



Ministry of Higher Education

Directorate of Curriculum

English Department

# English Language Course

For Newly Admitted Students to Universities

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## **Preface**

Educational institutions have the responsibility to educate students with high quality education that equips students with knowledge, skills and adherence to Islamic values. Therefore, the Ministry of Higher Education recently took an initiative to solve language problems for newly admitted students at the universities of Afghanistan.

As understanding national and international languages are essential, the Directorate of Curriculum of the Ministry of Higher Education held a nine-session committee of language professionals to develop curriculum for English, Arabic, Dari and Pashto languages so that students who join the first year at university can gain benefit from language learning courses.

The curriculum for English language has been developed in response to students' needs at universities. It is a comprehensive English learning course for those who join first year of university and have difficulty in the English language.

The English Language Course is designed according to Islamic principles, national values and particularly students' needs.

### **Introduction of the program**

The English Language Course is for newly admitted students at universities in Afghanistan. Students who have difficulty or want to improve English language can join the course for two semesters.

### **Vision**

To enable students to learn English language and acquire necessary skills in speaking, writing, grammar, vocabulary & reading in advanced level.

### **Description of the subject**

This English Language Course is a comprehensive program meticulously designed to equip students with a solid foundation in English language skills and proficiency. Through interactive lessons and engaging activities, students will actively participate in speaking, , reading, writing, grammar, and vocabulary exercises tailored to their specific level of proficiency.

Each unit of the course is carefully crafted around a specific theme, such as numbers and counting, family and friends, daily activities, colours and shapes, food and drinks, and

hobbies and leisure activities. These thematic units provide a contextual framework for language learning, making the content more relatable and meaningful for students.

The course is supplemented by a meticulously designed textbook that aligns with the students' current level of knowledge. Each unit comprises a comprehensive set of exercises and activities focused on speaking, reading, writing, vocabulary, and grammar. These activities are designed to be both educational and enjoyable, encouraging students to participate creatively in tasks such as dialogues, audio comprehension exercises, pre- and post-reading activities, paragraph writing, and sentence analysis. Throughout the course, students will have the opportunity to engage in both individual and collaborative work, fostering an interactive and dynamic learning environment. This approach not only enhances language acquisition but also promotes teamwork, communication skills, and confidence in using English across various contexts and situations.

### **Learning objectives:**

By learning this course, students will be able to:

1. Communicate effectively in English language through active speaking activities, so the students will gain required skill in speaking compatible to their level.
2. Demonstrate reading comprehension abilities by analysing and interpreting a variety of reading texts on diverse topics.
3. Express ideas clearly and coherently in written form by applying the skills acquired through guided practice in sentence construction and paragraph writing.
4. Apply a comprehensive understanding of English grammar rules from basic to intermediate level.
5. Expand English vocabulary repertoire by learning and effectively utilizing words and phrases related to various themes, topics, and real-life situations.

### **Expected outcomes:**

By completing this course, the students are expected to:

- Engage confidently in everyday conversations and discussions in English language, demonstrating fluency and effective communication skill appropriate to their level of proficiency.

- Produce well-structured and coherent written works, such as sentences and paragraphs, formal letters and more.
- Exhibit a strong command of English grammar and its nuances, enabling them to communicate with accuracy and precision in both spoken and written contexts in intermediate level.
- Possess an extensive vocabulary base, allowing them to express themselves with clarity and sophistication on a diverse range of subjects in intermediate level.

### **Teaching and learning methods:**

This course employs a student-centred, communicative approach to language learning, incorporating a variety of teaching and learning strategies to cater to different learning styles and preferences. The methodology is designed to create an immersive and engaging learning environment that fosters active participation, collaboration, and practical application of language skills.

- Interactive classroom activities, such as role-plays, group discussions, and presentations, are utilized to develop speaking proficiency. Students are encouraged to engage in authentic conversations, express their ideas, and actively listen to their peers, thereby enhancing their communication abilities in real-life contexts.
- The development of reading comprehension and critical thinking skills is facilitated through the close reading passages. Students are guided to employ various reading strategies, such as skimming, scanning, inferencing, and contextual analysis, to deepen their understanding and make meaningful connections with the material.
- Writing skills are nurtured through a process-oriented approach, which includes guided practice and peer feedback. Students are exposed to various writing genres, and are supported in developing their writing process, from brainstorming and outlining to drafting, revising, and editing.
- Explicit grammar instruction is provided, with a focus on contextualizing grammatical concepts within authentic language contexts. Students engage in interactive exercises, error analysis, and practical applications to solidify their understanding and accurate usage of grammar rules in spoken and written communication.
- Vocabulary acquisition is facilitated through thematic units, multimedia resources, and real-life contexts, promoting retention and effective usage of new words and

phrases. Students are encouraged to explore various vocabulary-building strategies, such as word associations, root analysis, and contextual clues, to expand their lexical repertoire.

### **Evaluation methods:**

Students' progress and mastery of course objectives are evaluated through a combination of formative and summative assessments, designed to provide comprehensive feedback and measure their language proficiency across various domains.

- Role-plays and in-class discussions serve as assessments for speaking proficiency. Students are evaluated on their fluency, pronunciation, vocabulary usage, and ability to effectively communicate ideas and engage in meaningful dialogues.
- Reading comprehension is assessed through quizzes, literary analysis assignments, critical response papers, and presentations. These assessments measure students' ability to comprehend and analyze various texts, make inferences, and critically evaluate ideas and arguments.
- Writing skills are evaluated through writing portfolios, consisting of various compositions, such as paragraphs and essays. These portfolios are assessed for content, organization, language use, adherence to conventions, and the demonstration of a clear writing process.
- Grammatical competence is measured through grammar quizzes and integrated grammar assessments within writing assignments. Students are evaluated on their ability to apply grammatical rules accurately and appropriately in both spoken and written contexts.
- Vocabulary assessments, including tests and integrated tasks, focus on students' definitional knowledge and contextual usage of words and phrases introduced throughout the course.
- Additionally, formative assessments, such as in-class exercises, quizzes, and active participation, are incorporated throughout the course to provide ongoing feedback and facilitate continuous learning and improvement.



## Semester wise Tables

### First Year/First Semester

Number	Subject	Code	Category	Number of credits	Weekly teaching hours			Responsible Department
					Theory	practical	Field	
1	<b>Grammar</b>	LL. En. 0105	Basic	1	Theory	practical	Field	English
2	<b>Speaking</b>	LL. En. 0104	Basic	1	30%	70%		English
3	<b>Reading</b>	LL. En. 0103	Basic	1	30%	70%		English
4	<b>Writing</b>	LL. En. 0102	Basic	1	30%	70%		English
5	<b>Vocabulary</b>	LL. En. 0101	Basic	1	30%	70%		English
<b>Total</b>	75 credits per semester							

## Semester wise Tables

### First Year/Second Semester

Number	Subject	Code	Category	Number of credits	Weekly teaching hours			Responsible Department
					Theory	practical	Field	
1	<b>Grammar</b>	LL. En. 0105	Basic	1	Theory	practical	Field	English
2	<b>Speaking</b>	LL. En. 0104	Basic	1	30%	70%		English
3	<b>Reading</b>	LL. En. 0103	Basic	1	30%	70%		English
4	<b>Writing</b>	LL. En. 0102	Basic	1	30%	70%		English
5	<b>Vocabulary</b>	LL. En. 0101	Basic	1	30%	70%		English
<b>Total</b>	75 credits per semester							

## Syllabus and Weekly Teaching Plan of (English) Subject

University:	
Faculty	
Department	English Language
Subject's code	
Number Credits:	5 per week
Subject category	Inclusive
Pre-requisite:	
Semester:	1

### Unit 1: The Alphabet

#### Writing:

Lowercase letters

Uppercase letters

Digraphs

Vowel and consonant letters (sounds)

Letter to word

#### Vocabulary:

Classroom related words

#### Speaking:

Self-introduction (My name is...)

#### Grammar:

Indefinite articles (**a/an**)

Introduction to (**Be**) verbs

Subject pronouns (**I, you, we, they, he, she it**)

Demonstrative pronouns (**this/that**)

### Unit 2: Greeting

#### Writing:

How to use digraphs? (sh, ch, gh, kh, oo, oa, ai)

#### Vocabulary:

Fruits (10 – 20) items of fruit names

**Speaking:**

Say where you're from

**Grammar:**

**Be verbs** in negative and question

The use of **Where, What** and **When**

The use of **these** and **those**

**Unit 3: Talk about your family****Grammar:**

**Have/ has**

Object pronouns

**Me, us, you, him, her, it, them**

Noun: **Singular** and **plural** noun / **common** and **proper** noun

**Reading:**

Living Online

**Writing:**

Using capital letters (two rules)

**Speaking:**

Talk about you and your family members' belongings

**Vocabulary:**

Stationary

**Unit 4 Talk about your home****Grammar:**

There is / There are

WH: **How, why, who**

'S and S'

**Reading:**

One Man, 52 Jobs

**Writing:**

The use of **period/full stop**

**Vocabulary:**

One man, 52 Jobs (vocabulary)

**Speaking:**

Describe your school life

**Unit5: Family and Friends**

**Speaking:** Talk/Ask & Answer about your family and friends.

Grammar: WH (**which, whose, how**)

**Adjective**

(Sahim, 2022, p 61)

**Reading:**

Working Holiday

**Vocabulary:** Family Relationships and (e.g., mother, brother, friend)

**Writing:** Sentence structure (subject + verb +object/complement)

**Unit Six: Daily Activities****Grammar:**

Verb (regular and irregular verbs)

Simple Present Tense (Verb + s, es, ies) with he, she & it and singular noun in affirmative sentences

**Speaking:**

Talk about weekend activities

**Reading:**

The World of Sports (Are Sports Important?)

**Writing:**

The use of comma, question mark and exclamation marks

**Vocabulary:**

Colors

**Unit 7: Clothes and Shapes****Grammar:**

Prepositions (in, on, at)

Simple Present Tense (verb + V1) for I, you, we, they and plural nouns

**Reading:** Lifelong Learning

**Speaking:**

Talk about your favourite foods and drinks

**Vocabulary:**

Transportation related words

**Writing:**

The use of **colon** and **semicolon**

**Unit Eight: My dream job****Grammar:**

Formation of Adjective:

Simple Present Tense (question and negative) with yes and no answers.

Use of simple present tense

**Speaking:**

Talk about your dream job/business

**Reading:**

Travel (A postcard from Hong Kong)

**Writing:**

What is paragraph?

**Vocabulary:**

Travel (A postcard from Hong Kong) vocabulary

**Unit 9: Food and Drinks****Grammar:**

Adverb (time, place, manner)

Present Continuous Tense with affirmative structure.

**Reading:**

Remarkable People (A Real Life Superhero)

**Speaking:**

What school subjects do/did you like? Why? Explain.

**Listening:**

Listening: **L1:** What's Jesse's favourite food? (American English Files Starter Unit 5B);

**L2:** Café's around the world

**Writing:**

Basic parts of a paragraph

**Vocabulary:**

Remarkable People (A Real Life Superhero) vocabulary

## **Unit 10: Hobbies and Leisure Activities**

**Grammar:**

Adverbs of Frequency

Present Continuous Tense (negative and questions with yes/no answers)

**Speaking:**

Talk about learning English language

**Reading:**

True Life Stories (Face to Face with Chupacabra: An Interview)

**Writing:**

Writing topic sentence for a paragraph

**Listening:**

- Listening: **L1:** What's Jesse's favorite food? (American English Files Starter Unit 5B); **L2:** Café's around the world

**Vocabulary:**

True Life Stories (Face to Face with Chupacabra: An Interview)

Vocabulary

## **Unit 11: Smart Technology**

**Grammar:**

Gradable adjective

Conjunctions (and, but & so)

**Speaking:**

Talk about Internet. How to use Internet the best?

Speaking: Talking About Hobbies and Leisure Activities, Expressing Likes and Dislikes

**Reading:**

World Cup Blog

**Writing:**

Supporting sentences of a paragraph

**Listening:**

**Vocabulary:**

World Cup Block (vocabulary)

## **Unit 12: Weather and Seasons**

**Grammar:**

Conjunctions (**or**, for, yet, nor)

Introduction to Simple Past Tense

**Writing:**

Writing concluding sentence for paragraph

**Reading:**

Running the Distance

**Vocabulary:**

Running the Distance reading vocabulary

**Listening:**

Listening: Understanding Weather Forecasts and Seasonal Changes

## **Unit 13: Animals and Pets**

**Grammar:**

Asking and telling time

Simple Past Tense (affirmative and negative structures)

**Reading:**

At the Movies: Bollywood

**Writing:**

Paragraph format

**Speaking:**

Talk about your primary school time.

**Vocabulary:**

At the Movies: Bollywood (vocabulary)

## **Unit 14: Transportation**

**Grammar:**

Past progressive Tense (affirmative, negative and question structures)

**Reading:**

Are you a healthy eater? From select reading

**Listening:**

Following directions exercises, listening to and giving directions to various places

**Writing:**

Paragraph formatting

**Speaking:**

Describe your activities of the previous week

## **Unit 15: Community and Places**

**Grammar:**

Present perfect tense

**Writing:**

Paragraph unity and coherence

**Reading:**

Dream Homes

**Listening:**

Listening: Holiday music, descriptions of cultural celebrations

Vocabulary:

Dream Homes (vocabulary)



Weeks	Content	Hours per Week			
1	<p><b>Unit 1: The Alphabet</b></p> <p><b>Writing:</b>  Lowercase letters  Uppercase letters  Digraphs  Vowel and consonant letters (sounds)  Letter to word</p> <p><b>Vocabulary:</b>  Classroom related words</p> <p><b>Speaking:</b>  Self-introduction (My name is...)</p> <p><b>Grammar:</b>  Indefinite articles (<b>a/an</b>)  Introduction to (<b>Be</b>) verbs  Subject pronouns (<b>I, you, we, they, he, she it</b>)  Demonstrative pronouns (<b>this/that</b>)</p> <p><u><a href="#">Sources:</a></u>  <b>Writing:</b>  <a href="https://soundenglish.org/step-1-learn-the-symbols/uppercase-and-lowercase-letters/">https://soundenglish.org/step-1-learn-the-symbols/uppercase-and-lowercase-letters/</a>  <a href="https://www.teachstarter.com/us/blog/what-is-a-digraph-understanding-this-phonics-building-block-2/">https://www.teachstarter.com/us/blog/what-is-a-digraph-understanding-this-phonics-building-block-2/</a></p> <p><b>Vocabulary:</b>  <a href="https://relatedwords.org/relatedto/classroom">https://relatedwords.org/relatedto/classroom</a></p> <p><b>Speaking:</b>  <a href="https://tokyo.globalindianschool.org/blog-details/self-introduction-in-english">https://tokyo.globalindianschool.org/blog-details/self-introduction-in-english</a></p> <p><b>Grammar:</b>  The verb Be (Seaton, 2013, p. 159)  Indefinite articles (a/an) (Sahim, 2022, p. 89)  Demonstrative pronouns (<b>this/that</b>) (Sahim, 2022, p. 52)  subject pronouns (Sahim, 2022, p. 52)</p>	Theory	Practical	Field Work	Total
2	<p><b>Unit 2: Greeting</b></p> <p><b>Writing:</b>  How to use digraphs? (sh, ch, gh, kh, oo, oa, ai)</p> <p><b>Vocabulary:</b>  Fruits (10 – 20) items of fruit names</p> <p><b>Speaking:</b>  Say where you're from</p> <p><b>Grammar:</b>  <i>Be verbs</i> in negative and question  The use of <b>Where, What</b> and <b>When</b>  The use of <b>these</b> and <b>those</b>  <b>Be verbs</b> in negative and question</p> <p><u><a href="#">Sources:</a></u>  <b>Writing:</b>  <a href="https://www.youclevermonkey.com/2016/07/teaching-digraphs.html">https://www.youclevermonkey.com/2016/07/teaching-digraphs.html</a></p> <p><b>Vocabulary:</b>  <a href="https://www.berries.com/blog/types-of-fruit">https://www.berries.com/blog/types-of-fruit</a></p>				

	<p><b>Grammar:</b>  <b>Be verbs</b> in negative and question  <a href="https://www.grammarly.com/blog/to-be/">https://www.grammarly.com/blog/to-be/</a>  The use of <b>Where, What</b> and <b>When</b>  <a href="https://basicenglishspeaking.com/wh-questions/">https://basicenglishspeaking.com/wh-questions/</a>  The use of <b>these</b> and <b>those</b>  <a href="https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/these-those">https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/these-those</a></p>		
3	<p><b>Unit 3: Talk about your family</b></p> <p><b>Grammar:</b>  <b>Have/ has</b>  Object pronouns  <b>Me, us, you, him, her, it, them</b>  Noun: <b>Singular</b> and <b>plural</b> noun / <b>common</b> and <b>proper</b> noun</p> <p><b>Reading:</b>  Living Online</p> <p><b>Writing:</b>  Using capital letters</p> <p><b>Speaking:</b>  Talk about you and your family members' belongings</p> <p><b>Vocabulary:</b>  Stationary  <b>Sources:</b></p> <p><b>Grammar:</b>  <b>Have/ has</b>  <a href="https://preply.com/en/blog/has-vs-have/">https://preply.com/en/blog/has-vs-have/</a></p> <p>Object pronouns  <b>Me, us, you, him, her, it, them</b>  <a href="https://byjus.com/english/object-pronouns/#:~:text=Object%20pronouns%20are%20those%20words,%2C%20her%2C%20it%20and%20them.">https://byjus.com/english/object-pronouns/#:~:text=Object%20pronouns%20are%20those%20words,%2C%20her%2C%20it%20and%20them.</a></p> <p>Noun: <b>Singular</b> and <b>plural</b> noun / <b>common</b> and <b>proper</b> noun  <a href="https://www.yourdictionary.com/articles/common-proper-nouns">https://www.yourdictionary.com/articles/common-proper-nouns</a>  <a href="https://byjus.com/english/common-noun-and-proper-noun-exercises/">https://byjus.com/english/common-noun-and-proper-noun-exercises/</a></p> <p><b>Reading:</b>  Living Online  (Anderson, N. J, p 11)</p> <p><b>Writing:</b>  Using capital letters (two rules)  <a href="https://www.scribbr.com/language-rules/capitalization-rules/#:~:text=In%20English%2C%20a%20capital%20letter,first%20word%20after%20a%20colon.">https://www.scribbr.com/language-rules/capitalization-rules/#:~:text=In%20English%2C%20a%20capital%20letter,first%20word%20after%20a%20colon.</a></p> <p><b>Speaking:</b>  Talk about you and your family members' belongings</p> <p><b>Vocabulary:</b>  Stationary  <a href="https://www.pinterest.com/pin/list-of-stationery-items-in-english-with-images-581808845630790998/">https://www.pinterest.com/pin/list-of-stationery-items-in-english-with-images-581808845630790998/</a></p>		

4	<p><b>Unit 4 Talk about your home</b></p> <p><b>Grammar:</b> There is / There are WH: <b>How, why, who</b> 'S and S'</p> <p><b>Reading:</b> One Man, 52 Jobs</p> <p><b>Writing:</b> The use of <b>period/full stop</b></p> <p><b>Vocabulary:</b> One man, 52 Jobs (vocabulary)</p> <p><b>Speaking:</b> Describe your school life</p> <p><u><b>Sources:</b></u></p> <p><b>Grammar:</b> There is / There are <a href="https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/using-there-there-are#:~:text=We%20use%20there%20is%20to,a%20restaurant%20in%20the%20station.">https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/using-there-there-are#:~:text=We%20use%20there%20is%20to,a%20restaurant%20in%20the%20station.</a></p> <p>WH: <b>How, why, who</b> <a href="https://ellii.com/blog/wh-questions">https://ellii.com/blog/wh-questions</a></p> <p>'S and S' <a href="https://www.oxfordlearnersdictionaries.com/grammar/online-grammar/possessive-s-and-s">https://www.oxfordlearnersdictionaries.com/grammar/online-grammar/possessive-s-and-s</a></p> <p><b>Reading:</b> One Man, 52 Jobs (Anderson, J, N 2013, p 31)</p> <p><b>Writing:</b> <a href="https://www.bbc.co.uk/bitesize/articles/zmdnrd#:~:text=Full%20stops%20and%20commas,separates%20parts%20of%20a%20sentence.">https://www.bbc.co.uk/bitesize/articles/zmdnrd#:~:text=Full%20stops%20and%20commas,separates%20parts%20of%20a%20sentence.</a> The use of <b>period/full stop</b> Seaton, A, p 557)</p> <p><b>Vocabulary:</b> One man, 52 Jobs (vocabulary)</p>		
5	<p><b>Unit5: Family and Friends</b></p> <p><b>Speaking:</b> Talk/Ask &amp; Answer about your family and friends. Grammar: WH (<b>which, whose, how</b>)</p> <p><b>Adjective</b> (Sahim, 2022, p 61)</p> <p><b>Reading:</b> Working Holiday</p> <p><b>Vocabulary:</b> Family Relationships and (e.g., mother, brother, friend)</p> <p><b>Writing:</b> Sentence structure (subject + verb +object/complement)</p> <p><u><b>Sources:</b></u></p> <p><b>Reading:</b> Anderson N. J, p 37</p> <p><b>Vocabulary:</b> <a href="https://www.google.com/search?q=family+related+relationships+names&amp;sca_esv=e94c6552adb81b09&amp;sca_upv=1&amp;rlz=1C1GCEU_enAF1092AF1092&amp;sxsrf=ACQVn0-yKbd0Pv-Y099NpNG9wj9FrZrkaA%3A1713422004016&amp;ei=tL4gZpdTlcDA8A_f3LHgCA&amp;ved=0ahUKewiX_ZivksuFAxUVIBAIHV9uDIwQ4dUDCBA&amp;uact=5&amp;">https://www.google.com/search?q=family+related+relationships+names&amp;sca_esv=e94c6552adb81b09&amp;sca_upv=1&amp;rlz=1C1GCEU_enAF1092AF1092&amp;sxsrf=ACQVn0-yKbd0Pv-Y099NpNG9wj9FrZrkaA%3A1713422004016&amp;ei=tL4gZpdTlcDA8A_f3LHgCA&amp;ved=0ahUKewiX_ZivksuFAxUVIBAIHV9uDIwQ4dUDCBA&amp;uact=5&amp;</a></p>		

	<p><a href="https://www.familyrelationships.com/names/egxnd3Mtd2l6LXNlcnAiImZhbWlseSByZWxhdGVkIHJlbGF0aW9uc2hpcHMgbyFtZXMyBRAhGKABMgUQIRigATIFECEYnwUyBRAhGJ8FSMIAUKEjWNgwcAF4AJABAjgBuQGgAbMIqgEDMC43uAEDyAEA-AEBmAIHoALVB8ICChAAGLADGNYEGEfCAggQABgWGB4YD8ICCxAAGIAEGIYDGIoFwgIIEAAYgAQYogSYAwCIBgQOBgiSBwMxLjagB_Aa&amp;scient=gws-wiz-serp">og=family+related+relationships+names&amp;gs_lp=Egxnd3Mtd2l6LXNlcnAiImZhbWlseSByZWxhdGVkIHJlbGF0aW9uc2hpcHMgbyFtZXMyBRAhGKABMgUQIRigATIFECEYnwUyBRAhGJ8FSMIAUKEjWNgwcAF4AJABAjgBuQGgAbMIqgEDMC43uAEDyAEA-AEBmAIHoALVB8ICChAAGLADGNYEGEfCAggQABgWGB4YD8ICCxAAGIAEGIYDGIoFwgIIEAAYgAQYogSYAwCIBgQOBgiSBwMxLjagB_Aa&amp;scient=gws-wiz-serp</a></p> <p><b>Writing:</b> Sentence structure (Butler,2014, p 5)  <b>Grammar:</b> (Sahim 2022 p 61-65)</p>		
6	<p><b>Unit Six: Daily Activities</b></p> <p><b>Grammar:</b>  Verb (regular and irregular verbs)  Simple Present Tense (Verb + s, es, ies) with he, she &amp; it and singular noun in affirmative sentences</p> <p><b>Speaking:</b>  Talk about weekend activities</p> <p><b>Reading:</b>  The World of Sports (Are Sports Important?)</p> <p><b>Writing:</b>  The use of comma, question mark and exclamation marks</p> <p><b>Vocabulary:</b>  Colors</p> <p><u><b>Sources:</b></u></p> <p>Verb (regular and irregular verbs)  <a href="https://languagetool.org/insights/post/grammar-regular-vs-irregular-verbs/">https://languagetool.org/insights/post/grammar-regular-vs-irregular-verbs/</a>  Simple Present Tense (Verb + s, es, ies) with He, She, It  <a href="https://dictionary.cambridge.org/grammar/british-grammar/present-simple-i-work">https://dictionary.cambridge.org/grammar/british-grammar/present-simple-i-work</a></p> <p><b>Reading:</b>  The World of Sports (Are Sports Important?)  (Anderson, N,J. 2013 P 49)</p> <p><b>Writing:</b>  The use of comma, question mark and exclamation marks  (Seaton, A 2013, p 555 – 569)</p> <p><b>Vocabulary:</b>  Colors  <a href="https://www.sherwin-williams.com/en-us/color/color-collections/top-50-colors">https://www.sherwin-williams.com/en-us/color/color-collections/top-50-colors</a>  (colors)  The World of Sports (Are Sports Important?) vocabulary</p>		
7	<p><b>Unit 7: Clothes and Shapes</b></p> <p><b>Grammar:</b>  Prepositions (<b>in, on, at</b>)  Simple Present Tense (verb + V1) for I, you, we, they and plural nouns</p> <p><b>Reading:</b> Lifelong Learning</p> <p><b>Speaking:</b>  Talk about your favourite foods and drinks</p> <p><b>Vocabulary:</b>  Transportation related words</p> <p><b>Writing:</b>  The use of <b>colon</b> and <b>semi colon</b></p>		

	<p><b>Sources:</b></p> <p><b>Reading:</b> Anderson N.J, p 45</p> <p><b>Grammar:</b> Prepositions (in, on, at) <a href="https://continuingstudies.uvic.ca/elc/studyzone/490/grammar/prepositions-time-in-at-on/">https://continuingstudies.uvic.ca/elc/studyzone/490/grammar/prepositions-time-in-at-on/</a> Simple Present Tense (verb + V1) for I, you, we, they and plural nouns <a href="https://www.englishcentral.com/blog/en/simple-present-tense-explanation-with-examples/">https://www.englishcentral.com/blog/en/simple-present-tense-explanation-with-examples/</a></p> <p><b>Vocabulary</b> <a href="https://www.google.com/search?q=transportation+related+words&amp;sca_esv=f99155e75c23de43&amp;sca_upv=1&amp;sxsrf=ACQVn0-JhHyE_6Mw4I2JYQBTkw7fB83O1Q%3A1713424290914&amp;source=hp&amp;ei=oscgZoD4NYOTwPAPp9WU8AU&amp;iflsig=ANes7DEAAAAAZiDVsrzpxvgGYnsunKzOm3nistQp1QSf&amp;ved=0ahUKEwiA0dTxsuFAxWDCRAIHacqBV4Q4dUDCBY&amp;uact=5&amp;oq=transportation+related+words&amp;gs_lp=Egdnd3Mtd2l6lhx0cmFuc3BvcnRhdGlvb2IyZWxhdGVkIHdvcnRzMgUQABiABDIKEAAyGAYQYFBiHAjIGEAAyFhgeMgYQABgWGB4yBhAAGBYHjIGEAAyFhgeMggQABgWGB4YDzIGEAAyFhgeSM04UABY7TRwAHgAkAECmAHrA6AB_i2qAQowLjE3LjYuMy4yuAEDyAEA-AEBmAIAoAKHKMICChAjGIAEGCcYigXCAgsQABiABBiRAhiKBcICCxAuGIAEGNEDGMcBwgIKEAAyGAYQYQxiKBcICCBAuGIAEGNQCwgIFEC4YgATCAgsQABiABBiGAXiKBcICCBAAGIAEGKIEmAAMakgcKMC4xNy42LjIuMaAH1dUB&amp;scIient=gws-wiz">https://www.google.com/search?q=transportation+related+words&amp;sca_esv=f99155e75c23de43&amp;sca_upv=1&amp;sxsrf=ACQVn0-JhHyE_6Mw4I2JYQBTkw7fB83O1Q%3A1713424290914&amp;source=hp&amp;ei=oscgZoD4NYOTwPAPp9WU8AU&amp;iflsig=ANes7DEAAAAAZiDVsrzpxvgGYnsunKzOm3nistQp1QSf&amp;ved=0ahUKEwiA0dTxsuFAxWDCRAIHacqBV4Q4dUDCBY&amp;uact=5&amp;oq=transportation+related+words&amp;gs_lp=Egdnd3Mtd2l6lhx0cmFuc3BvcnRhdGlvb2IyZWxhdGVkIHdvcnRzMgUQABiABDIKEAAyGAYQYFBiHAjIGEAAyFhgeMgYQABgWGB4yBhAAGBYHjIGEAAyFhgeMggQABgWGB4YDzIGEAAyFhgeSM04UABY7TRwAHgAkAECmAHrA6AB_i2qAQowLjE3LjYuMy4yuAEDyAEA-AEBmAIAoAKHKMICChAjGIAEGCcYigXCAgsQABiABBiRAhiKBcICCxAuGIAEGNEDGMcBwgIKEAAyGAYQYQxiKBcICCBAuGIAEGNQCwgIFEC4YgATCAgsQABiABBiGAXiKBcICCBAAGIAEGKIEmAAMakgcKMC4xNy42LjIuMaAH1dUB&amp;scIient=gws-wiz</a></p> <p><b>Writing:</b> The use of <b>colon</b> and <b>semi colon</b> <a href="https://miamioh.edu/hcwe/handouts/semicolons-colons/index.html">https://miamioh.edu/hcwe/handouts/semicolons-colons/index.html</a></p>		
8	<p><b>Unite Eight: My dream job</b></p> <p><b>Grammar:</b> Formation of Adjective: Simple Present Tense (question and negative) with yes and no answers. Use of simple present tense</p> <p><b>Speaking:</b> Talk about your dream job/business</p> <p><b>Reading:</b> Travel (A postcard from Hong Kong)</p> <p><b>Writing:</b> What is paragraph?</p> <p><b>Vocabulary:</b> Travel (A postcard from Hong Kong) vocabulary</p> <p><b>Sources:</b></p> <p><b>Grammar:</b> Formation of Adjective: Simple Present Tense (question and negative) with yes and no answers. Use of simple present tense (Sahim, 2022)</p> <p><b>Speaking:</b></p>		

	<p>Talk about your dream job/business</p> <p><b>Reading:</b> Travel (A postcard from Hong Kong) (Anderson J,N. p 59)</p> <p><b>Writing:</b> What is paragraph? <a href="https://writingexplained.org/grammar-dictionary/paragraph">https://writingexplained.org/grammar-dictionary/paragraph</a></p> <p><b>Vocabulary:</b> Travel (A postcard from Hong Kong) vocabulary</p>			
9	<p><b>Unit 9: Food and Drinks</b></p> <p><b>Grammar:</b> Adverb (<b>time, place, manner</b>) Present Continuous Tense with affirmative structure.</p> <p><b>Reading:</b> Remarkable People (A Real Life Superhero)</p> <p><b>Speaking:</b> What school subjects do/did you like? Why? Explain.</p> <p><b>Listening:</b> Listening: <b>L1:</b> What's Jesse's favourite food? (American English Files Starter Unit 5B); <b>L2:</b> Café's around the world</p> <p><b>Writing:</b> Basic parts of a paragraph</p> <p><b>Vocabulary:</b> Remarkable People (A Real Life Superhero) vocabulary</p> <p><b><u>Sources:</u></b></p> <p><b>Reading:</b> Remarkable People (A Real Life Superhero) (Anderson J,N, p 99)</p> <p><b>Listening:</b> (American English Files Starter Unit 5B)</p>			

10	<p><b>Unit 10: Hobbies and Leisure Activities</b></p> <p><b>Grammar:</b> Adverbs of Frequency Present Continuous Tense (negative and questions with yes/no answers)</p> <p><b>Speaking:</b> Talk about learning English language</p> <p><b>Reading:</b> True Life Stories (Face to Face with Chupacabra: An Interview)</p> <p><b>Writing:</b> Writing topic sentence for a paragraph</p> <p><b>Listening:</b> Listening: <b>L1:</b> What's Jesse's favorite food? (American English Files Starter Unit 5B); <b>L2:</b> Café's around the world</p> <p><b>Vocabulary:</b> True Life Stories (Face to Face with Chupacabra: An Interview) Vocabulary</p> <p><u><b>Sources:</b></u></p> <p><b>Reading:</b> True Life Stories (Face to Face with Chupacabra: An Interview) (Anderson N.J, p. 147)</p> <p><b>Listening:</b> (American English Files Starter Unit 5B)</p> <p><b>Writing</b> (Oshima &amp; Hogue, p. 54)</p> <p><b>Grammar:</b> Adverbs of Frequency (Sahim, p. 144) Present Continuous Tense (negative and questions with yes/no answers) (Sahim, p 199)</p>		
11	<p><b>Unit 11: Smart Technology</b></p> <p><b>Grammar:</b> Gradable adjective Conjunctions (<b>and, but &amp; so</b>)</p> <p><b>Speaking:</b> Talk about Internet. How to use Internet the best? Speaking: Talking About Hobbies and Leisure Activities, Expressing Likes and Dislikes</p> <p><b>Reading:</b> World Cup Blog</p> <p><b>Writing:</b> Supporting sentences of a paragraph</p> <p><b>Vocabulary:</b> World Cup Block (vocabulary)</p> <p><u><b>Sources:</b></u></p> <p><b>Grammar:</b> Gradable adjective (Sahim, p 73) Conjunctions (<b>and, but &amp; so</b>) (Sahim, p 173)</p>		

	<p><b>Reading:</b> World Cup Blog Anderson N,J. p 83)</p> <p><b>Writing:</b> (Oshima &amp; Hogue, p. 61)</p>		
12	<p><b>Unit 12: Weather and Seasons</b></p> <p><b>Speaking:</b> Talk about the value of education</p> <p><b>Grammar:</b> Conjunctions (<b>or, for, yet, nor</b>) Introduction to Simple Past Tense</p> <p><b>Writing:</b> Writing concluding sentence for paragraph</p> <p><b>Reading:</b> Running the Distance</p> <p><b>Vocabulary:</b> (Running the Distance reading) vocabulary</p> <p><u><b>Sources:</b></u></p> <p><b>Reading:</b> Running the Distance (Anderson, N,J, p. 121)</p> <p><b>Writing:</b> Writing concluding sentence for paragraph  (Oshima &amp; Hogue, p. 64)</p> <p><b>Grammar:</b> Conjunctions (<b>or, for, yet, nor</b>) (Sahim, p.173) Introduction to Simple Past Tense (Sahim, p. 185)</p>		
13	<p><b>Unit 13: Animals and Pets</b></p> <p><b>Grammar:</b> Asking and telling time Simple Past Tense (affirmative and negative structures)</p> <p><b>Reading:</b> At the Movies: Bollywood</p> <p><b>Writing:</b> Paragraph format</p> <p><b>Speaking:</b> Talk about your primary school time.</p> <p><b>Vocabulary:</b> At the Movies: Bollywood (vocabulary)</p>		



	<p><b><u>Sources:</u></b></p> <p><b>Grammar:</b>  <b>Asking and telling time</b>  <a href="https://englishlive.ef.com/en/blog/english-in-the-real-world/5-tips-telling-time-properly-english/">https://englishlive.ef.com/en/blog/english-in-the-real-world/5-tips-telling-time-properly-english/</a>  Simple Past Tense (affirmative and negative structures) (Sahim, p. 185)</p> <p><b>Reading:</b>  At the Movies: Bollywood  (Anderson, N.J. p.123)</p> <p><b>Vocabulary:</b>  At the Movies: Bollywood (vocabulary)</p> <p><b>Writing:</b>  Paragraph format  <a href="https://learn.lexiconic.net/para2.htm">https://learn.lexiconic.net/para2.htm</a></p>		
14	<p><b>Unit 14: Transportation</b></p> <p><b>Grammar:</b>  Past progressive Tense (affirmative, negative and question structures)</p> <p><b>Reading:</b>  Are you a healthy eater?  places</p> <p><b>Writing:</b>  Paragraph unity</p> <p><b>Speaking:</b>  Describe your activities of the previous week.</p> <p><b><u>Sources:</u></b></p> <p><b>Grammar:</b>  Past progressive Tense (affirmative, negative and question structures)  (Sahim, p 189)</p> <p><b>Reading:</b>  Are you a healthy eater?  (Lee, p. 9)</p> <p><b>Writing:</b>  Paragraph unity  <a href="https://www.thoughtco.com/guidelines-examples-and-exercises-1690568">https://www.thoughtco.com/guidelines-examples-and-exercises-1690568</a></p> <p><b>Speaking:</b>  Describe your activities of the previous week.</p>		
15	<p><b>Unit 15: Community and Places</b></p> <p><b>Grammar:</b>  Present perfect tense</p> <p><b>Writing:</b>  Paragraph coherence</p> <p><b>Reading:</b></p>		

<p>Dream Homes  <b>Listening:</b>  Listening: Holiday music, descriptions of cultural celebrations</p> <p>Vocabulary:  Dream Homes (vocabulary)</p> <p><b><u>Sources:</u></b></p> <p><b>Grammar:</b>  Present perfect tense</p> <p><b>Writing:</b>  Paragraph coherence</p> <p><b>Reading:</b>  Dream Homes</p> <p><b>Listening:</b></p> <p>Listening: Holiday music, descriptions of cultural celebrations</p> <p>Vocabulary:  Dream Homes (vocabulary)</p> <p><b><u>Sources:</u></b></p> <p><b>Grammar:</b>  Present perfect tense  (Sahim, p. 194)</p> <p><b>Writing:</b>  Paragraph coherence  <a href="https://www.studysmarter.co.uk/explanations/english/rhetoric/coherence-within-paragraphs/">https://www.studysmarter.co.uk/explanations/english/rhetoric/coherence-within-paragraphs/</a></p> <p><b>Reading:</b>  Dream Homes (Lee, p. 13)</p> <p><b>Listening:</b>  Listening: Holiday music, descriptions of cultural celebrations</p> <p>Vocabulary:  Dream Homes (vocabulary)</p>					

**References:**

Main sources	<p><b>Grammar:</b></p> <p>Seaton, A. (2013). <i>Focus on grammar</i>. Singapore: Scholastic Education International Singapore Private Limited.</p> <p>Sahim, N. (2022). <i>Professional English grammar</i>. Kabul: Aksos Book Store.</p> <p><b>Writing:</b></p> <p>Butler, L. (2014). Longman academic writing series (sentence to paragraph). New York: Pearson Education.</p> <p><b>Reading:</b></p> <p>Lee, L. (2011). <i>Select reading</i>. Oxford: Oxford University Press.</p> <p>Anderson N, J. (2013). <i>Actives skills for reading</i>. Boston: National Geographic learning.</p>
Secondary sources	<p>Swan, M. (2005). <i>Practical English usage</i>. Oxford: Oxford University Press.</p>

## Syllabus and Weekly Teaching Plan of (English) Subject

University::	
Faculty	
Department	English language
Subject's code	LL.En.
Number Credit:	5 per week
Subject category	Inclusive
Pre-request:	None
Semester:	2

### Unit 1: Holidays and Celebrations

#### Grammar:

Simple future tense with **will** and **be going to**

Simple future tense with present progressive tense

#### Writing:

Definition paragraph

#### Reading:

A City without Oil

#### Vocabulary:

A City without Oil (vocabulary)

#### Speaking:

Talk about the importance of environment

### Unit 2: Occupations and Jobs

#### Grammar:

Modal Auxiliary Verbs:

#### Can, Could, Must

**Speaking:** How to become a successful person?

#### Reading:

You Can't Please Everyone

#### Writing:

Simple and compound sentences

**Vocabulary:**

Vocabulary related to jobs and occupations

### **Unit 3: Technology and Gadgets**

**Speaking:**

Discussing Technology and Gadgets, Describing Their Uses

**Grammar:**

Modal Auxiliary Verbs: **may, might, should**

**Writing:**

Complex sentences

**Reading:**

Across the Desert

**Vocabulary:**

Technology and Gadget-related Terms (e.g., computer, smartphone, internet)

### **Unit 4: Environment and Nature**

**Grammar:**

**Used to, have to, had better**

**Speaking:** Talking About Nature and Environmental Issues, Describing Natural Phenomena

**Vocabulary:**

Environment-related Vocabulary

**Writing:**

Cause/Effect Paragraph

**Reading:**

Denmark Loves Bicycles

**Vocabulary:**

Environment-related Terms (e.g., tree, pollution, conservation)

### **Unit 5: Daily Life Skills**

**Speaking:**

Talking about customs and traditions in Afghanistan

**Grammar:**

Imperatives (**command** and **request**)

Future Progressive Tense

**Writing:**

Run on sentences

**Reading:**

A Passion for Cooking

**Vocabulary:**

A Passion for Cooking (vocabulary)

## **Unit 6: Travel and Tourism**

**Speaking:**

Talking About long-term vacation plan

**Grammar:**

The use of **would**

Future perfect tense

**Vocabulary**

Travel-related Vocabulary

**Writing:**

Transition signals and giving examples in paragraph

**Reading:**

Travel More, Spend Less

## **Unit 7: My Last Trip**

**Speaking:**

Talk about your last trip and experiences

**Grammar:**

Past simple vs. Present Perfect

**Reading:**

A Very Able Man

**Vocabulary:**

A Very Able Man vocabulary

**Writing:**

Introduction to Essay Writing

## **Unit 8: Places and Directions**

### **Speaking:**

Talk about watching television and the use of smart phone

### **Grammar:**

Reflexive pronouns

Future continuous tense

### **Reading:**

Emergency in the Air

### **Vocabulary:**

Emergency in the Air (vocabulary)

### **Writing:**

Writing Essay Introduction (hook, thesis statement)

## **Unit 9: Weather and Seasons**

### **Speaking:**

Describing weather conditions, talking about seasons

### **Grammar:**

Past perfect tense

### **Reading:**

University Admissions Around the World

### **Vocabulary:**

University Admissions Around the World  
(vocabulary)

### **Writing:**

Writing body paragraphs of an essay

## **Unit 10: Animals and Habitats**

### **Speaking:**

Talk about sports benefits

### **Grammar:**

Adverb of manner

Rules of question tag

**Reading:**

Learning to Speak

**Writing:**

Run on and comma splice sentences

**Vocabulary:**

Learning to Speak (vocabulary)

## **Unit 11: Transportation and Traveling**

**Grammar:**

**Transitive, intransitive and causative** verbs

Conditional Sentences (**first conditional**)

**Speaking:**

Talk about rights of parents according to Islam and their value.

**Reading:**

Culture Shock

**Writing:**

Essay Body and Conclusion

**Vocabulary:**

Culture Shock (vocabulary)

## **Unit 12: Health and Body Parts**

**Speaking:**

Talking about heart and brain as important body parts.

**Grammar:**

Conditional sentence (Second Conditional)

**Writing**

Writing process for essay

**Reading:**

Out to Lunch



**Vocabulary:**

Common human diseases

**Unit 13: Clothing and Fashion****Speaking:**

Talk about the best and worst traditions of Afghan people

**Grammar:**

Infinitive (full and bare infinitive)

**Writing:**

Basics of formal letter writing

**Reading:**

How to Make a Speech

**Vocabulary:**

How to Make a Speech (vocabulary)

**Unit 13: Clothing and Fashion****Speaking:**

Talk about the best and worst traditions of Afghan people

**Grammar:**

Infinitive (full and bare infinitive)

**Writing:**

Basics of formal letter writing

**Reading:**

How to Make a Speech

**Vocabulary:**

How to Make a Speech (vocabulary)

**Unit 14: Places and Directions****Grammar:**

Gerund and its functions

**Speaking:**

Talk about importance of getting education in Afghanistan

**Reading:**

Letters of Application

**Vocabulary:**

Vocabulary related common plants

**Writing:**

Email writing basics

**Unit 15: Holidays and Celebrations****Speaking:**

Talking about negative impact of video games.

**Grammar:**

An introduction to passive voice (simple present tense)

**Writing:**

Job application letter

**Reading:**

Public Attitudes Toward Science

**Vocabulary:**

Public Attitudes Toward Science (vocabulary)

**Syllabus and Weekly Teaching Plan of (English) Subject**

Weeks	Contents	Number of Credits	Theoretic	Practica	Total
1	<p><b>Unit 1: Holidays and Celebrations</b></p> <p><b>Grammar:</b> Simple future tense with <b>will</b> and <b>be going to</b> Simple future tense with present progressive tense</p> <p><b>Writing:</b> Definition paragraph</p> <p><b>Reading:</b> A City without Oil</p> <p><b>Vocabulary:</b> A City without Oil (vocabulary)</p> <p><b>Speaking:</b> Talk about the importance of environment</p> <p><u><a href="#">Sources:</a></u></p>				

	<p><b>Grammar:</b> Simple future tense with <b>will</b> and <b>be going to</b> Simple future tense with present progressive tense</p> <p><a href="https://dictionary.cambridge.org/grammar/british-grammar/future-be-going-to-i-am-going-to-work">https://dictionary.cambridge.org/grammar/british-grammar/future-be-going-to-i-am-going-to-work</a></p> <p><b>Writing:</b> Definition paragraph (Oshima &amp; Hogue, 2014, p. 121)</p> <p><b>Reading:</b> A City without Oil (Lee, 2012. P. 25)</p> <p><b>Vocabulary:</b> A City without Oil (vocabulary)</p> <p><b>Speaking:</b> Talk about the importance of environment</p>				
2	<p><b>Unit 2: Occupations and Jobs</b></p> <p><b>Grammar:</b> Modal Auxiliary Verbs: <b>Can, Could, Must</b></p> <p><b>Speaking:</b> How to become a successful person?</p> <p><b>Reading:</b> You Can't Please Everyone (Lee, 2012. P. 31)</p> <p><b>Writing:</b> Simple and compound sentences</p> <p><b>Vocabulary:</b> Vocabulary related to jobs and occupations</p> <p><b><u>Sources:</u></b></p> <p><b>Grammar:</b> Modal Auxiliary Verbs: <b>Can, Could, Must</b></p> <p><b>Speaking:</b> (Sahim, 2022. p. 114)</p> <p>How to become a successful person?</p> <p><b>Reading:</b> You Can't Please Everyone</p>				

	<p><b>Writing:</b> Simple and compound sentences <a href="https://www.bbc.co.uk/bitesize/articles/zbvqky#z3797v4">https://www.bbc.co.uk/bitesize/articles/zbvqky#z3797v4</a></p> <p><b>Vocabulary:</b> Vocabulary related to jobs and occupations <a href="https://promova.com/english-vocabulary/occupations-and-jobs-english-vocabulary">https://promova.com/english-vocabulary/occupations-and-jobs-english-vocabulary</a></p>			
3	<p><b>Unit 3: Technology and Gadgets</b></p> <p><b>Speaking:</b>  Discussing Technology and Gadgets, Describing Their Uses</p> <p><b>Grammar:</b> Modal Auxiliary Verbs: <b>may, might, should</b></p> <p><b>Reading:</b> Across the Desert</p> <p><b>Writing:</b> Complex sentences</p> <p><b>Vocabulary:</b> Technology and Gadget-related Terms (e.g., computer, smartphone, internet)</p> <p><b><u>Sources:</u></b></p> <p><b>Speaking:</b>  Discussing Technology and Gadgets, Describing Their Uses</p> <p><b>Grammar:</b> Modal Auxiliary Verbs: <b>may, might, should</b> (Sahim, 2022, p. 114)</p> <p><b>Reading:</b> Across the Desert (Lee, 2012. P. 37)</p> <p><b>Writing:</b> Complex sentences <a href="https://www.bristol.ac.uk/academic-language/media/BEAP/3.4/index.html#:~:text=A%20complex%20sentence%20is%20made,indicating%20sophisticated%20connections%20between%20ideas.">https://www.bristol.ac.uk/academic-language/media/BEAP/3.4/index.html#:~:text=A%20complex%20sentence%20is%20made,indicating%20sophisticated%20connections%20between%20ideas.</a></p> <p><b>Vocabulary:</b></p>			

	<p>Technology and Gadget-related Terms (e.g., computer, smartphone, internet)</p> <p><a href="https://7esl.com/technological-gadgets-vocabulary/">https://7esl.com/technological-gadgets-vocabulary/</a></p>				
4	<p><b>Unit 4: Environment and Nature</b></p> <p><b>Grammar:</b> Used to, have to, had better</p> <p><b>Speaking:</b> Talking About Nature and Environmental Issues, Describing Natural Phenomena</p> <p><b>Vocabulary:</b> Environment-related Vocabulary</p> <p><b>Writing:</b> Cause/Effect Paragraph</p> <p><b>Reading:</b> Denmark Loves Bicycles</p> <p><b>Vocabulary:</b> Environment-related Terms (e.g., tree, pollution, conservation)</p> <p><b><u>Sources:</u></b></p> <p><b>Grammar:</b> Used to, have to, had better</p> <p><a href="https://sparkleenglish.com/have-to-vs-had-better/">https://sparkleenglish.com/have-to-vs-had-better/</a></p> <p><b>Speaking:</b> Talking About Nature and Environmental Issues, Describing Natural Phenomena</p> <p><b>Vocabulary:</b> Environment-related Vocabulary</p> <p><a href="https://www.englishclub.com/glossaries/environment-vocab.php">https://www.englishclub.com/glossaries/environment-vocab.php</a></p> <p><b>Writing:</b> Cause/Effect Paragraph (Oshima &amp; Hogue, 2014, p. 148)</p> <p><b>Reading:</b> Denmark Loves Bicycles (Lee, 2012. P. 43)</p>				

5

## Unit 5: Daily Life Skills

### Speaking:

Talking about customs and traditions in Afghanistan

### Grammar:

Imperatives (**command** and **request**)

Future Progressive Tense

### Writing:

Run on sentences

### Reading:

A Passion for Cooking

### Vocabulary:

A Passion for Cooking (vocabulary)

### Sources:

#### Speaking:

Talking about customs and traditions in Afghanistan

#### Grammar:

Imperatives (**command** and **request**)

<https://www.speako.club/grammar/imperative-sentences-speakoclub>

Future Progressive Tense

<https://www.studysmarter.co.uk/explanations/english/english-grammar/future-progressive-tense/#:~:text=The%20form%20of%20future%20progressive,specific%20time%20in%20the%20future.>

#### Writing:

Run on sentences

<https://www.niu.edu/writingtutorial/punctuation/run-on-sentences.shtml#:~:text=A%20run%20on%20sentence%20occurs,proper%20punctuation%20or%20appropriate%20conjunctions.>

#### Reading:

A Passion for Cooking

(Lee, 2012. P. 49)

#### Vocabulary:

A Passion for Cooking (vocabulary)

6	<p><b>Unit 6: Travel and Tourism</b></p> <p><b>Speaking:</b> Talking About long-term vacation plan</p> <p><b>Grammar:</b> The use of <b>would</b> Future perfect tense</p> <p><b>Vocabulary</b> Travel-related Vocabulary</p> <p><b>Writing:</b> Transition signals and giving examples in paragraph</p> <p><b>Reading:</b> Travel More, Spend Less</p> <p><u><i>Sources:</i></u></p> <p><b>Speaking:</b> Talking About long-term vacation plan</p> <p><b>Grammar:</b> The use of <b>would</b> <a href="https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/will-would#:~:text=We%20use%20would%20as%20the,have%20to%20take%20the%20train.">https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/will-would#:~:text=We%20use%20would%20as%20the,have%20to%20take%20the%20train.</a></p> <p><b>Future perfect tense</b> <a href="https://www.lsi.edu/en/future-perfect-tense#:~:text=The%20future%20perfect%20tense%20is,will%20have%20for%20all%20subjects.">https://www.lsi.edu/en/future-perfect-tense#:~:text=The%20future%20perfect%20tense%20is,will%20have%20for%20all%20subjects.</a></p> <p><b>Vocabulary</b> Travel-related Vocabulary <a href="https://www.thoughtco.com/travel-vocabulary-esl-4176622">https://www.thoughtco.com/travel-vocabulary-esl-4176622</a></p> <p><b>Writing:</b> Transition signals and giving examples in paragraph <a href="https://www.student.unsw.edu.au/transition-signals-writing#:~:text=What%20are%20transition%20signals%3F,between%20parts%20of%20your%20writing.">https://www.student.unsw.edu.au/transition-signals-writing#:~:text=What%20are%20transition%20signals%3F,between%20parts%20of%20your%20writing.</a></p> <p><b>Reading:</b> Travel More, Spend Less (Lee, 2012. P. 55)</p>				
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7	<p><b>Unit 7: My Last Trip</b></p> <p><b>Speaking:</b> Talk about your last trip and experiences</p> <p><b>Grammar:</b> Past simple vs. Present Perfect</p> <p><b>Reading:</b> A Very Able Man</p> <p><b>Vocabulary:</b> A Very Able Man vocabulary</p> <p><b>Writing:</b> Introduction to Essay Writing</p> <p><b><u>Sources:</u></b></p> <p><b>Speaking:</b> Talk about your last trip and experiences</p> <p><b>Grammar:</b> Past simple vs. Present Perfect</p> <p><a href="https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/ppvpast/#:~:text=The%20present%20perfect%20is%20used,the%20time%20period%20HAS%20finished.">https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/ppvpast/#:~:text=The%20present%20perfect%20is%20used,the%20time%20period%20HAS%20finished.</a></p> <p><b>Reading:</b> A Very Able Man (Lee, 2012. P. 61)</p> <p><b>Vocabulary:</b> A Very Able Man vocabulary</p> <p><b>Writing:</b> Introduction to Essay Writing <a href="https://libguides.newcastle.edu.au/how-to-write-an-essay/essay-introduction">https://libguides.newcastle.edu.au/how-to-write-an-essay/essay-introduction</a></p>				
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8

## Unit 8: Places and Directions

### Speaking:

Talk about watching television and the use of smart phone

### Grammar:

Reflexive pronouns

Future continuous tense

### Reading:

Emergency in the Air

### Vocabulary:

Emergency in the Air (vocabulary)

### Writing:

Writing Essay Introduction (hook, thesis statement)

### Sources:

### Speaking:

Talk about watching television and the use of smart phone

### Grammar:

Reflexive pronouns

<https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/reflexive-pronouns#:~:text=Reflexive%20pronouns%20are%20words%20like.a%20verb%20are%20the%20same.>

### Future continuous tense

<https://www.grammarly.com/blog/future-continuous-tense/>

### Reading:

Emergency in the Air

(Lee, 2012. P. 73)

### Vocabulary:

Emergency in the Air (vocabulary)

### Writing:

Writing Essay Introduction (hook, thesis statement)

<https://www.linkedin.com/advice/3/how-do-you-create-hook-thesis-statement-grabs-your-readers>

9	<p><b>Unit 9: Weather and Seasons</b></p> <p><b>Speaking:</b> Describing weather conditions, talking about seasons</p> <p><b>Grammar:</b> Past perfect tense</p> <p><b>Reading:</b> University Admissions Around the World</p> <p><b>Vocabulary:</b>  University Admissions Around the World (vocabulary)</p> <p><b>Writing:</b> Writing body paragraphs of an essay</p> <p><u><a href="#">Sources:</a></u></p> <p><b>Speaking:</b> Describing weather conditions, talking about seasons</p> <p><b>Grammar:</b> Past perfect tense <a href="https://www.grammarly.com/blog/past-perfect/">https://www.grammarly.com/blog/past-perfect/</a></p> <p><b>Reading:</b> University Admissions Around the World (Lee, 2012. P. 79)</p> <p><b>Vocabulary:</b>  University Admissions Around the World (vocabulary)</p> <p><b>Writing:</b> Writing body paragraphs of an essay <a href="https://www.masterclass.com/articles/how-to-write-a-body-paragraph-for-an-essay">https://www.masterclass.com/articles/how-to-write-a-body-paragraph-for-an-essay</a></p>				
10	<p><b>Unit 10: Animals and Habitats</b></p> <p><b>Speaking:</b> Talk about sports benefits</p> <p><b>Grammar:</b> Adverb of manner Rules of question tag</p> <p><b>Reading:</b></p>	2	2	0	2

	<p>Learning to Speak  <b>Writing:</b>  Run on and comma splice sentences</p> <p><b>Vocabulary:</b>  Learning to Speak (vocabulary)</p> <p><u><a href="#">Sources:</a></u></p> <p><b>Speaking:</b>  Talk about sports benefits</p> <p><b>Grammar:</b>  Adverb of manner  <a href="https://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-manner">https://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-manner</a></p> <p>Rules of question tag  <a href="https://www.geeksforgeeks.org/question-tag-rules-with-examples/">https://www.geeksforgeeks.org/question-tag-rules-with-examples/</a></p> <p><b>Reading:</b>  Learning to Speak</p> <p>Culture Shock (Lee &amp; Gundersen, p.31)</p> <p><b>Writing:</b>  Run on and comma splice sentences  <a href="https://stlcc.edu/student-support/academic-success-and-tutoring/writing-center/writing-resources/commasplices-runons.aspx">https://stlcc.edu/student-support/academic-success-and-tutoring/writing-center/writing-resources/commasplices-runons.aspx</a></p> <p><b>Vocabulary:</b>  Learning to Speak (vocabulary)</p>				
1 1	<p><b>Unit 11: Transportation and Traveling</b></p> <p><b>Grammar:</b>  <b>Transitive, intransitive and causative verbs</b>  Conditional Sentences (<b>first conditional</b>)</p> <p><b>Speaking:</b>  Talk about rights of parents according to Islam and their value.</p> <p><b>Reading:</b>  Culture Shock</p> <p><b>Writing:</b>  Essay Body and Conclusion</p> <p><b>Vocabulary:</b>  Culture Shock (vocabulary)</p>	2	2	0	2

	<p><b><u>Sources:</u></b></p> <p><b>Grammar:</b>  <b>Transitive, intransitive and causative</b> verbs  Conditional Sentences (<b>first conditional</b>)</p> <p><a href="https://www.ef.com/wwen/english-resources/english-grammar/type-1-conditional/">https://www.ef.com/wwen/english-resources/english-grammar/type-1-conditional/</a></p> <p><b>Speaking:</b>  Talk about rights of parents according to Islam and their value.</p> <p><b>Reading:</b>  Culture Shock (Lee &amp; Gundersen, p. 51)</p> <p><b>Writing:</b>  Essay Body and Conclusion</p> <p><a href="https://lsa.umich.edu/content/dam/sweetland-assets/sweetland-documents/WritingGuides/HowDoIWriteAnIntroConclusionAndBodyParagraph.pdf">https://lsa.umich.edu/content/dam/sweetland-assets/sweetland-documents/WritingGuides/HowDoIWriteAnIntroConclusionAndBodyParagraph.pdf</a></p> <p><b>Vocabulary:</b>  Culture Shock (vocabulary)  Culture Shock (Lee &amp; Gundersen, p. 51)</p>				
1 2	<p><b>Unit 12: Health and Body Parts</b></p> <p><b>Speaking:</b>  Talking about heart and brain as important body parts.</p> <p><b>Grammar:</b>  Conditional sentence (Second Conditional)</p> <p><b>Writing</b>  Writing process for essay</p> <p><b>Reading:</b>  Out to Lunch</p> <p><b>Vocabulary:</b>  Common human diseases</p>	2	2	0	2
1 3	<p><b>Unit 13: Clothing and Fashion</b></p> <p><b>Speaking:</b>  Talk about the best and worst traditions of Afghan people</p> <p><b>Grammar:</b>  Infinitive (full and bare infinitive)</p> <p><b>Writing:</b></p>	2	2	0	2

	<p>Basics of formal letter writing</p> <p><b>Reading:</b> How to Make a Speech</p> <p><b>Vocabulary:</b> How to Make a Speech (vocabulary)</p> <p><u><i>Sources:</i></u></p> <p><b>Speaking:</b> Talk about the best and worst traditions of Afghan people</p> <p><b>Grammar:</b> Infinitive (full and bare infinitive) <a href="https://www.grammarly.com/blog/infinitives/">https://www.grammarly.com/blog/infinitives/</a></p> <p><b>Writing:</b> Basics of formal letter writing <a href="https://www.grammarly.com/blog/how-to-write-a-letter/">https://www.grammarly.com/blog/how-to-write-a-letter/</a></p> <p><b>Reading:</b> How to Make a Speech Culture Shock (Lee &amp; Gundersen, p. 81)</p> <p><b>Vocabulary:</b> How to Make a Speech (vocabulary)  Culture Shock (Lee &amp; Gundersen, p. 81)</p>				
1 4	<p><b>Unit 14: Places and Directions</b></p> <p><b>Grammar:</b> Gerund and its functions</p> <p><b>Speaking:</b> Talk about importance of getting education in Afghanistan</p> <p><b>Reading:</b> Letters of Application</p> <p><b>Vocabulary:</b> Vocabulary related common plants</p> <p><b>Writing:</b> Email writing basics</p> <p><u><i>Sources:</i></u></p> <p><b>Grammar:</b> Gerund and its functions <a href="https://www.speako.club/grammar/grammar-gerund-what-is-function">https://www.speako.club/grammar/grammar-gerund-what-is-function</a></p> <p><b>Speaking:</b> Talk about importance of getting education in Afghanistan</p>	2	2	0	2

	<p><b>Reading:</b> Letters of Application (Lee &amp; Gundersen, p. 51)</p> <p><b>Vocabulary:</b> Vocabulary related common plants</p> <p><a href="https://www.thespruce.com/plants-a-to-z-5116344">https://www.thespruce.com/plants-a-to-z-5116344</a></p> <p><b>Writing:</b> Email writing basics</p> <p><a href="https://www.grammarly.com/blog/email-writing-tips/">https://www.grammarly.com/blog/email-writing-tips/</a></p>				
1 5	<p><b>Unit 15: Holidays and Celebrations</b></p> <p><b>Speaking:</b> Talking about negative impact of video games.</p> <p><b>Grammar:</b> An introduction to passive voice (simple present tense)</p> <p><b>Writing:</b> Job application letter</p> <p><b>Reading:</b> Public Attitudes Toward Science</p> <p><b>Vocabulary:</b> Public Attitudes Toward Science (vocabulary)</p> <p><b>Sources:</b></p> <p><b>Speaking:</b> Talking about negative impact of video games.</p> <p><b>Grammar:</b> An introduction to passive voice (simple present tense) <a href="https://www.englishcentral.com/blog/en/present-simple-passive-voice-explanation-with-examples/">https://www.englishcentral.com/blog/en/present-simple-passive-voice-explanation-with-examples/</a></p> <p><b>Writing:</b> Job application letter/ cover letter</p> <p><b>Reading:</b> Public Attitudes Toward Science (Lee &amp; Gundersen, p. 121)</p> <p><b>Vocabulary:</b> Public Attitudes Toward Science (vocabulary) (Lee &amp; Gundersen, p. 121) <a href="https://www.theafricadumela.org/cover-">https://www.theafricadumela.org/cover-</a></p>	2	2	0	2

	<a href="http://letter/?gad_source=1&amp;gclid=CjwKCAjwrIixBhBbEiwACEqDJVGxhjCSKOvonOwLhMIj3xM6lQDeqZLagaYgn6MjKBw1CEtQWd-jaxoCfUUQAvD_BwE">letter/?gad_source=1&amp;gclid=CjwKCAjwrIixBhBbEiwACEqDJVGxhjCSKOvonOwLhMIj3xM6lQDeqZLagaYgn6MjKBw1CEtQWd-jaxoCfUUQAvD_BwE</a>				
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<b>References:</b>	
<b>Main sources</b>	<p><b>Grammar:</b></p> <p>Seaton, A. (2013). <i>Focus on grammar</i>. Singapore: Scholastic Education International Singapore Private Limited.</p> <p>Sahim, N. (2022). <i>Professional English grammar</i>. Kabul: Aksos Book Store.</p> <p><b>Writing:</b></p> <p>Butler, L. (2014). Longman academic writing series (sentence to paragraph). New York: Pearson Education.</p> <p><b>Reading:</b></p> <p>Lee, L. (2011). <i>Select reading (elementary)</i>. Oxford: Oxford University Press.</p> <p>Lee, L. (2011). <i>Select reading (intermediate)</i>. Oxford: Oxford University Press.</p> <p>Anderson N, J. (2013). <i>Actives skills for reading</i>. Boston: National Geographic learning.</p>
<b>Secondary sources</b>	<p>Swan, M. (2005). <i>Practical English usage</i>. Oxford: Oxford University Press.</p>
<b>Websites</b>	

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