



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	Grammar	LL. En. 0105	Basic	1	Theory	practical	Field	English
2	Speaking	LL. En. 0104	Basic	1	30%	70%		English
3	Reading	LL. En. 0103	Basic	1	30%	70%		English
4	Writing	LL. En. 0102	Basic	1	30%	70%		English
5	Vocabulary	LL. En. 0101	Basic	1	30%	70%		English
Total	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	Grammar	LL. En. 0105	Basic	1	Theory	practical	Field	English
2	Speaking	LL. En. 0104	Basic	1	30%	70%		English
3	Reading	LL. En. 0103	Basic	1	30%	70%		English
4	Writing	LL. En. 0102	Basic	1	30%	70%		English
5	Vocabulary	LL. En. 0101	Basic	1	30%	70%		English
Total	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>Unit 1: The Alphabet</p> <p>Writing: Lowercase letters Uppercase letters Digraphs Vowel and consonant letters (sounds) Letter to word</p> <p>Vocabulary: Classroom related words</p> <p>Speaking: Self-introduction (My name is...)</p> <p>Grammar: Indefinite articles (a/an) Introduction to (Be) verbs Subject pronouns (I, you, we, they, he, she it) Demonstrative pronouns (this/that)</p> <p><u>Sources:</u> Writing: https://soundenglish.org/step-1-learn-the-symbols/uppercase-and-lowercase-letters/ https://www.teachstarter.com/us/blog/what-is-a-digraph-understanding-this-phonics-building-block-2/</p> <p>Vocabulary: https://relatedwords.org/relatedto/classroom</p> <p>Speaking: https://tokyo.globalindianschool.org/blog-details/self-introduction-in-english</p> <p>Grammar: The verb Be (Seaton, 2013, p. 159) Indefinite articles (a/an) (Sahim, 2022, p. 89) Demonstrative pronouns (this/that) (Sahim, 2022, p. 52) subject pronouns (Sahim, 2022, p. 52)</p>	Theory	Practical	Field Work	Total
2	<p>Unit 2: Greeting</p> <p>Writing: How to use digraphs? (sh, ch, gh, kh, oo, oa, ai)</p> <p>Vocabulary: Fruits (10 – 20) items of fruit names</p> <p>Speaking: Say where you're from</p> <p>Grammar: <i>Be verbs</i> in negative and question The use of Where, What and When The use of these and those Be verbs in negative and question</p> <p><u>Sources:</u> Writing: https://www.youclevermonkey.com/2016/07/teaching-digraphs.html</p> <p>Vocabulary: https://www.berries.com/blog/types-of-fruit</p>				

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

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

	<p>og=family+related+relationships+names&gs_l=Exgnd3Mtd2l6LXNlcnAiImZhbWlseSByZWxhdGVkIHJlbGF0aW9uc2hpcHMgbyFtZXMyBRAhGKABMgUQIRigATIFECEYnwUyBRAhGJ8FSMIAUKEjWNgcAF4AJABAjgBuQGgAbMIqgEDMC43uAEDyAEA-AEBmAIHoALVB8ICChAAGLADGNYEGEfCAggQABgWGB4YD8ICCxAAGIAEGIYDGIoFwgIIEAAYgAQYogSYAwCIBgQOBgiSBwMxLjagB Aa&scient=gws-wiz-serp</p> <p>Writing: Sentence structure (Butler,2014, p 5) Grammar: (Sahim 2022 p 61-65)</p>		
6	<p>Unit Six: Daily Activities</p> <p>Grammar: Verb (regular and irregular verbs) Simple Present Tense (Verb + s, es, ies) with he, she & it and singular noun in affirmative sentences</p> <p>Speaking: Talk about weekend activities</p> <p>Reading: The World of Sports (Are Sports Important?)</p> <p>Writing: The use of comma, question mark and exclamation marks</p> <p>Vocabulary: Colors</p> <p><u>Sources:</u></p> <p>Verb (regular and irregular verbs) https://languagetool.org/insights/post/grammar-regular-vs-irregular-verbs/ Simple Present Tense (Verb + s, es, ies) with He, She, It https://dictionary.cambridge.org/grammar/british-grammar/present-simple-i-work</p> <p>Reading: The World of Sports (Are Sports Important?) (Anderson, N,J. 2013 P 49)</p> <p>Writing: The use of comma, question mark and exclamation marks (Seaton, A 2013, p 555 – 569)</p> <p>Vocabulary: Colors https://www.sherwin-williams.com/en-us/color/color-collections/top-50-colors (colors) The World of Sports (Are Sports Important?) vocabulary</p>		
7	<p>Unit 7: Clothes and Shapes</p> <p>Grammar: Prepositions (in, on, at) Simple Present Tense (verb + V1) for I, you, we, they and plural nouns</p> <p>Reading: Lifelong Learning</p> <p>Speaking: Talk about your favourite foods and drinks</p> <p>Vocabulary: Transportation related words</p> <p>Writing: The use of colon and semi colon</p>		

	<p><u>Sources:</u></p> <p>Reading: Anderson N.J, p 45</p> <p>Grammar: Prepositions (in, on, at) https://continuingstudies.uvic.ca/elc/studyzone/490/grammar/prepositions-time-in-at-on/ Simple Present Tense (verb + V1) for I, you, we, they and plural nouns https://www.englishcentral.com/blog/en/simple-present-tense-explanation-with-examples/</p> <p>Vocabulary https://www.google.com/search?q=transportation+related+words&sca_esv=f99155e75c23de43&sca_upv=1&sxsrf=ACQVn0-JhHyE_6Mw4I2JYQBTkw7fB83O1Q%3A1713424290914&source=hp&ei=oscgZoD4NYOTwPAPp9WU8AU&iflsig=ANes7DEAAAAAZiDVsrzpxvgGYnsunKzOm3nistQp1QSf&ved=0ahUKEwiA0dTxmsuFAxWDCRAIHacqBV4Q4dUDCBY&uact=5&oq=transportation+related+words&gs_lp=Egdnd3Mtd2l6lhx0cmFuc3BvcnRhdGlvb2IyZWxhdGVkIHdvcnRzMgUQABiABDIKEAAyGAYQYFBiHAjIGEAAyFhgeMgYQABgWGB4yBhAAGBYHjIGEAAyFhgeMggQABgWGB4YDzIGEAAyFhgeSM04UABY7TRwAHgAkAECmAHrA6AB_i2qAQowLjE3LjYuMy4yuAEDyAEA-AEBmAIAoAKHKMICChAjGIAEGCcYigXCAgsQABiABBiRAhiKBcICCxAuGIAEGNEDGMcBwgIKEAAyGAYQYQxiKBcICCBAuGIAEGNQCwgIFEC4YgATCAgsQABiABBiGAXiKBcICCBAAGIAEGKIEmAAMakgcKMC4xNy42LjJlMaAH1dUB&scIient=gws-wiz</p> <p>Writing: The use of colon and semi colon https://miamioh.edu/hcwe/handouts/semicolons-colons/index.html</p>		
8	<p>Unite Eight: My dream job</p> <p>Grammar: Formation of Adjective: Simple Present Tense (question and negative) with yes and no answers. Use of simple present tense</p> <p>Speaking: Talk about your dream job/business</p> <p>Reading: Travel (A postcard from Hong Kong)</p> <p>Writing: What is paragraph?</p> <p>Vocabulary: Travel (A postcard from Hong Kong) vocabulary</p> <p><u>Sources:</u></p> <p>Grammar: Formation of Adjective: Simple Present Tense (question and negative) with yes and no answers. Use of simple present tense (Sahim, 2022)</p> <p>Speaking:</p>		

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

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

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

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

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

References:

Main sources	<p>Grammar:</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>Writing:</p> <p>Butler, L. (2014). Longman academic writing series (sentence to paragraph). New York: Pearson Education.</p> <p>Reading:</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>Unit 1: Holidays and Celebrations</p> <p>Grammar: Simple future tense with will and be going to Simple future tense with present progressive tense</p> <p>Writing: Definition paragraph</p> <p>Reading: A City without Oil</p> <p>Vocabulary: A City without Oil (vocabulary)</p> <p>Speaking: Talk about the importance of environment</p> <p><u>Sources:</u></p>				

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

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

	<p>Technology and Gadget-related Terms (e.g., computer, smartphone, internet)</p> <p>https://7esl.com/technological-gadgets-vocabulary/</p>				
4	<p>Unit 4: Environment and Nature</p> <p>Grammar: Used to, have to, had better</p> <p>Speaking: Talking About Nature and Environmental Issues, Describing Natural Phenomena</p> <p>Vocabulary: Environment-related Vocabulary</p> <p>Writing: Cause/Effect Paragraph</p> <p>Reading: Denmark Loves Bicycles</p> <p>Vocabulary: Environment-related Terms (e.g., tree, pollution, conservation)</p> <p><u>Sources:</u></p> <p>Grammar: Used to, have to, had better</p> <p>https://sparkleenglish.com/have-to-vs-had-better/</p> <p>Speaking: Talking About Nature and Environmental Issues, Describing Natural Phenomena</p> <p>Vocabulary: Environment-related Vocabulary</p> <p>https://www.englishclub.com/glossaries/environment-vocab.php</p> <p>Writing: Cause/Effect Paragraph (Oshima & Hogue, 2014, p. 148)</p> <p>Reading: 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>Unit 6: Travel and Tourism</p> <p>Speaking: Talking About long-term vacation plan</p> <p>Grammar: The use of would Future perfect tense</p> <p>Vocabulary Travel-related Vocabulary</p> <p>Writing: Transition signals and giving examples in paragraph</p> <p>Reading: Travel More, Spend Less</p> <p><u><i>Sources:</i></u></p> <p>Speaking: Talking About long-term vacation plan</p> <p>Grammar: The use of would https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/will-would#:~:text=We%20use%20would%20as%20the,have%20to%20take%20the%20train.</p> <p>Future perfect tense https://www.lsi.edu/en/future-perfect-tense#:~:text=The%20future%20perfect%20tense%20is,will%20have%20for%20all%20subjects.</p> <p>Vocabulary Travel-related Vocabulary https://www.thoughtco.com/travel-vocabulary-esl-4176622</p> <p>Writing: Transition signals and giving examples in paragraph https://www.student.unsw.edu.au/transition-signals-writing#:~:text=What%20are%20transition%20signals%3F,between%20parts%20of%20your%20writing.</p> <p>Reading: Travel More, Spend Less (Lee, 2012. P. 55)</p>				
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7	<p>Unit 7: My Last Trip</p> <p>Speaking: Talk about your last trip and experiences</p> <p>Grammar: Past simple vs. Present Perfect</p> <p>Reading: A Very Able Man</p> <p>Vocabulary: A Very Able Man vocabulary</p> <p>Writing: Introduction to Essay Writing</p> <p><u>Sources:</u></p> <p>Speaking: Talk about your last trip and experiences</p> <p>Grammar: Past simple vs. Present Perfect</p> <p>https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/ppvpast/#:~:text=The%20present%20perfect%20is%20used,the%20time%20period%20HAS%20finished.</p> <p>Reading: A Very Able Man (Lee, 2012. P. 61)</p> <p>Vocabulary: A Very Able Man vocabulary</p> <p>Writing: Introduction to Essay Writing https://libguides.newcastle.edu.au/how-to-write-an-essay/essay-introduction</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>Unit 9: Weather and Seasons</p> <p>Speaking: Describing weather conditions, talking about seasons</p> <p>Grammar: Past perfect tense</p> <p>Reading: University Admissions Around the World</p> <p>Vocabulary: University Admissions Around the World (vocabulary)</p> <p>Writing: Writing body paragraphs of an essay</p> <p><u>Sources:</u></p> <p>Speaking: Describing weather conditions, talking about seasons</p> <p>Grammar: Past perfect tense https://www.grammarly.com/blog/past-perfect/</p> <p>Reading: University Admissions Around the World (Lee, 2012. P. 79)</p> <p>Vocabulary: University Admissions Around the World (vocabulary)</p> <p>Writing: Writing body paragraphs of an essay https://www.masterclass.com/articles/how-to-write-a-body-paragraph-for-an-essay</p>				
10	<p>Unit 10: Animals and Habitats</p> <p>Speaking: Talk about sports benefits</p> <p>Grammar: Adverb of manner Rules of question tag</p> <p>Reading:</p>	2	2	0	2

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

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

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

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

	letter/?gad_source=1&gclid=CjwKCAjwrIixBhBbEiwACEqDJVGxhjCSKOvonOwLhMIj3xM6lQDeqZLagaYgn6MjKBw1CEtQWd-jaxoCfUUQAvD_BwE				
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References:	
Main sources	<p>Grammar:</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>Writing:</p> <p>Butler, L. (2014). Longman academic writing series (sentence to paragraph). New York: Pearson Education.</p> <p>Reading:</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>
Secondary sources	<p>Swan, M. (2005). <i>Practical English usage</i>. Oxford: Oxford University Press.</p>
Websites	

	Web site sources	<ul style="list-style-type: none"> • https://www.pinterest.com/pin/789537378427200952/ • https://www.flashcardsforkindergarten.com/wp-content/uploads/2021/09/BODY-PARTS-flashcards.pdf • https://learningenglish.voanews.com/a/everyday-grammar-simple-past-and-present-perfect/2752310.html • https://langeek.co/en/grammar/course/69/prepositions-of-place • https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions • https://wpvip.edutopia.org/wp-content/uploads/2022/10/edutopia-naturemapping-lesson5.pdf • https://english-practice.net/listening-exercises-a1-directions/ • https://langeek.co/en/grammar/course/19/past-perfect • vocabulary (sunny, rainy, windy, etc.), seasonal adjectives • https://www.excellentesl4u.com/esl-weather-writing.html • https://www.excellentesl4u.com/esl-weather-reading.html • https://www.learnenglisheveryday.com/esl-conversation-questions-animals/ • https://byjus.com/english/a-visit-to-a-zoo-paragraph/ • https://games4esl.com/animals-reading-comprehension-worksheet/ • https://learnenglishteens.britishcouncil.org/study-break/reading-zone/b1-graded-reading/animals-city-b1 • • Video link: https://www.youtube.com/watch?v=5WGDTOm3xRk • https://abpsncertsolutions.weebly.com/uploads/1/9/2/5/19250015/dialogue_writing.pdf • Grammar: Prepositions of place (in, on, at), basic directional phrases (go straight, turn left, etc.) https://www.englishclub.com/grammar/prepositions-place-at-in-on.php • Listening: Following directions exercises, listening to and giving directions to various places https://www.eslfast.com/robot/topics/college/collegelife23.htm • Writing: Writing directions to places, describing locations using prepositions • https://owl.purdue.edu/owl/general_writing/grammar/prepositions/prepositions_of_location_at_in_on.html • Reading: Maps, signs, and short passages describing different locations and how to get there. https://education.nationalgeographic.org/resource/mapping-the-storybooks/
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