him/her questions, whether they agree the ideas or give their opinion about it.
- Exercise solution:**
- Ask them what can you see in each picture?
 1. Laptop
 2. Mouse
 3. Television
 4. Mobile

5. Globe
6. Recorder
7. Antenna
8. iPod
9. Micro phone
10. Headphone
11. Video Camera
12. Camera
13. CD
14. Game tool
15. Video Game
16. Game tool

2. What do all pictures have in common?

All pictures have the system of communication in common. It means that we can communicate through all of them easily and safely.

3. What do you think the word communication means?

1. The activity or process of expressing ideas and feelings or of giving people information in communication, e.g. Speech is the fastest method of communication between people.
2. Also communications are the methods of sending information especially telephones, radios computers, etc. or through roads and railways; communication systems/links/technology.

Step four

- **Reading:** Give the students time to read the passage about Telecommunication in Afghanistan silently and underline the words which are difficult for them to pronounce or they don't know their meanings.
- Read the passage aloud and ask the students to listen carefully and notice how you read and pronounce the words. Don't translate it in Dari or Pashto. Translation in Dari or Pashto should be use as a last resort. Then, only translate the words not the whole patterns.
- Ask your students for the words they don't know and are difficult for them to pronounce. Write the words on the blackboard. Pronounce them aloud and ask the students to repeat them after you. Try to tell the students the meaning of new words by using them in different sentences. If they couldn't understand the meaning of the words, translate them only the word not the whole pattern.
- Call some of the students to read the passage paragraph by paragraph. For example, one student to read the first paragraph, the next student should read the second, and the third one to read the third paragraph aloud. Continue the process until the whole passage is read once or twice.

Step five

- **Homework:** Ask your students to memorize the summary of (Telecommunication in Afghanistan) and be ready to present it in the class for next session.

Unit Eight

Lesson three

Objectives of the unit:

- Ask and answer the questions about telecommunication in Afghanistan
- Read passages about history of telecommunication in Afghanistan
- Know the new words and use them in sentences
- Describe the present perfect passive voice and review that
- Write a paragraph about the improvement of telephone system in Afghanistan

Objectives of the lesson:

- Students should be able to know the words with their meanings, pronunciation and its function whether it is noun, verb or adjective?
- Students should be able to use the correct words from the box in each sentence.

Period: (45) minutes

Pages: 112-113

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. When did Afghanistan enter in the world of electronic communication and how?
 2. How many users are using the internet in Afghanistan?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Name the two first communication companies in Afghanistan?
 2. What is word study?

Step three

- **Word Study:** Read the words and their meanings on page 112 aloud and your students listen carefully. Don't translate them in Dari and Pashto. Translation in Dari and Pashto should be used as a last resort. Then, only translate the word, not the whole pattern.
- Write the bolded words on page 112 on the blackboard. Call some of the students by name to come in front of the class and use the words in sentences. If anyone can't do that, give the chance to the next student to perform the job.

- **Word study:** Ask your students to read the word study section on page 113 silently and complete them with the given words. Then, ask some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

1. In the U.S.A, you can buy a newspaper from a shop or someone can bring it to your house. Of course, it costs a little more for **delivery** to your home.
2. There are 27 items on this list.
3. Instruments for talking to people far away are called **telephones**.
4. Sending or receiving information from far away is known as **telecommunication**.
5. A postal code is a part of the address on most letters. It shows which town the letter is going to.
6. Faisal wants to enlarge his photo to become bigger.
7. Nowadays, large machines sort letters to send them to different parts of Afghanistan.
8. Letters reach my mail box by 10 am every day.
9. Teachers must know how to **manage** children.
10. We can **communicate** with foreign countries by mail or by phone.
11. If you want your clothes to be cleaned immediately, you must take it to the **electronic** cleaner's.
12. The news did not reach me directly. It came via Khalid.
13. Some people want Europe to become **united** like the U.S.A.
14. His English is very limited. He knows only a few words.
15. My electronic calculator is much faster at mathematics than I am.

Step four

- **Homework:** Ask your students to memorize meaning of the new words with their spelling.

Unit Eight

Lesson four & five

Objectives of the unit:

- Ask and answer the questions about telecommunication in Afghanistan
- Read passages about history of telecommunication in Afghanistan
- Know the new words and use them in sentences
- Describe the present perfect passive voice and review that
- Write a paragraph about the improvement of telephone system in Afghanistan

Objectives of the lesson:

- Students should be able to understand the grammatical structure of "Present and Past Passive" and "Present Perfect Passive Voice."
- Students should be able to change active present perfect to passive present perfect.

Period: (45) minutes

Pages: 114

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. What is the English meaning of delivery?
 2. What is the grammatical meaning of 'enlarge'?
- **Brainstorming:** In order to make the students concentrate on their lesson, tell them some present and past passive sentences. **eg.**
Telecommunications have developed very rapidly in Afghanistan since 2001.
Telecommunications developed very rapidly in Afghanistan in 2001.
The ministry of communication and information technology was established in 1955.

Step three

- **Grammar:** Before reading the grammatical sentences on page 114, ask your students to define the Present Perfect Passive Voice and illustrate them in examples, if they don't know explain the **Present Simple Passive: am/is/are + past participle** and give some example.
Active: Students read the news paper every day.
Passive: The newspaper is read every day.
And **Present Perfect Passive: have/has+been+past participle.**
Active: I've prepared the food and peeled the potatoes.
Passive: The food has been prepared and the potatoes have been peeled by me.

- Call some of your student to read the grammatical points on page 99 aloud. Help them in pronouncing difficult words. Don't translate it in Dari and Pashto. Translation in Dari and Pashto should used as a last resort. Then, only to translate the word, not the whole pattern.
- Now ask your students to read the following sentences and complete them in their notebooks and use from the example of textbook.

Exercise solution:

1. You look down at the floor and see that the mirror is in pieces.
The mirror has been broken.
2. When you left your room this morning, it was very dirty. Now it is clean.
The room has been cleaned.
3. The last time that you were in Herat, there was no mosque near your hotel. Now there is a new one.
A new mosque has been built in Heart.
4. You visited that university ten years ago. It was very small.
Now you are there again. It is much bigger now.
The university has been enlarged.
5. When you left the match fifteen minutes ago, your team's players were very happy. They thought they would win. You have just returned, 30 seconds before the end. Now they look very sad.
They have been defeated

Step four

- **Writing:** Give your students time to write a paragraph about the improvement of the telephone system in Afghanistan. And call them one by one in front of class to read their paragraphs.

Step five

- **Homework:** Ask your students to find more information about telecommunication and write it in their notebooks.

Unit Eight

Lesson Six

Objectives of the unit:

- Ask and answer the questions about telecommunication in Afghanistan
- Read passages about history of telecommunication in Afghanistan
- Know the new words and use them in sentences
- Describe the present perfect passive voice and review that
- Write a paragraph about the improvement of telephone system in Afghanistan

Objective of the lesson:

- Students should be able to know the grammar structure of “The present perfect passive voice”
- Students should be able to take out which, who and that in objective relative clauses.

Period: (45) minutes

Pages: 116-117

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Why should we use passive voices in our sentences?
 2. When can we omit (which, who, that) in relative clauses?
- **Brainstorming:** In order to make the students concentrate on their lesson, tell them some present perfect passive sentences, e.g.
The classroom has been cleaned.
Telecommunications in Afghanistan have been dramatically increased.

Step three

- **Revision:** Ask some of your students to read the box 1 and 2 aloud. Other students should look at their books and listen to their classmates carefully.
- Tell some of your students to read the revision for (The Present Perfect Passive, Taking out which, that and who) on pages 116 and 117 aloud and the others should listen carefully to their classmates. If they have any questions you should help them.
- Ask your students to complete each sentence with the correct word from the box in their notebooks.

Exercise solution:

1. If you fly to Herat from Kabul, you need a domestic flight, not an International one.
2. They both like school, they both like football, and they both like collecting-stamps. In fact, they have a lot in common.

3. If a person cannot speak or see, he finds it very difficult to **communicate.**
4. Mr. Ali has a very **efficient** secretary. He does his job extremely well.
5. A modern road **system** has been built to **link** all Afghanistan's cities.
6. The people or machines that put letters into groups to go to different parts of Afghanistan or the world are called **sorter.**
7. When traffic lights break, policemen usually **handle** the traffic.

Step four

- **Homework:** Ask your students to write 10 sentences for present and past perfect passive voice.

Unit Eight

Lesson seven and eight

Objectives of the unit:

- Ask and answer the questions about telecommunication in Afghanistan
- Read passages about history of telecommunication in Afghanistan
- Know the new words and use them in sentences
- Describe the present perfect passive voice and review that
- Write a paragraph about the improvement of telephone system in Afghanistan

Objectives of the lesson:

- Students should be able to guess the meanings of new words.
- Students should be able to read the passage about "History of Telecommunication" and get an idea from it.
- Students should be able to read the questions and choose the correct answers.

Period: (90) minutes

Pages: 118-119-120

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: oral, visual.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking these questions, like:
 1. Omit (which and who) from the following sentences if possible:
 - The person who presents lecture to the audience was my English Teacher at university.
 - The bomb which exploded yesterday killed nine people.
 - This is the pen which I bought you yesterday.
 - She is the only person who supports her family.
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can explain the word communication?

Step three

- Ask your students to read the words about the "History of Telecommunication" of pages 118. Then get the students to fill in the blanks.
- Tell your students to guess the meaning of the words from the tables and write them in their notebooks. Then ask them to come in front of the class and read their words.

Exercise solution:

1. Semaphore is:
 - a. A system for sending signals
 - b. A system for sending letters.

- c. A system for sending goods.
 - d. A system for sending messages.
2. The technology of sending signals, images and messages over long distances by radio, telephone, television etc. is:
- a. Internet
 - b. Satellite is the correct answer.**
 - c. Telecommunication
 - d. d. Telegraph
3. Commercial means...
- a. Bargaining
 - b. Connected with buying and selling goods**
 - c. Shopping
 - d. Connected with exporting and importing goods
4. A scientist who studies anatomy is...
- a. Inventor
 - b. Political
 - c. Anatomist**
 - d. Psychologist
5. She immersed herself in her homework. In this sentence immerse means
- a. Somebody completely involved in something**
 - b. No one involved in any work
 - c. Busy
 - d. Free
6. Manufacture means ...
- a. To make goods in large quantities**
 - b. To store goods
 - c. To sell goods
 - d. To buy goods
7. A note that sounds together with the main note being played and is higher and quieter than that note
- a. Headphone
 - b. Harmonic**
 - c. Casio
 - d. Tambour
8. Utilize means ...
- a. Don't use something
 - b. To use something, especially for a practical purpose.**
 - c. Disable to use something
 - d. Ready to use
9. Connected with soldiers or the armed forces
- a. Academic members
 - b. Musical groups
 - c. Military**
 - d. d. Sportsmen
10. A method of sending messages over long distances
- a. Telephone
 - b. Email**
 - c. Telegraph
 - d. Computer

- Give your student time to read the text silently once and then ask some of your students to read the text aloud paragraph by paragraph and the other students should listen carefully to them.
- Ask the students to read the sentences in exercise (C), and choose the correct answer out of the four answers. (a, b, c, d).

Exercise solution:

1. The history of telecommunication has been started in...
 - a. **Africa, America and part of Asia**
 - b. Canada and Asia
 - c. Australia and Antarctica
 - d. America, Australia and Europe
2. The first fixed semaphore was emerged in
 - a. 1780
 - b. 1781
 - c. **1792**
 - d. 1795
3. In 1792, a French Engineer built the first visual telegraph between
 - a. Spain and Morocco
 - b. Denmark and Poland
 - c. Finland and Norway
 - d. **Lille and Paris**
4. A very early experiment in electrical telegraph was an (**electrochemical**) which was created in
 - a. 1820
 - b. 1810
 - c. **1809**
 - d. 1805
5. The principle disadvantage of telegraph was its
 - a. Low – price cost
 - b. Medium – price cost
 - c. **High – price cost**
 - d. All the above
6. The first commercial electrical telegraph was constructed in
 - a. **England**
 - b. Finland
 - c. Scotland
 - d. Nederland
7. The international use of the telegraph is called
 - a. Fiber – optic communication
 - b. Indian internet
 - c. American Internet
 - d. **Victorian Internet**
8. The telephone was invented by
 - a. **Alexander Graham Bell**
 - b. Right Brothers
 - c. Edison
 - d. Siddiqu Mukhtarey

UNIT NINE

A REFRESHING DRINK

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- Ask and answer the questions about a refreshing drink.
- Learn the important rules of reading and read passages about tea and the most popular drink in the world.
- Know the new words and use them in sentences.
- Get information about reported speech and review that.
- Write paragraphs from notes.

Unit Nine

Lesson One

Objectives of the unit:

- Ask and answer the questions about a refreshing drink.
- learn the important rules of reading and read passages about tea and the most popular drink in the world
- know the new words and use them in sentences.
- Get information about reported speech and review that.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should get information about “Refreshing Drinks” and be able to share it with others.
- Students should be able to read the passage about "Tea" with correct pronunciation and get an idea from it.

Pages: 121-122

Period(45) minutes

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: questions and answers, visual.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can change this sentence in to passive? 1. She has eaten lunch.
 2. Who can tell us the meaning of utilize and immerse?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
 1. Is drinking of Pepsi or Coca cola or other kinds of drinks useful for our health and body?
 2. Which kinds of drinks should we take in our daily routine?

Step Three

- **Discussion:** Write the title “A refreshing drink” on the blackboard and ask your students how many kinds of drinks they know in general.
- Ask the students to read the menu of cold and hot beverages in the box which says the prices of them. Then tell the students to look at the picture and explain what they see in the picture?
- Now ask your students the following questions and get the answers in order to continue the discussion properly.

Exercise solution:

1. What do you think is the most popular drink in the world?
Today, tea is an international drink; tea is drunk all over the world. However different countries have different ways of drinking it and different customs for it.
2. Which would you rather drink: coffee or tea?
I'd prefer to drink a cup of green tea, because drinking green tea is more important for our health and body than black tea.
3. Where does coffee come from? Is it made from beans or leaves?
4. Where does tea come from? Is it made from beans or leaves?
5. Why do people drink coffee and tea? Do they energize people's spirit for good performance at work?
People drink both coffee and tea and these drinks make people's mind energetic, it's a spirit for their good performance during their works or activities.
6. How do you make tea? Do you use tea bags or loose tea?
We boil water in a tea pot, when the water has boiled, then we put some loose tea or pocket tea in the boiled water, we keep it boiling for a few minutes, then we put some cardamom in it to make it tasty and delicious.

Step four

- **Homework:** Ask the students to write a paragraph about their drink. What kind of drink do they like, how is it made, or where do they buy it from, is it expensive or cheap, does it have a benefit for their health and body to drink, why do they prefer to drink it, do they make it by their own, or they buy it from the bazaar, what about expired drinks, do they prefer to buy the expired drinks because they are cheaper than the fresh ones. What is the most popular drink in our country?

Unit Nine

Lesson Two

Objectives of the unit:

- Ask and answer the questions about a refreshing drink.
- learn the important rules of reading and read passages about tea and the most popular drink in the world
- know the new words and use them in sentences.
- Get information about reported speech and review that.
- Write paragraphs from notes.

Objective of the lesson:

- Students should be able to read the passage and pronounce the new words correctly.
- Students should understand the advantage and disadvantage of drinking tea.

Pages: 123-124

Period: (45) minutes

Teaching method: oral, visual, display, discussing, questions/answers and a role play.

Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

Evaluation Method: oral.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Name some refreshing drinks that are drunk by Afghan people.
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by asking a joke related to the lesson or by asking some questions like:
 1. What would you like to drink?
 2. How many kinds of drinks do you know?

Step Three

- **Reading:** Read the passage about Tea aloud and ask your students to listen carefully. Don't translate it into Dari or Pashto. Translation into Dari or Pashto should be at last resort. Then, only to translate the words not the pattern.
- Call some of your students by name to read it paragraph by paragraph. It means, one student should read the first paragraph and the second student should read the next paragraph and they should continue till the whole reading section is read.
- Ask your students to first find the answers in the reading passage and then write the line numbers and finally write the true and false sentences in their notebooks.

Solution of exercise:

1. Lines: 4-7 (False)
2. Line: 4 (true)
3. Lines: 16-17 (False)
4. Line: 24 (True)
5. Line: 22 (True)
6. Line: 27 (True)
7. Line: 33-35 (True)
8. Lines: 47-49 (False)

Step four

- **Homework:** Tell your students to read the passage and try to tell the main idea of the passage before the next lesson.

Unit Nine

Lesson Three

Objectives of the unit:

- Ask and answer the questions about a refreshing drink.
- learn the important rules of reading and read passages about tea and the most popular drink in the world
- Know the new words and use them in sentences.
- Get information about reported speech and review that.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to use the correct word from the box in each sentence.
- Students should be able to use words perfectly according to parts of speech.

-Period: (45) minutes

-Pages: 125-126

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Do all the people of the world drink tea?
 2. Who discovered the tea?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by asking a joke related to the lesson or by asking some questions like:
 1. Who can use the words harvest and responsible in a meaningful sentences?
 2. What are "harvest, responsible, achieve" according to parts of speech?

Step three

- **Word study:** Before reading the word study section on page 125, write the bolded words on the blackboard and ask the students if they could use them in sentences.
- Read the word study section aloud and ask your students to listen carefully. Then, call some of your students by name to read it aloud.

Step four

- **Word study:** Ask your students to read the word study section on page 126 silently and complete them with the given words. Then, ask some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

1. I knew from his appearance that he was from the Far East.

2. Do you want to talk or read? It is your choice.
3. The award for "Best Student" was given to Nadia. It was a dictionary.
4. It is my belief that tea is the most refreshing drink in the world.
5. Most small children love to compete in games.
6. Two of my friends will represent our school in the TV quiz show.
7. We hope that you will achieve good results in the school leaving exams.
8. With hard work, we can succeed getting in good marks.
9. The farmers are very happy with this year's wheat harvest. They have more wheat this year than in the past ten years.
10. They worked hard but their performance in the exam was poor.
11. Hot chocolate is my favorite bedtime beverage. It helps me sleep.
12. Before going on holiday, you pack a selection of your clothes.
13. Al- Aziziyah in Libya has the record for the hottest place in the world with a temperature of 58 (Celsius degree).
14. Many people eat junk food, I would rather have a balanced diet.
15. Who is responsible for polluting of the atmosphere?
16. He is an international traveler. He travels all over the world.
17. Hundreds of years ago, Arabs and Romans fought against one another.
18. Elham's wedding dress was very expensive. It was made from the best Chinese silk.

Step four

Homework: Ask the students to understand the spelling of all the words with their meanings.

Unit Nine

Lesson four

Objectives of the unit:

- Ask and answer the questions about a refreshing drink.
- learn the important rules of reading and read passages about tea and the most popular drink in the world
- Know the new words and use them in sentences.
- Get information about reported speech and review that.
- Write paragraphs from notes.

Objective of the lesson:

- Students should be able to understand the grammatical structure of "Reported Speech", "Direct and Indirect Speech" perfectly.
- Students should be able to change direct speech into indirect speech easily.

-Period: (45) minutes

-Pages: 127-128-129

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can use the words represent and responsible in one sentence?
 2. Who can say the meaning of these words?
 1. Belief
 2. Selection
 3. Performance
 4. compete
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by asking a joke related to the lesson or by asking some questions like:
 1. Who can explain reported speech?
 2. Who can change these sentences from direct speech into indirect speech?
 - a. I am going to bazaar now.
 - b. I went to doctor yesterday.

Step three

- **Grammar:** Write the topic of the lesson on the board. Explain and write on the board "Reported Speech" and ask your students to listen carefully. Then, write some sentences on the blackboard and show practically the changes on them.
- Ask your students to read the sentences below the table silently and pay attention to changing direct speech into indirect speech. Then, call some of them to come in front of the class. Ask them to write the first sentence on the blackboard and change it according to the examples and structures.

- Ask one pair or two pairs to read the grammatical chart in page 128 aloud and the other students should listen carefully. Explain to your students that a newspaper reporter interviewed a tea taster about his job and later he reported in his newspaper what the tea taster had said or what he said to the reporter.eg.
Tea Taster: I am happy to be a tea taster.
Reporter: He said (that) he was happy to be a tea taster.

Step four

- **Homework:**
Ask the students to read the direct speech in the grammatical chart and change them to indirect speech, e.g.
Tea Taster: I am happy to be a tea taster.
Reporter: He said (that) he was happy to be a tea taster.
- 1. Taster: I am the youngest tea taster with my company.
Reporter: He said (that) he was the youngest tea taster with his company.
- 2. Taster: The tea is always harvested by women.
Reporter: He said (that) the tea was always harvested by women.
- 3. Taster: The women only collect the top two leaves from each plant.

Reporter: He said (that) the women only collected the top two leaves from each plant.
- 4. Taster: I tasted one hundred kinds of tea yesterday.
Reporter: He said (that) he had tasted one hundred kinds of tea the previous day.
- 5. Taster: I have not started work yet.
Reporter: He said (that) he had not started work yet.

Unit Nine

Lesson five

Objectives of the unit:

- Ask and answer the questions about a refreshing drink.
- learn the important rules of reading and read passages about tea and the most popular drink in the world
- Know the new words and use them in sentences.
- Get information about reported speech and review that.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to understand the rules of writings from "Notes".
- Students should be able to write instructions correctly for others.

-Period: (45) minutes

-Pages: 130

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can tell if our direct speech is in present progressive, what will our indirect speech be?
 2. Change direct speech into indirect speech:
The women only collect the top two leaves from each plant.
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by asking a joke related to the lesson or by asking some questions like:
 1. How can we write instructions for memorizing English words?

Step three

- **Writing:** Tell the students here are some steps as a recipe for preparing (custard). Read them first and then describe how to make or prepare it.
- Tell to your students to write a paragraph about any food which they like as a class work, use the steps from first paragraph of the lesson. Use the conjunctive words like first, then, next, after that... finally ...etc.

Step four

- **Homework:** Ask the students to look at these notes and write another paragraph about how to prepare or make "Afghan Tea"

Unit Nine

Lesson six

Objectives of the unit:

- Ask and answer the questions about a refreshing drink.
- learn the important rules of reading and read passages about tea and the most popular drink in the world
- Know the new words and use them in sentences.
- Get information about reported speech and review that.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to understand the direct speech and the indirect speech with modals
- Students should be able to change direct speech with models into indirect speech with model.

-Period: (45) minutes

-Pages: 131

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. How should we write from a note?
 2. What is the rule for writing from a note?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by asking a joke related to the lesson or by asking some questions like:
 1. What is a direct speech?
 2. What is an indirect speech? Please explain with one or two examples.
 3. What is the rule for changing direct speech into indirect speech?

Step three

- **Revision:** Write on the board "Modals in an indirect speech", ask the volunteer students to come in front of the class and explain it.
We usually change the modals can to could, may to might and will to would in an indirect speech.
'You can go'. He said we could go. 'I'll wait'. She said that she would wait.
We don't change ought to or should from direct to indirect speech.
We change shall to would in predictions and to should in offers or suggestions
'I shall do it right away'. I remember she said that she would do it right away.
'Shall I close the door?' The new student asked if he should close the door.
We can use must or had to when we report that something is necessary.

'You must do more'. He said we must do more. Or He said we **had to** do more.

- Ask the students to read the grammatical chart loudly and the other students should listen to their classmates carefully.

Step five

- **Homework:** Ask the students to make one question for each of these sentences" in an indirect speech". E.g.
 1. When did the clipper race take place? Can you tell me?
He asked me if I could tell him, when the clipper race took place.
 2. Will the next development be soon? Do you know? (if)
He asked me if I knew, the next development would be soon.
 3. What does that symbol represent? Do you understand?
He asked me if I understood what the symbol represents.
 4. Did the Cutty Sark have record? Can you remember? (if)
He asked me if remembered, the Cutty Sark had record.

It means one question for each of these sentences "in an indirect speech".

Unit Nine

Lesson 7&8

Objectives of the unit:

- Ask and answer the questions about a refreshing drink.
- learn the important rules of reading and read passages about tea and the most popular drink in the world
- Know the new words and use them in sentences.
- Get information about reported speech and review that.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to look answer the questions by scan readings.
- Students should be able to guess the meaning of the words from the text.

-Period: (45) minutes

-Pages: 132-133-134

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can make a sentence for direct speech and use may and have to?
 2. Who can explain direct and indirect speech with modals?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by asking a joke related to the lesson or by asking some questions like:
 1. What is the most popular drink in the World?
 2. Why is that drink popular?

Step three

- Before reading the passage give time to students to read the questions carefully and try to answer them. Then, ask some of the students to read the questions and others should answer them. If they need help, you should help them.
- Ask the students individually to read the words with their different meanings in pages 133 and 134 and try to guess the correct and accurate meaning out of the answers a, b, c, d.

For example:

A **strange** country is ...

- a. Poor.
- b. Unusual.
- c. European.
- d. **Both poor and rich**

Venice is probably a ...

- a. **Name of a place in northern Italy.**
- b. Beverage.
- c. Town
- d. Food.

Step four

- **Homework:** Ask the students to guess the meaning of the rest of these words and write the exact meanings in their notebooks. Dictation is must.

Unit Nine

Lesson 7&8

Objectives of the unit:

- Ask and answer the questions about a refreshing drink.
- learn the important rules of reading and read passages about tea and the most popular drink in the world
- Know the new words and use them in sentences.
- Get information about reported speech and review that.
- Write paragraphs from notes.

Objectives of the lesson:

- Students should be able to read the passage carefully pronounce the new words correctly and get an idea from any kind of text.
- Students should be able to discuss about popular drink with others.
- Students should be able to save multiple choice questions by selecting the best answer.

-Period: (45) minutes

-Pages: 135-136-137-138

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. What are the meanings of these words: demand, strange, mint, boutique?
 2. Who can make a meaningful sentence for railway station, relax and snake?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by asking a joke related to the lesson or by asking some questions like:
 1. What is the common drink in our county?
 2. How do we prepare it?
 3. In which country else is it common?

Step three

- Write the topic of the lesson on the board (The Muslim Connection), ask the students to read the passage silently once, and then ask some of them to read the passage paragraph by paragraph aloud and the other students should listen to their classmates carefully.
- Ask the students to answer these questions in pairs which are about the passage. Then ask individual students to come in front of class and answer the questions, if one student has mistake, call other student to correct it.

Exercise solutions:

1. From which people did the Europeans hear stories of a strange country called China?

In the sixteenth century AD, people in Europe began to hear stories of a "strange" country called China and its unusual customs. The main food of these people was rice, and both the poor and the rich drank an unknown beverage tea. The Europeans heard these stories from Muslim traders who controlled the trade routes between east and west.

2. How many glasses of tea can a Moroccan politely drink?

In Morocco, it is normal for a guest to accept three glasses of tea but it is polite for the guest to refuse a fourth glass.

3. What do Indians add to their tea?

The Indians boil their tea in an open pot with cardamom, sugar and a lot of milk.

4. Where can you find tea in the form of a brick?

Tea is the most popular drink in Tibet. It is usually found in the shape of a "brick". When they want a drink, the Tibetans break some tea from the brick, put it in water and boil it for an hour until the liquid becomes black. Then they mix in salt and yak butter. Finally, they dip a kind of bread into the tea and eat it.

5. What is the habit of the people of Sri Lanka in drinking tea?

Tea drinking in Sri Lanka is quite a recent habit, imported from England. Tea is rarely served with meals except at breakfast time. In the villages, there are often tea shops (called "tea boutiques"). Villagers like to stop in the tea boutiques on their way home from work and relax by talking to friends and drinking tea.

6. The people of which country use iced tea as a favorite summer drink?

The Americans like to drink tea, although not as much as the British. They have experimented the drink, and one of the most interesting forms which they have achieved is iced tea. This is served in the summer months as a cold drink.

Iced tea was invented in 1904(the same year as tea bags were invented) by a man called Richard

7. In which country there is a special ceremony for drinking tea and how long does the last part of the tea ceremony last?

In Japan there is a special ceremony for drinking tea which lasts four hours and has four parts.

The last part of the ceremony is "thin" tea which lasts only one hour.

Step four

- **Homework**

- Ask the students to choose the correct answers in their notebooks. Dictation is must.

1. In China, the people's main food was ...

- a. Poor
- b. A beverage
- c. Tea

- d. **Rice**
2. Venice is a town in ... Europe (Italy)
- China
 - Europe**
 - India
 - Sri Lanka
3. Who is responsible for serving tea in Morocco?
- The youngest daughter.
 - The oldest woman**
 - The husband
 - The guests
4. The Indians use milk, sugar and ... in their tea.
- Mint
 - Cardamom**
 - Lemon
 - Jam
5. The Chinese first drank tea because they thought it.....
- It was good for the stomach**
 - The farmers grew it.
 - It was a pleasing beverage
 - The demand increased
6. How long do Tibetans boil their tea?
- Sixty seconds
 - Five minutes
 - Sixty minutes**
 - Four hours
7. The Sri Lankans ...
- Drink tea at breakfast.
 - Drink tea with every meal.
 - Only drink tea at boutiques**
 - Never drink tea with meals.
8. Nowadays, iced tea is made with ... "instant" tea.
- Hot water
 - Instant tea**
 - Tea leaves
 - Tea bags
9. Real British tea drinkers ...
- Like tea bags
 - Prefer loose tea**
 - Never drink tea with meals.
 - Only drink tea with breakfast.
10. There are ... parts to the tea ceremony.
- 1,200
 - Many
 - Four**

UNIT TEN

The Olympic Games

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- discuss about the Olympic Games.
- read the passages about the Olympic Games and stories about Olympic games.
- Learn new words and use them in sentences.
- Know the games that play in the Olympics.
- Use direct and indirect speech in a sentences and review that.
- Write paragraph about Olympic Games.

Unit Ten

Lesson One

Objectives of the unit:

- discuss about the Olympic Games.
- read the passages about the Olympic Games and stories about Olympic Games.
- Learn new words in sentences.
- know the games that are played in the Olympics.
- use direct and indirect speech in sentences and review that.
- write a paragraph about the Olympics' stories.

Objectives of the lesson:

- students should be able recognize different Olympic Games
- students should be able to understand for which purpose each game is played.
- students should be able to read the passage and get an idea from it

-Period: (45) minutes

-Pages: 139-140-141

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. What do you like from pervious unit and what did you get from that unit?
 2. What kind of drink do you like: cold drinks or tea and coffee?
- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Do you like sports?
 2. What is your favorite sport?

Step three

- **Discussion:** Write the title of the discussion on the blackboard (The Olympic Games). Then, start your discussions with asking some questions about Olympic Games from the students, such: Do you like Olympic Games? Which sport do you like most? Name some of the sports from Olympic Games.
- Call some of the students by turn to come in front of the class. Ask them to talk about the Olympic Games, and its advantages and disadvantages. When he/she finished talking, get other students to ask him/her questions, whether they agree the ideas or give their opinion about it.
- Write the questions written in part A on page 140 on the blackboard and ask them separately from the students.

Step four

- **Homework:** Ask the students to write a paragraph about any kinds of "sport" which they would prefer to write in their notebooks.

Unit Ten

Lesson two

Objectives of the unit:

- discuss about the Olympic Games.
- read the passages about the Olympic Games and stories about Olympic Games.
- Learn new words in sentences.
- know the games that are played in the Olympics.
- use direct and indirect speech in sentences and review that.
- write a paragraph about the Olympics' stories.

Objective of the lesson:

- Students should be able to read and pronounce new words correctly.
- Students should be able to explain Olympic Games for others.
- Students should become familiar with winners of different countries.

-Period: (45) minutes

-Pages: 142-143

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. What do they mean by the five colored rings?
 2. Can you name some sports?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. How many sports do you know in general?
 2. What do you mean by the word "sport"?

Step three

- **Reading:** Write the topic on the board and ask the students to read the passage for five minutes silently, and then tell some of the students to read the text paragraph by paragraph aloud and the other students should listen to them carefully. Then read the passage aloud and get the students to listen to you carefully. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Give students time to read the passage silently and find the answers for the given questions.

- Divide the students in pairs to ask questions and answer them accurately. First they should do the task with his seat partner, and then make further pair to ask questions and answer them aloud. After that, ask a few students to read the passage aloud. Then, ask them to write the True and False sentences in their notebooks. See the first example from the book.
- **Exercise solution:**
 1. Lines (1-3) false
 2. Line (5) true
 3. Lines (11-13) false
 4. Line (16) true
 5. Line () false
 6. Line (19) true
 7. Lines (38 – 39) true

Step four

- **Homework:** Read the paragraph and get the main points then tell in front of the class.

Unit Ten

Lesson three

Objectives of the unit:

- discuss about the Olympic Games.
- read the passages about the Olympic Games and stories about Olympic Games.
- Learn new words in sentences.
- know the games that are played in the Olympics.
- use direct and indirect speech in sentences and review that.
- write a paragraph about the Olympics' stories.

Objective of the lesson:

- students should be able to know the words with their pronunciation.
- Students should be able to use words in sentences correctly.
- Students should understand the function of each word according to parts of speech.

-Period: (45) minutes

-Pages: 144-145

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. What do you mean by the word "Olympic"?
 2. Is the young generation very eager to join the different local and international sport games to become champions?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is the benefit of knowing words to learn a language?
 2. Why is it necessary to understand the function of each word?

Step three

- **Word Study:** Read the words and their meanings on page 144 aloud your students listen carefully. Don't translate them in Dari and Pashto. Translation in Dari and Pashto should be used as a last resort. Then, only translate the word, not the whole pattern.
- Write the bolded words of page 144 on the blackboard. Call some of the students by name to come in front of the class and use the words in sentences. If anyone can't do that, give the chance to the next student to perform the job.

- **Word study:** Ask your students to read the word study section on page 145 silently and complete them with the given words. Then, ask some of your students to read the sentences aloud. If anyone fails, give the chance to the next student.
- **Exercise solution:**
 1. Those two pieces of evidence are not linked to each other for the crime scene.
 2. The book was written professionally due to standard.
 3. The construction of the building was done by its real effort.
 4. A crowd of people blocked the view for me to see through the window of the train.
 5. The news was announced to the nation about the new rules which are about to be run in the country.
 6. With the exception of Khalid, Afghanistan had no chance of striking gold on track and field.
 7. Doing sports is an amateur for every single person.
 8. Being Athlete is a fulltime job.
 9. The show on TV tries to keep the appearance of their female actors appealing.
 10. Her qualification for the job didn't fulfill the requirements asked in that position.
 11. The condition of the patient was too critical to decide anything.
 12. She achieved a remarkable success in her academic career.
 13. The principal of the school awarded all the top students for their performance during the year.
 14. This year's Olympic Games will be the biggest ever sporting event.
 15. Throw the ball against the wall

Step four

- **Homework:** Ask your students to use the words on page 145 in sentences and write them in their notebooks.

Unit Ten

Lesson four

Objectives of the unit:

- discuss about the Olympic Games.
- read the passages about the Olympic Games and stories about Olympic Games.
- Learn new words in sentences.
- know the games that are played in the Olympics.
- use direct and indirect speech in sentences and review that.
- write a paragraph about the Olympics' stories.

Objectives of the lesson:

- Students should be able to deeply learn the direct and indirect speech by changing the tenses.
- Students should be able to change a direct speech into an indirect speech.
- Students should be able to report other peoples' speech indirectly.

-Period: (45) minutes

-Pages: 146-147-148

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Which of these words can be used in sport?
 1. Nation 2. Award 3. Appearance 4. Amateur 5. Condition
 6. Athlete
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is the difference between a direct speech and an indirect speech?
 2. What is an indirect speech?

Step three

- **Grammar:** Before reading the grammatical sentences on pages 145 and 146, ask your students to define the direct speech and reported speech and illustrate them in examples, as they learned in previous lessons.

For example:

We have had to follow it. (direct speech)

They said that they had had to follow it. (reported speech)

- Call some of your students in pairs to come in front of the class. One student should write a sentence in direct speech and another student should change into indirect speech. If anyone fails in performing the task, call the next students to do it.
- Call some of your student to read the grammatical points aloud. Help them in pronouncing difficult words. Don't translate it in Dari and Pashto. Translation in Dari and Pashto should be used as a last resort. Then, only to translate the word, not the whole pattern.

Step four

- **Homework:** Ask the students to change the sayings of athlete into reported speech in their notebooks. The first sentence is done for you.

Exercise solution:

1. Athlete: I am happy to be at the Olympic.

Reporter: He said (that) he was happy to be at the Olympic.

2. Athlete: My team's members are all helpful to me.

Reporter: He said (that) His team's members were all helpful to him.

3. Athlete: We all eat, talk and go around together.

Reporter: He said (that) they all ate, talked and went around together.

4. Athlete: We arrived yesterday.

Reporter: He said (that) they had arrived the previous day.

5. Athlete: I have not had a race today.

Reporter: He said (that) he had not had a race the other day.

6. Athlete: I like training. Sometimes it is hard. Use "and added that" to make one sentence.

Reporter: He added that he liked training.

Unit Ten

Lesson five

Objectives of the unit are:

- Discuss about the Olympic Games.
- Read the passages about the Olympic Games and stories about Olympic Games.
- Learn new words in sentences.
- Know the games that are played in the Olympics.
- Use direct and indirect speech in sentences and review that.
- Write a paragraph about the Olympics' stories.

objectives of the lesson:

- students should be able to write a description from the a table

-Period: (45) minutes

-Pages: 149

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: oral.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. My team-mates or member are all helpful to me. Can you change it into reported speech?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Have you ever writing short note or paragraph?
 2. Is it necessary for us to improve our writing skill?

Step three

- **Writing:** Ask some of your students to read the table about different Olympic Games and think of sentence to describe them all. First describe the rows of the table which mention the date, place, competitors, countries and comments. Then, ask them to write sentences and use different words.
For example:
The first modern Olympic Games took place in Athens on 6, April, 1896 and there were 311 athletes from 13 countries competed in 9 sports.

Step four

- **Homework:** Ask the students to write description of these different Olympic Games in their notebook.

Unit Ten

Lesson Six

Objectives of the unit are:

- discuss about the Olympic Games.
- read the passages about the Olympic Games and stories about Olympic Games.
- Learn new words in sentences.
- know the games that are played in the Olympics.
- use direct and indirect speech in sentences and review that.
- write a paragraph about the Olympics' stories.

Objectives of the lesson:

- Students should understand embedded questions correctly.
- Students should be able to combine two sentences into one.
- Students should be able to give report in an indirect speech by the use of the word "If".

-Period: (45) minutes

-Pages: 150

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
Read the description about the Olympic Games which you wrote as your home work.
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is embedded question?
 2. Can you change these questions into embedded questions?
 - Where is Ahmad? Can you tell me?
 - What is the time? Do you know?

Step three

- **Revision:** Before reading the tables about embedded questions, write some pair sentences on the board and ask the students to come on the board if they can combine them, like: Is Ahmad a doctor? Do you know?
What are you doing? Can you tell me?
- Then explain embedded or included questions for them.
Combining two interrogative sentences into one is called 'Embedded questions or included questions'. Note that we use if/whether for yes/no questions, but we use wh questions themselves are used.
Ex: Is Ahmad a doctor? Do you know? (yes/no questions)

Do you know if Ahmad is a doctor?

Where are you from? Can you tell me? (WH questions)

Can you tell me where you are from?

Be careful that the order of WH questions and yes/no questions are changed to statement as above.

Where are you from change to where you are from and Is Ahmad a doctor changed to if Ahmad is a doctor.

Exercise solution:

1. When were the first modern Olympics? Can you tell me?
Can you tell me when the first modern Olympics were?
2. Will the next Games be in Barcelona? Do you know? (If)
Do you know if the next Games will be in Barcelona?
3. What do the rings on the flag mean? Do you remember?
Do you remember what the rings on the flag mean?
4. Did the Games take place in Paris in 1924? Can you remember? (if)
Can you remember if the Games took place in Paris in 1924?
5. Were the Afghan athletes in position to prepare for Olympics in 2000? Can you tell me?
Can you remember if the Afghan athletes were in position to prepare for the Olympics in the year 2000?

Step four

- **Homework:** Combine these questions into one by using embedded questions:
 1. Is she a doctor? Can you tell me?
 2. Where did you go yesterday? Can you tell me?
 3. What does she eat every day? Do you know?
 4. Are these students intelligent? Do you remember?

Unit Ten

Lesson 7&8

Objectives of the unit:

- discuss about the Olympic Games.
- read the passages about the Olympic Games and stories about Olympic Games.
- Learn new words in sentences.
- know the games that are played in the Olympics.
- use direct and indirect speech in sentences and review that.
- write a paragraph about the Olympics' stories.

Objective of the lesson:

- Students should be able to guess the meaning of the words from the passage.

-Pages: 151-152-153-154

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Can you combine these sentences?
 - a. Can you tell me? Where are you from?
 - b. Can you tell me? Does she speak English?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What are the Olympic Games?
 2. What do the rings represent?

Step three

- Ask your students to read the questions about the “the stories from the Olympics” on page 151. Then get the students to answer the questions in discussion about the Olympic Games.
- Tell your students to guess the meaning of the words from the tables and write them in their notebooks.

Exercise solution:

 1. **A marathon is ...**
 - a. A very long valley.
 - b. A long race for runners**
 - c. A sailing race
 - d. A competitor in the Olympic Games

2. **cattle-c**
3. **goats-a**
4. **jewellery-b**
5. When a man marries a woman, she becomes his..... .
 - a. Employees
 - b. Child
 - c. Mother
 - d. wife**

6. **daughter**
A man's daughter is his..... .
 - a. Youngest uncle
 - b. Wife

- C. Female child**
 - d. Older brother
7. Against the law means..... .
 - a. Prohibited**
 - b. Normal
 - c. Uncomfortable
 - d. Traditional

8. **A tournament** is a kind of ...
 - a. Player
 - b. Event in the Olympic Games.
 - c. Competition**
 - d. Sports club

9. **Struck**
The scorer was the captain of the Spanish side who tried to pass the ball back to a member of his own team. Instead, he struck the ball into his own net!
Struck means about the same as...

- a. Showed
- b. Hit**
- c. Carried
- d. Discussed

10. **Bucket -c**
11. **Spare** means...

- a. Round
- b. Bicycle
- c. Old
- d. Extra**

12. A **runway** is a place where...
 - a. Olympic Games are held.
 - b. Planes, taking off and landing route.**
 - c. Athletes do their training.
 - d. Friends congratulate one another

13. **Boxer (a)**
14. **Blew (a)**
15. **Cried (a)**
16. **Surinam (d)**
17. **Knocked (a)**
18. In order to **relax**, an athlete may...
 - a. Sit and read a book**
 - b. Practice throwing the javelin

- c. Study hard
- d. Compete in a race.
- 19. Hundredths (a)**
- 20. A second is (d)**
- 21. Glove (c)**
- 22. Referee (a)**
- 23. Set fire (a)**
- 24. Refuse (b)**

Step four

- **Homework:** Tell your students to memorize the new words from “stories from the Olympics” and read the passages on page 155-158 at home and be ready to read it correctly in the class.

Unit Ten

Lesson 7&8

Objectives of the unit:

- discuss about the Olympic Games.
- read the passages about the Olympic Games and stories about Olympic Games.
- Learn new words in sentences.
- know the games that are played in the Olympics.
- use direct and indirect speech in sentences and review that.
- write a paragraph about the Olympics' stories.

Objective of the lesson:

- Students should be able to read the passage comprehensively.
- Students should be able to scan a text in order to find answer for questions soon.

-Pages: 155-156-157-158-159

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can make one meaningful sentence for the words tournament and boxer?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Have you ever heard a story about Olympic?
 2. Who can tell a short and real story that he/she has heard?

Step three

- Tell the students to read the passage about "Stories from the Olympics" aloud in the class and other students should listen carefully. Give them time to answer the question about the passages in their notebooks.
- Then ask some of your students in pairs to come in front of the class and one student ask the question and other student should answer it.

Exercise solution:

1. What nationality was the first marathon winner in the modern Olympics?
The first marathon winner in the modern Olympics was a Greek.
2. In the 87-kilometer bicycle event, where did the winner get his bike?

A spectator watching the 87-kilometer bicycle event was surprised to see a competitor race past him and crash at full speed into a nearby wall. He was even more surprised when the rider picked himself up and asked the spectator to lend him his bike. Then he disappeared on it and won the race.

3. What kind of tennis event did the Irishman think he was competing in?

The winner of the gold medal for the tennis singles was an Irishman. He was on holiday in Athens at the time but did not realize that the Olympic Games were taking place. He thought that the competition was a local tennis tournament.

4. In the 1924 soccer competition, Spain lost 0 to 1. Who struck the ball into Spain's net?

It was the captain of the Spanish soccer team who tried to pass the ball back to his own goalie. Instead, he struck the ball into his own net!

5. Why did the leader of the 100-kilometer cycle race have to carry so many things?

In the 100-kilometer cycle race, the riders were not allowed to take any help from the spectators. So the leader carried with him a bowl of soup, a bucket of water, bananas, bread rolls, cheese sandwiches, spaghetti and two spare tires!

6. Why did the winner of the rowing event throw his medal into the air?

After winning a rowing event, one happy man threw his gold medal into the air. Unfortunately, he failed to catch it again. He knocked it into the lake, where it sank. He immediately dived into the water, but he could not retrieve it. He won the event again four years later. He was careful not to throw his medal into the air on that occasion

7. How did the two Englishmen destroy their boat?

In a sailing event, two Englishmen had problems with their boat for the third time. So they decided to set it on fire. One of them suggested that the other should be a good captain and stayed on the boat as it sank! He refused.

- Ask the students to have a discussion about the "events of the Olympic Games". And tell others in which one they are interested.

Step four

- **Homework:** Ask the students to choose the correct answers in the book and write them down in their notebooks.

Exercise solution:

1. The winner of the 1896 marathon was ...

- a. An old man
- b. The father of three girls
- c. Unmarried
- d. **Married**

2. Why did the Irishman go to Athens in 1896?

- a. For the swimming event
- b. For a local tennis tournament
- c. For the Olympics

d. For a holiday

3. In 1920, why didn't the winner of a wrestling match take part in the final?
 - a. He was badly injured.
 - b. He was too tired.**
 - c. He forgot about it.
 - d. He arrived too late.

4. The athlete who was arrested was a ...
 - a. Wrestler
 - b. Runner**
 - c. Swimming
 - d. Boxer

5. In the 1924 soccer competition, who scored a goal past the Spanish goalkeeper?
 - a. The captain of the Spanish team**
 - b. The opponent's goalie
 - c. No one
 - d. A discus thrower

6. In 1932, what were the officials doing during the discus throw?
 - a. Watching the crowd.
 - b. Having lunch
 - c. Watching a track event**
 - d. Having an argument

7. What did a 17-year old gold medal winner see when he flew home?
 - a. Friends on the runway**
 - b. A plane crash
 - c. A new razor
 - d. All his opponents
8. In the stories from 1948, the boxer...
 - a. Hit the technicians
 - b. Was not really too heavy**
 - c. Needed to gain weight
 - d. Hit his friends.

SHOPPING

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- Discuss about famous shopping centers in the country.
- Read about famous shopping centers in our country and fascinating markets in the Muslim worlds.
- Know the new places for shopping.
- Use the noun as an adjective and make a question that expects the answer yes and review them.
- Learn new words and use them in sentences.
- Write description about a hotel

Unit Eleven

Lesson One

Objectives of the unit:

- Discuss about famous shopping centers in the country.
- Read about famous shopping centers in our country and fascinating markets in the Muslim worlds.
- Know the new places for shopping.
- use the noun as an adjective and make a question that expects the answer yes and review them
- Learn new words and use them in sentences.
- Write a description about a hotel.

Objectives of the lesson:

- Students should be able to run an open discussion about "Shopping".
- Students should be able to have a discussion in pairs by asking and answering the questions.

-Period: (45) minutes.

-Pages: 160-161

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. How did u find the lessons of the pervious unit?
 2. Who can tell me what was the unit about?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Do you like shopping?
 2. How many times in a month do you go shopping?

Step three

- **Discussion:** Write the title of the discussion on the blackboard (Shopping). Then, start your discussions with asking some questions about Shopping from the students.
- Call some of the students by turn to come in front of the class. Ask them to talk about the shopping centers, and advantages and disadvantages. When he/she finished talking about, or get other students to ask him/her questions, whether they agree the ideas or give their opinion about it.
- Write the questions written in part A on page 161 on the blackboard and ask them separately from the students.

Exercise solution:

A. Discuss and explain about the famous shopping centers in the country, for example, **Faryab market**.

Faryab market is one of the famous and well known shopping centers in Kabul. It is located in Shari-Now. You can find many different clothes for (boys, girls, men, women, and children). The quality of the goods is very good with suitable prices. You can find whatever you need in the center including good clothes with good and suitable designs, cosmetics, and jewelry etc.

Then ask the students which famous shopping centers they know in Kabul as well as in the provinces. Wait for your students to explain and discuss openly.

B. Ask the students to work in pairs by asking and answering the questions:

1. How many shopping centers have you visited in Kabul?

I have visited many shopping centers in Kabul such as Faryab Shopping Center, Faisal Business Center, Gulbahar Shopping Centers, Marco Polo shopping center, Madena bazaar shopping center, Foroshga -e Buzurq –i-Afghan shopping center, etc.

2. Find the reason, which kind of people go for shopping in the supermarket?

Which kind of people prefer to go shopping in the supermarket? Rich people, poor people or the people who need their requirements to go shopping.

It depends on the need of our people. According to their needs and requirements they prefer to go shopping in big and famous shopping centers. It also depends on the living condition of our people. Some of our people have a good condition of life but some of them have a middle condition of life and most of our people have very low condition of life.

C. Finally tell the students to discuss with you (their teacher) these following general questions about "shopping" by asking the questions and answering them.

1. Are supermarkets the only places to go shopping? Where else can you shop?

Supermarkets aren't the only places to go shopping. We can find some other places for shopping like ordinary shopping centers, ordinary markets, not the famous ones and some other places like big stores, shops, and bazaars etc.

2. Are supermarkets the best places to shop?

You know that Supermarkets are the best places for shopping, because we can find many things which we need like goods, clothes, cosmetics, and other separate market near it for vegetables, fruits, food stuff, and other necessary items of the house.

3. Are supermarkets quite new in Afghanistan?

We can say that supermarkets are not quite new in Afghanistan; we have had supermarkets in our country for 35 years. For example, Shari- now supermarket, this is a very famous and well known place to shop for both the local people and the foreigners. Another famous place, which has a local name, is (Mandahi Kabul) where we can find many different kinds of necessary goods and utensils for households. It is located in the center of the city and we can't call it a supermarket but we call it by its local name. It is the same as a supermarket but it's not modern according to the new style of life. Every minute the prices in there are changed according to the update rates of the exchange rates.

Step four

- **Homework:** Ask the students to write a paragraph about any "shopping center" which they would prefer in their notebooks.

Unit Eleven

Lesson Two

Objectives of the unit:

- Discuss about famous shopping centers in the country.
- Read about famous shopping centers in our country and fascinating markets in the Muslim worlds.
- Know the new places for shopping.
- use the noun as an adjective and make a question that expects the answer yes and review them
- Learn new words and use them in sentences.
- Write a description about a hotel.

Objectives of the lesson:

- Students should get information about Gulbahar Center.
- Students should be able to share this information with other people in English language.

-**Period:** (45) minutes.

-**Pages:** 162-163-164

-**Teaching method:** oral, visual, display, discussing, questions/answers and a role play.

-**Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-**Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.

-**Evaluation Method:** questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. What is the difference between supermarket and Mandawi?
 2. Do you like to go shopping in a supermarket or in a local bazaar?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Have you ever gone to Gulbahar shopping center?
 2. How many floors does it have?
 3. How were the prices there?

Step three

- **Reading:** Give the students time to read the passage about Gulbahar center silently and underline the words which are difficult for them to pronounce or they don't know their meanings.
- Read the passage aloud and ask the students to listen carefully and notice how you read and pronounce the words. Don't translate it in Dari or Pashto. Translation in Dari or Pashto should be use as a last resort. Then, only translate the words not the whole patterns.

- Ask your students for the words they don't know and are difficult for them to pronounce. Write the words on the blackboard. Pronounce them aloud and ask the students to repeat them after you. Try to tell the students the meaning of new words by using them in different sentences. If they couldn't understand the meaning of the words, translate them only the word not the whole pattern.
 - Call some of the students to read the passage paragraph by paragraph. For example, one student should read the first paragraph, the next student should read the second, and the third one to read the third paragraph aloud. Continue the process until the whole passage is read once or twice.
 - Give your students time to read the passage silently and write T or F whether the sentence is true or false, then write out a correct statement if you put F.
1. Gulbahar Center is the smallest and old shopping center. (F)
Gulbahar Center is the largest and most luxurious modern Shopping Center.
 2. It is located in the east of Kabul, behind the Ministry of Education. (F)
It is located at the heart of Kabul, opposite to the Ministry of Education.
 3. Gulbahar Center is set to become the exciting residential and shopping center in the center of Kabul city (T)
 4. Gulbahar Center has over 9,000 square meters of prime floor space in the 3 – storey retail shopping mall and 7 – storey residential apartment building. (T).
 5. There is no supermarket and department store. (F).
There is supermarket and department store.
 6. The mall will be equipped with Central A/C and heating visible retail space. (T).
 7. You can find rows of well known jewelry, clothing, electronics, textile ... but there are no restaurants, coffee shops and pharmacies... (F).
You can find rows of well known jewelry, clothing, electronics, textile...as well as restaurants, coffee shops and pharmacies.
 8. Gulbahar Center, comprising five floors of one bedroom apartment in three different plans. (F).
Gulbahar Center, comprises seven floors of two or three-bedroom apartments in five different floor plans.
 9. The residential tower delivers every comfort as a private underground car park, gym, a children's play area and a swimming pool. (T).

Step four

- **Homework:** Ask your students to talk five minutes about the shopping center which they like for next session.

Unit Eleven

Lesson Three

Objectives of the unit:

- Discuss about famous shopping centers in the country.
- Read about famous shopping centers in our country and fascinating markets in the Muslim worlds.
- Know the new places for shopping.
- use the noun as an adjective and make a question that expects the answer yes and review them
- Learn new words and use them in sentences.
- Write a description about a hotel.

Objectives of the lesson:

- Students should be able to know the meaning of new words and use them in their daily English speaking and writing.

-Period: (90) minutes

-Pages: 165-166

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. What are the prices in the market nowadays?
 2. Where would you prefer to go shopping, which supermarket, big store or local bazaar?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can explain the meaning of the words "located and complex" and use them in sentence?

Step three

- **Word Study:** Read the words and their meanings on page 165 aloud and your students should listen carefully. Don't translate them in Dari and Pashto. Translation in Dari and Pashto should be used as a last resort. Then, only translate the word, not the whole pattern.
- Write the bolded words on page 165 on the blackboard. Call some of the students by name to come in front of the class and use the words in sentences. If anyone can't do that, give the chance to the next student to perform the job.

- **Word study:** Ask your students to read the word study section on page 166 silently and complete them with the given words. Then, ask some of your students to read the sentences aloud. If anyone fails, give the chance to the next student.
- **Exercise solution:**
 1. You will find the ice for your soft drinks in the freezer.
 2. The entrance to the Ka'aba is a golden door.
 3. The car park is big enough for 500 vehicles.
 4. We keep the knives and forks in the top drawer of the kitchen table.
 5. Those two boys are very similar.
They are both about 1 meter 75, and have black hair and brown eyes.
 6. Is that box made of gold or brass ?
 7. Ali is a well known television interviewer. People often recognize him on the streets.
 8. Is this fruit fresh, or is it tinned ?
 9. When we walked through the door, we saw a very beautiful scene Faisal and his father were meeting again after ten years.
 10. The TV advertisement says that this toothpaste is very good, but it isn't really good.
 11. What is the price of a plane ticket from Kabul to Mazar?
 12. This soft drink was very cheap because it was on sale.
 13. The smells of fish will attract all the cats in the area.
 14. Have you seen those posters? They advertise German cars.
 15. Which one would you prefer ? Tea or coffee?
 16. It's so cold I think the river will freeze.

Step four

- **Homework:** Ask the students to memorize the spellings of these words with at least 3 or 4 meaning English to English.

Unit Eleven

Lesson four

Objectives of the unit:

- Discuss about famous shopping centers in the country.
- Read about famous shopping centers in our country and fascinating markets in the Muslim worlds.
- Know the new places for shopping.
- use the noun as an adjective and make a question that expects the answer yes and review them
- Learn new words and use them in sentences.
- Write a description about a hotel.

Objectives of the lesson:

- Students should be able to understand the grammatical structure (Questions that expect the answer Yes, (Tag questions) and polite questions. (Polite request; would you mind).
- Students should be able to say polite request sentences using would you mind...

-Period: (45) minutes

-Pages: 167-168-169-170

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can make one sentence for each of the words "spacious and spectacular"?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can explain tag question?
 2. Who can give an example for tag question?

Step three

- **Grammar:** Before reading the grammatical sentences on pages 167 and 168, ask your students to define the tag question and illustrate them in examples, as they learned in pervious lessons.
For example:
There's a supermarket near here.
Isn't there?

- Call some of your students in pairs to come in front of the class. One student should write a question that expect the answer yes and another student should answer it. And other student to write a polite question beginning with “would you mind” and another student refuse or accept it. If anyone fails in performing the task, call the next students to do it.
- Call some of your student to read the grammatical points aloud. Help them in pronouncing difficult words. Don’t translate it in Dari and Pashto. Translation in Dari and Pashto should used as a last resort. Then, only to translate the word, not the whole pattern.

Step four

- **Homework:** Tell your students to do the exercise of page 170 in their notebooks.

Unit Eleven

Lesson five

Objectives of the unit:

- Discuss about famous shopping centers in the country.
- Read about famous shopping centers in our country and fascinating markets in the Muslim worlds.
- Know the new places for shopping.
- use the noun as an adjective and make a question that expects the answer yes and review them
- Learn new words and use them in sentences.
- Write a description about a hotel.

Objective of the lesson:

- Students should be able to write description by using the notes.

-Period: (45) minutes

-Pages: 171

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can make some polite questions?
 2. Who can make a conversation in pairs using tag question?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Have you ever seen the Intercontinental hotel?
 2. Have you ever seen Serena Hotel?

Step three

- **Writing:** Ask the students in group of 3 or 4 to read the notes from table. Then tell them to write a paragraph to describe the Intercontinental Hotel. Ask some of your students to come in front of class and read their paragraphs.

Name of hotel	Intercontinental Hotel
Opening date	9 th , September, 1969
No. of rooms	200
No. of restaurants	4
Location	Kabul Afghanistan
Surroundings	Beautiful View
Specialties	Afghani and Foreign food
Facilities: outside/Inside	Pool
Average price of meal	Gym, Net café
	\$15.00

Note:
This is
a short

paragraph written from the table above as an example for paragraph writing.

Afghan Intercontinental Hotel

Afghan Intercontinental Hotel is a very famous hotel in the country. It was opened on the 9th of September, 1969. It has 200 rooms and four restaurants. The hotel is located on the top of the hill near the Kabul Education University in Kabul City the capital of Afghanistan.

It has very beautiful views around it.

There are different kinds of Afghan and foreign foods. The hotel has a very good pool in it for swimming. There is also a Gym and a Net café. The average price of a meal is \$ 15.00. It is not an expensive food comparing to the other hotels in the city.

Step four

- **Homework:** Write a paragraph about the famous hotel in Afghanistan.

Unit Eleven

Lesson Six

Objectives of the unit:

- Discuss about famous shopping centers in the country.
- Read about famous shopping centers in our country and fascinating markets in the Muslim worlds.
- Know the new places for shopping.
- use the noun as an adjective and make a question that expects the answer yes and review them
- Learn new words and use them in sentences.
- Write a description about a hotel.

Objectives of the lesson:

- Students should be able to deeply understand the previous grammatical lessons
- Students should be able to share these reviewed lessons with other people learning English.

-Period: (45) minutes

-Pages: 172

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can tell the location of Intercontinental Hotel?
 2. How many rooms Intercontinental Hotel have?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Can you tell me an example to use noun as an adjective?
 2. Who can make a polite question?

Step three

- **Revision:** Before reading the grammatical sections in tables on page 172, ask some of the students to come in front of the class. Ask one of the students to define direct and indirect speech, and another student should write a sentence on the blackboard. If anyone can't do the job, give chance to another student to answer it.
- Ask some of the students to read the table aloud.
- Read the sentence on page 172 aloud and ask your students to listen carefully.
- Divide the students in pairs, mostly with their seat partners. Tell them to read the questions of part D and answer them in their notebooks. Then, ask some of the pairs

to come in front of the class. Ask one of the students to ask each person questions separately.

Step four

- **Homework:** Ask the students to make two sentences for each of the grammatical section below.
Tag question: 2 sentences
Noun as adjective: 2 sentences
Polite request: 2 sentences

Unit Eleven

Lesson 7 & 8

Objectives of the unit:

- Discuss about famous shopping centers in the country.
- Read about famous shopping centers in our country and fascinating markets in the Muslim worlds.
- Know the new places for shopping.
- use the noun as an adjective and make a question that expects the answer yes and review them
- Learn new words and use them in sentences.
- Write a description about a hotel.

Objective of the lesson:

- Students should be able to guess meaning of the words from the text they have been used.

-Period: (45) minutes

-Pages: 173-174

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can use noun as an adjective in some examples?
 2. Who can answer the question: Would you mind looking at this?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Do you prefer to go shopping in the bazaar or to a shopping centre?
 2. Do you have a day by the name of "Bazaar day" in Kabul?
 3. What about in the provinces?

Step three

- Ask your students to read the words about the "Bazaars: The Fascinating Markets of the Muslim World" of pages 173 and 174. Then get the students to fill in the blanks.
- Tell your students to guess the meaning of the words from the tables and write them in their notebooks.

Exercise solution:

1. A **bazaar** is a ...

- a. **Market.**
 - b. Big city
 - c. Lake
 - d. Kind of school
2. **Merchandise** means the same as ...
- a. Food
 - b. Furniture
 - c. **Goods**
 - d. Coffee pots
3. **Master** means ...
- a. Young
 - b. Very rich
 - c. Disqualified
 - d. **Expert**
4. An **engraver** is a person who ...
- a. Makes metal plates and pots
 - b. **Cuts designs or words into metal, wood, stones, etc.**
 - c. Sells gold and silver
 - d. Sells plates, pots and pans
5. **Bargaining** means ...
- a. Selling at a high price
 - b. Selling at a low price
 - c. **Trying to buy or sell something for a better price**
6. **Dagger (b)**
7. Delights means ...
- a. **Pleases**
 - b. Enters
 - c. Removes
 - d. Strengthens
8. On the other hand means ...
- a. Sometimes
 - b. Quickly
 - c. **However**
 - d. Without help
9. **Fixed** prices ...
- a. May increase or decrease
 - b. **Do not change**
 - c. Are too high
 - d. Are too low
10. **Annoyed** means ...
- a. **Bored**
 - b. Happy
 - c. Angry

d. Exciting

11. **Price tags** are found ...

a. **On merchandise in shops**

b. In the sea

c. In bazaars

d. On the walls of your home

12. **Craftsmen:** Which of these are examples of craftsmen?

a. Engineers and pilots.

b. Teachers

c. Doctors and dentists

d. **Shoemakers and barbers**

13. Goldsmiths are men who work with ...

a. Wood

b. Wool

c. Gold

d. **Brass, Iron and metal etc.**

14. **Demonstrating** means ...

a. Thinking about

b. Discovering

c. **Showing and doing**

d. Looking for

15. **Quality:** Buyers can compare the price and quality of goods very easily.

To judge the quality of something is to see ...

a. How big it is

b. **How well it is made**

c. How expensive it is

d. How long it is.

Step four

- **Homework:** Ask the students to memorize the (15) words with their meanings English to English as well as their spellings.

Unit Eleven

Lesson 7 & 8

Objectives of the unit:

- Discuss about famous shopping centers in the country.
- Read about famous shopping centers in our country and fascinating markets in the Muslim worlds.
- Know the new places for shopping.
- use the noun as an adjective and make a question that expects the answer yes and review them
- Learn new words and use them in sentences.
- Write a description about a hotel.

Objectives of the lesson:

- Students should get information about "The fascinating markets of the Muslims World".
- Students should be able to scan texts, so they can answer multiple choice questions or other kinds of questions.

Period (45) minutes.

-Pages: 175-176-177

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can explain the words "fixed and annoyed" and use them in sentence?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Do foreign countries have Bazaars?
 2. Do they have a specific day of the week by the name of "Bazaar day"?

Step three

- Tell the students to read the passage about "Bazaars: the fascinating Markets of the Muslim World" aloud in the class and other students should listen carefully. Give them time to answer the questions about the passages in their notebooks.
- Then ask some of your students in pairs to come in front of the class and one student ask the question and other student should answer it.

Step four

- **Homework:** Ask them to choose the correct answers of the sentences and write them in their notebooks as the second homework.eg.

1. The first paragraph is mainly about...
 - a. Bazaars in Afghan cities
 - b. Muslim cities with great bazaars**
 - c. The Middle East
 - d. Exciting cities of North Africa
2. At the Kabul Mandaie, you can smell ...
 - a. Spices ... incense**
 - b. Coffee ... several restaurants
 - c. Gas ... a refinery
 - d. Flowers... a garden
3. Westerners like Central Asian and Middle Eastern bazaars because they can ...
 - a. See what they are buying
 - b. Talk to the merchants
 - c. Walk through the shops
 - d. Touch the merchandise**
4. The passage says that Westerners do not understand ...
 - a. Fixed prices
 - b. Bargaining**
 - c. Price tags
 - d. Craft parades
5. Parades like the one De Thevenot saw were ...
 - a. Very expensive
 - b. Very common**
 - c. Very unusual
 - d. Against the law
6. De Thevenot did not see any ... in the parade in Aleppo.
 - a. coffee sellers
 - b. gardeners
 - c. goldsmiths
 - d. typewriter repairmen**
7. One reason why trade increased in the early Muslim world was that ...
 - a. Coins were standardized
 - b. Bazaars became larger**
 - c. There were many parades
 - d. There were more crafts
8. The writer mentions the Cairo bazaar because ...
 - a. It had so many parades
 - b. It is the oldest one of all
 - c. It had so many crafts**
 - d. It no longer exists
9. In the bazaars, the workers of any kind of craft (e.g. shoemakers) were usually ...
 - a. Near the mosque
 - b. In one shop together
 - c. In many areas
 - d. In one area**
10. The writer thinks that the grouping of craftsmen ...
 - a. is a good idea**
 - b. Were a bad idea
 - c. Helped spread Islam
 - d. Kept prices too high

Health Care

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- **Discuss about Health care**
- **Read the top tips about how can I stay healthy and a passage about improvement in health care.**
- **Know the connectors; also, too, either... and review that.**
- **Learn new words and use them in sentences and guess the meaning of the words**
- **Write paragraphs from notes**

Unit Twelve

Lesson One

Objectives of the unit are to

- Discuss about Health Care.
- Read the top tips about how can I stay healthy and a passage about improvement in health care
- Know the connectors: also, too, either... and review that.
- Learn new words and use them in sentences and guess the meaning of the words.
- Write paragraphs from notes

Objectives of the lesson:

- Students should be able to discuss about "**Health Care**"

Period (45) minutes.

-Pages: 178-179

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can name some famous shopping centers in Kabul?
 2. Which shopping center do you like most?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Did you go to the doctor for a checkup?
 2. Where do you usually go when you get sick?

Step three

- **Discussion:** Write the title of the discussion on the blackboard (Health Care). Then, start your discussions with asking some questions about Health Care from the students, such: Have you ever been sick? Do you want to be a doctor in the future? Name some of the hospitals in Kabul.
- Call some of the students in pairs by turn to come in front of the class. Ask them to practice the conversation. Then give them time to discuss about health care in Afghanistan. When he/she finished talking, get other students to ask him/her questions, whether agree the ideas or give their opinion about it.
- Write the questions written in part A of page 179 on the blackboard and ask them separately from the students.

Exercise solution:

1. Where has Ahmad's uncle been? Where is he now?

Ahmad's uncle has been in the hospital and he has just come out of the hospital. Now he is at home to celebrate.

2. Who works in a hospital, and what happens there?

The doctors, nurses, and other staff work in the hospital and they examine, treat and cure the patients there.

3. What is malaria?

It is a parasitic disease. It is transmitted from human to human by the Bite of infected anopheles mosquitoes.

Associated symptoms may include fatigue, headache, dizziness, and vomiting, abdominal cramps, myalgia, joint pain, backache and dry cough.

4. In which ways do sick people get better treatment nowadays than before?

Due to the progress made in the field of health care, sick people in the country can get better treatment than they used to.

There are different hospitals and clinics everywhere in the country. Treatment in public hospitals is free but not effective and sufficient. However, treatment that the sick people get in private hospital and clinics is expensive, but effective and sufficient. While, these kinds of facilities were not available in the past, people used to take their patients to the neighboring for treatment.

Step four

- **Homework:** Ask the students to write a topic in their notebooks about "How can they stay healthy"?

Unit Twelve

Lesson Two

Objectives of the unit:

- Discuss about Health Care.
- Read the top tips about how can I stay healthy and a passage about improvement in health care
- Know the connectors: also, too, either... and review that.
- Learn new words and use them in sentences and guess the meaning of the words.
- Write paragraphs from notes

Objectives of the lesson:

- Students should be able to get information about how can a human stay healthy.
- Students should be able to identify the true and false statements.

Period: (45) minutes.

-Pages: 180-181

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say عليكم و سلام back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Why was there a party in Ahmad's house?
 2. How is the condition of treatment in public hospitals to compare it with private hospitals?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. How can we stay healthy?
 2. Where should we go in case of getting sick?

Step three

- **Reading:** Write the topic on the board and ask the students to read the passage for five minutes silently, and then tell some of the students to read the text paragraph by paragraph aloud and the other students should listen to them carefully. Then read the letter aloud and get the students to listen to you carefully. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Give students time to read the passage silently and find the answers for the given questions.

- Divide the students in pairs to ask questions and answer them correctly. First they should do the task with his seat partner, and then make further pair to ask questions and answer them aloud. After that, ask a few students to read the passage aloud. Then, ask them to find the answer in the reading passage. Then write the line number. And finally, write T or F in the box and then write out a correct statement if you put F.

Exercise solution:

1. Lines (3) **(F)**
Smoking harms you, your friends and your children.
2. Line (6) **(T)**
3. Line (15) **(F)**
Dark chocolate may prevent cancer and heart disease.
4. Line (17) **(T)**
5. Lines (18-19) **(F)**
In Australia, 1250 people die every year from skin cancer.
6. Line (23) **(T)**
7. Line (26) **(F)**
Half an hour's exercise makes your heart stronger.
8. Line (33) **(T)**

Step four

- **Homework:** Ask the students to write some more tips about health care.

Unit Twelve

Lesson Three

Objectives of the unit:

- Discuss about Health Care.
- Read the top tips about how can I stay healthy and a passage about improvement in health care
- Know the connectors: also, too, either... and review that.
- Learn new words and use them in sentences and guess the meaning of the words.
- Write paragraphs from notes

Objectives of the lesson:

- Students should be able to know the meaning of new words and use them in their daily English speaking and writing.

Period (45) minutes.

-Pages: 182-183

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. What is health?
 2. How can we take care of our health?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Who can say how he/she finds the meaning of a new word?
 2. What should we do in order to memorize the words premenantly?

Step three

- **Word Study:** Read the words and their meanings on page 182 aloud and ask your students to listen carefully. Don't translate them in Dari and Pashto. Translation in Dari and Pashto should be used as a last resort. Then, only translate the word, not the whole pattern.
- Write the bolded words on page 182 on the blackboard. Call some of the students by name to come in front of the class and use the words in sentences. If anyone can't do that, given the chance to the next student to perform the job.
- **Word study:** Ask your students to read the word study section on pages 182 and 183 silently and complete them with the given words as class activity. Then, ask

some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

1. He had a great idea for making an airplane. Unfortunately, it didn't **work**
2. The bus company decided to **expand**, so they bought 50 more buses.
3. That pupil will **fail** the test because he has been absent a lot. Or he had absences a lot.
4. The government wants to **establish** a clinic for the treatment of glaucoma.
5. Teacher **records** the names of the pupils attending their classes.

6. The view from my room is **wonderful**. I can see the sea.
7. I know what is **wrong** with these trousers. They are too short!
8. When we go away on holiday, we **are concerning to take** a trip to Salang.
9. There was an article in today's newspaper **about** the cost of food.
10. Ahmad felt **ill** after lunch and had to see a doctor.

11. A **first class** air ticket costs much more than a regular one.
12. After the football match, the crowd came **out of** the stadium.
13. Medicine is made **scientifically** nowadays.
14. In the desert, water is often **scarce**.
15. You have to pay for operations if you have them done **privately**.

16. Schools are **developments** of education.
17. Recently, there have been many **institutions** in the industry.
18. The weather **conditions** were so bad that the plane could not take off.
19. People invite friends to their **parties** to enjoy themselves.
20. At universities, students attend **lectures** to learn from their teachers.

21. Our **baby** will be one week old tomorrow.
22. Our car is still in the garage. The mechanic has made no **progress**.
23. These plastic toys break very easily. They have a poor **quality**.
24. People like to talk about their success and not about their **failure**.
25. Ahmad soon got better after his **illness**.

Step five

- **Homework:** Tell your students to memorize meaning and spelling of the words from word study section and be ready for a dictation test. Meaning of the words should be asked orally and dictation test should be given in a piece of paper.

Unit Twelve

Lesson four

Objectives of the unit:

- Discuss about Health Care.
- Read the top tips about how can I stay healthy and a passage about improvement in health care
- Know the connectors: also, too, either... and review that.
- Learn new words and their use in sentences and guess the meaning of the words.
- Write paragraphs from notes

Objective of the lesson:

- Students should be able to understand the grammatical lesson connectors (**and/too/also/not either/nor neither**), and the way of using them in sentences.

Period: (45) minutes.

-Pages: 184

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can use the words healthy and illness in a meaningful sentence?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What are connectors?
 2. Who can tell is there any difference between too and either?

Step three

- **Grammar:** Before reading the grammatical tables on pages 184 and 185, define the connectors and show them in sentences for the students.

Connectors are words such as consequently, however and so, and phrases such as in addition, in fact and for example which are used to link clauses and sentences. (The Japanese economy has been very strong and **consequently** the yen has risen in value. **In addition**, the dollar has continued to show weakness. The pound, **however**, has remained steady).

1. Connectors or conjunctions: and

The types of connectors and focus structures.

Mary's doing great these days. She's living in the country. She **also** has a new boyfriend.

She's living in the country **and** she has a new boyfriend.

I sometimes drink coffee in a restaurant. **However**, I prefer tea most of the time.

I sometimes drink coffee in a restaurant, **but** I prefer tea most of the time.

Although connectors and conjunctions can both link clauses inside sentences, we usually use conjunctions to join clauses within the same sentences and connectors to link sentences

You can stay here **and** help me **or** you can go inside, **but** you can't just sit watching TV.

2. Adding connectors: eg. Also, as well/ too, etc.

That is (to say), in particular, for example, for instance.

1. You mustn't forget to include the postcode. **Also**, make sure you provide a return address.
2. Rahim is good at French. He's **also** studying French cooking. I think he **also** speaks Italian.
3. He speaks a little Spanish **as well/ too**. **We can't say like this :(He speaks a little Spanish also).**

3. Adverbs as connectors: eg. Also.

Connectors we don't use in front position are **as well** and **too and either**. We can use them and other connectors

4. I spent a few days in Heart. I visited Mazar and Samangan **as well**.

5. Don't forget your raincoat. You are **also** going to need an umbrella.

6. Rahim and Karim arrived with steaming hot coffee. They **also** brought fresh rolls. We don't usually put a connector between a verb and its object.

We can't say **like this :(They brought also fresh rolls).**

Too and either: these connectors have the same meaning. The only difference between them is that, "too" is used in affirmative sentences but "either" is used in negative sentences. Ex: She didn't come. I didn't come either.

She spoke English. I spoke English too.

- Ask some of the students to read the sentences from the boxes aloud and the other students should listen to their classmates carefully.

Step four

- **Homework:** Ask the students to join the following sentences by using the connectors (and, too, also (not) either).

1. Omar has a beard. Hamed has a beard.

Omar has a beard and Hamed has too.

2. Khalid has a moustache. Ahmad has a moustache.

Khalid has a moustache and Ahmad has too.

3. The woman boiled some eggs. The woman fried some potatoes.

The woman boiled some eggs, also she fried some potatoes.

4. The writer describes the most famous people. The writer describes the most powerful people.

The writer describes the most famous people and he also describes the most powerful people as well.

Or: The writer describes the most famous and powerful people.

5. Hameed didn't call me. He didn't invite me.

Hameed didn't call me and he did not invite me either.

Unit Twelve

Lesson five

Objectives of the unit:

- Discuss about Health Care.
- Read the top tips about how can I stay healthy and a passage about improvement in health care
- Know the connectors: also, too, either... and review that.
- Learn new words and use them in sentences and guess the meaning of the words.
- Write paragraphs from notes

Objective of the lesson:

- Students be able to write a topic from the notes in the box.

Period (45) minutes.

-Pages: 185

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can name some connector?
 2. Who can use not...either in a sentence?
 3. Why do we use connectors?
 4. What is the difference between 'either and too'?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Which steps do you consider in your writing?

Step three

- **Writing:** Tell the students to read the notes about the hospital in the chart silently and then write two paragraphs to describe the hospital. Then ask them to write two paragraphs to describe the hospital. They should start paragraph from where they see the arrow sign and tell them to open their notebooks and start writing the paragraphs.
- Ask some of the students to read their writings and the other student should look at their own writings and listen to their classmates carefully.

As an example:

Presidents Sardar Mohammad Daud Khan Hospital

400 Beds Military Hospital is located in Kabul and has started its activities in 1969. It is run by the Afghan and expatriate professional doctors. The land is 34 Hectares. It has a service for the Afghan officers, soldiers, and also for the local people. The main building was established in 1976 during Presidency of Sardar Mohammad Daud Khan. It has 400 beds or more than that nowadays. It has public and private special rooms. The aim of the hospital is to treat the militant and local patients both. The building was expanded in 1990. In 1388 it was titled Shaheed Sardar Mohammad Daud Khan Hospital.

Step four

- **Homework:** Tell the students to read the note in the chart again and then re write the paragraphs in their notebooks. Dictation is must.

Unit Twelve

Lesson Six

Objectives of the unit:

- Discuss about Health Care.
- Read the top tips about how can I stay healthy and a passage about improvement in health care
- Know the connectors: also, too, either... and review that.
- Learn new words and use them in sentences and guess the meaning of the words.
- Write paragraphs from notes

Objective of the lesson:

- Students should be able to deeply understand the grammatical lesson (**connectors**) and their use in different sentences.

Period (45) minutes.

-Pages: 186-187

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say سلام و عليكم back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Is punctuation important in the writing?
 2. How many things do you know in punctuation?
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Do you remember connector?
 2. How many connectors have you learned in your previous lesson?
 3. For which purpose are connectors used?

Step three

- **Revision:** Write the topic on the board. (the connectors). (,and/ too/, also/ not....either/ nor..... neither/Or/ but
- Tell some of the students to read the grammatical charts of pages 186 and 187 aloud one by one and the other students should listen to their classmates carefully. Then give them time to make pairs of sentences into single sentences of part B on page 187, by using "but".
- Ask some of the students in pairs to connect the sentences of part 3 with the correct words, by using the connectors. (and ,also, too, or, but, either), then ask them individually to come in front of the class and read their sentences.

Exercise solution:

1. The drinking water was not good. It was scarce. (too)

The drinking water wasn't good and it was scarce too.

2. There were diseases like leprosy. Many people had eye diseases. (also)

There were diseases like leprosy and many people had eye disease as well/too.

3. The civilization expanded. The Afghans learned from other cultures. (and)

The civilization expanded and the Afghans learned from other cultures.

4. They could read about medicine in Greek. They could read about it in Persian. (or)

They could read about medicine in Greek or they could read about it in Persian.

5. The descriptions were written in a foreign language. They were translated into Dari. (but)

The descriptions were written in a foreign language, but translated into Dari.

6. There were no hospitals. There were no scientific cures. (either)

There were no hospitals and there were no scientific cures either.

Step five

- **Homework:** Ask the students to choose one connecting word for each sentence to join two sentences in one.

7. The doctors observed people's illnesses. They experimented with new drugs.

The doctors observed people's illness and experimented with the new drugs too.

8. A student could study in Kabul. A student could study in Kandahar.

A student could study in Kabul as well as in Kandahar.

9. Tamem doesn't have a bad disease. He has not been in the hospital.

Tamem doesn't have a bad disease and he hasn't been in the hospital either.

10. Nowadays, doctors can cure a lot of diseases. They cannot cure them all.

Nowadays, doctors can cure a lot of diseases but they cannot cure them all.

Unit Twelve

Lesson 7&8

Objectives of the unit:

- Discuss about Health Care.
- Read the top tips about how can I stay healthy and a passage about improvement in health care
- Know the connectors: also, too, either... and review that.
- Learn new words and use them in sentences and guess the meaning of the words.
- Write paragraphs from notes

Objective of the lesson:

- Students should be able to guess the meaning of the words.

Period: (45) minutes.

-Pages: 188-189

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers, oral.

Step one

- Say **اسلام و عليكم** to the students and get them to say **اسلام و عليكم** back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Who can connect these two sentences:
They could read about medicine in Greek. They could read about it in Persian.
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. Have you ever met a surgeon?
 2. Who want to be a doctor in the future?

Step three

- Ask your students to read the words about the "Improvements in Health Care" of pages 188 and 189. Then get the students to fill in the blanks.
- Tell your students to guess the meaning of the words from the tables and write them in their notebooks.

Exercise solution:

1. People **predict** by ... things about the ...
 - a. Knowing ...past.
 - b. Thinking ... present

- c. **Saying things about the future**
- d. Fearing ... future.
- 2. Which of these men does a lot of **research**?
 - a. A greengrocer.
 - b. A mechanic
 - c. **Scientific study**
 - d. A farmer
- 3. In the example to the left, **take** means ...
 - a. Remove
 - b. Carry
 - c. **Think about**
 - d. Eat or drink.
- 4. You should take a doctor's **prescription** to ...
 - a. **A pharmacy**
 - b. A hospital
 - c. A nurse
 - d. Another doctor
- 5. Doctors **prescribe** ... for their ... to take.
 - a. Accidents ... staffs
 - b. **Diseases ... patients**
 - c. Medicines ... patients
 - d. Illness ... nurse
- 6. Another name for **drugs** is ...
 - a. **Medicines**
 - b. Diseases
 - c. Operation
 - d. patients
- 7. The purpose of **vaccines** is to ...
 - a. Treat sick people.
 - b. Help doctors during operations.
 - c. Spread information about disease.
 - d. .Stop us getting diseases.
- 8. When people are **vaccinated** they receive...
 - a. Smallpox
 - b. The disease
 - c. The vaccine
 - d. **The prescription**
- 9. During **surgery**, a doctor...
 - a. Does careful research.
 - b. **Cuts into a patient's body**
 - c. Prescribes medicines
 - d. Discusses the patient's illness with him.
- 10. **Surgeons** are doctors who...
 - a. Hold down patients
 - b. **Perform operations**

- c. Held patients sleep
 - d. Teach in medical schools
11. **Anesthetics** allow patients to ...
- a. Pay for surgery
 - b. Stop the surgery
 - c. Stay awake during surgery
 - d. Sleep during surgery.**
12. In the last sentence to the left, **remained** means...
- a. Was not
 - b. Stayed**
 - c. Believed
 - d. Enjoyed
13. A **medication** is a kind of ...
- a. Disease
 - b. Illness
 - c. Operation
 - d. Drug**
14. The patient is anesthetized so that he will...
- a. Understand his illness
 - b. Feel no pain**
 - c. Be able to watch the surgery
 - d. Take his medicine
15. The **anesthetist** is the man who...
- a. Performs the surgery
 - b. Gives the anesthetic to the patient**
 - c. Stays with the patient after surgery
 - d. Manage the nurses

Step four

- **Homework:** Ask the student to read the next lesson which is about “Improvements in Health Care” at home and try to get its main idea and be able to present it in the class.

Unit Twelve

Lesson 7 & 8

Objectives of the unit:

- Discuss about Health Care.
- Read the top tips about how can I stay healthy and a passage about improvement in health care
- Know the connectors: also, too, either... and review that.
- Learn new words and use them in sentences and guess the meaning of the words.
- Write paragraphs from notes

Objectives of the lesson:

- Students should be able to read the passage silently to get the main idea.
- Students should be able to use the connector wherever they are necessary.

Period: (45) minutes.

-Pages: 190-191-192

-Teaching method: oral, visual, display, discussing, questions/answers and a role play.

-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.

-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.

-Evaluation Method: questions and answers.

Step one

- Say سلام و عليكم to the students and get them to say عليكم و سلام back to you. However the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning, and Good bye, etc...
- Write the date on the board or you may call your students to do so.
- Call the attendance of students in the class and ask them if they have any problem.
- Check the students' homework, correct and praise some of them who have done their work correctly.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
 1. Ask some students the pervious words to explain.
- **Brainstorming:** In order to make the students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
 1. What is health?
 2. Have you seen an operation?

Step three

- Tell the students to read the passage about "Improvements in Health Care" aloud in the class and other students should listen carefully. Give them time to answer the questions about the passages in their notebooks.
- Then ask some of your students in pairs to come in front of the class and one student ask the question and other student should answer it and use the following connectors, wherever they are necessary.(and, also, too, or , but).