



Ministry of Education

Deputy Ministry of Curriculum Development &  
Teacher Education

General Directorate of Curriculum Development &  
Compiling of Textbooks

# English for Afghanistan

## Let's Start

### GRADE 5



# 5



## سرود ملی

دا وطن افغانستان دی      دا عزت د هر افغان دی  
کور د سولې کور د تورې      هر بچی یې قهرمان دی  
دا وطن د ټولو کور دی      د بلوڅو د ازبکو  
د پښتون او هزاره وو      د ترکمنو د تاجکو  
ورسره عرب، کوچردی      پامیریان، 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 زره وي جاویدان  
نوم د حق مودی رهبر      وایو الله اکبر وایو الله اکبر



کتاب‌های درسی متعلق به وزارت معارف بوده

خرید و فروش آنها در بازار جدا ممنوع می‌باشد.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



**Ministry of Education**

Deputy Ministry of Curriculum Development &  
Teacher Education

General Directorate of Curriculum Development &  
Compiling of Textbooks

# English for Afghan Elementary School

**Grade 5**

Publication: 1396

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## **The message**

### **from his excellency Minister of Education**

Thanks a lot from God that created human being in the best of figure and gifted him/her with the power of speech and beautified him with the Jewelry of science and theory, salutation in great deal to the respected messenger of Islam Hazrat Mohammad (PBUH). The messenger of blessing, guidance and lightness.

Education is the initiating point of each evolution and milestone of development in every society. The main aim of education is the utilization of the human power potentially and glorifying their inner talents.

The textbook is counted one of the most important parts in the process of education system, which provided and compiled parallel to the changes and developments of the society as well as their needs; that should have the capacity and elegance (precision) to transfer religious and moral learning together with the outcomes of modern sciences with new methods to the students.

The textbook which disposal with you is compiled and provided in accordance to the above mentioned specifications. The MOE has permanently made its efforts, that the educational curriculum and the textbooks relevant to education of our country should be based in representation of Islamic education, caring of national identity, in according to scientific standards and norms and new training methods, to glorify the students talents in terms of all opportunities as moral and scientific areas and to promote their thinking power, creativity, sense of search and research, as well as to promote discussion and dialogue culture and participation promotion sense of patriotism, kindness, humbleness compromising, and solidarity are the other wants of the MOE which should be reflected in the textbooks.

Textbooks without having qualified and professional teachers are impossible to achieve concerned objectives. The teacher is one of the important part of education and the implementer of learning programs. I have the expectation from the nice committed good teachers and trainers of my country whom made struggle against the darkness and ignorance fulfill their responsibility I sincerely expect them that by accurate implementation of the education curriculum honestly, which should lead and guide our country children and adolescence toward the conquering high peaks of knowledge, moral and spirituality.

The success of educational system without serious cooperation of the people is impossible. Therefore I hope from all noble classes and national individuals of our country especially from the respected families and parents of the students that they shouldn't avoid from any types of cooperation in applying of the education objectives, as well as all the writers, scholars, specialists of education and respected parents of students are requested that through sharing their perfect ideas, proposals and constructive critiques support the Ministry of Education for the sake of further betterment and improvement of the textbooks.

It is worth mentioning that to thank sincerely all the knowledgeable authors and administration staff, technical staff of Ministry of Education in preparation, compilation, printing and distribution made efforts in these textbooks.

I would like to thank respectably all the national and international organizations and donors' agencies for the sake of their full support of printing and distribution of textbooks.

At the end I pray to almighty God that by its endless kindness to help us in implementation of holy hopes of Education.

In fact the Almighty God is the listener and close to the human beings and address and accept their needs.

Best regards,

**Dr. Assadullah Hanif Balkhi**  
**Minister of Education**



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## UNIT ONE

# Review

## **O**BJECTIVES



In this unit, students will review:

- speaking, listening, reading and writing in English.
- vocabulary from grade **4**.

 Dialogue

## The first day at school

Sharif: Good morning, Ahmad.  
How are you today?

Ahmad: Good morning, Sharif.  
I'm fine, thanks.

Sharif: Do you need any help?

Ahmad: I'm looking for class 5.

Sharif: Ok. Let me show you my friend.



### Let's practice

Good afternoon \_\_\_\_\_. How are you?

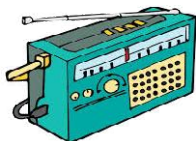
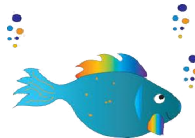
I am fine, thank you \_\_\_\_\_.

How was your first day at school \_\_\_\_\_.

It was good \_\_\_\_\_.

# Vocabulary

A. Name the following pictures in English:



B. Look at the pictures and read it.



**Apple**



**Cat**



**Kite**



**Dog**



**Queen**



**Nest**



## Fun with words

A. Put them into correct word.

Example: esnt .....nest...

- |               |                |
|---------------|----------------|
| 1. almp ..... | 4. diaro ..... |
| 2. avn .....  | 5. ogat .....  |
| 3. alwl ..... | 6. gdo .....   |

B. Correct the words

First word is done.



1. Doll ....ball.....



2. Pensil .....



3. Kote.....



4. Gab .....



5. Husoe.....



6. Rino.....



Find the name of the below pictures in the word square.



F	D	E	L	J	Q	B	F	J	S	G
D	J	A	R	X	U	L	V	D	T	D
S	W	R	I	I	E	T	U	J	A	K
D	S	T	A	R	E	G	G	A	R	Q
G	Y	F	X	C	N	C	S	P	O	I
L	K	O	R	A	N	G	E	G	C	R
U	M	B	R	E	L	L	A	H	L	J
D	Z	J	E	R	V	A	N	Y	O	S
O	X	C	F	Y	U	L	E	T	C	R
O	A	A	C	B	O	O	K	U	K	E
R	F	R	V	B	M	N	S	F	S	W

Find these words through down and cross.

Door umbrella egg lock car book star queen  
van orange jar



This is a book and that is a notebook.



This is a bag and that is a pen.



This is a table and that is a chair.



This is an apple and that is a tree.



This is a glass of juice and that is a glass of water.




# Fruits and Vegetables

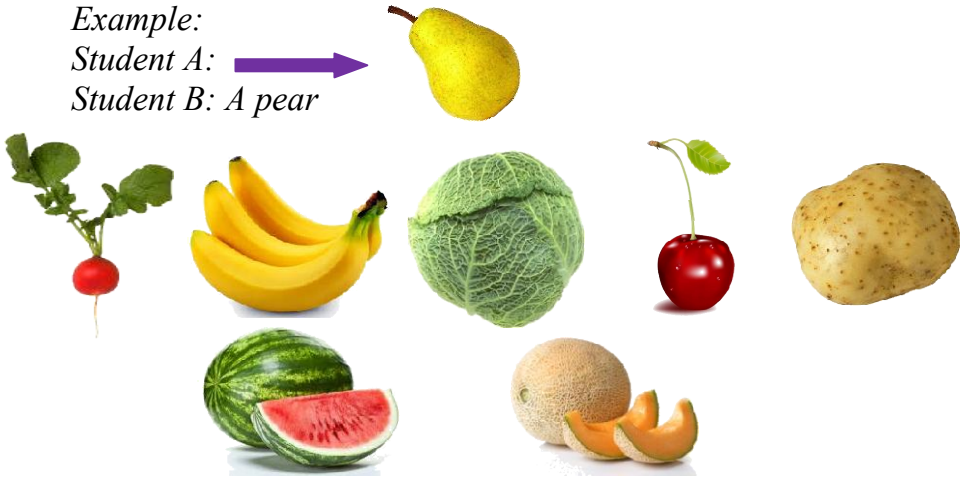
## A. Pair work:

*Student A points and student B answers.*

*Example:*

*Student A:* 

*Student B: A pear*



## B. Ask and Answer

*One student asks a question about the pictures, the other student answers. Switch roles.*

*Example:*

*Student A: What is this?*

*Student B: It is a radish.*



## Spelling and Writing

*Listen to your teacher and write the words in your notebook.*

1. Carrot

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

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

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

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

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

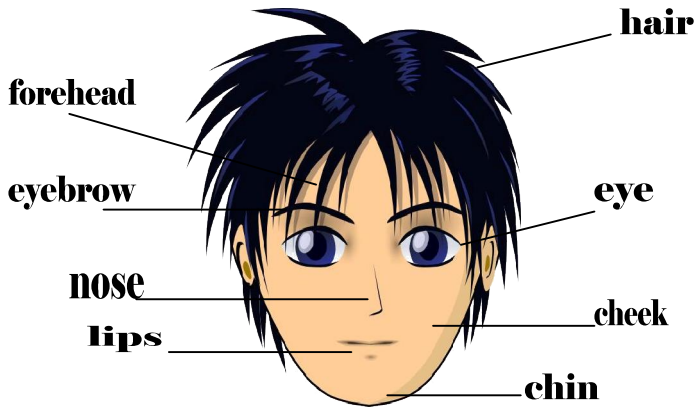




# Vocabulary

Name the following words after your teacher:

## Parts of the head



## "This is" and "These are"

I am Hamid.

This is my head.

These are my eyes.

- |         |          |           |
|---------|----------|-----------|
| 1. Head | 5. Ears  | 9. Eye    |
| 2. Eyes | 6. Mouth | 10. foot  |
| 3. Nose | 7. Neck  | 11. Teeth |
| 4. Ear  | 8. Lips  | 12. Hands |

*Practice with your partner and take turns.*



Practice saying the following sentences.

**This is a boy.**

This is his head.

This is his mouth.

These are his ears.

This is his tongue.

This is his nose.

These are his fingers.

These are his eyes.

This is his knee.

This is his leg.

These are his toes.



## Dialogue

### “That is” and “Those are”

Student A: What is this?



Student B: That is your head.

Student B: What are these?



Student B: Those are your eyes

Head	Leg	Ear	Nose
Mouth	Tongue	Knee	Eye
	Fingers	Toes	

# Listening and reading

## My Family

family – father – mother – sister - brother

**mother**  
Jamila

**Wife**

**Husband**

**father**  
Sadeq

**sister**  
Ariana

**brother**  
Arian

**Daughter**

**Son**



Ali

This is my father.  
 This is my mother.  
 This is my sister.  
 This is my brother.  
 This is my family.

## Plurals

Repeat these words after your teacher.

Singular (Only 1)	Plural (More than 1)
Boy	Boys
Girl	Girls
Family	Families
Man	Men
Woman	Women
Child	Children

# Matching

Mother	father's sister
Father	your mum's mum
Grandmother	father's brother
Grandfather	dad
Aunt	mum
Uncle	your dad's dad

# Lets write

Write the plural form of these words.

1. Girls .....
2. Boys .....
3. Man .....
4. Woman .....
5. Family .....
6. Child .....



# UNIT TWO

## In the classroom

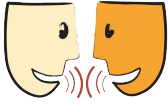
### **O**BJECTIVES



At the end of this unit, students will be able to:

- understand classroom instructions.
- familiar with games, which should play in school.
- use classroom instructions in proper way.
- read and write class-related instructions.

## Dialogue



Teacher: Hello, class.  
Student: Hello, teacher.  
Teacher: How are you today?  
Student: We are fine, thanks.  
How about you?  
Teacher: I am fine too.



## Exercise

Practice the above dialogue with your partner.

### Let's learn something new!

Listen and repeat after your teacher.



Close your book!



Open your book!



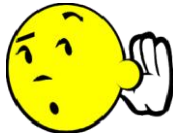
Turn to page 8!



Read page 14!



Talk to your partner!



Listen!



Write!



Look at the board!

# Let's do it!

Student A reads the instruction and student B acts it out.



Close your book!



Open your book!



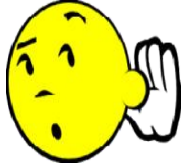
Turn to page 8!



Read page 14!



Talk to your partner!



Listen!



Write!



Look at the board!



## Let's practice more!

Write your own classroom instructions.





## *In the classroom*

Hi every one. My name is Elyas. I am a student in grade 5. We have a lot of teachers. They are kind and helpful. But I love my English Teacher a lot. She teaches us very well. When she enters in the class, she smiles and we stand up then she says 'thank you'.



I learned a lot from English book. I can read and write. We listen to the teacher and look at the white board while she is teaching us. We love our classroom and school.



**Practice these questions with your partner.**

1. Which class is Elyas studying?
2. Does Elays have lots of teachers?
3. Which subject does she love a lot?
4. What is the teacher doing when she enters to the class?
5. Does Elyas learned a lot from English teacher?
6. Can he read and write?



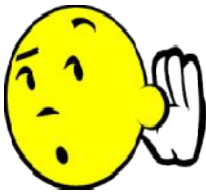
Read the story again and mark true or false.

- |  | <b>T</b>                 | <b>F</b>                            |
|--|--------------------------|-------------------------------------|
| 1. Elyas is a student in grade 4.        | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. He doesn't have a lot of teacher.     | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. She loves drawing.                    | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. She learned a lot from Dari language. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. They love their homes.                | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. They love their school and classroom. | <input type="checkbox"/> | <input type="checkbox"/>            |



## Exercise

Look at the pictures and read the sentences below, then circle the correct sentence.



Listen to me

Write

Read and write

Read



Listen to me

Turn to page 15

Write

Read



Read

Write

Read and write

Listen to me



Look at the board

Read

Listen to me

Write



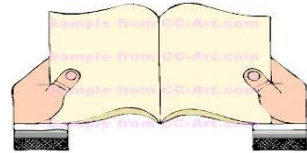
# Let's Act

Student A reads one of the below sentences and student B acts according to what he or she hears.

1. Turn to page 24.



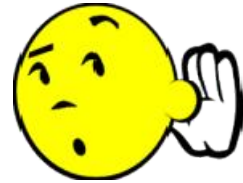
2. Read page 32.



3. Talk to your partner.



4. Listen to the teacher.



5. Repeat the word.



6. Write in your notebook.



7. Look at the board.





# Writing

Look at the pictures and write them instructions accordingly.



Open your book.



## Play with words

Complete the missing letter(s).

1. ta\_\_k

2. o\_\_en

3. Cl\_\_s\_\_

4. t\_\_rn

5. \_\_ead

6. w\_\_r\_\_te



# Games We Play in School



Jawed skips.

And Marjan hides.



And Asif throws.

Seema runs.



And Laila jumps.



Elyas kicks.



Ali slides.



# Reading

## Amusement park



Our province has lots of amusement parks for children. My mom and aunt usually take us to Bagh e Zanana, to pass our free time. My cousin and I enjoy a lot when we are there. There are lots of amusement tools. Some children go sliding and some other just running and jumping. My cousin, loves swinging but I usually skip because it is good for my health, too. If you want to enjoy, go to Bagh e Zanana once.



Read the sentences and mark true if it is true or false if the sentences are false.

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| • The writer of this story loves swinging.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • The writer's cousin walks a lot.          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Some children in Bagh zanan go sliding.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • The writer usually skip in Bagh e Zanana. | <input type="checkbox"/> | <input type="checkbox"/> |

# LOOK and READ

Running



Sliding



Skipping



Pulling



Hopping



Throwing



## Word scrambles

Arrange these letters to the meaningful words.

1. Rnnuign

\_\_\_\_\_

2. Upllgin

\_\_\_\_\_

3. Ppohing

\_\_\_\_\_

4. kippsing

\_\_\_\_\_

5. Lsiding

\_\_\_\_\_

6. ingthwor

\_\_\_\_\_



Repeat these sentences after your teacher.



Jawed is skipping now.



Asif is throwing a ball now.



Elyas is kicking the ball now.



Ali is sliding now.



Write the above sentences in your notebooks.



Marjan is hiding now.



Saber is running now.



Laila is jumping now.



Ahmad is pushing a cart.

## UNIT THREE

# Class objects

## O BJECTIVES



At the end of this unit, students will be able to:

- get familiar with class objects.
- know computer and its usage.
- improve their listening, speaking, reading and writing skills.
- solve puzzle.

# Dialogue

Listen to your teacher carefully.

- Nasima: Hi Aisha, how are you today?  
 Aisha: Hi Nasima. I am fine thanks.  
 Nasima: Where is our class?  
 Aisha: Our class is in the 3rd corridor.  
 Nasima: Can you please help me to find it?  
 Aisha: Sure. Follow me.  
 Nasima: Thanks.



## Exercise

Practice the above dialogue with your partner.

## CLASS OBJECTS

Look at the picture and name what you know.







**Let's learn something new!**

Listen and repeat after your teacher.



white board



map



clock



board marker



desk



chair



eraser



computer

## Exercise

Ask and answer question about classroom objects. Work with a partner.

*Example:*

Student 1: What is this?

Student 2: It is a desk.

Student 1: Where is the black board?

Student 2: It is in the back of the class.



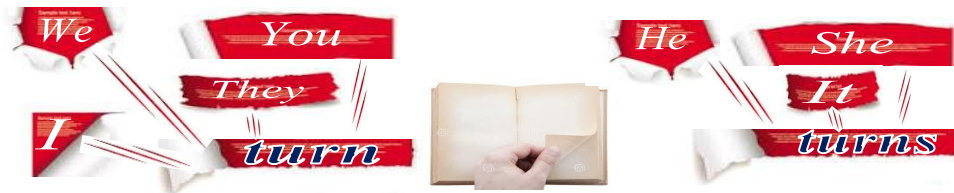


## Subject Pronoun



A. Repeat these sentences after your teacher.

1.	I	open	a book.
2.	You	open	a book.
3.	He	opens	a book.
4.	She	open s	a book.
5.	We	open	a book.
6.	They	open	a book.
7.	It	opens	a door.



B. Repeat these sentences after your teacher.

1.	I	turn to	page 6.
2.	You	turn to	page 14.
3.	He	turns to	page 5.
4.	She	turns to	page 34.
5.	We	turn to	page 3.
6.	They	turn to	page 11.
7.	It	turns to the other side.	

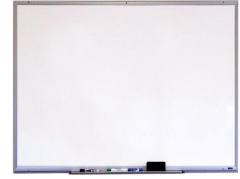
# Look and Read



1. This is a table.



2. This is a notice board.



3. This is a white board.



4. This is a desk.



5. This is a clock.



6. This is a chair.



7. This is a computer.



A. The above picture shows a real classroom, look at it carefully and list five items you know.

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

B. Use the items you have listed in sentences.

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

# My classroom

Hi, my name is Ahmad. I am a student in grade 5<sup>th</sup> this year. I love my classroom. It has a large blackboard, an eraser, a desk for our teacher, 30 chairs and table for students. There is also a map on the wall. This is the second year we study English. I like to learn English and speak with my friends.

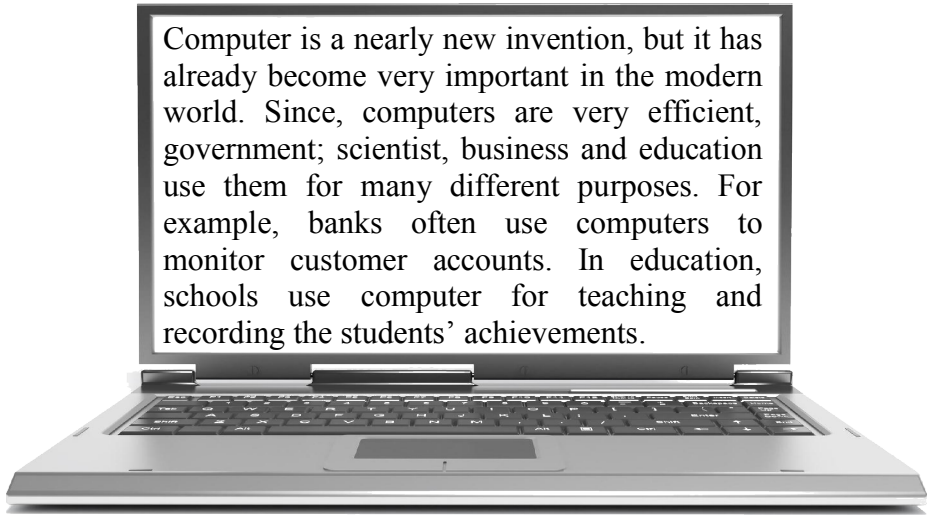
**Now write a paragraph about your classroom.**

-----  
-----  
-----  
-----  
-----  
-----  
-----



# Time to READ

## Computer in the Modern World



Computer is a nearly new invention, but it has already become very important in the modern world. Since, computers are very efficient, government; scientist, business and education use them for many different purposes. For example, banks often use computers to monitor customer accounts. In education, schools use computer for teaching and recording the students' achievements.



Re-read the above paragraph then read the sentences and mark T if it's true and F for false.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. The computer is more important in government. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Schools and banks do not use computer.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Computers keep all the records of students.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Schools do not record students' achievements. | <input type="checkbox"/> | <input type="checkbox"/> |

# Look Read and Memorize



1. Teacher



2. Student



3. Chair



4. Table



5. Paper



6. Dictionary



7. Computer



8. Notebook



9. Eraser



## Words Search

Look at the letter chart below. Work with your partner to find the giving words.

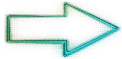


Table  
Eraser  
Chair  
Computer  
Book  
Pen

T	A	B	L	E	P	E	N	S	T
E	R	A	S	E	R	F	O	R	U
A	A	C	O	M	P	U	T	E	R
C	H	A	I	R	J	K	E	M	V
H	P	E	N	C	I	L	B	N	W
E	B	F	B	O	O	K	O	O	X
R	C	G	B	B	N	G	O	P	Y
R	D	H	V	N	V	S	K	Q	Z



Notebook  
Teacher

## Look and Read



1- This is a notebook.



2- This is a dictionary.



3- This is a chair.



4- This is a computer



5- This is an eraser.



6- This is a table.



# Read and Match

Read the sentences and match them to the correct pictures.



This is a note book. →



← This is a teacher.



This is a pencil.

This is an eraser.



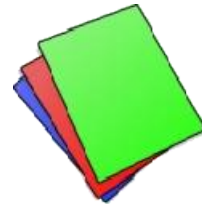
This is a table.

This is a pen.



This is a chair.

This is a paper.



This is a computer.

This is a dictionary.



# UNIT FOUR

## Day and Date

### **O**BJECTIVES



At the end of this unit, students will be able to:

- know the names of the days of the week.
- get information about months of the year.
- improve their listening, speaking, reading and writing skills.
- do exercises about months of the year and days of the week.

# Conversation

**Abdullah:** Hello, Wahid

**Wahid:** Hello, Abdullah

**Abdullah:** How are you doing?

**Wahid:** Fine, thanks and you?

**Abdullah:** I'm fine thanks.

Excuses me, you have calendar, what date is today?

**Wahid:** Sure, let me see. It's 1<sup>st</sup> of January 2016.

**Abdullah:** And so, one more question. What day is today?

**Wahid:** Today is Sunday.

**Abdullah:** Thank you very much, Mr. Wahid.

**Wahid:** You are welcome, Mr. Abdullah.



Practice the above conversation with your partners in the class.

# Vocabulary

## Day

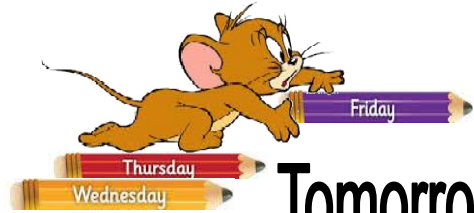


## Date

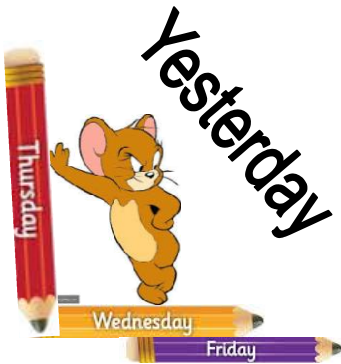


## Month

## Year 2015



## Tomorrow



## Yesterday

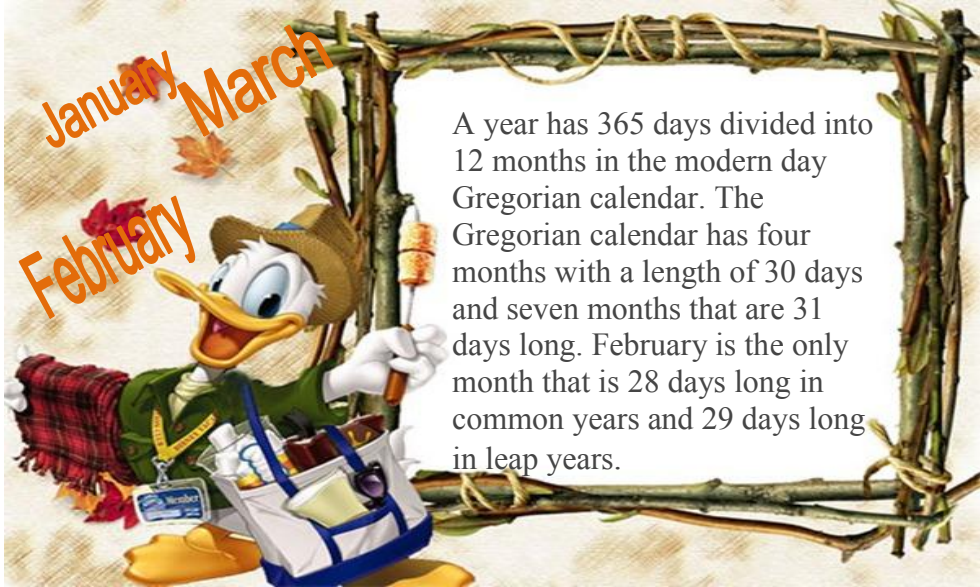


## Time

# R

Reading

# The 12 Months of the year



## Exercise

Fill in the following sentences:

1. One year has 365 \_\_\_\_\_.
2. One year divided into 12 \_\_\_\_\_.
3. One \_\_\_\_\_ has 30 days.
4. February is the only month that is \_\_\_\_\_ days.

## Listen and Repeat

# Days of the week



Saturday



Sunday



Monday



Tuesday



Wednesday



Thursday



Friday



## Conversation

Student A

What day is today?  
 What day is tomorrow?  
 What day was yesterday?

Student B

Today is \_\_\_\_\_.  
 Tomorrow is \_\_\_\_\_.  
 Yesterday was \_\_\_\_\_.



Let's learn something new

# Months of the year



## Let's write

Student (A) says the following words; student (B) listens to him/her and writes the word in native language on the blackboard.

1. January \_\_\_\_\_
2. February \_\_\_\_\_
3. March \_\_\_\_\_
4. April \_\_\_\_\_
5. May \_\_\_\_\_
6. June \_\_\_\_\_
7. July \_\_\_\_\_
8. August \_\_\_\_\_
9. September \_\_\_\_\_
10. October \_\_\_\_\_
11. November \_\_\_\_\_
12. December \_\_\_\_\_





# Exercise

Fill in the blanks. Follow the example

**A.**

January comes before February

March comes after .....

January comes before .....

April comes after .....

**B.**

January is the first month of the year.

March is the ----- month of year.

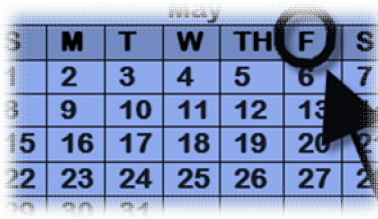
December is the ----- month of year.

June is the ----- month of year.

July is the ----- month of year.



## LOOK and read



What day is today?  
It is Friday.



What date is today?  
It is 15<sup>th</sup>.



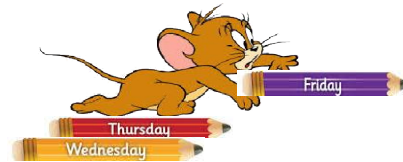
What month is it?  
It is April.



What day was yesterday?  
It was Thursday.



What year is it?  
It is 2015.



What day is tomorrow?  
It is Friday.

## Activity

Fill in the blanks.

1. What day is \_\_\_\_\_?
2. What \_\_\_\_\_ is today?
3. When is your \_\_\_\_\_?
4. What \_\_\_\_\_ is it?
5. What \_\_\_\_\_ is it?

# Writing

Ask your classmates their birthdays and fill in the chart.  
Follow the example:

Example:

When is your birthday? My birthday is the Eleventh of December.

What year is your birthday? It is 2000.

No	Name	Day	Month	Year
1	Sadeq	12	August	2000
2	Nahid	22	November	1995
3				
4				
5				

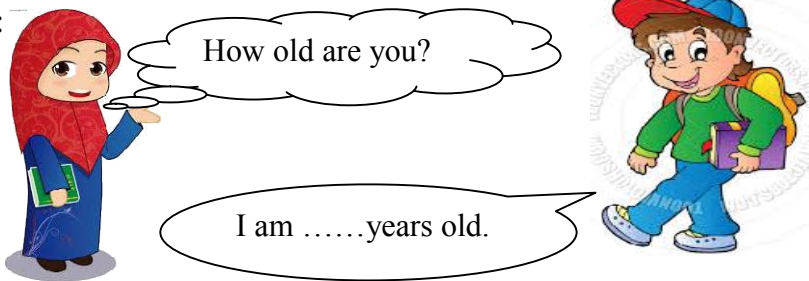


## Exercise

# How old are you?

Ask your classmates their ages and fill in the chart.

Example:



No	Name	Age
1	Hamid	He is 11 years old
2	Malalay	She is 12 years old
3		
4		
5		

## Listen *and* Repeat

Listen to your teacher and repeat the numbers.

1 One	2 Two	3 Three	4 Four	5 Five	6 Six
7 Seven	8 Eight	9 Nine	10 Ten	11 Eleven	12 Twelve
13 Thirteen	14 Fourteen	15 Fifteen	16 Sixteen	17 Seventeen	18 Eighteen
19 Nineteen	20 Twenty	30 Thirty	40 Forty	50 Fifty	60 Sixty
70 Seventy	80 Eighty	90 Ninety	100 Hundred		

## Fun with words

Choose the correct word.

26

1.-

Twenty six  
Thirty  
Fifty five



2.-

Forty  
Sixty three  
Thirty

24

3.-

Ninety  
Twenty four  
Fifty

4.-

25

Sixty five  
Twenty five  
Fifty

5.-



Twenty  
Eighty eight  
Fifty nine

# Let's write

Write the words in number form.

- |               |       |                 |       |
|---------------|-------|-----------------|-------|
| 1. Seventeen  | _____ | 11. Four        | _____ |
| 2. Nineteen   | _____ | 12. Ten         | _____ |
| 3. Seven      | _____ | 13. Six         | _____ |
| 4. Fifteen    | _____ | 14. Thirteen    | _____ |
| 5. Twenty     | _____ | 15. Three       | _____ |
| 6. Five       | _____ | 16. Sixteen     | _____ |
| 7. Forty-four | _____ | 17. Ninety      | _____ |
| 8. Sixty-two  | _____ | 18. Forty-seven | _____ |
| 9. Thirty-two | _____ | 19. Sixty- nine | _____ |
| 10. Seventy   | _____ | 20. Fifty-eight | _____ |

# UNIT FIVE

# Things to Do

## O BJECTIVES



At the end of this unit, students will be able to:

- get information about important thing to do every day.
- create daily activities' schedule.
- improve their listening, speaking, reading and writing skills.
- do exercises about daily activities.

# Conversation

Jawad: Hey, good morning. How are you doing?

Arash: Good morning Jawad! It's 5.30, why you wake up early?

Jawad: Well, I am going for exercise, you can also join me.

Arash: Exercise! That's great idea. I like to be healthy too.

Jawad: Yeah, I know. We should both jog together and it would be more fun.

Arash: Absolutely! When are you going?

Jawad: Right now! Get to the park in 15 minutes and wear your jogging shoes.



## Exercise

**Ask and answer with your partner.**

1. What time do you get up every day?
2. What do you do after you get dressed?
3. What time do you have lunch each day?
4. What do you usually have for dinner?
5. What time do you leave your house every day for school?



Let's learn something new



**Listen**



**Point**



**Walk**



**Kick**



**Catch**



**Call**



**Draw**



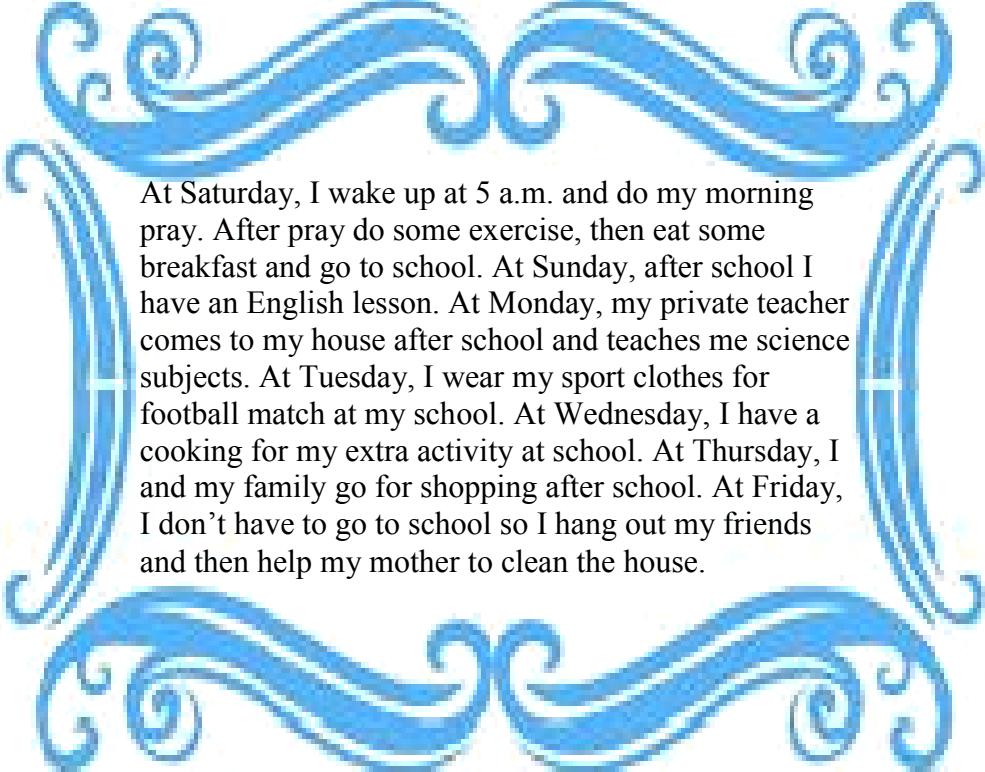
**Talk**



**Wear**

# Let's read

## My weekly activity



At Saturday, I wake up at 5 a.m. and do my morning pray. After pray do some exercise, then eat some breakfast and go to school. At Sunday, after school I have an English lesson. At Monday, my private teacher comes to my house after school and teaches me science subjects. At Tuesday, I wear my sport clothes for football match at my school. At Wednesday, I have a cooking for my extra activity at school. At Thursday, I and my family go for shopping after school. At Friday, I don't have to go to school so I hang out my friends and then help my mother to clean the house.

## Ask and answer

1. Do you get up early every day?
2. What do you usually do before leaving home?
3. What do you usually have for breakfast?
4. What do you do in the afternoon?
5. What do you do on Fridays?

# Let's practice

1. Hamid is pointing at the map.  
Is Hamid pointing at the map?  
Yes, he is.  
No, he is not.



2. Habib is kicking the ball.  
Is Habib kicking the ball?  
Yes, he is.  
No, he is not.



3. The teacher is calling the student.  
Is the teacher calling the student?  
Yes, she is.  
No, she is not.



4. They are listening to the radio.  
Are they listening to the radio?  
Yes, they are.  
No, they are not.



5. He is wearing his socks.  
Is he wearing his socks?  
Yes, he is.  
No, he is not.



# Writing

Answer these questions.

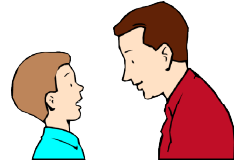
Example:

Is she wearing her red coat now?  
No, she is not.  
She is wearing her black coat now.



- 1. Is Haroon talking to his friend today?  
No, he is not.

\_\_\_\_\_



- 2. Are your brothers buying the new car today?  
No, they aren't.

\_\_\_\_\_



- 3. Is Najib driving his motorcycle now?  
No, he is not.

\_\_\_\_\_



- 4. Are the boys playing basketball now?  
No, they aren't.

\_\_\_\_\_

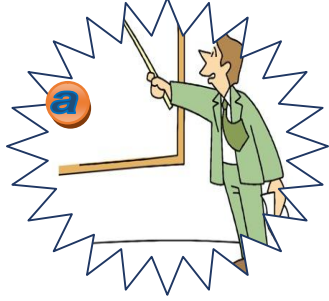


- 5. Are they cleaning the house?  
No, they aren't.

\_\_\_\_\_



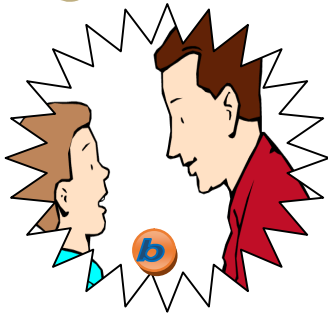
# Read and match



Wear the coat.



Walk in the rain.



Draw a picture.



Ride a bicycle.



Talk to his father.



Listen to radio.



Catch the ball.



# Let's learn

## Present Continuous

Affirmative	Negative	Question
<b>I am playing.</b>	I am not playing.	Am I playing?
<b>You are playing.</b>	You are not playing.	Are you playing?
<b>He is playing.</b>	He is not playing.	Is he playing?
<b>She is playing.</b>	She is not playing.	Is she playing?
<b>It is playing.</b>	It is not playing.	Is it playing?
<b>We are playing.</b>	We are not playing.	Are we playing?
<b>You are playing.</b>	You are not playing.	Are you playing?
<b>They are playing</b>	They are not playing.	They are not playing?

### Let's practice

Change the sentences into negative and questions.

Example:

I am working.

I am not working now.

Am I working?

1. I am listening to the radio.
2. We are playing football.
3. You are walking to school.
4. She is going over there.
5. We are writing letters.
6. They are reading books.
7. I am studying my books.
8. It is raining.
9. She is smiling.
10. They are watching TV.



# Let's practice

Look at the pictures.

Write sentences according to the example.

Example:

Ahmad is eating.

He isn't eating.

He is drinking.



1. Ali is riding a bike.

---



---



2. I am writing.

---



---



3. Maria is cleaning.

---



---



4. Meena is watching TV.

---



---



5. Akbar is reading.

---



---



# Let's do it



***I get up early in the morning.***



***I do my morning pray.***



***I recite the holy Quran.***



***I brush my teeth.***



***I eat my breakfast.***



***I go to school.***



***I eat my lunch.***



***I play football for an hour.***



***I do my homeworks.***



***I watch cartoon.***



***I eat m dinner with my family.***



***I go to sleep.***

# Let's write

Fill in the time table with information about your daily activities.

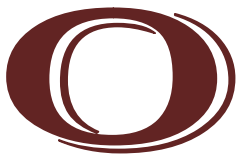
Time	Monday	Thursday	Saturday
6:00 a.m.			
7:00 a.m.			
8:00 a.m.			
9:00 a.m.			
10:00 a.m.			
11:00 noon			
12:00 p.m.			
1:00 p.m.			
2:00 p.m.			
3:00 p.m.			
4:00 p.m.			
5:00 p.m.			
6:00 p.m.			
7:00 p.m.			
8:00 p.m.			

For example:

I get up at 7:00 a.m. every day.

# UNIT SIX

# Seasons



## OBJECTIVES



At the end of this unit, students will be able to:

- get information about seasons of the year.
- know ordinal numbers.
- classify related months for each season.
- improve their listening, speaking, reading and writing skills.

# Conversation:

- Salma:** Hi, Sameera how are you?  
**Sameera:** Hi, Salma, thanks a lot I am fine.  
**Salma:** Are you missing school?  
**Sameera:** Yes. I am mostly missing my classmates.  
**Salma:** Are you studying in these days?  
**Sameera:** Yes. I joined a winter English course.  
**Salma:** Gook luck. You are using your time in a good way.



## Let's practice

**Work in pair:**

**Ask and answer questions as above conversation.**

**Example 1:**

Student 1: Are you missing your cousin?

Student 2: Yes. I am missing him a lot.

**Example 2:**

Student 1: Are you studying in these days?

Student 2: Yes. I am studying math in these days.

# Listen and Repeat



## Look, Think and Fill

### Clues for the Crossword:

#### Cross



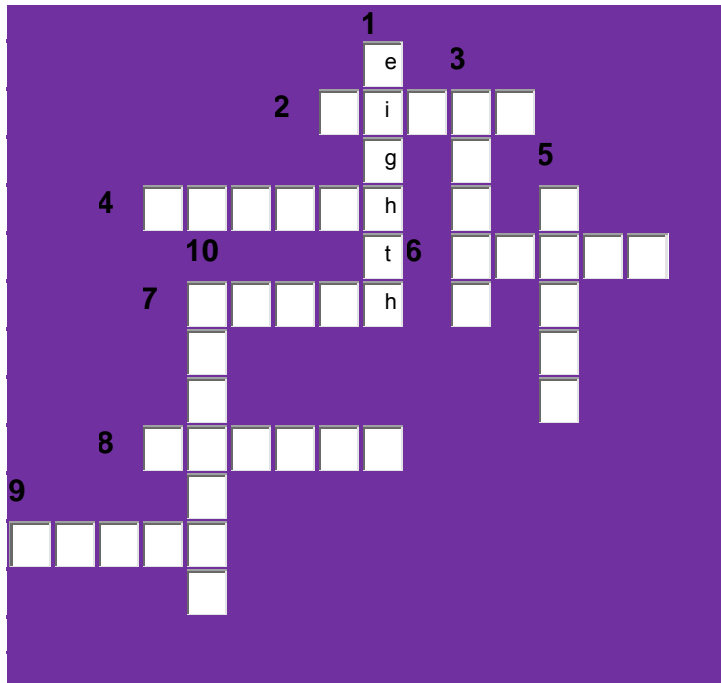
2. 9<sup>th</sup>
4. 4<sup>th</sup>
6. 3<sup>rd</sup>
7. 6<sup>th</sup>
8. 2<sup>nd</sup>
9. 1<sup>st</sup>

#### Down



1. 8<sup>th</sup>
3. 10<sup>th</sup>
5. 5<sup>th</sup>
10. 7<sup>th</sup>

## Crossword





# Let's read

## 4 Seasons



One year has four seasons, spring, summer, fall and winter. Each season has 3 months and each month usually has 30 days.

In spring, the weather is normally warm and trees are green. Schools start and students are happy because they study their lessons.

In this season farmers are also busy. They grow rice, corn, wheat and also vegetables. They are very hard working and we must be thankful of them.

### Yes/No question

1. Does one year have five seasons?
2. Is summer 2<sup>nd</sup> season of the year?
3. Are students happy in spring?
4. Are farmers free in spring?
5. Should we be thankful of farmers?

# Ask and Answer

**Work in pair:**

**Ask and answer questions with a partner.**

Example:

Student 1: How many seasons does one year have?

Student 2: One year has four seasons.

1. How many months does one season have?
2. How is the weather in spring?
3. Which season do schools start?
4. What do the farmers grow?

## Read and Circle



Spring  
Summer  
Fall  
Winter



Spring  
Summer  
Fall  
Winter



Spring  
Summer  
Fall  
Winter



Spring  
Summer  
Fall  
Winter

## Listen and Repeat

1. January is 1<sup>st</sup> month of the year.
2. February is 2<sup>nd</sup> month of the year.
3. March is 3<sup>rd</sup> month of the year.
4. April is 4<sup>th</sup> month of the year.
5. May is 5<sup>th</sup> month of the year.
6. June is 6<sup>th</sup> month of the year.
7. July is 7<sup>th</sup> month of the year.
8. August 8<sup>th</sup> month of the year.
9. September is 9<sup>th</sup> month of the year.
10. October is 10<sup>th</sup> month of the year.
11. November is 11<sup>th</sup> month of the year.
12. December is 12<sup>th</sup> month of the year.



## Let's write

Filling the blanks:

1. January is ----- month of the year.
2. March is ----- month of the year.
3. June is ----- month of the year.
4. September is ----- month of the year.
5. February is ----- month of the year.
6. December is ----- month of the year.
7. April is ----- month of the year.
8. May is -----month the year.
9. July is -----month the year.
10. October is ----- month of the year.
11. August is ----- month of the year.
12. November is ----- month of the year.

Let's learn something new

## Seasons and months of season

Spring



January  
February  
March

Summer



April  
May  
June

Fall



July  
August  
September

Winter



October  
November  
December

## Fun with words

Fill the missing letters.

1. F\_\_br\_\_ary
2. De\_\_em\_\_er
3. \_\_ug\_\_st
4. M\_\_y
5. Janu\_\_r\_\_
6. \_\_vember
7. M\_\_ch
8. Ju\_\_e
9. Oc\_\_ob\_\_r
10. \_\_u\_\_y

# Dialogue

Frogh: What is your plan for this winter vacation?

Danyal: I want to study some story books.

Frogh: What story books do you want to study?

Danyal: My dad brings some interesting story books.

Danyal: What is your plan for this winter?

Frogh: I am not good at English. I want to join an English course.

Danyal: You also have good plan.

Frogh: Thanks a lot.

Danyal: You are welcome.



## Let's Practice

Look at the picture. Read the dialogue.

Check (✓) true or false

	<b>True</b>	<b>False</b>
1. Students have spring vocation.	<input type="checkbox"/>	<input type="checkbox"/>
2. Danyal wants to study some story books.	<input type="checkbox"/>	<input type="checkbox"/>
3. Danyal's mother brings some interesting books.	<input type="checkbox"/>	<input type="checkbox"/>
4. Frogh is not good at English.	<input type="checkbox"/>	<input type="checkbox"/>
5. Frogh wants to join art course in his vocation.	<input type="checkbox"/>	<input type="checkbox"/>

## Writing Practice

### A. Write the missing letters of these numbers:

- |              |               |                |
|--------------|---------------|----------------|
| 1. El_v__n   | 9. N_ne_y     | 17. _ev_nte_n  |
| 2. Tw_n_y    | 10. T_i_ty    | 18. _ix_te_n   |
| 3. Fi__t__   | 11. Ei_ht__   | 19. H_nd_rd    |
| 4. Fo_r_eeen | 12. T_el_e    | 20. Tw_n_y-o_e |
| 5. Fi_t__    | 13. T_irte_n  |                |
| 6. Eig_t_en  | 14. _or_y     |                |
| 7. S_v_n     | 15. Fif_ee__  |                |
| 8. Si_t__    | 16. T_ir_eeen |                |

### B. Write the names of these months in your own language.

- |              |       |
|--------------|-------|
| 1. January   | _____ |
| 2. February  | _____ |
| 3. March     | _____ |
| 4. April     | _____ |
| 5. May       | _____ |
| 6. June      | _____ |
| 7. July      | _____ |
| 8. August    | _____ |
| 9. September | _____ |
| 10. October  | _____ |
| 11. November | _____ |
| 12. December | _____ |



# Let's read

**One year has four seasons**

Spring summer fall winter

Spring is usually rainy

Summer is usually warm

Fall is not rainy not warm

Winter is snowy

Winter is snowy

Winter is snowy



## Fast reading

Read these sentences with more speed.

1. Spring is the first season of the year.
2. Summer is the second season of the year.
3. Fall is the third season of the year.
4. Winter is the fourth season of the year.

# Look and write

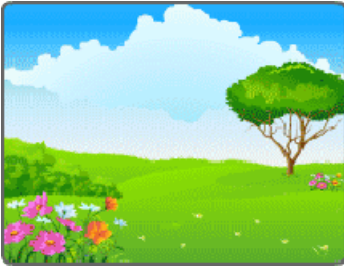
Choose the correct season and write it under the picture.

Fall

Spring

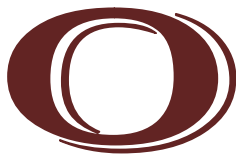
Winter

Summer



## UNIT SEVEN

# Vacation



## OBJECTIVES



At the end of this unit, students will be able to:

- know the meaning of vacation.
- describe what to do in vacation.
- improve their listening, speaking, reading and writing skills.
- do exercises about vacation.



## CONVERSATION

- Fayaz:** Hi Nabi. The school year is almost over. Do you have any plans for the winter holiday?
- Nabi:** I'm planning on sleeping all day, every day!
- Fayaz:** Oh, you must be kidding.
- Nabi:** Actually, I'm going to go down to Helmand Province.
- Fayaz:** Really? Why would you go to Helmand? It is far from Kabul.
- Nabi:** Exactly! Yes, it is far from Kabul but it is a quiet palce.
- Fayaz:** How is the weather there?
- Nabi:** According to one of my friend, it's very nice in winter.
- Fayaz:** I'm sure you'll have fun Nabi, but take care of yourself!
- Nabi:** We'll see what happens!



## Exercise

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

# Ask and Answer

Ask and answer these questions with your partner.

1. Do Fayaz and Nabi have plans for the winter holiday?
2. Where does Nabi go on his holiday?
3. Why does Nabi go to Helmand?
4. How is the weather in Helmand in winter?
5. What did Fayaz said at the end to Nabi?

listen  
and REPEAT



skiing



playing kite



playing cricket



visiting relatives



going to the zoo



going to the mosque

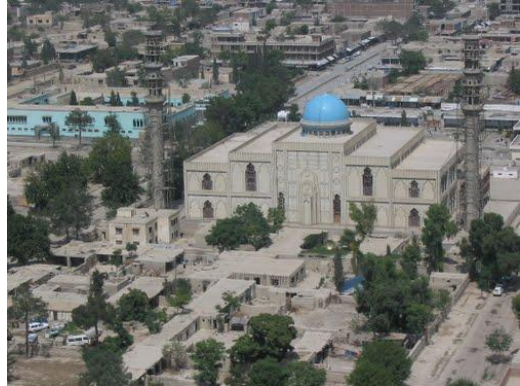




## Reading

### Family is the Best!

I spent my vacation with my grandma, uncle and aunt at Khost province. I was there for 15 days. I had a nice time, playing with my cousins all day long. We were reading book, playing cricket and swimming.



I realized the joy of being with a joint family where everyone is helping each other. I enjoyed the taste of the food my aunt was cooking. During the vacation, I visited my relatives. My aunt bought me all the things I needed for school. At the bed time, we were listening to the stories of my grandmother. My sweet grandma always tried to laugh us. At last the day of my return arrived and my brother came to take me back.



# TRUE or FALSE

Re-read the paragraph about "Family is the best!" and then read the sentences and mark (T) if they are true or (F) if the sentences are false.

1. I spent my vacation with my friends.



2. I spent my vacation at Khost province.



3. I was there for 15 days.



4. We were playing soccer.



5. I love the food my aunt was cooking.



6. We were listening to the stories of my grandmother.



## Your Turn!

Tell your friends what you did on your vacations.

Example:

I went to Nooristan province.



# Writing

## My Vacation

Summer vacation usually starts in July. In the beginning, I wanted to see my grandparents. They are living in Parwan province. The weather is very nice at that time of the year. My grandmother cooks fish and my grandfather takes us to the farm. My cousins and I like to go fishing on the river. I cannot fish but I love to be with them. During the night we all set in a room and talk about the school time and listen to each other.

# Practice

Read the above paragraph about my vacation and write about your vacation.

**My Vacation**

.....

.....

.....

.....

.....

.....

.....

.....

# Spelling

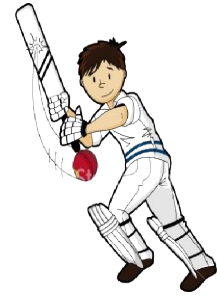
Write the missing letter(s).



s\_\_iing



p\_\_ay\_\_ng k\_\_te



pla\_\_ing cricket



vi\_\_iting rela\_\_ives



g\_\_ing to the z\_\_o

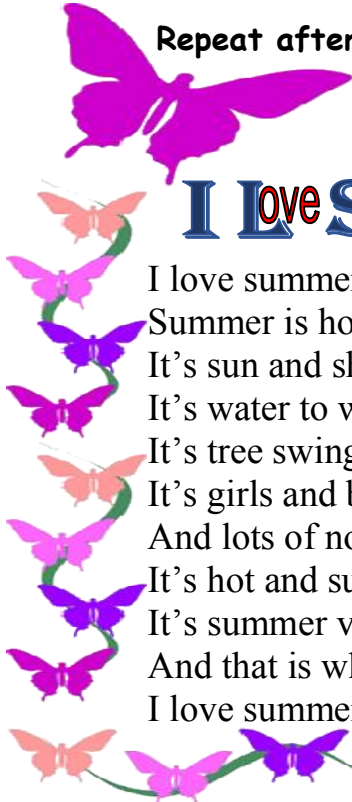


goin\_\_ to t\_\_e mosque



Its time to **READ**

Repeat after your teacher.



## I Love Summer Vacation

I love summer vacation  
 Summer is hot.  
 It's sun and shade  
 It's water to wade  
 It's tree swing ride  
 It's girls and boys  
 And lots of noise  
 It's hot and sunny sky  
 It's summer vacation time  
 And that is why  
 I love summer.



## TRUE or FALSE

Re-read the poem again and then read the sentences and mark (T) if they are true or (F) if the sentences are false.

1. I don't love summer vacation.
2. Summer is hot.
3. It is not sunny sky.
4. It's girls and boys.
5. It is cold in summer.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



## Let's learn something new

Listen to your teacher and repeat the sentences after him/her.



I am skiing.



I am playing kite.



I am playing cricket.



I am visiting relatives.



I am going to the zoo.



I am going to the mosque.

## Your Turn!

Tell your friends what you are doing.

I am .....



## Look Read and Circle

Read the sentences and circle the correct one under each picture.



1. I am skiing.
2. I am going to the zoo.



1. I am playing kite.
2. I am going to mosque.



1. I am visiting relatives.
2. I am playing cricket.



1. I am skiing.
2. I am playing cricket.



1. I am skiing.
2. I am playing kite.



1. I am going to the mosque.
2. I am visiting relatives.

## Spelling

Let's spell these words. (skiing, cricket, kite, relatives, zoo, mosque)

Ahmad: How do you spell skiing?  
 Shamsia: s-k-i-i-n-g.



# LOOK and Match

Read the words and match them with their correct pictures.



Skiing

playing kite

playing cricket

visiting relatives

going to the zoo



## Let's Practice Something Different

Example:

I like reading a story book on my vacation, what about you?



# UNIT EIGHT

# Review

## **O**BJECTIVES



At the end of this unit, students will review:

- classroom instructions and its objects.
- days of the week, months and seasons of the year.
- listening, speaking, reading and writing skills.
- important things to do in daily activities.



# Dialogue

Lima: Hello! I am Lima. Who are you?

Roqia: Hello! I am Roqia. I am a new student here.

Lima: Where do you come from, Liza?

Roqia: I come from Helmand. Where are you from?

Lima: I am from Laghman. My family lives near the school. Where does your family live?

Roqia: My family also lives here.

Lima: Good. Can we be friends?

Roqia: Ok. We'll be friends.



## Ask and Answer

Work in pairs. Ask and answer these questions.

1. Who meets Liza?
2. From where Liza come?
3. Lima belongs to which province?
4. Where does Lima's family live?
5. Are they become friends?

## Read, match and write

Raise your hand

**Stand up**

Erase the blackboard

**Close the door**

**Sit down**

Open the door

Take out your notebook

**Go to the front**

Knock the door

Close your book

Open your book

Write in the notebook







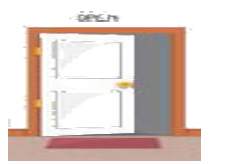


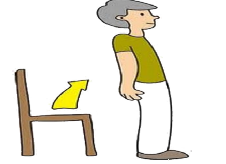


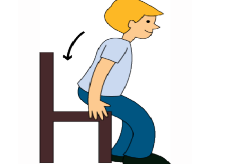














# Reading MY Classroom

My classroom is clean and tidy.  
And it is also airy.  
My classroom has a front door.  
It has a clean and tidy floor.

My class has a big blackboard.  
It also has a small cupboard.  
The class teacher sits in a chair.  
The fans in the class give us air.



The cupboard of our class has a small lock  
The teachers write on the blackboard with chalk  
The writing of the students is neat and clean  
From the window, the playground is seen.

In my class there are many fans.  
The students bring with them, their pens.  
The class teacher has a table.  
And it is very valuable.

## Ask and answer

1. Is your class clean and tidy?
2. Is your class has blackboard?
3. In which floor your class is located?
4. Is your class big or small?
5. Is your class has table for your teacher?

# Look and match My classroom

1- Pencil

2- Rubber

3- Notebook

4- Schoolbag

5- Pencil case

6- Ruler

7- Desk

8- Book

9- Pen

10- Chair

11- Scissors

12- Pencil sharpener

13- Computer

14- Crayon

# Let's write

1. Write the days in the right order:

Wednesday Saturday Monday Friday  
Tuesday Sunday Thursday

Example: 1. Saturday

2.

3.

4.

5.

6.

7.

2. Unscramble and write the number.

Example:

U S Y T E A D : Tuesday

1. A F R Y I D :

2. U A N Y D S :

3. A Y W D E D E N S :

4. N A D Y O M :

5. T S A R U Y A D :

6. R H U D A T S Y :

# Let's practice

1. Write in circle number of the months in order.

- March**       **December**       **May**  
 **November**       **January**       **June**  
 **February**       **October**       **April**  
 **August**       **July**       **September**

2. Write words of these numbers.

12 \_\_\_\_\_

25 \_\_\_\_\_

34 \_\_\_\_\_

17 \_\_\_\_\_

50 \_\_\_\_\_

78 \_\_\_\_\_

56 \_\_\_\_\_

100 \_\_\_\_\_

70 \_\_\_\_\_

40 \_\_\_\_\_

82 \_\_\_\_\_

32 \_\_\_\_\_

90 \_\_\_\_\_

97 \_\_\_\_\_

## Its time to read

### My daily activities

Every morning from Saturday to Thursday, I get up 6 o'clock. After breakfast, I go to school by bicycle. It takes me about 20 minutes from my house to my school.

Usually, I study at school until 11:30 a.m. I return home at noon to have my lunch with my family. In the afternoon I attend English and computer courses. I always get home just in time for dinner at 7:30 p.m. After dinner, while my parents are watching television in the living room, I read books or prepare for school in my own room.

I am free at the end of weeks. On Friday mornings, I get up early and pray Morning Prayer. I eat breakfast. Then I often go shopping to bazaar with my friends. Sometimes we go for picnic. On rainy Fridays, I stay at home reading books and listening to music.

I am quite happy with my daily activities.

### True or false

Read the sentences and mark true if it is true or false if it is false.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| • I get up at 6 o'clock every morning.           | <input type="checkbox"/> | <input type="checkbox"/> |
| • It takes 40 minutes from school to home.       | <input type="checkbox"/> | <input type="checkbox"/> |
| • In the afternoon I attend painting course.     | <input type="checkbox"/> | <input type="checkbox"/> |
| • On Friday mornings, I get up later than usual. | <input type="checkbox"/> | <input type="checkbox"/> |



# Look and match

1. Look at the pictures.

What can you see? Tell your partner.



2. Read the sentences.  
Write the number.

I take shower. ....

I go to bed. ....

I watch TV. ....

I get up. ....

I go to work. ....

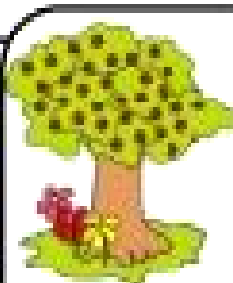
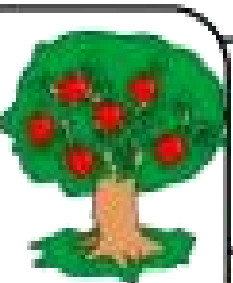
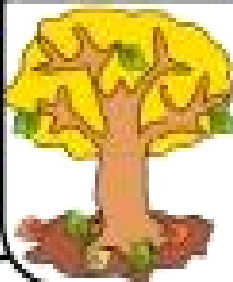
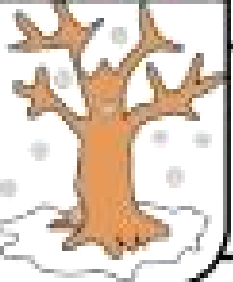
I have breakfast. ....

3. Match the words to make sentences.

- |           |                       |
|-----------|-----------------------|
| 1 I get   | breakfast.            |
| 2 I have  | TV.                   |
| 3 I have  | to college.           |
| 4 I go    | up at 7 o'clock.      |
| 5 I watch | to bed at 11 o'clock. |
| 6 I go    | a shower.             |

# Find and write Seasons and their Months

Find as much names of months as you can from puzzle and write them under correct season.

<b>SPRING</b>			<b>SUMMER</b>
March _____ _____			_____ _____ _____
<b>AUTUMN</b>			<b>WINTER</b>
_____ _____ _____			_____ _____ _____

J	A	N	U	A	R	Y	E	M	A	O	I	R	U	D	O
U	I	A	E	U	S	U	M	A	R	C	H	O	R	E	I
N	R	J	Y	G	A	I	O	Y	E	T	U	A	S	C	R
E	A	U	S	U	R	E	Y	M	Y	O	Y	P	I	E	U
O	E	L	I	S	E	P	T	E	M	B	E	R	A	M	R
S	M	Y	O	T	I	A	U	R	Y	E	S	I	Y	B	E
E	U	R	S	F	E	B	R	U	A	R	Y	L	O	E	I
A	N	O	V	E	M	B	E	R	O	I	R	U	S	R	E

# Read and circle

Look at the pictures, read the sentences and circle the correct one.



I am watching TV.

I am skiing.

I am playing tennis.



I am playing kite.

I am cooking.

I am drawing.



I am driving a car.

I am playing cards.

I am playing cricket.



We are visiting relatives.

We are washing clothes.

We are doing homework.



We are going to cinema.

We are going to school.

We are going to the zoo.



We are going to bazaar.

We are going to library.

We are going to the mosque.

# UNIT NINE

# In the Zoo

## OBJECTIVES



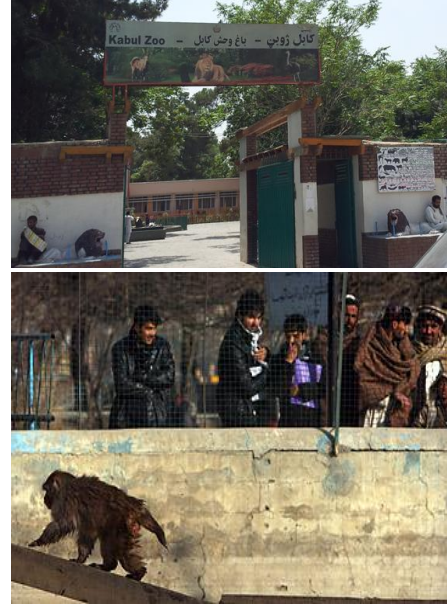
At the end of this unit, students will be able to:

- familiar with Kabul zoo.
- know animals names.
- improve their listening, speaking, reading and writing skills.
- do exercises about zoo and animals.
- solve puzzle.



# Dialogue

- Aryan: Here we are at the zoo.  
 Susan: Hey! Look at the elephant!  
 Aryan: Oh! It is very big. Let's go and see the lions.  
 Susan: No, I love to see monkeys. They are very naughty.  
 Aryan: Yes, they like to play with people.  
 Susan: Hey! Look at those monkeys; they are climbing up the tree.  
 Aryan: You are right.  
 Susan: It is really good to come to the zoo.  
 Aryan: Yes, we really have fun.



## Ask and Answer

Read the questions carefully and answer the questions.

1. Where are Susan and Aryan?
2. Did they see the elephant?
3. How much was the elephant?
4. Did they see the lion?
5. What animal does Susan love?
6. What animal were climbing up the tree?
7. Were they happy?





## Let's learn something new!



Listen to your teacher carefully and repeat the words.



1. Elephant



2. Bear



3. Lion



4. Parrot



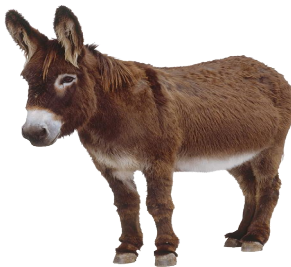
5. Duck



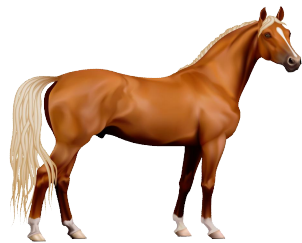
6. Peacock



7. Camel



8. Donkey



9. Horse



Turkey, turkey look at you,  
Please be careful what you do,  
Nowruz is almost here,  
We eat turkey every year,  
Go, hide out in the wood,  
We eat Palou, as we should!



Re-read the above poem and then read the sentences and mark (T) if it is true or (F) if the sentence is false.

1. Turkey, turkey look at me.
2. Don't be careful what you do.
3. Nowruz is almost here.
4. We eat turkey, as we should.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



# Read and Match

Read the words and match them with their correct pictures.



Elephant

Bear

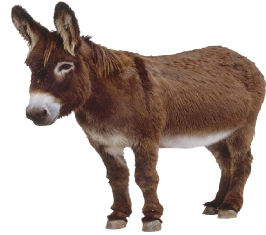
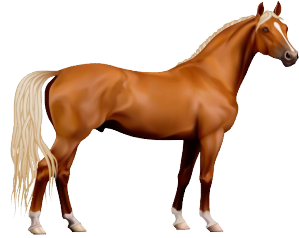
Lion

Parrot

Duck

Peacock

Camel



## FUN WITH WORDS

See if you can find these words in letter chart. The first one is done.



- Lion
- Duck
- Donkey
- Bear

L	I	O	N	P	O	P	D	E
A	S	J	M	E	V	P	H	
A	D	H	H	A	Z	H	K	L
D	A	D	U	C	K	O	X	R
D	T	T	H	O	G	R	A	F
F	G	H	D	C	Z	S	T	G
A	D	F	A	K	C	E	N	N
D	O	N	K	E	Y	Q	M	P
I	L	C	K	F	U	V	V	A
G	F	A	N	R	A	F	D	R
A	S	M	U	G	A	M	A	R
E	B	E	A	R	S	T	P	O
A	S	L	N	K	O	F	H	T



- Peacock
- Horse
- Camel
- Parrot

## Writing

The zookeeper was putting animals' names on their cages when suddenly he dropped all the letters. Can you help him unscramble the words below so the zoo visitors will know which animal it is.

1. acmle .....
  2. nloi .....
  3. ckud .....
  4. hosre .....
  5. prraot .....
  6. elpheant .....





## The Day At The Zoo

One sunny day I asked my mum to take me to the zoo. She said I could invite one friend. I asked Nasim to go with us.



At 9:00 mum and I picked Nasim up. After a half hour drive we were at the front gate of the zoo. The gate was made of hard metal.

First of all we visited the monkeys. As we were standing near the cage, the donkeys came closer because I was eating banana. Then we went to see the elephants. One of the elephants stole my banana with his long trunk.



Next I went to and got another banana and visited the tigers. A baby was asleep next to his mother. It was so cute and sadly we woke it up from the flash of the camera. Suddenly his mother roar and we ran away. I asked my mum to go home because I was really scared. Although, I was afraid, we had a great time at the zoo.

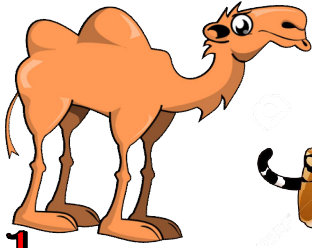
**Ask and Answer**

**Read the paragraph again and answer these questions.**

1. Who asked the boy let's go to the zoo?
2. Did he ask his friend to go with him?
3. What time did they arrive at the zoo?
4. Did he go to visit the tiger first?
5. What did the monkey want to steal?
6. Did he take photo of the tiger?
7. What did the tiger do?
8. Did the boys have a great time?
9. Have you ever visited the zoo? Tell your friends the story?

# Look Find and Circle

Look at the pictures and circle the correct words.



**1** tiger

camel

bear



**2** horse

lion

tiger



**3** horse

donkey

camel



**4** tiger

lion

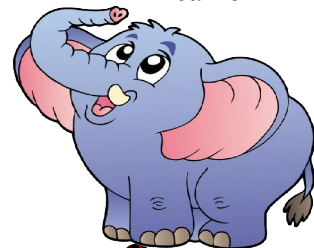
bear



**5** bear

horse

tiger



**6** lion

elephant

camel



## Reading

Read these sentences.

- Lions live in jungle.
- This is a tiger.
- I love horse.
- Camel is a big animal.
- Bears eat honey.
- Elephants eat grass.



# Spelling

First complete the words then spell out loud.

1. \_ion



2. t\_g\_r



3. du\_\_



4. \_ea\_



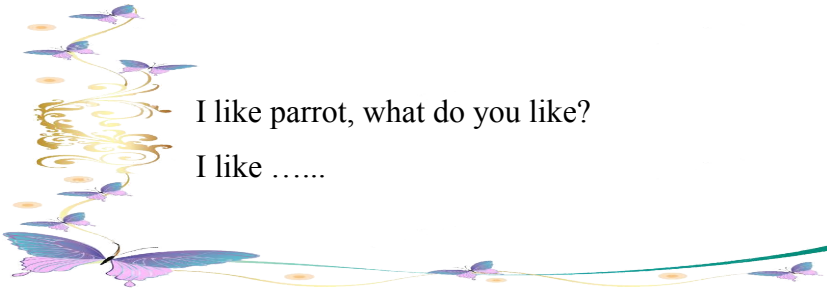
5. pe\_c\_ck



6. pa\_r\_t



## Let's practice something different!



I like parrot, what do you like?

I like .....



# UNIT TEN

## What time is it?

### **O**BJECTIVES



At the end of this unit, students will be able to:

- know the importance of time.
- know digital and analog clock.
- say exact time.
- improve their listening, speaking, reading and writing skills.
- do exercises about time.

# Dialogue



- Wazhma: Hi Latifa.  
Latifa: Hi Wazhma.  
Wazhma: How are you this morning?  
Latifa: I'm fine thanks.  
Wazhma: Can you tell me what time is it, please?  
Latifa: Yes, of course. It's seven o'clock.  
Wazhma: Thank you.  
Latifa: You are welcome.



## Exercise

Practice the above conversation with your partner.

## listen and REPEAT

Listen to your teacher and repeat after him/ her.



It is ten, ten.  
10:10



It is twelve o'clock.  
12:00



It is eleven o five.  
11:05



It is one twenty- three.  
1:23



It is five fifteen.  
5:15



It is eight- twenty- one.  
8:21



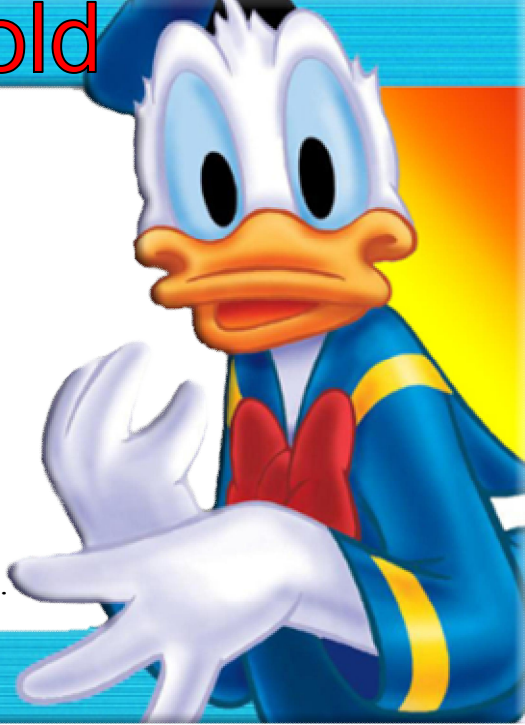
## Let's Practice

Practice saying the time with your partner.



## Time is Gold

Time is free,  
 But, it is expensive.  
 You cannot own it,  
 But, you can use it.  
 You cannot keep it,  
 But, you can spend it.  
 Once you have lost it,  
 You can never get it back.



## Ask and Answer

Read the above poem again and answer the questions.

1. Is the time free?
2. Is it cheap?
3. Can you own the time?
4. Can you use the time?
5. Why people say time is gold?



# Let's Practice

## What Time is it?

Listen to your teacher and repeat after him/ her. Then practice it with your partner.

Student A: What time is it?

Student B: It is twenty five **past** two.



It is two twenty five.  
It is twenty five **past** two.  
2:25



It is four o-five.  
It is five **past** four.  
4:05



It is six fifteen.  
It is quarter **past** six.  
6:15

## Practice Talking about time

One student asks about time and another student answers.

Example:

Hanif: What time is it?

Latif: It is five past nine.



# Writing

A. Read the times and write them in letters. The first one is done as example.

1. **04: 05**     It's five past four.
2. **11: 10**     \_\_\_\_\_
3. **07: 35**     \_\_\_\_\_
4. **09: 15**     \_\_\_\_\_
5. **09: 25**     \_\_\_\_\_

B. Now read the times and write them in numbers. The first one is done as example.

1. It is one-thirty.     **01: 30**
2. It is ten past six.     **:**
3. It is quarter past twelve.     **:**
4. It is half past nine.     **:**
5. It is five past three.     **:**

C. One student says the time and another student writes it on the blackboard.

Example:

Najiba:     It is 2:25.  
 Friba:     It is two twenty-five





# Read and Write

Read the times and write them under the watches. The first one is done as example.

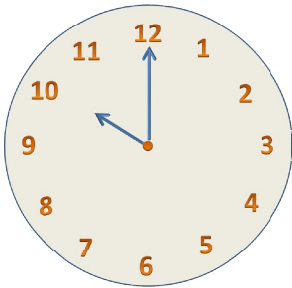


1. It is twenty five past nine. 2. \_\_\_\_\_ 3. \_\_\_\_\_

09: 25

\_\_\_\_\_

\_\_\_\_\_



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

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

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

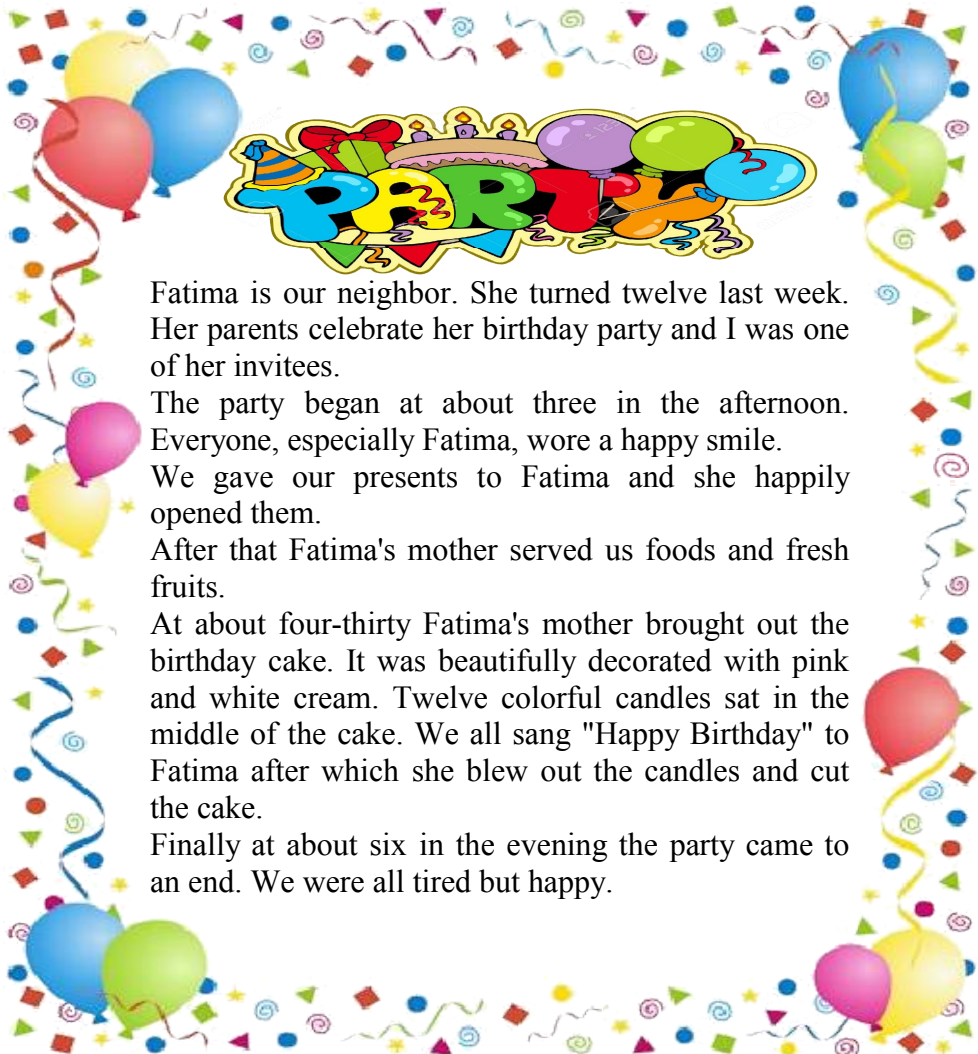
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## BIRTHDAY PARTY



Fatima is our neighbor. She turned twelve last week. Her parents celebrate her birthday party and I was one of her invitees.

The party began at about three in the afternoon. Everyone, especially Fatima, wore a happy smile. We gave our presents to Fatima and she happily opened them.

After that Fatima's mother served us foods and fresh fruits.

At about four-thirty Fatima's mother brought out the birthday cake. It was beautifully decorated with pink and white cream. Twelve colorful candles sat in the middle of the cake. We all sang "Happy Birthday" to Fatima after which she blew out the candles and cut the cake.

Finally at about six in the evening the party came to an end. We were all tired but happy.

**TRUE or FALSE**

Re-read the text again and then read the sentences. Mark (T) if they are true or (F) if the sentence is false.

1. It was my birthday party.
2. Fatima's parents celebrated her birthday party.
3. I wasn't one of the invitees.
4. The party started at four o'clock.
5. We gave presents to Fatima.
6. She cut a cake.
7. The party ended at six in the afternoon.

# Time with past/to

Listen to your teacher and repeat the sentences.

Past	To
1. 01: 15 It is quarter <b>past</b> one	1. 12: 45 It is quarter <b>to</b> one.
2. 08: 10 It is ten <b>past</b> eight.	2. 07: 50 It is ten <b>to</b> eight.
3. 06: 35 It is thirty five <b>past</b> six.	3. 03: 45 It is fifteen <b>to</b> four.
4. 12: 05 It is five <b>past</b> twelve.	4. 08:40 It is twenty <b>to</b> nine.
5. 01: 20 It is twenty <b>past</b> one.	5. 10: 49 It is eleven <b>to</b> eleven.

## Your Turn

One student writes a time in a flash card and another student reads it.

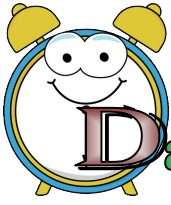
Example:

Nader: 12: 15  
Samim: It is quarter past twelve.



Nadera: 11: 50  
Nasima: It is ten to 12.





# Daily Activities

Listen to your teacher and repeat.



I get up at 5:00 in the morning.  
I eat breakfast at 6:00 AM.  
I go to school at 7:30 AM.  
I come back from school at 11:00 AM.

## Your Turn

Draw clocks and write your daily activities.

# UNIT ELEVEN

## What do you do?

### **O**BJECTIVES



At the end of this unit, students will be able to:

- get information about jobs/occupations.
- describing jobs.
- improve their listening, speaking, reading and writing skills.
- do exercises about jobs and occupations.





# Dialogue

- Frishta: Salima! What do you want to study?  
Salima: I want to be a doctor.  
Frishta: A doctor!  
Salima: Yes, I want to help people. What about you?  
Frishta: I want to be a teacher.  
Salima: You are good at science, why don't you study pharmacy.  
Frishta: I love kids. They are so cute.  
Salima: Hmm, you will have lots of fun.  
Frishta: You are right.





# Exercise

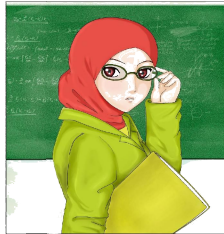
Read the dialogue again and circle the right answer.

1. What would Frishta want to be?
  - a. A nurse
  - b. A doctor
  - c. A policewoman
2. What would Salima want to be?
  - a. A doctor
  - b. A teacher
  - c. A pilot
3. Who will Frishta want to help?
  - a. She wants to help people.
  - b. She wants to help birds.
  - c. She wants to help animals.
4. Why does Salima like to be a teacher?
  - a. She likes the classroom.
  - b. She likes school.
  - c. She likes the kids.

listen  and REPEAT



1. Shopkeeper



2. Teacher



3. Gardner



4. Painter



5. Mechanic



6. Nurse



Its time to **READ**

## What Do You Do?

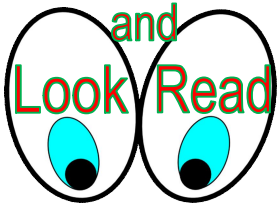
Good morning kids. Today we have an interesting lesson. I am going to describe the jobs and you are going to tell its name. Nasim milks cows and he feeds corn to the chickens. “What does Nasim do?” asks the teacher. “I know! Farmer.” “Well done Latif!” Next, “I cut hair and I colour it. I can make your hair shorter, or even longer!” “What do I do?” asks the teacher. “I know! Hairdresser.” “Well done Salim!”

“So children,” says the teacher, “what will you be when you are older?” “I’m going to be a mechanic,” says Shaker. “I’m going to fix cars and buses,” says Shaker. What about you Omer? “I am going to be a cook,” says Omer. I love to cook delicious food for my family. “That is great,” says the teacher.

## Ask and Answer

Read the above paragraph again and answer the questions.

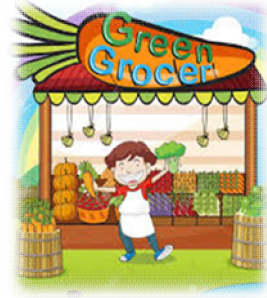
1. What does Nasim do?
2. Who cuts the hair and colour it?
3. What is Shaker going to be?
4. What is Omer going to be?
5. What is Omer going to cook for his family?



1. He is a mechanic.



2. She is a cook.



3. He is a shopkeeper.



4. He is a student.



5. He is a doctor.



6. He is a painter



# Writing

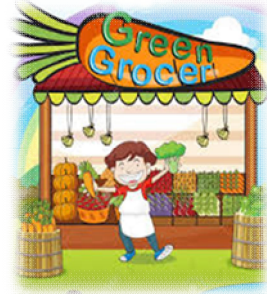
Read the questions and write the answers in your notebooks.  
The first one is done.



1. What does he do?  
He is a mechanic.



2. What does she do?  
\_\_\_\_\_.



3. What does he do?  
\_\_\_\_\_.



4. What does he do?  
\_\_\_\_\_.



5. What does he do?  
\_\_\_\_\_.



6. What does he do?  
\_\_\_\_\_.



7. What does she do?  
\_\_\_\_\_.



8. What does she do?  
\_\_\_\_\_.



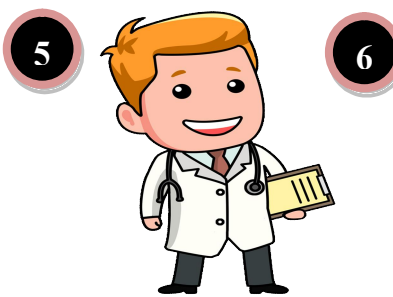
9. What does he do?  
\_\_\_\_\_.

# Spelling

Practice spelling the name of these pictures.

Ahmad: Nabi! how do you spell mechanic?

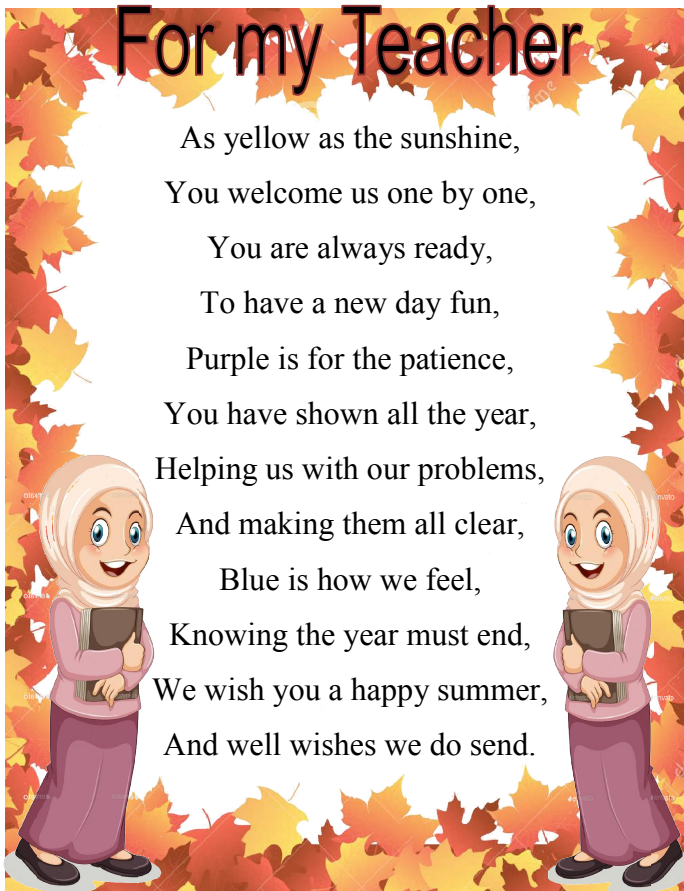
Nabi: m-e-c-h-a-n-i-c







Read this poem with your teacher.



### Ask and Answer

Read the poem again and try to answer the question.

1. Who welcome us one by one?
2. Is the teacher ready all the time?
3. What is purple for?
4. Who is helping you with your problems?
5. What do you wish your teacher?

# Listen and Repeat

Repeat these sentences after your teacher.



1

Is she a doctor?  
No, she is not.  
She is a teacher.



2

Is he a doctor?  
Yes, he is a doctor.



3

Is he a pilot?  
No, he is not.  
He is a mechanic.



4

Is he a teacher?  
No, he is not.  
He is a student.



5

Is he a gardner?  
No, he is not.  
He is a painter.



6

Is she a nurse?  
Yes, she is.



# Listen and Repeat

Listen to your teacher and repeat the sentences.

<i>Do/ Does</i>	<i>to do</i>	<i>is/ am/ are</i>	<i>to be</i>
<i>What do I do?</i>		You are a mechanic. Or We are mechanics.	
<i>What do you do?</i>		I am a doctor.	
<i>What does she do?</i>		She is a nurse.	
<i>What does he do?</i>		He is an engineer.	
<i>What do they do?</i>		They are mechanics.	

## Your Turn

Complete these sentences with your partner.

Example:

Student A: What do they do?

Student B: They are students.

- |                        |                           |
|------------------------|---------------------------|
| 1. What _____ she do?  | She _____ a doctor.       |
| 2. What _____ you do?  | We _____ factory workers. |
| 3. What _____ he do?   | He _____ a teacher        |
| 4. What _____ she do?  | She _____ a principal.    |
| 5. What _____ you do?  | I _____ a cook.           |
| 6. What _____ they do? | They _____ painters.      |
| 7. What _____ he do?   | He _____ a mechanic.      |
| 8. What _____ you do?  | I _____ a gardener.       |
| 9. What _____ they do? | They _____ doctors.       |



# Read and Write

Read the paragraphs and practice the questions with your partner.

## Reading No 1

My name is Jamil Wahedi. I am a cook. I work in a restaurant. I work from Saturday to Thursday. I work from 7:30 AM to 9:00 PM. I do not work on Friday. I like my job.



Write the answers of the following questions.

1. What does Jamil Wahedi do?

---

2. Where does he work?

---

## Reading No 2

My name is Ali. I am a mechanic. I work in a garage. I work from Saturday to Thursday. I work from 6:00AM to 5:00 PM. I do not work on Friday. I like my job, very much.



## Writing No 2

Write the answers of the following questions.

1. Where does Ali work?

---

2. What does he do?

---

## UNIT TWELVE

# Colors and Shapes

## **O**BJECTIVES



At the end of this unit, students will be able to:

- familiar with different colors and shapes.
- know colors and shapes' name in English.
- improve their listening, speaking, reading and writing skills.
- do exercises about colors and shapes.



Hashim: Good morning Amir, how are you?

Amir: I am fine and you?

Hashim: Amir! How many colors do you know?

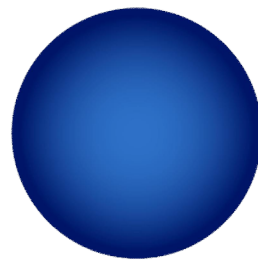
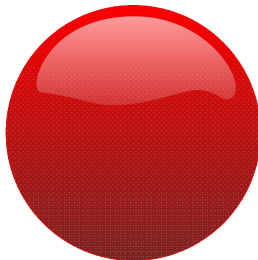
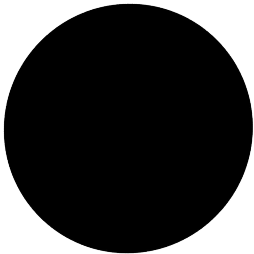
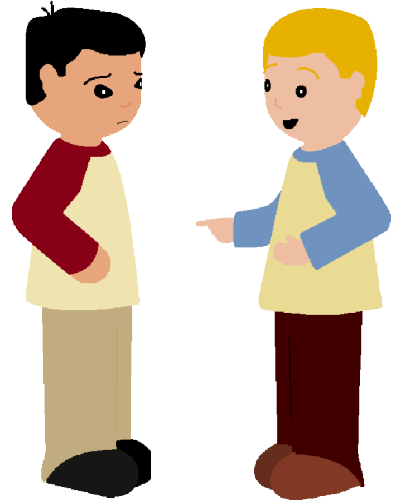
Amir: Umm, black, white, blue, red and gray.

Hashim: What is your favorite color?

Amir: I like black.

Hashim: I like black color too.

Amir: Really.



## Let's practice

Practice the above dialogue with your partner.



## TRUE or FALSE

Read the dialogue again and mark the sentences (T) if it is true and (F) if the sentence is false.

1. Amir is fine.
2. Amir knows black, white, red and blue colors.
3. Amir likes white color.
4. Hashim likes black color.
5. Amir doesn't know any color.

T	F

## Listen and Repeat



black



red



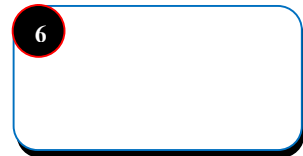
yellow



blue



orange






































white



Its time to **READ**

Read the song with your teacher.

## Color Song

							
	Red, red, red, touch your head.						
	Blue, blue, blue, tie your shoe.						
	Brown, brown, brown, touch the ground.						
	White, white, white, take a bite.						
	Black, black, black, touch your back.						
	Purple, purple, purple, draw a circle.						
	Pink, pink, pink, give a wink.						
	Gray, gray, gray, shout hurray!						
							
							
							
							
							
							
							
							

Now read these sentences.

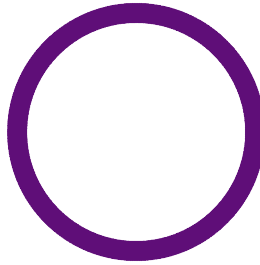
1. Apple is red.
2. Banana is yellow.
3. Grass is green.
4. Orange is orange.
5. Sky is blue.
6. Milk is white.

## Listen and Repeat

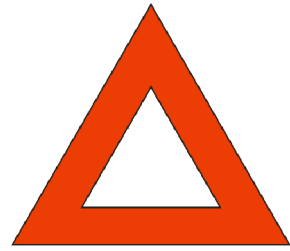
A. Listen and repeat after your teacher.



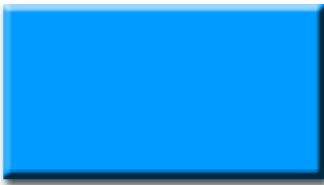
1. Line



2. Circle



3. Triangle



4. Rectangle



5. Oval



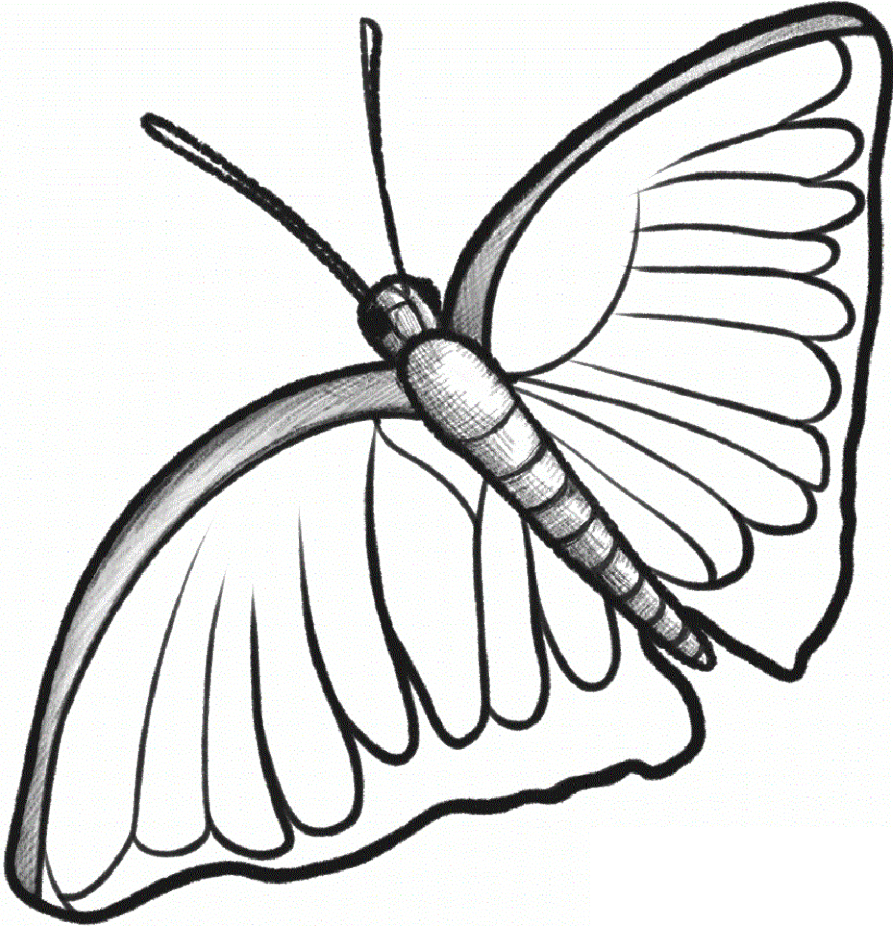
6. Diamond

B. Now let's read these sentences.

1. A line is a straight shape.
2. A circle is a round shape.
3. A triangle is a three sided shape.
4. A rectangle is a brick shape.
5. An oval shape is like an egg.
6. A diamond shape is a brick shape.

# Writing

A. Draw this picture in your notebooks and color it.



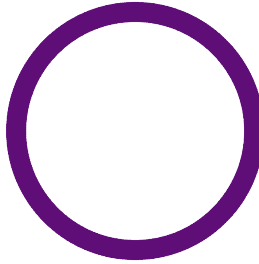
B. Write five sentences about colors you have used in the above picture.

1. I used red color.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

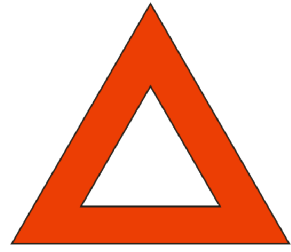
C. Complete the sentences with the name of the pictures.



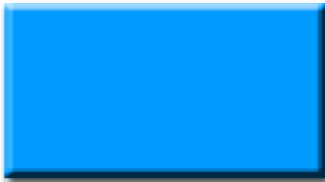
1. This is a \_\_\_\_\_.



2. This is a \_\_\_\_\_.



3. This is a \_\_\_\_\_.



4. This is a \_\_\_\_\_.



5. This is a \_\_\_\_\_.



6. This is a \_\_\_\_\_.



# Let's READ!

## Shapes

Circle, diamond, triangle and square,  
Let's make shapes our friends,  
Clock, kite, window and tree,  
Shapes are seen in everything.

## Circle

A circle is like a ball,  
A circle is like a ball,  
Round and round,  
It never stops,  
A circle is like a ball,

## Triangle

A triangle has three sides,  
A triangle has three sides,  
Up the mountain, down and back,  
A triangle has three sides.

## Rectangle

Rectangle is my name,  
My four sides are not the same,  
Two are short and two are long,  
Count my side, come along,  
One, two, three, four.

## Ask and Answer

Read the above poems and answer the questions.

1. How many shapes can you name?
2. How many sides does a triangle have?
3. How many sides does a rectangle have?
4. What does a circle look like?





## Exercise

**Ask and answer questions.**

Example:

Nasir: What color is watermelon?

Saber: It is green.



1. yellow



2. red



3. green



4. purple



5. orange



6. white

## Fun with colors

Play with colors as a chain drill. Student A says "red apple", and then student B says "red apple and yellow banana", next student says the words of student A and B and add his/ her own word with a color.

Example:

Student A: "red apple"

Student B: "red apple and yellow banana"

Student C: "red apple, yellow banana and ..."

# Look Read and Circle

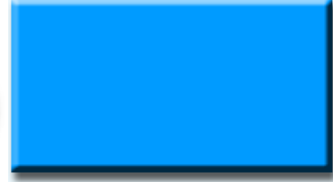
Read the sentences and circle the correct one.



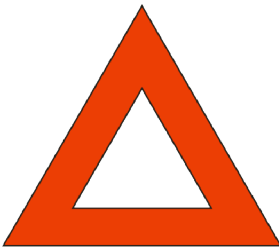
1. This is a line.
2. This is a square.



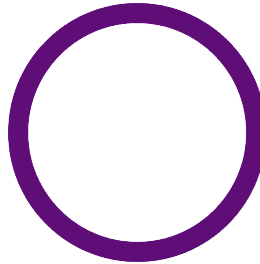
1. This is a circle.
2. This is an oval.



1. This is a rectangle.
2. This is a square.



1. This is an oval.
2. This is triangle.



1. This is triangle.
2. This is circle.



1. This is a rectangle.
2. This is a diamond.



Practice spelling the name of the above pictures with your partner.

Example: line      l - i - n - e

## UNIT THIRTEEN

# Our country

## OBJECTIVES



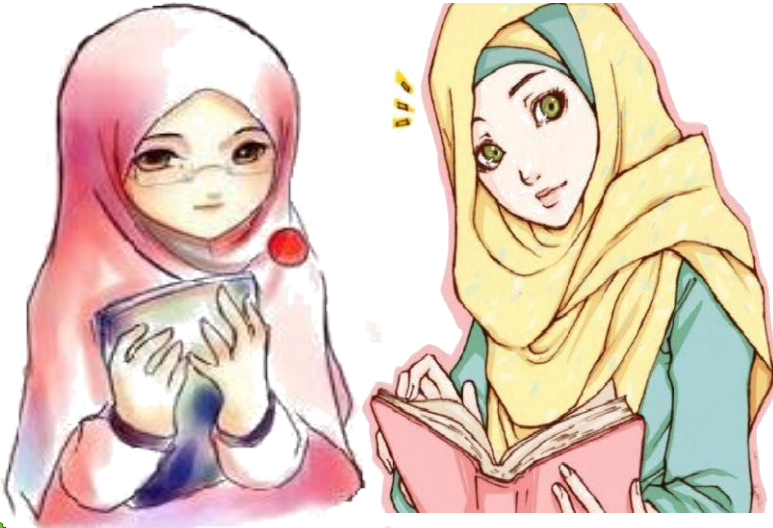
At the end of this unit, students will be able to:

- get information about Afghanistan.
- know about national anthem.
- improve their listening, speaking, reading and writing skills.
- do exercises about Afghanistan.



## Dialogue

- Zeba: Hello Fahima, how are you?
- Fahima: I am fine, thank you. How are you?
- Zeba: I am fine too. What are you reading?
- Fahima: I am reading my social studies book.
- Zeba: Are you interested in social studies?
- Fahima: Yes, I am. It gives information about our country and our people.
- Zeba: That sounds good.
- Fahima: What subjects are you interested?
- Zeba: I like science.



### Let's practice

Practice the above dialogue with your partner.

## Ask and Answer

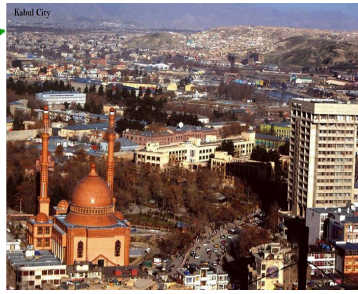
Answer the questions from the dialogue.

1. How is Fahima?
2. What is Zeba doing?
3. What subject is Zeba studying?
4. Does Fahima like science?
5. What subject gives information about country?

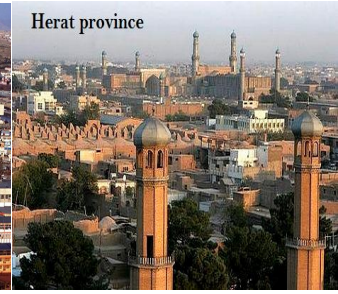
## Listen and Repeat



1. Country



2. Capital



3. Province



4. Jungle



5. Mountain



6. River





It is time to **READ!**

## AFGHANISTAN

Afghanistan is an Islamic and beautiful country. It is a land locked country. This country is located at the central Asia. Afghanistan has many mountains and rivers. Kabul is the capital of Afghanistan. This country is divided to 34 provinces. Each province has many districts and villages. The neighboring countries of Afghanistan are: Pakistan, Iran, Tajikistan, Uzbekistan, Turkmenistan and China. Pakistan is located in south and east of Afghanistan. Tajikistan, Uzbekistan and Turkmenistan are located in the north of Afghanistan. Iran is located to the west and China is located to the north east.

## TRUE or FALSE

Read the above text again and mark the sentences (T) if it is true and (F) if the sentence is false.

1. Afghanistan is not a beautiful country.
2. Afghanistan is an Islamic country.
3. Afghanistan has many mountains and rivers.
4. Kabul is not the capital of .
5. Afghanistan has 43 provinces.
6. Pakistan is located in north of Afghanistan.
7. Iran is located in the west of Afghanistan.
8. Tajikistan, Uzbekistan and Turkmenistan are located in north of Afghanistan.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



## Listen and Repeat

Listen to your teacher and repeat the sentences after him/her.

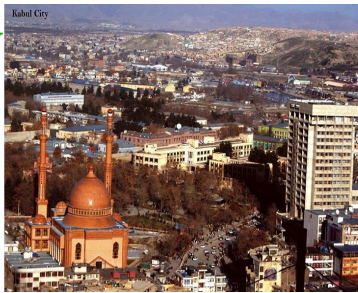
1. Our country's name is Afghanistan.
2. The capital city of Afghanistan is Kabul.
3. Afghanistan has many provinces.
4. Birds and wild animal live in jungles.
5. Afghanistan has many mountains.
6. Afghanistan also has many rivers.

## Your Turn

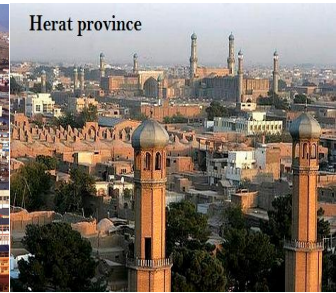
Say one sentence for each picture.



1. Country



2. Capital



3. Province



4. Jungle



5. Mountain



6. River

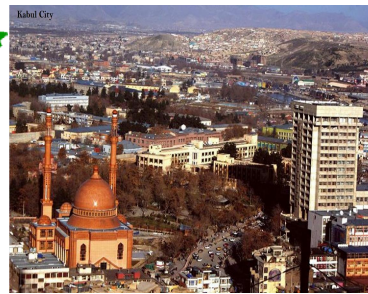
# Writing

A. Read the words and make sentences for each one of them.



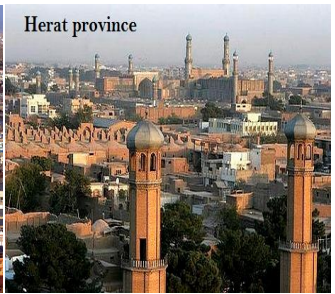
1. Country

\_\_\_\_\_



2. Capital

\_\_\_\_\_



3. Province

\_\_\_\_\_



4. Jungle

\_\_\_\_\_



5. Mountain

\_\_\_\_\_



6. River

\_\_\_\_\_

B. Read the paragraph and complete the missing words from the reading section.

Kabul is the \_\_\_\_\_ of Afghanistan. This country is divided into 34 \_\_\_\_\_. There are \_\_\_\_\_ and many \_\_\_\_\_ in each province. The neighboring \_\_\_\_\_ of Afghanistan are: Pakistan, Iran, Tajikistan, Uzbekistan Turkmenistan and

\_\_\_\_\_. Pakistan is located in south and east of Afghanistan. Tajikistan, Uzbekistan and Turkmenistan are located in the \_\_\_\_\_ of Afghanistan. Iran is located to the west and China is located to the \_\_\_\_\_. Afghanistan wants friendly \_\_\_\_\_ with its neighboring.

**C. Read the questions and write their answers in your notebooks.**

1. Is Afghanistan a beautiful country?  
\_\_\_\_\_
2. Where it is located?  
\_\_\_\_\_
3. \_\_\_\_\_
4. What do many people call this country?  
\_\_\_\_\_
5. \_\_\_\_\_
6. Why Afghanistan is called a landlocked country?  
\_\_\_\_\_
7. \_\_\_\_\_
8. Does Afghanistan have mountains and rivers?  
\_\_\_\_\_



# Let's SING!

## NATIONAL ANTHEM

This land is Afghanistan  
 It is the pride of every Afghan,  
 The land of peace, the land of sword  
 Each of its sons is brave,  
 This is the country of every tribe  
 The land of Balochs and Uzbeks,  
 Pashtuns and Hazaras  
 Turkmems and Tajiks,  
 With them, there are Arabs and Gujjars  
 Pamiris, Nuristanis,  
 Brahuism and Qizilbash  
 also Aimaqs and Pashais,  
 This land will shine for ever  
 like the sun in the blue sky,  
 In the chest of Asia  
 it will remain as heart for ever,  
 We follow the one God  
 We all say, "Allah is the greatest!",  
 we all say, "Allah is the greatest!",  
 we all say, "Allah is the greatest!".

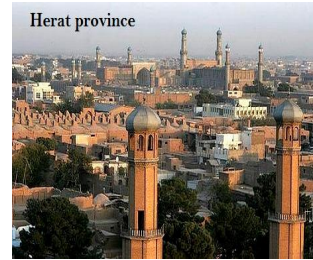
### Let's practice

Practice singing the national anthem.



# LOOK and Match

Look at the pictures, read the words and match them with their correct pictures.



capital    jungle    country    province    river    mountain



Read these sentences.

1. Afghanistan is an Islamic country.
2. Every country has a capital city.
3. I am from Logar Province.
4. Jungle is full of tree.
5. I like climbing to mountain.
6. We swim in the river.

# Fun with words

Arrange the letters into meaningful words.

For example:

acpltia

\_\_ capital \_\_

1. gjnule

\_\_\_\_\_

2. cuotnyr

\_\_\_\_\_

3. vprnoice

\_\_\_\_\_

4. vrier

\_\_\_\_\_

5. monuatin

\_\_\_\_\_



Practice spelling the name of these pictures with your partner and write them in your notebooks.





# UNIT FOURTEEN

# Art

## O BJECTIVES



At the end of this unit, students will be able to:

- familiar with ancient things.
- know about musuem.
- improve their listening, speaking, reading and writing skills.
- do exercises about art and handcrafts.

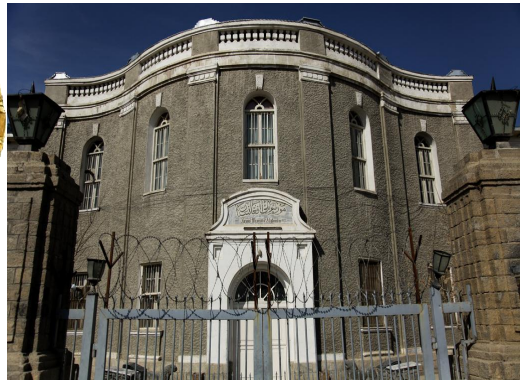


# Dialogue

- Hamid: Hi Nasir, how are you?  
 Nasir: I am fine, Hamid. How are you?  
 Hamid: Have you ever been at Afghanistan national museum?  
 Nasir: No, but I like to go there one day.  
 Hamid: We are going there now. Would you like to join us?  
 Nasir: I don't know. Let me ask my mum. Mum, can I go to the museum with Hamid?  
 Mum: Sure.

## At the museum:

- Hamid: Nasir! Look at that painting over there. Isn't it beautiful?  
 Nasir: Yes, it is.  
 Hamid: Look! There are some old coins.  
 Nasir: Yes, we should appreciate and be thankful of our forefathers for leaving us such a precious gifts



## Let's practice

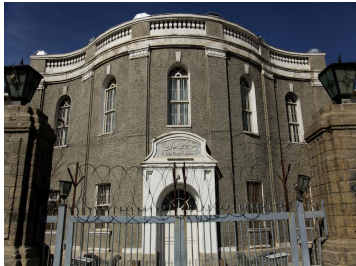
Practice the above conversation with your partner.

# Ask and Answer

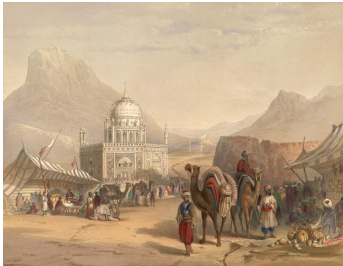
Read the dialogue again and answer the questions.

1. Has Nasir ever been to the Afghanistan national museum?
2. Does Nasir like to go the museum one day?
3. Did Hamid take Nasir with him?
4. Who did Nasir call to?
5. What did they see at the museum?

## Listen and Repeat



1. Museum



2. Painting



3. Sculpture



4. Music



5. Handcraft



6. Sewing



It is time to **READ!**

## The clever artist

Long time ago, there was a king. He liked arts a lot. He always rewards the great artists. Simply, he was a man of truth and wanted his people to be true.

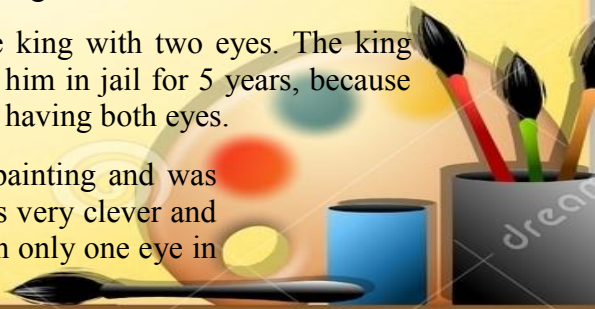
The king was born with one eye. One day, he wanted three men to draw his face. He told them, 'If you paint me a good face, I will reward you. If not, you will be punished!'

All the three men agreed.

The first man painted the king's face with one eye and blind. The king became angry and put him in jail for ten years. The king felt that the picture was a dis-honor to a king!

The second man painted the king with two eyes. The king again become angry and put him in jail for 5 years, because the painting showed the king having both eyes.

The third man showed the painting and was rewarded! The third man was very clever and he drawn the king's face with only one eye in one side.



## TRUE or FALSE

Read the above text again and mark the sentences (T) if it is true and (F) if the sentence is false.

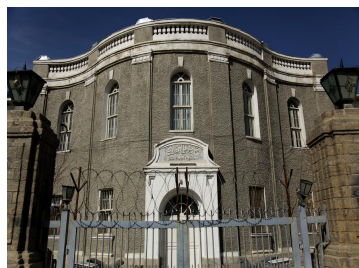
1. The king didn't reward the artists.
2. The king was born with one eye.
3. The first man painted the king with two eyes.
4. The second man painted the king with two eyes.
5. The third man painted the king with one eye.
6. The king rewarded the first man.

T	F
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>



## Listen and Repeat

Repeat these sentences after your teacher.



2. I went to museum.



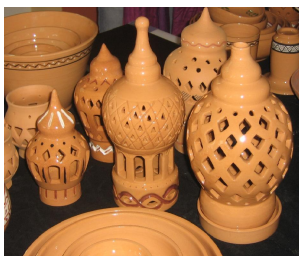
2. I saw paintings.



3. There were sculptures.



4. They listened to music.



5. We mad handcrafts.



6. She was sewing.

# Writing

Complete the missing words of the paragraph from the story of "the clever artist".

## The clever artist

Long \_\_\_\_\_ ago, there was a \_\_\_\_\_. He liked arts a lot. He \_\_\_\_\_ rewards the great artists. \_\_\_\_\_, he was a man of \_\_\_\_\_ and wanted his people to be \_\_\_\_\_.

The king was \_\_\_\_\_ with one eye. One day, he \_\_\_\_\_ three men to \_\_\_\_\_ his face. He told them, 'If you \_\_\_\_\_ me a good face, I will reward you. If not, you will be \_\_\_\_\_!'

All the three men \_\_\_\_\_.

The first \_\_\_\_\_ painted the kings face \_\_\_\_\_ one eye and \_\_\_\_\_. The king became \_\_\_\_\_ and put him in jail for ten \_\_\_\_\_. The king felt that the \_\_\_\_\_ was a dishonor to a king!

The \_\_\_\_\_ man painted the \_\_\_\_\_ with two eyes. \_\_\_\_\_ kind again \_\_\_\_\_ angry and put him in \_\_\_\_\_ for 5 years, because the painting \_\_\_\_\_ the king having both \_\_\_\_\_.

The third man \_\_\_\_\_ the painting and was \_\_\_\_\_! The third man was \_\_\_\_\_ clever and he \_\_\_\_\_ the king's face with only one eye!





# Spelling

a. Practice spelling the name of these pictures.



m-u-s-e-u-m



b. Now make one, one sentence for each word you have spelled.

1. I went to museum last week.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.



# Dialogue

- Nasima: Hi Anisa, how are you today?
- Anisa: I am fine, how are you?
- Nasima: I am fine, too. Do we have sewing class today?
- Anisa: No, we don't. But we have painting and drawing classes.
- Nasima: I love painting. Do you like painting, too?
- Anisa: I like it, but I love playing piano.
- Nasima: Who is teaching piano class?
- Anisa: Mrs. Rustami. She is a good teacher.
- Nasiam: Can I join to your class?
- Anisa: Yes you can, but I think there are no extra seats.
- Nasima: That is alright. Thanks.
- Anisa: You are welcome.



## Let's practice

Practice the above dialogue with your partner.

# Read and Choose

Read the sentences and circle the correct one.



- ①. I went to museum.
- 2. I went to the zoo.

- 1. I saw cartoon.
- 2. I saw paintings.

- 1. There were sculptures.
- 2. There were coins.



- 1. They watched a movie.
- 2. They listened to music.

- 1. We made handcrafts.
- 2. We made kite.

- 1. She was cooking.
- 2. She was sewing.



## Let's learn something new

Example:

I like sewing. What do you like?

I like .....



# Look and Match

Read the words and match them with the correct pictures.





painting   museum   music   handicraft   sculpture



## Fun with Words

Complete the puzzle with correct letters to make meaningful words.

sculpture	museum
handicraft	music
sewing	painting

		s							
		u							
		p					i		g

# Pronunciation

Practice spelling and pronunciation of these words with your partner.

Example:

Nasim: Nadia! How do you spell painting?  
Nadia: p-a-i-n-t-i-n-g.



painting    museum    music    handicraft    sculpture    sewing



## UNIT FIFTEEN

# Review

## **O**BJECTIVES



At the end of this unit, students will:

- review the words of units 9 -14.
- talk about animals.
- talk about time, color, shapes, country and art.
- read and write about previous units.





# Dialogue

Salim: Nasir! Here we are at the museum

Nasir: Yes. Look at those birds! They are really colorful.

Salim: You are right. But those animals are also great.

Nasir: Salim! Do we have a section for science?

Salim: Yes. We will find out our way to there soon.

Nasir: What about paintings? I love to see old paintings.

Salim: Of course. Why do you love paintings?

Nasir: I like to see how they are colored.

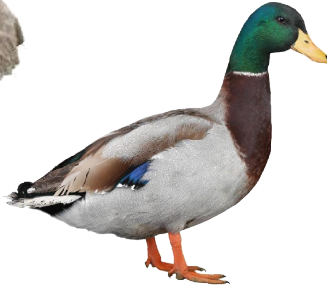
Salim: You are right. There are black, white, red yellow and other colors in them.

Nasir: Museum is really a good place. We can find everything from the past. I like it.

Salim: Yes, I like visiting here, too.



# Look and Match



bear

parrot

elephant

duck

peacock

lion



## Fun with Words

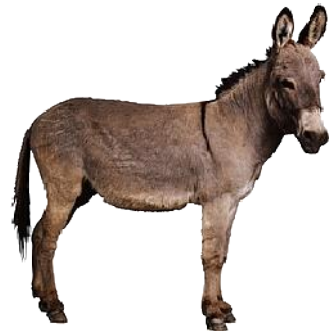
Complete with the missing letters.



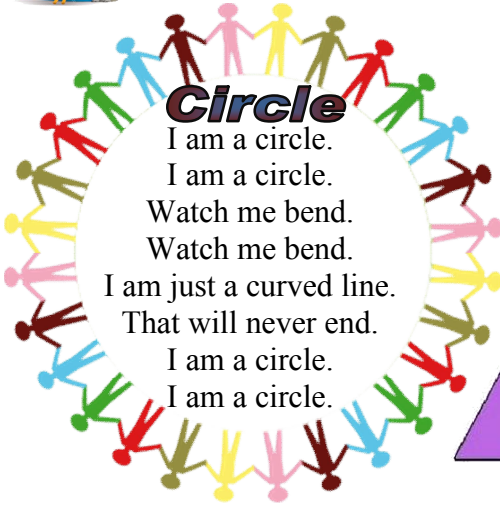
1. \_or\_e



2. C\_m\_l



3. Do\_ke\_



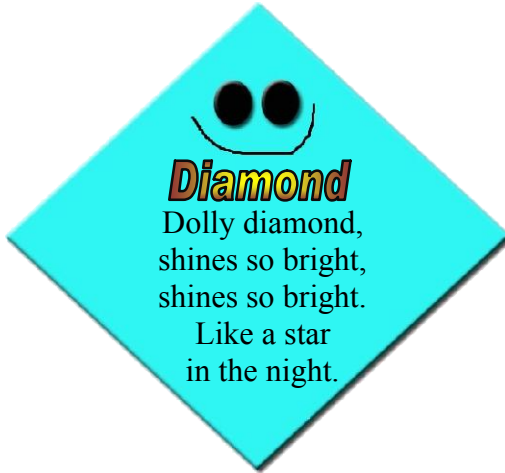
### Circle

I am a circle.  
I am a circle.  
Watch me bend.  
Watch me bend.  
I am just a curved line.  
That will never end.  
I am a circle.  
I am a circle.



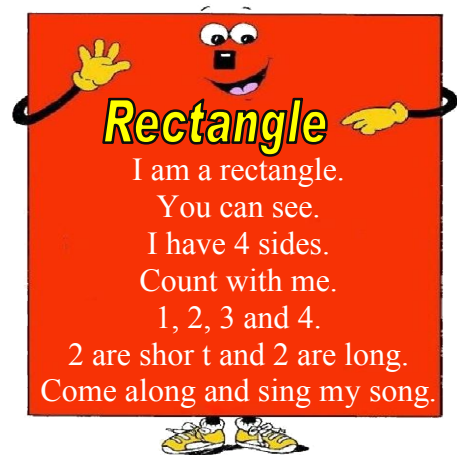
### Triangle

I am a triangle.  
Yes, it is true.  
I have 3 sides.  
Yes, you do.  
Count them with me.  
1, 2, 3.  
It is as easy as it can be.  
I am a triangle.



### Diamond

Dolly diamond,  
shines so bright,  
shines so bright.  
Like a star  
in the night.



### Rectangle

I am a rectangle.  
You can see.  
I have 4 sides.  
Count with me.  
1, 2, 3 and 4.  
2 are short and 2 are long.  
Come along and sing my song.

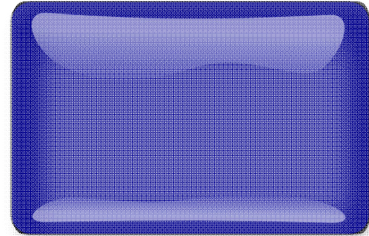
#### A. Read these sentences.

1. The circle is white.
2. The triangle is purple.
3. The diamond is blue.
4. The rectangle is red.

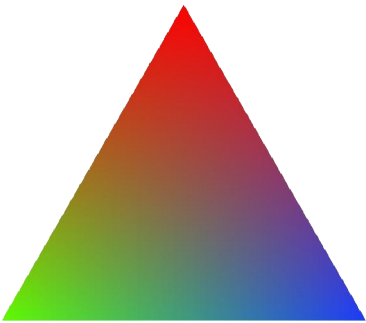
B. Now read these sentences and choose the circle the correct one.



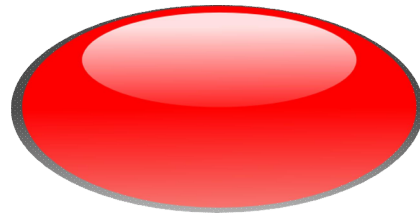
1. A diamond is like a circle.
2. A diamond has 4 sides



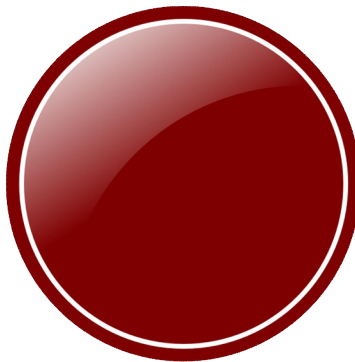
1. A rectangle has 4 sides.
2. A rectangle has 3 sides.



1. A triangle has 4 sides.
2. A triangle has 3 sides.



1. An oval is like a rectangle.
2. An oval is like an egg.



1. A circle is like an egg.
2. A circle is like a ball.



## Writing

A. Look at the pictures and write the answer of each question.



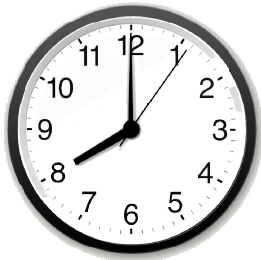
1. What time is it?  
It is twenty four past nine.



2. What time is it? \_\_\_\_\_



3. What time is it? \_\_\_\_\_



4. What time is it?  
\_\_\_\_\_



5. What time is it? \_\_\_\_\_



6. What time is it? \_\_\_\_\_

B. Make sentences for each picture. Look at the example.



1. He is a shopkeeper.



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



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



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



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



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

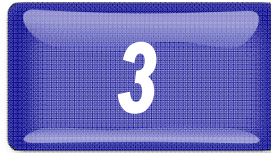
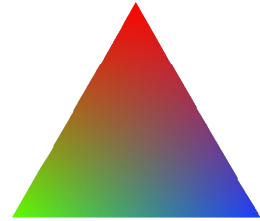


Practice spelling and writing the name of these pictures with your partner.

Example:

Nabi: Sami! How do you spell triangle?

Sami: t-r-i-a-n-g-l-e.



## Play with letters

Arrange the letters to meaningful words. Look at the example.

Example:

Prulpe      purple

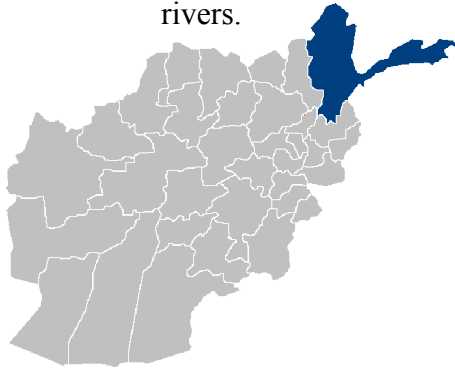
1.      Erd      \_\_\_\_\_
2.      Blcka      \_\_\_\_\_
3.      Bule      \_\_\_\_\_
4.      Ylelow      \_\_\_\_\_
5.      White      \_\_\_\_\_





## It is time to READ!

Maria: Afghanistan is such a beautiful country. I love it.  
 Nargis: Yes, I love it, too.  
 Maria: Nargis! Have you ever visited Badakhshan?  
 Nargis: No, What it looks like?  
 Maria: Badakhshan is a mountainous province. It has also many large rivers.



Nargis: How is the weather there?  
 Maria: The weather is very cold and snowy in the winter. But, in summer it is really nice. People can ski in the winter.  
 Nargis: I love skiing. I wish I can visit there one day.  
 Maria: You can go with us next time.  
 Nargis: Thanks.



### Let's practice

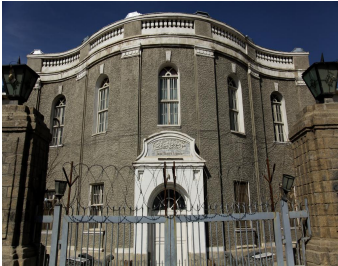
Practice the above dialogue with your partner.

# Ask and Answer

Answer the questions with the information from the dialogue.

1. Is Afghanistan a beautiful country?
2. Has Nargis ever visited Badakhshan?
3. What is Badakhshan looking like?
4. Does Badakhshan have mountains and big rivers?
5. How is the weather there?
6. What does Nargis love?
7. Can Maria take Nargis with her to Badakhshan?

## Listen and Repeat



museum



painting



sculpture



music



handicraft



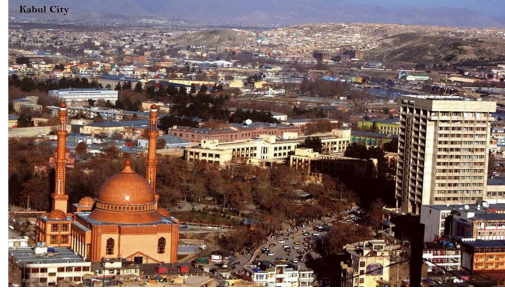
sewing

## Read and Choose

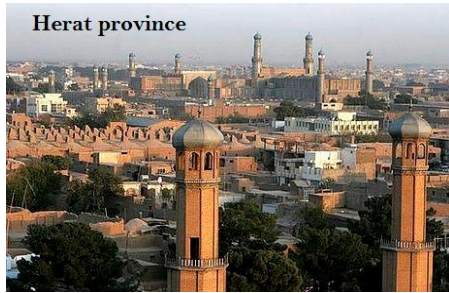
Read the sentences and choose the correct one.



1. Our country is Afghanistan.
2. Kabul is our country.



1. Kandahar is the capital of Afghanistan.
2. Kabul is the capital of Afghanistan.



1. Herat is a city.
2. Heart is a province.



1. There are many trees in the jungles.
2. There are houses in the jungles.



1. Mountain is full of wood.
2. Mountain is full of stone.

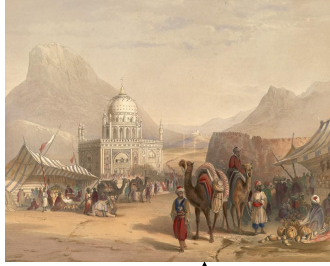


1. Birds live in the rivers.
2. Fish live in the rivers.



# LOOK and MATCH

Read the words and match them to their related pictures.



music

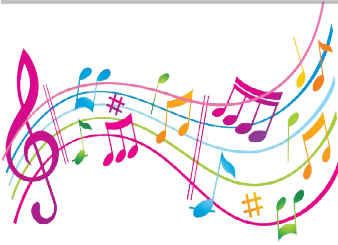
painting

sculpture

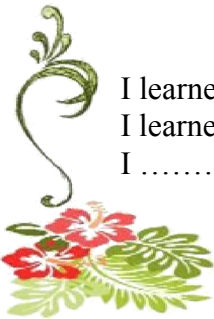
museum

sewing

handicraft



## What You Learned This Year!



I learned how to spell words.

I learned how to match pictures with their names.

I .....