2002

Afghans learn English, v.6

Vizārat-i Maʻārif

Center for Afghan Studies

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Afghans

LEARN ENGLISH

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In The Name of Allah, the Merciful and Compassionate

Preface

We know that our precious historically country of Afghanistan has been very distant from political, social and cultural stability and development due to the outsiders' manipulation of our nation in the previous years. However, we are grateful to God Almighty that with the efforts of the Afghan nation towards peace and the assistance of the United Nations and friendly countries, an Interim Authority (IA) has been established in our country to give an end to many tragic years. A tragedy that brought misery to our nation and scattered millions of our people to different parts of the world in exile and despair.

During these years, education and national awareness was broadly missing among our new generations. However, the IA has determined its objectives high for achieving the advancement in different sectors of our society. Among these is the major goal of establishing an education system for training refined, educated and alert Afghan citizens.

The IA has directed the Ministry of Education to work urgently on the establishment of an education system and national curriculum focusing the collective requirements within the current state of affairs in our nation. Ministry of Education further instructed the Department of Curriculum Design and Translation (DCDT) to undertake review of the available curriculum according to the societal requirements and the policies of the IA. In response to this, the DCDT established a commission to look into the issue of making the new national curriculum of schooling for the students and teachers. The commission comprised of Afghan educated personnel in all fields. This commission, keeping in focus the nation's priorities and needs of education, divided the task of responding to those needs in three levels: urgent, short term and long term.

In the first (urgent) level, the textbooks already designed by the Education Center of Afghanistan (ECA/ESSP) were reviewed for quick changes by the DCDT review team. Furthermore, with the financial assistance of the USAID and supervision of the University of Nebraska at Omaha, the textbooks were prepared for printing after having made the necessary changes.

The next stages of activity for designing the new curriculum are expected in near future. In the new education system, it is observed to focus on sources of knowledge that are beneficial to and are in collaboration with our society. Contents of our books should initiate creativity in the minds of our young generations and provide our youth with access to the enhancement of knowledge. Our youth should be aware of the new era's scientific and technological developments and should follow the new age with firm objectives for a better life.

Our hardworking teachers, who have a great responsibility towards the training of the new generations, will bear further liability in using this book such that with the grace of Allah they are able to accomplish their honest objectives in the best demeanors.

The Ministry of Education expects all qualified, experienced, educated and conversant personnel to offer their constructive suggestions and ideas in helping our writers for better outcomes. Ministry of Education is grateful to the USAID and all other organizations that have assisted in printing and distribution of the textbooks.
From the abundant surface water resources streaming down from the sky-hiking mountains in Afghanistan, sufficient electrical energy could be generated to illuminate all our schools as well as our houses.
AFGHANS LEARN ENGLISH SERIES

A Project of Teachers College Columbia University and the Institute of Education in Cooperation with the Ministry of Education of the Royal Government of Afghanistan.

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VOLUME SIX

Afghans Learn English 6 was produced cooperatively by the members of the English Language Program. Lois Hood Sastry produced the Oral Exercises; Stephen Darian, the Vocabulary Exercises; and Richard Chisholm, the Reading Comprehension Exercises. The Reading Exercises were produced by Charles Sauer, Ralph Goodell and Joseph Castellani. Mary Awad was responsible for the details in effecting the publication of the volume. Ruth Blake typed the manuscript. Mr. Ramazan Dehqanzada prepared the vernacular instructions in consultation with Dr. Jawed. The illustrations were drawn by Michael Young.

Special appreciation is due to Dr. Herman Hudson, Director of the English Language Program, to Dr. M. Rasool Tarakee, President of the Institute of Education, to Mr. Hamidollah Enayat Saraj, President of Compilation and Translation in the Ministry of Education, and finally to His Excellency Dr. Ali Ahmad Popal, Minister of Education, whose cooperation has made possible the publication of this book.
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Afghans Learn English 6 has been prepared for use in intermediate English classes in Afghanistan. It should be used after Afghans Learn English 5.

THE PURPOSE OF THIS BOOK

Afghans Learn English 6 is designed to teach students the following skills:

a. To read with accurate comprehension and to enjoy reading in English.

To accomplish this, Reading Comprehension Exercises have been provided which emphasize the following skills:

- getting the main idea from a reading passage;
- getting the supporting details from a passage;
- finding implied meanings in a reading passage;
- relating personal experience to a story.

b. To hear and read with understanding a number of new words and several new patterns.

To accomplish this, each new pattern is introduced in a series of carefully planned oral exercises designed to establish immediate understanding of the pattern in its appropriate contexts. In addition the new pattern is introduced and practiced in a series of short reading exercises designed to establish immediate recognition of the pattern for reading and to provide a number of natural reading contexts for the pattern. New words are introduced in listening and reading contexts and practiced orally and in writing.

c. To use in speech the English tenses which have been taught in the previous five books.

To accomplish this, each oral exercise, while introducing the new patterns, uses the old tenses in their several forms a number of times, thus providing continued practice of these patterns in meaningful contexts so that they may be maintained at the level of oral control. It is believed that even the weaker students will be able to use these patterns effectively in speech after completing these exercises under proper supervision.
SOME OUTSTANDING FEATURES OF THIS BOOK

This book has a number of important features which make it particularly helpful for Afghan students. Some of these are the following:

It contains extensive instructions in the vernacular languages.

Each exercise has explicit directions indicating its purpose and use. Students who do not have the privilege of a teacher will find the vernacular instructions helpful in following the progression of the lessons. Teachers will also find the instructions useful in planning their class work.

It emphasizes reading practice.

In a growing and rapidly advancing society, Afghan students must be able to read well and to make valid interpretations of technical material in English. This book provides a foundation in the skills of reading and in the basic structures of English for reading. The emphasis on reading provides extensive practice in the skill which will most valuably serve Afghan students in their search for technical knowledge through English.

It stresses interesting and enjoyable reading.

In order to encourage students to read in English, each unit in this book contains simple, interesting reading selections. It is hoped that the ability to read in English will open up to students a new world of enjoyable reading.

It introduces all new patterns orally before they are taught for reading.

It is assumed that the most effective means of teaching new grammatical patterns for reading is introducing them orally. This assists the students to gain speed in immediate recognition of the pattern both in reading and listening.

It provides extensive repetition of the new material to be learned.

The book has extensive exercises for the practice of each important item. There are several types of Oral Exercises for the introduction of the pattern. In addition, there are Grammar Reading Exercises which are especially designed to give the student many contacts with the new pattern in reading. Also there are a number of Vocabulary Exercises which introduce and practice new words.

It stresses practice of new items in appropriate contexts.
It is believed that students will gain the maximum benefit from their practice of a new pattern or word if they can practice it in situations in which the pattern or word is normally used. For this reason, the exercises in this book attempt to provide a maximum of practice for each new item in natural situations. The exercises emphasize practice in listening to and saying new patterns and in reading new patterns and new words in meaningful situations.

It avoids unnecessary confusion which could result from structural contrasts between English and the Afghan languages.

This book helps students learn English efficiently by giving special attention to the patterns and vocabulary which are especially difficult for Afghan students. Each new item in this book received consideration as to its basic difficulty for Afghan students. The difficult items, those which contrast with the patterns of the native Afghan languages, were given special attention. These items can thus be taught more efficiently without confusion with the contrastive structures of the Afghan languages.

It uses the similarities between English and the Afghan languages to help the students learn new materials without detailed instructions.

A few useful patterns have been introduced in the book as vocabulary items without special attention to their structure. No difficulty in learning to read them is expected since there are no difficult contrasts between these English patterns and the corresponding patterns of the Afghan languages. This enables the students to gain facility in reading a greater number of English patterns, so that they may sooner become familiar with a natural English style.

THE ORGANIZATION OF THIS BOOK

This book contains four units. Each unit has four lessons, two lessons of Grammar Exercises which introduce and practice two new patterns in speech and in reading; a lesson of Vocabulary Exercises which introduces and practices the use of new words, and a lesson of Reading Comprehension Exercises which uses the new words in reading selections and provides practice in the reading comprehension skills. It is suggested that the teacher attempt to complete each lesson in one or two days.

The Grammar Exercises are designed to introduce in speech and in reading one or two new grammar patterns and to practice other patterns orally which have been learned in previous books.
Each lesson of Grammar Exercises has four parts, I. "Introduction of the Pattern," II. "Practice of the Pattern," III. "Introduction of the Pattern for Reading," IV. "Practice of the Pattern for Reading."

I. "Introduction of the Pattern" is designed to familiarize students with the oral form of the pattern and to make the meaning of the pattern clear. This is done in four steps; Listening, Repetition, Explanation and additional Repetition.

In the first step, "Listening," the teacher repeats key sentences which illustrate the new pattern to be learned, showing the meaning of what he is saying by dramatizing, pointing to objects or people, or pointing out pictures in the book.

In the second step, "Repetition," the teacher has the students repeat the sentences which he introduced in the previous section, continuing to show the meaning of the sentences, as suggested in the lesson. The students repeat the sentences in unison at first, then individually as the teacher calls on them to recite. During the oral lesson, in order to save time, the students should not stand when they recite. They should learn to repeat the sentences immediately when the teacher points to them as they sit in their seats.

In the third step, "Explanation," the teacher has the students open their books and points out the important characteristics of the new pattern. The teacher may want to use the native language of the students as he comments on the characteristics of the pattern. This step should be done as quickly as possible in one or two minutes.

In the fourth step, "Repetition," the teacher has the students repeat more examples of the pattern showing the meaning of each sentence as suggested in the lesson.

II. "Practice of the Pattern" is designed to give the students an increased fluency in saying the pattern. These exercises, therefore, concentrate on mechanical repetition of the pattern under the teacher's close supervision.

The exercises in this section are Substitution Exercises. The Substitution Exercises consist of a series of sentences each followed by a list of words or phrases which can be substituted for a part of the sentence. Example:

I know the boy who is sitting there.
Substitutes for who is sitting there: who is studying, who is wearing a new sweater, who is absent today, who forgot his notebook, who lost his pencil.
The teacher should have the students practice the substitution exercises in the following way:

a. He should repeat the sentence which represents the pattern.
   Example:
   
   Teacher: I know the boy who is sitting there.

b. He should say the word or phrase which is to be substituted for a part of the sentence and then say the complete sentence using the new word in the sentence correctly.

   Example: Teacher: who is studying.
   I know the boy who is studying.
   etc.

c. He should give a word to each student to substitute correctly in the pattern following his example. The student should respond immediately.

   Example: Teacher: who is wearing a new sweater
   Student: I know the boy who is wearing a new sweater.
   Teacher: who is absent today
   Student: I know the boy who is absent today.

III. In "Introduction of the Pattern for Reading," a few examples of the patterns appear in a box or diagram illustrating the characteristics of the new pattern. The teacher should feel free to use the native language of the students in pointing out the characteristics of the new patterns if they have difficulty in understanding his comments in English. He should use only a minute or so in such explanation.

IV. In "Practice of the Pattern for Reading," there are a number of sentences and paragraphs in which the new patterns, as well as the new words are used in a variety of situations. The teacher should help the students do each of these exercises in the following way:

   Step 1. He should have the students read the sentence or paragraph silently. He should not allow them to read aloud or to translate into their native language.

   Example: The boy next to Habib is Karim.
   a. Who is next to Habib?
   b. Who is next to Karim?
Step 2: He should read a question to the class and have the students look for the correct answer to the question in the paragraph or sentence above. He should not tell the students the answer to the question. He should let them find the answer for themselves.

Step 3: He should ask a student to tell the answer to the question.

Step 4: He should have the students look for the part of the sentence which has the answer to the question.

Step 5: He should have one student point out to the class the part of the sentence which has the answer.

Example: Student: Karim is next to Habib.

Step 6: He should follow these directions for each of the questions after the sentence or paragraph.

The Vocabulary Exercises are designed to help students understand the meaning of the new words and to learn different grammatical use for words they know.

These exercises have three parts, I. "Introduction of New Vocabulary," II. "Practice of New Words," and III. "Word Study."

In "Introduction of New Vocabulary," each new word and its meaning is introduced in brief paragraphs which show its meaning and use. Sometimes with each translation there is a short explanation of the word which should clarify its meaning and use.

In II. "Practice of the New Vocabulary," the students practice using the new words in sentences from which the new words have been omitted. The students have to choose the new word which best completes the meaning of the sentences and then use the word in the blank. In some of the exercises the sentences have "Keys" for finding the correct answers. These should help the students avoid errors in making the correct choices until they become more familiar with the use of the new words.

The teacher should have the students do these exercises in the following way:

a. He should have the students read each sentence silently, trying to decide on the new word which can best be used in the blank.

b. He should have a student read the sentence using the correct
new word in the blank. He should not allow them to write their answers in the book.

c. He should have them write the sentences in their notebooks using the correct words in the blanks.

In III. "Word Study", there is a variety of activities reviewing words, usually in new situations, which have been learned before. Since there are several types of exercises in this part of the lesson, the teacher should carefully follow the instructions to each type of exercise. Before the students begin each exercise, the teacher should give several models of the activity which the students will perform in the exercise. He should have them do the exercise as suggested in the directions.

The Reading Comprehension Exercises are designed to teach students to read with accurate comprehension and to enjoy reading in English. The following skills are emphasized in this book:

Getting the main idea from a reading passage
In good paragraphs there is usually one main idea which all of the other things in the paragraph support. The students should learn to look for this main idea as they read each paragraph.

Getting the supporting details from a passage
In most good paragraphs all of the details support one main idea. After the students have found the main idea, they must be able to find the details in the passage that support it.

Relating the supporting details of a passage
In most good paragraphs, the organization of the details and their relation to the main idea is clear and obvious. The student should learn to follow this organization and to see this relation. He should learn to see the sequence in which the details occur in the paragraph as well as how they fit together to support the main idea. And he should learn to recognize the relative importance of details in a paragraph.

Finding the implied meaning from a reading passage
Most reading selections do not tell all the facts about a situation, nor do they tell all the results. For example, from a paragraph that describes the crops and vegetation of a country, a good reader should be able to guess or infer the climate of the country. Often an author wants the reader to realize that these situations exist and that these results happen. The students must learn how to make valid inferences about the things which are not actually
stated in a paragraph but which are useful for him to know.

Relating personal experience to a reading passage

In reading the story about the fire in the wheat, for example, they should appreciate how the boy felt when he was in the fire, as they recall how they have felt in a similar emergency. They should learn to appreciate how tired and happy the boy was when he finally put out the fire. A person who has had a little experience with such situations can easily appreciate the story.

Each lesson of reading comprehension exercises has one or more reading passages. These reading passages are presented in two ways: I. "Silent Reading" and II. "Questions for Comprehension."

I. "Silent Reading" contains the story or narrative. The students should read this story silently to themselves. The teacher should not read the story to them. He should not translate it. There are no new words or structures in this reading selection, so that the students should be able to read it easily and with good comprehension.

In some of the stories, words appear which have not been taught. The Persian meaning immediately follows these words in the sentence. The students should not be held responsible for learning these words.

II. "Questions for Comprehension" after the story are of four different kinds: Multiple-Choice Questions, Question-word Questions, True-False Questions, and Questions for Discussion. The Multiple-Choice Questions test the students' ability to find the main idea of the story or narrative, the details, and sometimes the relation of the details to each other. The questions are labeled so that the teacher can guide the students' development in each of the reading skills taught in the book. The Questions for Discussion are provided to help the students think about and talk about the implied meanings in the stories and to relate the reading passage to their own experiences. The teacher may find it necessary to carry on these discussions in the native language of the students.
...
First Pattern: A man **who** makes bread is a baker.

I. Introduction of the First Pattern

A.
1. A man who teaches is a teacher.
2. A man who makes bread is a baker.
3. A man who makes benches is a carpenter.
4. A man who sells things is a shopkeeper.
5. A man who flies an airplane is a pilot.
6. A man who has a cow and chickens is a farmer.
7. A man who writes books is a writer.
8. A man who sews clothes is a tailor.

B.

C.

D.

1. A tailor is a *man* who makes clothes.
2. A baker is a *man* who makes bread.
3. A shopkeeper is a man who sells things.
4. A carpenter is a man who makes benches.

5. (Abdul) is the boy who is sitting next to (Ghafar).
6. (Qasem) is the boy who is sitting in back of (Hamid).
7. (Ali) is the boy who is sitting in front of (Sediq).
8. The boy who is sitting next to (Ghafar) is (Abdul).
9. The boy who is sitting in back of (Qasem) is (Hamid).
10. The boy who is sitting in front of (Sediq) is (Ali).

II. Practice of the First Pattern

1. I know the boy who is sitting there.
   (who is studying, who is wearing a sweater, who is absent, who was late, who forgot his notebook, who lost his pencil, who can play a flute, who can answer the questions.)

2. The man who is sitting here is my friend.
   (a teacher, a doctor, an electrician, a carpenter, a baker, a gardener, a shopkeeper, a professor, a pilot, a mechanic, tired, angry, sad, happy, sick, intelligent, thirsty, brave, tall, lazy, hungry, famous, quiet, busy, short.)

3. The boy who is sitting here is my friend.
   (who is studying, who is talking, who is wearing a hat, who was absent, who was late, who forgot his homework, who lost his book, who can ride a bicycle, who can play a tambor, who can answer the questions.)

Second Pattern: The hat WHICH is on this desk belongs to Karim.

III. Introduction of the Second Pattern
UNIT ELEVEN
Lesson 41

A.

1. The briefcase which is on this desk belongs to (Karim).
2. The briefcase which is on that desk belongs to (Habib).
3. The briefcase which is there belongs to (Qasem).

B.

1. The pen which is red belongs to (Yusuf).
2. The pen which is yellow belongs to (Ismael).
3. The pen which is green belongs to (me).

C.

1. (Hakim) has a notebook which is new.
2. (Fazil) has a notebook which is old.
3. (Bashir) has a notebook which is clean.
4. (Razaq) has a notebook which is small.

D.

1. (Qurban) has a shirt which is white.
2. (Jabar) has a shirt which is blue.
3. (Naim) has a shirt which is yellow.
4. I'm using the book which is in my hand.
5. I'm not using the book which is on the desk.
6. The students like tests which are easy.
7. They don't like tests which are difficult.
8. The road which goes to Ghazni goes to Kandahar too.
9. The road which goes to Sarobi goes to Jalalabad too.
10. The road which goes to Charikar goes to Bamian too.

IV. Practice of the Second Pattern

1. I have a pen which is new.
   (pencil, notebook, hat, bicycle, book, flute, watch, jacket, rug, radio, map, tambor, shirt, magazine.)
2. I bought a book which was interesting.
   (lost, needed, found, liked, forgot, wanted, saw, was using.)
3. I read a story which was easy.
   (interesting, difficult, funny, sad, long, important, short.)

V. Introduction of the Patterns for Reading

1. A man who teaches is a teacher.
2. The boy who is sitting there is Abdullah.
3. The boy who is playing with the ball is Jabar.
4. The man that is sitting in this office is the principal.
5. The boy that was late is sick.
6. The hat which is on the desk belongs to Karim.
7. Hakim has a notebook which is new and clean.
8. The carpenter made the table which is in this room.
9. The coat that is on the chair belongs to Jamila.
10. The girl bought a new dress that was red and black.

**VI. Reading of the Patterns**

1. Hamid, Kabir, and Qasim are three men who are friends. Hamid is a man who flies an airplane. A man who has cows and chickens is a farmer. Kabir has cows and chickens; he is a farmer. He lives close to a river that brings water to the farm. Qasim is the man who lives in a yellow house. He is a doctor. A doctor is a man who helps people when they are sick.

   a. Who flies an airplane?
   b. What does a farmer have?
   c. Who is the man who lives close to a river?
   d. Where does the doctor live?
2. Thirty students are in the class. Hakim has a notebook which is new and clean. He always writes in the notebook with a pen. Qurban has a book which is blue. Jabar has a book which is white. Naim has a book which is old and brown. The book which is on the table belongs to Akram.

All of the students like tests which are easy. They don't like tests which are difficult. When the tests are difficult, they have to study the books which they use in school, for many hours.

a. Who has a new notebook?

b. What does Qurban have?

c. Who has a book which is on the table?

d. Do the students like difficult tests?

3. Men who teach are teachers. Teachers are men who work hard. They go to school for many years and study books which are often difficult. Sidiq Khan is a teacher. He teaches English to boys who are in the tenth class. Sidiq Khan likes his work. He likes to work with students who need help.

a. What does a teacher do?

b. What class does Sidiq Khan teach?

c. Do teachers work hard?

d. Do teachers read difficult books?

4. The hat which is on the table belongs to Hafiz. He bought it in Mazar-i-Sharif last year. The man who sold the hat to Hafiz had many beautiful hats. He had hats which were brown, hats which were black, and hats which were gray. Hafiz looked at many hats. He found one that he liked. He bought a hat which is brown.

a. Where is Hafiz's hat?

b. Who had many beautiful hats?

c. Did the man have brown hats?

d. Did the man have blue hats?

e. What color of hat did Hafiz buy?

5. There are always many people who visit the bazaar. They walk in the street and they stand in front of the shops. Yesterday a car was coming fast along the street. There were many people in the street but the car didn't slow down. The man who was driving the car was careless. The car hit a man who was riding a bicycle. The man fell
down, but the car did not kill the man. He tried to stand up, but he couldn't. Blood was coming from his nose. There were cuts on his face and on his body.

Many people soon came and stood around the man. A doctor who was walking along the street stopped and turned around. He came and looked at the man. He gave some medicine to the man and then he took him to the hospital. People who drive cars have to be careful.

a. Who was careless?
b. What hit the man who was riding a bicycle?
c. Did the man who was riding a bicycle fall down?
d. What did the man who fell down do?

6. Ghulam has a new bicycle which is very nice and he likes to ride it. One afternoon he saw his little brother Jabar who was playing with a ball. "Do you want a ride on my bicycle?" Ghulam asked.

"Yes, I do, thank you," said Jabar.

Ghulam put Jabar in front of him on the bicycle. They started to ride along the street. Ghulam rode very fast. Jabar didn't want to go fast and he started to cry. Ghulam laughed at Jabar. He didn't slow down. He didn't hear a car which was coming behind him. Suddenly Ghulam saw a gaudi in front of him. He tried to stop, but he couldn't. He couldn't because the car which was behind him was coming fast. The car came very close to the bicycle and almost hit it. Ghulam hit the gaudi. Ghulam and Jabar fell down. Jabar cried again. Ghulam wanted to cry but he didn't because he was a big boy.

Now Ghulam doesn't ride fast on his bicycle. He tries to be careful. He wants to ride safely.

a. What was Jabar doing when Ghulam saw him?
b. Did Ghulam hear the car which was coming behind him?
c. Did Ghulam see the gaudi which was in front of him?
UNIT ELEVEN
Lesson 41

d. What did Ghulam hit?
e. Does Ghulam ride fast on his bicycle now?

7. Every day many people help all of us. Their work is important because we need their help. We can't do our work without them. The men who make tables and benches for our school are carpenters. We need carpenters because we need tables and benches when we study in school. The men who bake bread are important because we can't live without bread. We need rice too. The farmers who grow rice are important.

We can't live without clothes either, so the tailors who make clothes are important. We can't live without houses, so the men who make walls are important. The men who make walls are masons. The men and women that work in hospitals are doctors and nurses. Their work is very important too, because all of us are sometimes sick. The men who fly airplanes are pilots. Their work is important because sometimes people have to travel to other countries of the world.

The work of all people is important. We cannot do our work without other people.

a. What do carpenters make?
b. Why are the men who make bread important?
c. Who are masons?
d. Why are tailors important?
e. Who works in hospitals?
f. What people do doctors and nurses help?

8. The letter which is on the table belongs to Akbar. He wrote it last night. Akbar is eight years old. He is learning to write. He writes with either a pencil or a pen. He likes to write in his notebooks and he likes to write letters.

Last night Akbar wrote a letter to his uncle who lives in Herat. He was careful and his letter was very neat. He put his letter in an envelope and he put two pictures in the envelope.

Today Akbar took his letter to the post office. The post office isn't close to his house. It is two miles away, but Akbar walked there. In the post office he went to a man who was behind a window. He gave the letter to the man.

"How heavy is the letter?" Akbar asked.

The man who was behind the window said that the letter was very heavy. He said that the letter needed several stamps. Akbar didn't have enough money. A man who was behind Akbar tried to give some
money to Akbar but Akbar didn't want to take the money. He brought the letter home. His father gave some money to him. Now he can buy enough stamps, so he is going to mail the letter tomorrow.

a. What does Akbar write with?
b. Where does Akbar's uncle live?
c. What did Akbar put in the envelope?
d. What man took Akbar's letter?
e. Did Akbar have enough money for stamps?
f. Who tried to give Akbar money?
UNIT ELEVEN

LESSON 42
Oral and Reading Grammar Exercises

The teacher WANTS THE STUDENTS TO WRITE the homework.
The teacher DOESN'T WANT KARIM TO TALK in class.
The teacher TOLD THE CLASS NOT TO TALK.
Does the teacher WANT THE STUDENTS TO WRITE the lesson?

First Pattern: The teacher WANTS THE STUDENTS TO WRITE their homework.

I. Introduction of the First Pattern

A. 1. The teacher wants the students to write their homework on Monday.
2. The teacher wants us to study this lesson.
3. The teacher wants us to learn all of the sentences.
4. He wants us to answer the questions.
5. The teacher told the students to study five lessons.
6. He told them to bring their English books to the test.
7. Fazil's mother told him to go to the bazaar.
8. She told him to bring some apples.
9. She told him to buy some rice.

ASK/ASKED: (ماست؟)

10. Salim asked his cook to boil some water.
11. He asked his cook to bring some sugar.
12. And he asked his cook to carry the tea to the living room.

B. 1. He wants them to write their homework.
2. He wants us to study this lesson.
3. He wants us to learn the sentences.
4. He wants us to answer questions.
5. He told the students to study.
6. He told them to bring their books.
7. She told him to go to the bazaar.
8. She told him to bring apples.
9. She told him to buy rice.
10. He asked his cook to boil water.
11. He asked him to bring sugar.
12. He asked him to carry the tea.

C.

The teacher WANTS HIS STUDENTS TO WRITE the homework.

D.

1. The doctor told Rahim to take some medicine.
2. The doctor told Rahim to go to bed.
3. The doctor is helping Rahim to become well.
4. Hafiz asked his friends to come to a party.
5. He told them to bring a radio.
6. Hafiz asked them to bring flutes too.
7. This boy wants his friend to go to the picnic.
8. He asked his friend to bring a ball.
9. Khalil asked his friend to show him the homework.

II. Practice of the First Pattern

1. The teacher wants the students to study this lesson.
   Substitutes for study this lesson: write the homework, answer these questions, bring their books, learn these words, write these sentences, read this story, look at some pictures, take a test, be quiet.
2. We asked Anwar to help us.
   Substitutes for Anwar: Hafiz, him, you, the teacher, Jamila, her, Nasim and Wali, those boys.

Second Pattern: The teacher DOESN'T WANT KARIM TO TALK.
   The teacher TOLD THE CLASS NOT TO TALK.

III. Introduction of the Second Pattern

A. The teacher doesn't want Karim to talk in class.

1. Karim is talking in class.
   The teacher doesn't want Karim to talk in class
2. These boys don't like to study.
   These boys don't want the teacher to give a test.
   They don't want the test to be difficult.
3. Taher is late today.
   The teacher doesn't like Taher to be late.
4. The students didn't bring their books to class.
   The teacher didn't tell the students to bring their books.
5. Aslam has a new bicycle.
   Aslam doesn't want his friends to ride it.
UNIT ELEVEN
Lesson 42

B. He doesn't want Karim to talk.
   1. They don't want him to give a test.
   2. They don't want it to be difficult.
   3. He doesn't like him to be late.
   4. He didn't tell the students to bring them.
   5. He doesn't want his friends to ride it.

C. The teacher DOESN'T want Karim to talk in class.

D. These students don't want the teacher to give the class a test.
   1. They don't want the teacher to give homework to them either.
   2. Arif's father doesn't want Arif to go to a party.
   3. He doesn't want Arif to play football.
   4. He doesn't want Arif to ride his bicycle.

E. The teacher didn't tell the students to play football.
   1. He didn't tell the students to have a picnic. He told them to study.
   2. They don't want him to give a test.
   3. They don't want him to give homework.
   4. He doesn't want Arif to go.
   5. He doesn't want him to ride the bicycle.
   6. He didn't tell them to play.
   7. He didn't tell them to have a picnic.
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1. My father told me not to go to the party.
2. The teacher wanted the students not to talk during the test.
3. He told them not to bring their notebooks to the test.
4. He asked us not to play near the classroom during the test.

IV. Practice of the Second Pattern

A.
1. The teacher doesn't want the students to be late.
   (be noisy, talk in class, bring their books today, write in their books, make mistakes, open their books, stay home, sleep in class.)
UNIT ELEVEN  
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2. I didn't ask Salim to help me.  
   (Kabir, my friend, my brother, Bashir and Wali, them,  
   Shafiqa, her, those girls.)

B. didn't  & doesn't, don't

Example: They wanted him to come.  
          They didn't want him to come.

1. The principal wants the boys to be late.  
2. We asked their family to come.  
3. I wanted him to help me.  
4. They want him to write a letter about it.  
5. His mother told him to do his work.

Third Pattern: Does the teacher WANT THE STUDENTS TO WRITE  
the homework?

V. Introduction of the Third Pattern

A. 

1. Do you want me to give you one of my pencils?  
2. Do you want me to give one of my pencils to Qasem?  
3. The teacher gave a lot of homework to us.  
4. Does he want us to write all of the homework?  
5. Does he want us to bring it tomorrow?  
6. Did Jamil ask Bashir to come to his party?  
7. Did Jamil ask Hamid to bring a flute to the party?  
8. Did Jamil ask the cook to make pilau?
UNIT ELEVEN
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9. Did Arif's brother ask Arif to visit him in Jalalabad?

10. Did he tell him to take some oranges to Kabul?

11. Does Sharif want us to help him?

12. Does Sharif want us to carry the box for him?

B.

C.

Does the teacher want us to help him?

Is the doctor helping Rahim to become well?

D.

1. The cook is going to make dinner.
   Do you want him to cook pilau?
   Do you want him to make some tea?

2. We are going to the bazaar.
   Do they want us to bring some food?
   Do they want us to buy some things for you?

3. Nasim's father is busy.
   Does he want Nasim to bring some wood for the fire?
   Does he want Nasim to get some water?

4. The teacher is giving us a test tomorrow.
   Did he tell us to study this lesson?
   Did he tell us to learn the new words?

VI. Practice of the Third Pattern

A.

1. Do you want me to help you?
   (carry these books, go with you, bring some food, write this lesson, sing a song, open the window, read this story.)

2. Did the teacher tell us to finish the work?
   (Mirza, you, those boys, him, Nadir and Arif, them, Alia, her.)
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B.  
Example: They wanted him to come.  
Did they want him to come?

1. The principal wants the boys to be early.  
2. My brother told me to go to the picnic.  
3. They want the cook to make some tea.  
4. The teacher asked the students to bring their books.  
5. They told the boys to play football.

### VII. Introduction of the Patterns for Reading

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Noun</th>
<th>to+verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shafiq</td>
<td>wants</td>
<td>her daughter</td>
<td>to go</td>
</tr>
<tr>
<td>The teacher</td>
<td>asked</td>
<td>Awaz</td>
<td>to leave</td>
</tr>
<tr>
<td>Anwar</td>
<td>told</td>
<td>his son</td>
<td>to find</td>
</tr>
<tr>
<td>Hafiz</td>
<td>doesn't like</td>
<td>his brother</td>
<td>to ride</td>
</tr>
<tr>
<td>Mr. Rasoul</td>
<td>likes</td>
<td>his friends</td>
<td>to visit</td>
</tr>
<tr>
<td>The boys</td>
<td>want</td>
<td>the horse</td>
<td>to be</td>
</tr>
</tbody>
</table>

VIII. Reading of the Patterns

1. The teacher wants the students to study this lesson. He wants them to learn all of the sentences. He wants them to remember the new words. Before the students learn a new lesson, they are going to have a test on this one.
UNIT ELEVEN  
Lesson 42

The teacher is going to give a test to the class tomorrow. He told the students to study the lesson. He told them to bring their English books to the test. But the students don't like to study. They don't want the teacher to give them a test. They don't want the test to be difficult.
a. What does the teacher want the students to learn?
b. What are the students going to bring to the test?
c. Who doesn't like to study?
d. Do the students like difficult tests?

2. Habib is a student. The teacher asked the students to write some homework. He told them to bring the homework on Monday. Habib's father told Habib to do his homework on Sunday. He didn't tell Habib to play football. He didn't tell him to go to a party. He told him to study. But on Sunday Habib played football and went to a party. He hit his nose, he got tired, and he didn't finish his homework.
a. Who asked the students to write some homework?
b. When were the students going to bring their homework?
c. Did Habib's father tell him to play football?
d. What did Habib's father tell him to do?

3. Fazil's mother asked him to go to the bazaar. She told him to bring some apples. She told him to bring some rice. Fazil went quickly on his bicycle. When he reached the bazaar he looked for a shop with apples.
a. Who told Fazil to go to the bazaar?
b. What did Fazil's mother want from the bazaar?
c. What did Fazil do when he reached the bazaar?

4. The students are very noisy. The teacher doesn't want them to talk in class. He told them not to talk. When all of the students are noisy, they can't hear the teacher talk.
a. Does the teacher want the students to talk in class?
b. Where does the teacher want the students to be quiet?

5. Hamidullah has a new bicycle. He likes to ride his bicycle to school every day. Hamidullah's father doesn't like him to ride the bicycle in the city. There are many cars in the city. Hamidullah's father told him not to ride the bicycle in streets with many cars. Hamidullah's father wants him to be safe. He told Hamidullah to be careful. Several weeks ago a boy was killed on his bicycle when a truck hit him.
6. Atah is going to study at the University. Atah's father wants him to study medicine. The boy's father wants him to be a doctor, but Atah likes other things too. He likes to write stories and poems.

Mr. Nasim is a friend of Atah and he has a newspaper in Kabul. He likes the stories and other writings of Atah. He wants Atah to be a writer for the newspaper.

Atah's grandfather has a farm in Logar, and Atah visits the old man during the summer. Atah's grandfather wants Atah to be a farmer and work on the farm. Soon Atah has to decide because he has to study different things for different kinds of work.

a. What kind of work does Atah's father want Atah to do?
b. What kind of work does Mr. Nasim want Atah to do?
c. What kind of work does Atah's grandfather want Atah to do?

7. Mr. Smith works hard during the day and he finishes work at six o'clock. When he arrives home he likes his wife to bring the newspaper and a cup of tea. His son's name is Robert. Mr. Smith likes Robert to bring his slippers. Then he sits in a soft chair and reads the newspaper. At seven o'clock, Mrs. Smith has dinner. She likes her husband to come into the dining room when she calls him. Some days, Mr. Smith doesn't come when she calls him. Then the food becomes cold.

a. What does Mr. Smith like his wife to do when he comes home?
b. What does he like Robert to do?
c. What does Mrs. Smith like her husband to do when she calls him?
I. Introduction of New Words

WELL:

Karim reads English fast. He quickly understands what he reads. He reads well.  
Bill writes well. He writes interesting stories. Many people want to read his stories. They like Bill's stories a lot.  
Jim speaks Persian very well. He pronounces Persian words well. He doesn't speak slowly and he doesn't speak fast. Other people can understand him when he speaks.

1. Who writes well?
2. What does Karim do well?

EVERYTHING:

everything:

A. John was going to Herat. He took his hat, his gloves, a sweater and some food and put them in a bag.  
"Do you have everything?" his mother asked.  
"Yes, I do," John answered.

1. Where was John going?
2. Did he put everything in the bag?
B. The students in our class are going to have a test next week. "Do we have to study everything in the book for this test?" Sarwar asked. "No, I am not going to ask questions about everything in the book," the teacher said. "I will just ask you about the important things. Many things in the book are important, but you don't have to learn everything in the book."

1. What did Sarwar ask?
2. Is the teacher going to ask questions about everything in the book?
   everything: \checkmark

C. My cousin is very intelligent. She does everything well. She did everything for our picnic yesterday. It was a very good picnic.

THE EARTH

A. the earth

The earth is very big. People, animals, trees, and flowers are on the earth. Clouds are in the air over the earth.

B. earth/the earth: \checkmark

Farmers work with the earth on their farms. They put seeds into the earth. The seeds grow and become the farmers' crops.

PRICE:

Abdul went to the bazaar. He asked a shopkeeper, "What is the price of this bicycle?"

The shopkeeper said, "Its price is 1500 afghanis."

Abdul went to another shop. He asked the shopkeeper about the price of a radio.

The shopkeeper said that its price was 1000 afghanis.

He asked the price of a camera, too. The price of the camera was 3000 afghanis.
He asked about the price of a book. It was 50 afghanis.

1. Who asked the price of the radio?
2. What was the price of the camera?

WORTH:

A. That radio is worth 2000 afghanis, but I'll sell it for the price of 1800 afghanis.

B. "The price of this watch is 700 afghanis. What is it worth?" Abdul asked Amir.
   "The price of this watch is 700 afghanis, but it is worth only 500 afghanis," answered Amir.
   "The price of that watch is 1200 afghanis, and it is worth 1200 afghanis," said Abdul.
   "The price of the knife is 30 afghanis, but it is worth 40 afghanis," said Amir.

1. What are the first watch and the second watch worth?
2. The price of the knife is 30 afghanis, but what is it worth?

DECIDE/DECIDED

A. decide to go decide to look for, decide to leave

B. The principal decided that his son needed a new briefcase. He went to a shopkeeper who sold briefcases. The shopkeeper had three briefcases. The first briefcase was 200 afghanis. The second briefcase was 250 afghanis. The third briefcase was 300 afghanis. The principal decided to buy the third briefcase.

1. Who decided to buy a briefcase?
2. What briefcase did he decide to buy?
Abdullah has a difficult test tomorrow, so he is probably going to study tonight. He is probably going to bed late tonight, so he is probably going to be tired tomorrow.

1. Why is Abdullah probably going to study tonight?
2. Why is Abdullah probably going to be tired tomorrow?

MUCH: (بیش‌تر)

HOW MUCH: (چقدر)

A. much, many, much, many
   - much tea, much bread, much rice
   - many people, many pencils, many erasers

B. How much tea do you want?
   How much work did you do last week?

C. Habib doesn't have much money. He has only five afghans in his pocket. His bicycle is worth five hundred afghans, but he has just five afghans in his pocket.

1. How much does Habib have in his pocket?
2. How much is Habib's bicycle worth?

ONLY: (فقط)

A. That boy is poor. He has just fifty afghans.
   That boy is poor. He has only fifty afghans.

Yosuf wanted to bring two books to school. But he forgot and he only brought one. When Yosuf finished his class, his friend said, "I need
some money. I want to buy some things."
"I have only twenty afghanis, so I can't give any to you," Yosuf said.

1. How many books did Yosuf bring to school?
2. How many books did Yosuf want to bring to school?
3. Why couldn't Yosuf give any money to his friend?

SEEM/SEEMED:

Razaq is a carpenter. He worked very hard this morning. After several hours his friend said to him, "You seem very tired."
Razaq said, "I'm not tired. I just seem tired. I'm going to work until seven o'clock tonight."

1. What did Razaq do this morning?
2. What did his friend say to him?
3. Was Razaq very tired?

STAY/STAYED:

Kabir didn't know a new word. He wanted to ask the teacher about the word. The teacher was busy during the lesson, so Kabir stayed in the room after the class. He asked the teacher about the word, so the teacher stayed too. He helped Kabir. He gave several examples of the word to Kabir. They both stayed in the classroom and talked about the word for several minutes. When Kabir understood the word, he thanked the teacher and went home. The teacher didn't stay at school either. He went home too.

1. Why did Kabir stay after class?
2. Why did the teacher stay after class?
3. Where did they stay and talk about the new word?

VALUABLE:

Ahmad bought a new watch last week. He bought it for 200G afghanis. It's a very valuable watch. He doesn't want to lose it because it is very valuable.
1. What did Ahmad buy last week?
2. How much money did he give to the shopkeeper?

CLEVER

A. clever: بچک

Anwar is a clever student. He always answers all of the questions.
The clever doctor helped the sick man.
That man is a clever lawyer.

B. clever: (نرخ، محصل)

Anwar did a clever thing. He wrote a nice story about his teacher.
"That was very nice," the teacher said. "It was a very clever idea."

C. One day two women went to King Solomon. The first woman was carrying a child and said that she was the child's mother but the second said that she was the child's mother, too. Both women wanted the child. The king was intelligent and knew that the true mother loved the child more than the other woman did. He had a clever plan. He said to the two women, "I am going to cut the child into two pieces and give one half to one of you and the other half to the other of you."

The first woman said, "That's a good idea."
The second woman said, "No! Don't kill the child! Give the child to the other woman but please don't kill him."

King Solomon knew that the second woman was the child's mother because she loved the child and didn't want the king to kill him. He gave the child to the second woman. He was an intelligent and clever man. His plan was a very clever one.

1. Why did the two women go to King Solomon?
2. What was the king's clever plan?
II. Practice of New Vocabulary

| a. clever | e. how much | i. seem/seemed |
| b. decide/decided | f. only | j. stay/stayed |
| c. (the) earth | g. (the) price | k. valuable |
| d. everything | h. probably | l. well |
|              |            | m. worth |

A.

1. Anwar's exercises are always correct. He is a very a. boy.

2. Rafiq said, "I don't want all of the pencils. I want f. the black pencil."

3. Habib told the shopkeeper, "I have 100 afghans. I want a new e. is a new shirt?"

4. "Are you going to Herat tomorrow?" asked Alam. "No," said Usman. "We will h. go next week."

5. The c. is round. It is very large. We live on it.


7. "I gave 350 afghans for my pen," said Habiba. "It is a very k. pen."

8. "Do you want to be a doctor or a teacher?" Khalil's father asked. "You have to b. before next year."

9. "I like those shoes," Hafiza told the shopkeeper. "What is the g. of them?"

10. "How much is this radio m.?" asked Azim. "I bought it for 400 afghans," answered his friend.
11. I think that Aziza was happy yesterday. She ___ i. ___ to be happy, because she was laughing and smiling.

12. When Azam reads a book he understands ___ d. ___ in it. He reads very ___ l. ___.

B. این جملات را با تشکیل جملات از عناصر مختلف می‌توانید را از مهارت‌های خود استفاده کنید. برای مثال، می‌توانید کلمات و عبارات را از کتاب حکمت در کتاب دیگری بگویید. مثلاً کتاب حکمت از کتاب دیگری است.

1. Bashir made 100 on the test. He is a _____ student.

2. Murad is a good cook. He cooks very _____.

3. Usman gave 150 afghanis for the briefcase, but it is _____ just 100 afghanis.

4. " _____ money do you want for that coat?" Aziza asked his friend.

5. Musa was lonely یک, so he _____ to visit his friends.

6. Trees, flowers and houses are on the _____.

7. We put all of the things in the box. We put _____ in the box.

8. Yosuf can't buy a briefcase, because he has _____ thirty afghanis.

9. "What is the _____ of that book?" Salim asked the shopkeeper. "It is twenty afghanis," said that shopkeeper.

10. Nazar is not here now, but he _____ going to arrive in a few minutes.

11. Razaq was not tired, but he _____ tired because his eyes were closed.

12. The other boys left, but Jalil _____ in class. He wanted to talk to the teacher.

13. Ismael bought a good watch. It was 1,500 afghanis, and is very _____.
1. Karakul is worth a lot of money. It is _______. Afghanistan sends a lot of karakul to America.

2. Sajida said to her sister, "I don't want to _______ at home. Let's go _______ to the movies."

3. The first man who traveled around the _______ was Magellan.

4. Nairn did all of his homework in 15 minutes. He is a very _______ boy.

5. "I want a new hat," said Rafiq. "_______ does a black hat cost?"

6. The class was waiting for one student who was late. "He'll _______ come in ten minutes," said Omar.

7. Aziz was very sad. His friends said to him "You _______ sad, Aziz. Why are you sad?"

8. Rahima liked both the red dress and the blue dress. Her mother said, "You can buy one of them, but you cannot buy both of them." Rahima _______ to buy the red one.

9. There were two books on the desk. Aziz took one of them. Then there was _______ one book on the desk.

10. A new car is _______ a lot of money.

11. Murad looked at a pair of shoes. He asked the shopkeeper, "What is the _______ of those shoes?"

12. The shopkeeper had a lot of nice things in this shop, but _______ was very expensive

13. Azizullah can swim very fast and he can swim for a long time. He can swim very _______
A. IRREGULAR VERBS:

- **TELL/TOLD**: He likes to tell stories. He told us a story.

- **GET/GOT**: We sometimes get flowers from Istalif. We got some from there last Friday.

- **GO/WENT**: He goes to Istalif every summer. He went there last summer.

- **IS/WAS**: My father is a principal. He was a principal in another school last year.

- **PUT/PUT**: When he comes home he puts his bicycle in the garden. Yesterday he put it under a tree.

<table>
<thead>
<tr>
<th>Regular Verb</th>
<th>Past Participle</th>
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<tbody>
<tr>
<td>Tell</td>
<td>Told</td>
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<td>Get</td>
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<td>Go</td>
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<td>Is</td>
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<td>Put</td>
<td>Puts</td>
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</table>

- **BECOME/BECAME**: The verb become is irregular and is used to indicate a change in state or condition.
- **CATCH/CAUGHT**: The verb catch is irregular and is used to indicate that something has been seized or caught.
- **BIT/BIKE**: The verb bite is irregular and is used to indicate that something has been bitten or chewed.
- **BRING/BROUGHT**: The verb bring is irregular and is used to indicate that something has been brought or carried.
- **BUY/BOUGHT**: The verb buy is irregular and is used to indicate that something has been purchased or bought.
- **COME/CAME**: The verb come is irregular and is used to indicate that someone or something has arrived or reached a particular place.
- **CUT/CUT**: The verb cut is irregular and is used to indicate that something has been severed or divided.
<table>
<thead>
<tr>
<th>Past Tense</th>
<th>Present Perfect Tense</th>
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<tbody>
<tr>
<td>do/did</td>
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<td>draw/drew</td>
<td>meet/met</td>
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<td>drive/drove</td>
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<td>eat/ate</td>
<td>ride/rode</td>
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<td>find/found</td>
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<td>fly/flew</td>
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<td>forget/forget</td>
<td>sell/sold</td>
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<td>freeze/froze</td>
<td>send/sent</td>
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<td>sing/sang</td>
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<td>give/gave</td>
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<td>go/went</td>
<td>sleep/slept</td>
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<td>grow/grew</td>
<td>speak/spoke</td>
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<td>have/had</td>
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<td>hear/heard</td>
<td>swim/swam</td>
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<td>hit/hit</td>
<td>take/took</td>
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<td>hold/held</td>
<td>tell/told</td>
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<td>is/was</td>
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<td>know/knew</td>
<td>throw/Threw</td>
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<td>leave/left</td>
<td>understand/understood</td>
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<td>lose/lost</td>
<td>wear/wore</td>
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<tr>
<td>win/won</td>
<td>write/wrote</td>
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Example: We eat dinner at six o'clock every day.
We ate dinner at six o'clock yesterday.

1. Razaq drinks a lot of water every day.
2. Karim and Abdul go to school every day.
3. Jamila sits in that chair every day.
4. We bring our books to school every day.
5. That airplane flies to Herat every day.
6. That man writes stories for the newspaper every day.
7. The teacher tells us new words every day.
8. Anwar is foolish. He loses something every day.
9. The students do their homework every day.
10. Our teacher drives to school in his car every day.
11. Nabi reads a new book every day.
12. Anwar puts on his coat before he leaves every day.
13. It is winter. Snow falls and the earth freezes every day.
14. Qasim has a lot of money. He buys all of the new things that he finds in the shops.
15. When we come to school, the teacher gives us a new lesson every day.
16. That man sings songs on the radio and we hear him every day.
17. That lazy boy forgets his homework and sleeps in class every day.
18. This policemen stands on the street and makes the cars go right and left every day.
19. Karim draws pictures of the things which he sees every day.
20. Aslam is very strong. He swims and runs and throws and catches a ball every day.

B. SOME PROBLEMS IN MEANING

1. a. The weather was very cold, so the girls stayed at home.
   b. We stayed in Kandahar two weeks before we left for Kabul.
   c. The boys stayed in the classroom until they finished the test.
   d. Mr. Atah Khan stayed home yesterday because his wife was sick.

2. a. Awaz put the books on the table.
   b. The gardener put the flowers in a flowerpot.
   c. When we went to the picnic, we put our food in a basket.
   d. When Bashir left for Kandahar, he put all his things in a car.
UNIT ELEVEN
Lesson 43

2. a. Anwar left his books on the table when he went to school this morning.
b. It was a warm day, so Ghulam left his coat at home.
c. Abdul always forgets things and leaves them at school.
d. The student wanted to use the teacher's pencil because he left his pencil in his room.

TIME:

a. Aziz is very busy. He doesn't have any time for food now.
b. Abdullah has a test tomorrow. He doesn't have much time so he is going to study for a long time tonight.

c. "What time is it?" asked Shafiqa.
"It's 4:35," answered Aziza.
d. What time did you come to school this morning?

e. When I was living in Peshawar, I became sick several times.
f. My father went to Herat one time, and to Kandahar two times last winter.
g. One boy in my friend's class failed his examination two times.

ASK/ASKED:

a. The students asked the teacher many questions.
b. They asked him about the questions on the test.

ASK/ASKED:
I. TEXT ONE

A. Why was the shopkeeper foolish?

B. The Parrot and the Shopkeeper

One time a clever old man had a parrot which could only speak two words. He could only say, "Of course." One day the old man needed some money so he decided to sell the parrot. After he thought about it, he decided to ask the shopkeeper for 500 afghanis. He took the parrot to a shopkeeper who was a friend of his. He knew that the shopkeeper sometimes bought and sold birds. And he wanted him to buy his parrot.

The shopkeeper looked at the parrot and liked it. He said to the old man, "How much do you want for this parrot?"

The old man said, "I think that he is worth 500 afghanis." He turned to the parrot and said, "Do you think that 500 afghanis is a good price for you?"

The parrot answered, "Of course."

The shopkeeper was very surprised. He thought that this bird was probably a very valuable bird, because it seemed very clever. He decided to buy the bird for the old man's price.

The old man left the shop. Then the shopkeeper asked his new bird, "What is your name?"

The parrot could not answer this question because he could only say those two words, "Of course." So he only said, "Of course."

The shopkeeper became very angry at the bird and said, "You can't talk very well. Can't you say your name? Can you only say 'Of course'?" When the bird answered, 'Of course', the shopkeeper
knew that the bird could only say those two words. "Oh, why did I buy this stupid bird for 500 afghanis!" he said. "Wasn't I stupid!"

"Of course," said the bird.

When the shopkeeper heard the parrot's answer, he laughed and decided to keep the parrot. So the stupid parrot became his friend.

II. Text One: Questions for Comprehension

1. The main point of this story is that:
   a. the parrot was clever.
   b. the old man was stupid.
   c. the shopkeeper was stupid.
   d. the parrot could talk very well.

2. A clever old man had
   a. a dog that could bark.
   b. a bird that could sing.
   c. a parrot that could only speak two words.
   d. a fish that could swim.
3. The old man decided to sell the parrot because
   a. he needed some money.
   b. he didn't like the parrot.
   c. the shopkeeper wanted to buy the parrot.
   d. the parrot was not beautiful.

4. The old man thought that the parrot was worth
   a. 200 afghanis.
   b. 300 afghanis.
   c. 400 afghanis.
   d. 500 afghanis.

5. The only words the parrot could say were
   a. "How are you?"
   b. "Of course."
   c. "Good night."
   d. "I'm fine."

6. At the end of the story, the shopkeeper decided to
   a. kill the parrot.
   b. sell the parrot.
   c. keep the parrot.
   d. give the parrot back to the old man.

B. True-false Questions.

   1. The old man sold the parrot because he needed some money.
   2. The old man decided to ask the shopkeeper for 300 afghanis.
   3. The shopkeeper looked at the parrot and liked it.
   4. The parrot could speak only two words.
   5. The shopkeeper thought that the bird was valuable because it seemed very clever.
   6. The shopkeeper asked the parrot, "What is your name?"
   7. The parrot could give different answers to many questions.
   8. The shopkeeper decided to give the parrot to a friend.
   9. The old man came back for the parrot.
   10. The shopkeeper and the parrot became very good friends.
Why does everything fall down? Why doesn't it go up?

Gravity

When you throw a ball in the air, it comes down to the earth because the earth pulls it down. Every time you throw a ball into the air, it comes down. You know that when you jump up you always come down. The earth always pulls you down; it pulls your desk down; it pulls your pencil down; it pulls all things down; it pulls your school down, too. The school stays on the earth because the earth pulls it down.

IV. Text Two: Questions for Comprehension

1. The main idea of the paragraph is that
   a. gravity throws everything up.
   b. gravity pulls everything down.
   c. gravity pulls everything down, but airplanes can fly.
   d. gravity does not pull some things down.

2. When you jump in the air, you
   a. never come down.
   b. sometimes come down.
   c. always come down.
   d. often come down.

3. A ball always comes down to the earth because
   a. you need it.
   b. it is yours.
   c. the earth pulls it down.
   d. people throw it in the air.

4. The earth pulls
   a. some things down.
   b. many things down.
   c. a few things down.
   d. all things down.

5. A school stay on the earth because
   a. it has many students.
   b. it has many classrooms.
   c. people need it.
   d. the earth pulls it down.
LESSON 45
Oral and Grammar Reading Exercises

I HAVE VISITED Paghman many times.
The boys HAVEN'T FINISHED the homework yet.

HAVE you FINISHED your homework yet?

First Pattern: I HAVE VISITED Paghman many times.

I. Introduction of the First Pattern

A. I have visited Paghman many times.
   من ينافًا را بنشن مرتين دأسام

2. I have visited Jalalabad too.
   من ينافًا را بنشن مرتين دأسام

3. I have visited Kandahar many times.
   من ينافًا را بنشن مرتين دأسام

4. The cook has cooked pilau often.
   عرش كي بر مرتين دأسام

5. He has cooked kabob often too.
   ام كي بر مرتين دأسام

6. And he has made bread often.
   وى وأکي بر مرتين دأسام

7. Jamil has traveled by car many times.
   يكيم ناتر بر مرتين دأسام

8. He has traveled by bicycle many times too.
   ام ناتر بر مرتين دأسام

9. And he has traveled by airplane many times.
   وى وأکي بر مرتين دأسام
B. 

I have visited Paghman many times.
The cook has cooked pilau often.

C. 

I have visited Paghman already.

D. 

ALREADY:

I have visited Paghman many times.
I have visited Paghman ALREADY.
I have already visited Paghman.

E. 

1. These students have learned English.
2. They have learned Persian already.
3. They have studied Pushtu for two hours.
4. Nazar has already finished his English homework.
5. He has finished his Persian homework too.
6. And he has finished his mathematics homework already.
7. This carpenter has made many chairs.
8. He has made many benches too.
9. And he has made many tables.

10. Jamil has already read the stories in the book.
11. He has studied the new words.
12. And he has answered all of the questions already.

II. Practice of the First Pattern

A.
1. I have traveled to Kandahar many times.
   (Doab, Kunduz, Mazar-i-Sharif, Herat, Logar, Farah, Maimana, Kabul, Ghazni, Badakhshan, Gardez, Parwan.)
2. This boy has finished his homework.
   (studied his lesson, learned Pushtu, learned Persian, learned English, answered the questions already, traveled to Kandahar, visited Herat already, corrected his homework, used his new pen.)
3. I have visited Paghman many times.
   (We, These boys, My friends, Those students, My father, Our King, You, Jamil and Yunus, Karim and I, They, You and I, Those girls, Yaqub, The principal.)

B.
1. That carpenter made lots of chairs.
2. She reads a lot of stories.
3. The teacher is looking at our test papers.
4. The tourists reached Kabul yesterday.
5. Another boy is using your pencil.
6. Azizullah and I are studying German.

Second Pattern: The boys HAVEN'T FINISHED the homework yet.

III. Introduction of the Second Pattern

1. These boys started to write their homework last night. They are writing it now. They haven't finished it yet.
2. The carpenters and masons are working on the new building in town. They haven't finished it yet.
3. The mathematics class starts at eleven o'clock. Now it is ten thirty. The mathematics class hasn't started yet.
4. The teacher gave some questions to the students. They are reading the questions. They haven't answered them yet.
5. This student started to study his English lesson yesterday. He is studying it now but he hasn't learned it yet.
6. I bought this pen yesterday. I put some ink in the pen but I haven't used it yet.
7. My brother wants to have a picnic. He wants to go either to Paghman or Istalif. He hasn't decided yet.
8. Shafiq wants to buy a dress. She likes the red one and the blue one. She hasn't decided about her dress yet.
UNIT TWELVE
Lesson 45

B. hasn't haven't yet

1. They haven't finished it yet.
2. The class hasn't started yet.
3. They haven't answered them yet.
4. He hasn't learned it yet.
5. I haven't used the pen yet.
6. He hasn't decided yet.
7. She hasn't decided about it yet.

C. The boys haven't finished the homework yet.

D. We had a test yesterday.
The teacher took our papers, but he hasn't corrected them yet.

2. This man is riding his bicycle from Paghman to Kabul.
   He left Paghman one hour ago.
   He hasn't reached Kabul yet.

3. The cook is making pilau for dinner.
   He bought some rice but he hasn't cooked it yet.

4. The teacher gave us some new books.
   We haven't used them yet.

5. Our English class starts at ten o'clock.
   It is ten minutes to ten now.
   Our English class hasn't started yet.
6. It usually begins to snow in the winter.
   It is fall now. It hasn't snowed yet.

7. I wrote a letter to America.
   I finished the letter, but I haven't mailed it yet.

8. Sakina started to knit a sweater, but she hasn't finished it yet.

9. They can't make tea because they haven't boiled the water yet.

10. Jamil can't take the test because he hasn't studied yet.

E.

1. He hasn't corrected them yet.
2. He hasn't reached Kabul yet.
3. He hasn't cooked it yet.
4. We haven't used them yet.
5. Our class hasn't started yet.
6. It hasn't snowed yet.
7. I haven't mailed it yet.
8. She hasn't finished it yet.
9. They haven't boiled it yet.
10. He hasn't studied for it yet.

IV. Practice of the Second Pattern

A.

1. I haven't finished the homework yet.
   (We, These boys, My friends, Those students, You, Jamil and Yonus, Karim and I, They, You and I, These girls, Jamila and Parwin.)

2. This boy hasn't learned English yet.
   (finished his homework, studied the lesson, answered the questions, studied mathematics, traveled to Herat,
visited Jalalabad, read the story, used his new pencil)

3. I haven't studied the lesson yet.

(We, The students, The teacher, Anwar, Nabi and Razaq, That girl, Aslam and I, She, You, Jamila, You and I, This boy, Those girls)

B. hasn't Neither have

e.g. My friend hasn't visited us tomorrow.
My friend hasn't visited us yet.

1. We are going to cook pilau.
2. The cook is going to make a cake.
3. He is going to arrive tomorrow.
4. He is going to start his trip then.
5. He is going to want some dinner.

Third Pattern: HAVE you FINISHED your homework yet?

V. Introduction of the Third Pattern

A. 

1. The teacher asked the students, "Have you finished your homework?"
The students said, "Yes, we have finished our homework."

2. The carpenters and masons are working on the new building. Have they finished it yet?

3. It is only ten o'clock Has English class started already?

4. Nabi lost his book. Has he found it yet?
5. The teacher gave some questions to the students.  
   Have they answered them?

6. Habib started to study his lesson yesterday.  
   Has he finished it yet?

7. The teacher bought a new pen yesterday.  
   Has he used it yet?

8. Naima is going to buy a dress.  
   She likes a red one and she likes a blue one too.  
   Has she decided about the dress yet?

9. These boys started to study English in the seventh class.  
   Have they learned English well yet?

10. The teacher gave a test to the students yesterday.  
    Has he corrected it already?

B.  
    1. Have you finished your work yet?  
    2. Have they finished it yet?  
    3. Has class started already?  
    4. Has he found it yet?  
    5. Have they answered them?  
    6. Has he finished it yet?  
    7. Has he used the pen yet?  
    8. Has she decided about it yet?  
    9. Have they learned English yet?  
   10. Has he corrected it already?

C.  
   لعلت بين ايام ترکت راسا اکورچ:  
   HAVE you FINISHED your homework yet?  
   HAS the student FINISHED his work already?
UNIT TWELVE
Lesson 45

D. _already_ and __yet_

1. The new student has _already_ finished his homework.

2. The other students haven't finished their homework _yet_.

Has the new student finished _already_?  Have the other students finished _yet_?

E.

1. Karim is traveling from Kandahar to Kabul.  
   _Has he reached Kabul yet?_

2. The cook is making dinner.  
   _Has he cooked the pilau yet?_

3. The teacher gave a new book to Hamid.  
   _Has he read it already?_

4. The new year starts in January.  
   _Has the new year started yet?_

5. Vacation started in the winter.  
   _Has vacation started yet?_

6. It usually starts to snow in November.  
   _Has it started to snow yet?_

7. Sakina is going to knit a sweater.  
   _Has she started the sweater already?_

8. Yonus is going to make some tea.  
   _Has he boiled the water yet?_
9. Nabi and Kabir wrote some letters to America. Have they mailed them already?

10. These students are going to take a test tomorrow. Have they studied yet?

VI. Practice of the Third Pattern

A. صورت وراث جمعتی زیبی را تاریکی کنید. لغات زیر در کلمه از جمله‌بندی را پایین کنید: از لحاظ لغت‌بندی، زریستگی کلمه شد و قرار داشت. مطمئناً لغت جهاد در کلمه: نشان دهنده استفاده از این لغت جهاد نکرده‌ایم.

1. Have you finished the homework yet? (these boys, those students, Ali and Ghafar, they, those girls, Shafiqa and Naima, Karim and Nabi, we, your friends)

2. Have you studied this lesson already? (finished the homework, learned Pushtu, learned English, answered the questions, traveled to Kandahar, visited Badakhshan, used this book, read the story, found the books)

3. Has that man traveled to Kandahar? (this boy, the old man, she, Karim, Anwar, Nabi, the teacher, the student, your friend, he)
UNIT TWELVE
Lesson 45

B.

Have you learned English yet?
Yes, I have.
No, I haven't.

1. Have you learned English yet?
2. Have you learned Pushtu?
3. Have you visited Herat?
4. Have you visited Maimana?
5. Have you visited Kandahar?
6. Have you visited Logar?
7. Have you visited Farah?
8. Have you visited Jalalabad?
9. Have you visited Parwan?
10. Have you visited Kabul?
11. Have you visited Ghazni?
12. Have you read the stories in this book?
13. Have you studied mathematics yet?
14. Have you studied biology yet?
15. Have you studied Persian?

VII. Preparation for Reading

A. WANT/WANTED/ (have, has) WANTED
BITE/BIT/ (have, has) BITTEN
FLY/FLEW/ (have, has) FLOWN
RING/RANG/ (have, has) RUNG
COME/CAME/ (have, has) COME
UNIT TWELVE
Lesson 45

BRING/BROUGHT/(have, has) BROUGHT

CUT/CUT/(have, has) CUT

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<th>स्तर एक</th>
<th>स्तर दो</th>
<th>स्तर तीन</th>
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<tr>
<td>BE (is, are)</td>
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<td>(have, has) BEEN</td>
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<td>LOSE</td>
<td>LOST</td>
<td>(have, has) LOST</td>
</tr>
</tbody>
</table>
UNIT TWELVE
Lesson 45

MAKE MADE (have, has) MADE
MEET MET (have, has) MET
PUT PUT (have, has) PUT
READ READ (have, has) READ
RIDE RODE (have, has) RIDDEN
RING RANG (have, has) RUNG
RUN RAN (have, has) RUN
SEE SAW (have, has) SEEN
SELL SOLD (have, has) SOLD
SEND SENT (have, has) SENT
SING SANG (have, has) SUNG
SLEEP SLEPT (have, has) SLEPT
SPEAK SPOKE (have, has) SPOKEN
STAND STOOD (have, has) STOOD
SWIM SWAM (have, has) SWUM
TAKE TOOK (have, has) TAKEN
TELL TOLD (have, has) TOLD
THINK THOUGHT (have, has) THOUGHT
THROW THREW (have, has) THROWN
UNDERSTAND UNDERSTOOD (have, has) UNDERSTOOD
WEAR WORE (have, has) WORN
WIN WON (have, has) WON
WRITE WROTE (have, has) WRITTEN

B. have

Example: I went to Herat yesterday. (many times)
I have gone to Herat many times.

1. I flew to Kandahar yesterday. (many times)
2. The teacher wrote the words on the blackboard. (already)
3. Did the bell ring? (yet)
4. I didn't read that book. (yet)
5. Razaq didn't buy a new pencil. (yet)
6. Did you find the book which you wanted? (already)
7. Akram rode to school in his car. (three times)
8. Naim ate pilau for dinner. (already)
9. All of the students came to school. (already)
10. Do you understand the question? (already)
11. I know that story. I heard it. (many times)
UNIT TWELVE
Lesson 45

12. Did you take another piece of food? (already)
13. The shopkeeper sold that book. (already)
14. Did you do the work? (yet)
15. Did you meet that student? (yet)
16. We didn't make any mistakes. (yet)
17. Did you tell that story? (many times)
18. Did you bring your books to school? (already)
19. He didn't put his books on the table. (yet)
20. The teacher spoke to the class about the lesson. (already)

C.

1. I have visited Paghman many times.
2. The cook has made pilau often.
3. Jamil has traveled to Herat by car many times.
4. The boys haven't done the homework yet.
5. Class hasn't started yet.
6. He hasn't reached Kabul yet.
7. Have the boys understood the questions yet?
8. Has the teacher found his eraser yet?
9. My older brother has been to Mazar-i-Sharif three times.
10. The carpenters have worked for several hours and have become very tired.
11. I have gone to the Kabul Cinema two times this week.
12. I have taken only one examination in English this year.
13. Our teacher hasn't come to school yet this morning.
14. I haven't seen the principal yet today.

VIII. Reading of the Patterns

1. The boys are doing their homework. They have worked on it all afternoon, but they haven't finished it yet. They are going to finish it soon. They will probably stay home until they finish the work.

a. How long have the boys worked on their homework?
b. Have they finished it yet?
c. When will they finish it?
2. Abdul is flying to Kabul, but he hasn't arrived yet. He left Germany yesterday, and he is probably going to arrive tomorrow, because the sky is clear and the weather is good.
   a. Where is he coming from?
   b. When did he leave?
   c. How many days has he traveled?

3. Mr. Majid is making dinner for his friends. He has bought a lot of food. His wife has cooked lots of rice and eggs. She has put oranges, apples and grapes on the table. Mr. and Mrs. Majid's friends are going to arrive soon.
   a. What has Mr. Majid bought?
   b. What has his wife cooked?

4. Khalil studied many years, because he wanted to become a doctor. He has studied in Afghanistan and in America. When he came back from America, he went to his home in Herat. He has worked in Herat and he has helped many hundreds of people. He has decided to stay there, because many people need him.
   a. Why did Khalil study many years?
   b. What has he done in Herat?
   c. What has he decided to do?

5. "Have you seen Atah?" Sarwar asked Naim.
   "No, I haven't seen him. He has gone to Kandahar."
   "Why has he gone to Kandahar?" Sarwar asked.
   "He is going to visit a friend," Naim said. "He has gone in a bus."
   "It is a difficult trip," Sarwar said.
   "It is not very difficult for Atah," said Naim. "He has traveled that route several times."
   a. Where has Atah gone?
   b. Why has he gone there?

6. My family and I are at the airport now. We have been here all day, and we have seen several airplanes. But Ghafar hasn't arrived yet. We thought that Ghafar was coming today. Ghafar has studied in Germany and he is coming home this week, because he has finished his studies and he wants to see his friends and family.
UNIT TWELVE
Lesson 45

7. Wahab's mother has been to the bazaar today and she has bought many things. She has bought a notebook and a pen for Wahab. She has bought some shoes for Wahab's sister and a lot of food for all of the family.
   a. Where has Wahab's mother been?
   b. What has she bought for Wahab's sister?

8. The boys have gone to Paghman today, and they are probably going to come back in the evening. They have taken some food and a soccer ball. And they are going to play all day. When they have finished, they are going to be tired.
   a. Where have the boys gone?
   b. What things have they taken?
   c. What are they going to do?

9. Jalad has gone to Herat many times because his uncle lives there. The uncle's name is Saadat Khan. Jalad's uncle has lived in Herat for fifteen years. He has a big shop which has many people in it. They make rugs in his shop. Saadat Khan and his wife like Herat. They like Herat because the weather is warm and the people have been very kind to them.
UNIT TWELVE
Lesson 45

10. Yonus has studied English for several years, but he has not learned it yet. He studies many other things too, so he doesn't have enough time for all of his classes. He has bought several English books and is going to read them. This will help him. He reads well, and he wants to learn everything.

a. Has he learned English well?
b. Why doesn't he have enough time?

d. Mr. Nasir has lived in five or six countries. He has studied in America and in Germany too. When he came back to Kabul, he became a professor at the University. He has taught at the University for three years, and he has helped many hundreds of students. Not all of his students are clever, but he tries to help all of them.

a. How many countries has Mr. Nasir lived in?
b. What did he do when he came back to Kabul?
c. How many years has he taught at the University?

12. Wazir is a mechanic. He has studied at A.I.T. (Afghan Institute of Technology), and he has learned about machines and electricity. He has worked at the big factory in Gulbahar too. For three years, he has worked and taught about machines in Kabul. He has thought about studying in the United States because he wants to learn about some new machines which are there.

a. Where has Wazir studied?
b. Where has he worked?
c. What has he done for three years?
LESSON 46
Oral and Reading Grammar Exercises

First Pattern: Tomorrow WILL BE Tuesday.

I. Introduction of the First Pattern

1. Today is Monday. Yesterday was Sunday. Tomorrow will be Tuesday.

2. This month is July. Last month was June. Next month will be August.

3. We are having a class now. The class will finish in 30 minutes.

4. These boys are studying English now. They studied English last year. They will study English next year.

5. This boy is fifteen years old. Last year he was fourteen years old. Next year he will be sixteen years old.

6. We come to school every day. We came to school yesterday. We will come to school tomorrow.

7. Hamid is in the tenth class. Last year he was in the ninth class. Next year he will be in the eleventh class.

8. This summer it is hot. Next summer it will be hot.
UNIT TWELVE
Lesson 46

9. Taher is a student now.  
   He will be a soldier when he is twenty-one years old.

10. The students are taking a test now.  
    They will finish the test in an hour.

B.  
7. Tomorrow will be Tuesday.
8. Next month will be August.
9. The class will finish soon.
10. They will finish in an hour.

C.  
Tomorrow WILL BE Tuesday.

D.  
1. The teacher has some books for the students.  
   He will give the books to the students tomorrow.

2. Next Friday is a holiday.  
   We will have a picnic next Friday.  
   Ghafar will play his tambor at the picnic.  
   Nasim will play and all of us will sing.
3. It is very cold today.  
Tonight the water in the river will freeze.

4. Yesterday Aziz wrote a letter to me.  
Tomorrow I will write a letter to him.

5. Rahim is very hungry.  
He will eat dinner early tonight.

6. Those boys are carrying some heavy books.  
We will help them.

7. My father is going to Mazar-i-Sharif tomorrow. It is far away.  
He will leave early tomorrow morning.

8. The cook is going to make dinner.  
He will need rice.  
He will need flour too.

9. The teacher said that the class will have a test next week.  
He said that the test will be easy.

E.  
1. He will give the books tomorrow.  
2. We will have a picnic next Friday.  
3. Ghafar will play his tambor.  
4. All of us will sing.  
5. Tonight the water will freeze.  
6. Tomorrow I will write a letter.  
7. He will eat dinner early.  
8. We will help the boys.  
9. He will leave early tomorrow.  
10. He will need rice and flour.  
11. They will have a test next week.  
12. The test will be easy.

Second Pattern: He WON'T COME tomorrow.

II. Introduction of the Second Pattern
UNIT TWELVE
Lesson 46

A.  
1. It's sunny now. It won't rain today.
2. It's very warm. It won't snow today.
3. We won't make a fire, because it's warm today.
4. The boys won't have classes next Tuesday because it's a holiday.
5. Ali won't take a trip next week because he has three tests.
6. Razaq won't come to class today because he is sick.
7. Rahim won't come to the party because he is busy.
8. We won't eat lunch when it's Ramazan.
9. The brothers won't have dinner at home tonight because we are going to go to the restaurant.
10. The teacher was angry because Nasim was late for school today. Nasim said, "I won't be late tomorrow."

B.  
1. It won't rain today.
2. It won't snow today.
3. We won't make a fire.
4. They won't have classes.
5. Ali won't take a trip.
6. Razaq won't come to class.
7. Rahim won't come to the party.
8. We won't eat lunch.
9. They won't have dinner at home.
10. I won't be late tomorrow.
C. Aziz won't come to class tomorrow because he is sick.
Aziz will not come to class tomorrow because he is sick.

D. 1. Those boys won't eat dinner tonight because they aren't hungry.
2. Naim won't write his homework tonight because he forgot his books.
3. I won't go to Jalalabad this winter because I have to work.
4. Bashir and Hafiz are going to a party tonight.
   They won't study. They won't write their homework either.
5. These students won't copy their friends' homework because they are honest.
6. Aref has a lot of homework.
   He won't finish it because he doesn't have enough time.
7. Taher didn't study his lesson last night.
   He won't know the answers today. He won't remember the lesson today either.
8. Sultan cut his foot, but he won't cry because he is brave.

E. 1. They won't eat dinner tonight.
2. Naim won't write his homework.
3. I won't go to Jalalabad.
4. They won't study tonight.
5. They won't copy the others' homework.
6. He won't finish the work.
7. He won't know the answers.
8. He won't remember the lesson.
9. He won't cry because he is brave.

Third Pattern: **WILL he COME tomorrow?**

### III. Introduction of the Third Pattern

#### A.

1. Habib and Anwar didn't come to school today.
   - Will they come tomorrow?
   - Will they come the next day?

2. It's very cloudy today.
   - Will it rain?
   - Will it snow?

3. The teacher has a test for the class.
   - Will he give the test to the class now?
   - Will the test be easy?
   - Will it be long?

4. Next Saturday is a holiday.
   - Will we have classes on Saturday?

5. Hamid is in the tenth class this year.
   - Will he be in the tenth class next year?
   - Will he be in the eleventh class next year?

#### B.

#### C.
UNIT TWELVE
Lesson 46

He can come tomorrow.
He will come tomorrow.

Can he come tomorrow?
Will he come tomorrow?

1. Hamid has a lot of work.
   Will he finish it soon?
   Will he finish it today?
   Will he finish it tomorrow?

2. Nazar is going to Herat.
   Will he leave on Monday?
   Will he go with his brother?

3. This story is interesting.
   Will we read it in class?
   Will we learn the new words?

4. I am going to have a picnic tomorrow.
   Will you come?
   Will you bring some of your friends?
   Will you come at two o'clock?

E. معلم راستی سوالاتی نظر نمی‌کشید که زیادی به گفت. موضوع را فرستاده و به دیدن رضوان خواست.
   Yes, (it) will.
   No, (it) won't.
UNIT TWELVE
Lesson 46

1. Today is sunny. Will it rain today?
2. Today is Monday. Will tomorrow be Tuesday?
3. Today is Monday. Will tomorrow be Wednesday?
4. This month is July. Will next month be August?
5. This month is July. Will next month be April?
6. This month is July. Will next month be December?
7. These students are in the eleventh class. Will they be in the twelfth class next year?
8. These students are in the ninth class. Will they be in the seventh class next year?
9. Last year Jashen was a holiday. Will Jashen be a holiday this year?
10. This boy is studying English this year. Will he study English next year?

IV. Practice of the Patterns

A. The teacher will come tomorrow.
   (You, They, She, We, I, Nasim, The students, That boy, My friend, Mirza, Shafiqa, The girls, His brother, Our friends)
UNIT TWELVE
Lesson 46

2. We won't be busy next Friday.
   (late, sick, absent, well, ready, early, sad, tired, angry, happy)

3. Will he come to school today?
   (finish his work, read the story, study this lesson, go to the
   bazaar, read a book, buy some pencils, help his father,
   start to work, go home, answer the questions)

B.

Aziz won't come to school tomorrow.

1. Razaq (کراچی پر ای ہالی بھاننے کا)
   Razaq won't come to school tomorrow.

2. will (کراچی پر ای ہالی بھاننے کا)
   Razaq will come to school tomorrow.

3. go (کراچی پر ای ہالی بھاننے کا)
   Razaq will go to school tomorrow.

4. next Monday (کراچی پر ای ہالی بھاننے کا)
   Razaq will go to school next Monday.

5. won't
6. the girls
7. to the party
8. day after tomorrow
9. come
10. they
11. will
12. to the class
13. tomorrow morning
14. to the test
15. those boys
16. won't
17. tomorrow
18. to the school

C. will یا won't
Example: Nabi is going to take a trip this Tuesday.
    Nabi will take a trip this Friday.

1. The boys are going to play ball this afternoon.
2. Our teachers aren't going to give us tests this week.
3. The young people are going to go to the movies tonight.
4. We are not going to be busy next week.
5. I'm going to eat dinner early this evening.

D.

Example: Wahab will read the book tonight.
    Will Wahab read the book tonight?

1. We will study English this year.
2. It won't rain today.
3. Rahim won't come to class tomorrow.
4. The boys will finish the lessons quickly.
5. The cook will need rice.

V. Introduction and Practice of the Pattern for Reading

A. The boys won't eat dinner with us tonight.

B. SHALL

They WILL finish the test in one hour.
We SHALL come to school early tomorrow.

SHALL we go to a restaurant for dinner tonight?
    SHALL we leave now?
C. I'll do my homework at four o'clock. He'll go with his friends to the movies.

D. 1. Next Friday is a holiday. We will have a picnic next Friday. Ghafar will play his tambor at the picnic. Nasim will bring some food and all of us will sing. We will probably stay at the picnic all day.
   a. What will Nasim bring?
   b. How long will we stay at the picnic?

2. Last week Aziz wrote a letter to me. Tomorrow I will write a letter to him. The letter will probably reach him in four days.
   a. When did Aziz write a letter?
   b. When will I write my letter?

3. Those boys are carrying some heavy books. We'll help them, because they are valuable books and we won't want to lose them. Each book is worth 100 afghanis.
   a. What are the boys carrying?
   b. Why will we help them?

4. My father is going to Mazar-i-Sharif. Because it is far away, he will leave early tomorrow morning. He'll probably stay there for a week.
   a. Where is my father going?
   b. Why will he leave early in the morning?
   c. How many days will he stay there?

5. Rahim won't come to the party because he is busy. But we want him to come, because we like him and he sings well. Rahim
UNIT TWELVE
Lesson 46

always seems busy, because he is studying at the Faculty of Medicine.

a. Why won't Rahim come to the party?
b. Why do we want him to come?

6. Ali won't take a trip next week because he has several tests. He is a clever boy, but he has to study many hours for his tests. He studies everything carefully.

a. Why won't Ali take a trip next week?
b. What does he do carefully?

7. Habiba was in the bazaar yesterday. She saw some pretty blouses in the window of a shop. She decided to go into the shop and look at one of the blouses. It was pink.

Habiba asked the shopkeeper, "What is the price of this pink blouse?"

"It is eighty/afghanis," the shopkeeper said.

"That is a lot of money," Habiba said. "Will you sell it for seventy afghanis?"

"No," said the shopkeeper. "It is eighty/afghanis."

"Do you have another pink blouse?" Habiba asked.

"No, that is the only pink blouse that I have," the shopkeeper said. Then Habiba saw a nice white blouse. "How much is the white blouse?" she asked.

"It is ninety-five 'afghanis," the shopkeeper said.

"I don't think that it is worth ninety-five afghanis," Habiba said.

"I will give you eighty-five."

"No, that is not enough," the shopkeeper said. "This is a very nice blouse. I will give you a good price. I'll sell it for ninety afghanis."

"No, it is not worth that price," Habiba said. "I will come back again and look at other blouses. Goodbye."

"Goodbye," said the shopkeeper.

a. What did Habiba say to the shopkeeper about the white blouse?
b. What did the shopkeeper say to Habiba about the white blouse?
c. What did Habiba say about the other blouses?

8. Anwar and Nabi were walking to school. "We have to walk fast or we will be late," said Anwar. "It is almost eight-fifteen now."
"Probably your watch is wrong. We won't be late," Nabi said. "I know that my watch is correct," Anwar said. "We will be late and the teacher will be angry."

The boys decided to run. They ran fast and soon arrived at school. They were five minutes late, but the teacher didn't seem angry.

a. Why did Anwar think he and Nabi will be late?

9. It is February and the end of winter is coming. The snow is going away. In March or April it will start to rain. It will rain for a long time. The trees will have new green leaves.

When the rain stops the earth will be soft. The sun will be warm every day. Farmers and gardeners will become busy. Farmers will work in their fields and gardeners will work in their gardens. The air will be warm and the flowers will grow very fast. Soon the gardens will be beautiful. They will have flowers of many colors. People will go on picnics with their families and friends. They will visit the gardens and look at the flowers. It will be warm so the people will walk around the gardens without their heavy coats. Spring is a nice season.

a. Will the trees have new green leaves?
b. Will the earth be soft after the rain stops?
c. Will farmers and gardeners become busy?
d. Will the gardens soon be beautiful?
e. Will people go on picnics with their families and friends?

10. The ninth class will have a test tomorrow. This morning the teacher told the students to study hard. "The test won't be easy," he said.

Rahim and Taher left school after the class. Rahim was unhappy. "I was absent last week because I was sick," Rahim said. "I haven't studied the lessons. The test will be difficult. I won't know the answers to the questions."

"Come to my house tonight," Taher said. "I will help you. I will tell you about the lessons. We can practice all the new words and repeat all the sentences. Then you will know everything." Taher was captain of the class and he always studied the lessons.

"Thank you," said Rahim. "I will come. What time shall I come?"
"Come at seven o'clock." Taher said. "I will be ready then."

a. Will the ninth class have a test tomorrow?
b. What did the teacher say?
c. Why was Rahim unhappy?
d. What did Taher say?
Lesson 47
Vocabulary Exercises

I. Introduction of New Words

everybody, (a) factory, get/got/gotten, (an) idea, (a) merchant, pepper, (a) pound, produce/produced, (a) reason, rubber, send/sent/sent, silk, (a) skin, somebody, (a) thousand

REASON:

Omar told his father, "I want to become a doctor." His father said, "Why do you want to become a doctor? You have to have a good reason before you can become a doctor. What is your reason?"

"I have two good reasons," said Omar. "I want to help the people who live in our village and I want to help my country."

"Those are very good reasons," said his father.

1. What did Omar's father ask him?
2. What were Omar's two reasons?

GET/GOT/ (have, has) GOTTEN

A. get/got/gotten: جمع

Habib usually gets a present from his father when he studies hard. Habib studied hard last year, so he got a book of poetry from his father. If he studies well this year, he will get a new briefcase.
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Lesson 47

1. What did Habib's father give to Habib last year?
2. What will Habib get if he studies hard this year?

B. get/got/gotten: 

Abdul went to a food shop and got two bags of rice. Then he went to a clothes shop and got a tie for his new suit.

1. Where did Abdul get the rice from?
2. Where did Abdul get his tie?

SEND/SENT/ (have, has) SENT:

Bashir said to the teacher, "I have a friend in America, and I want to send a book about Afghanistan to him. How much does it cost?"

"It costs 50 afghans," said the teacher. "But I thought that you were going to America next month. You can take the book with you. You don't have to send it."

"That's right," Bashir said, "but he sent some things to me several months ago and I want to send some things to him."

1. Where did Bashir want to send the book?
2. Why did Bashir want to send the book?

A MERCHANT:

There are many merchants in Kabul. Merchants buy and sell things. Kabul has many merchants. There are clothes merchants and food merchants. They buy things and sell things to the people of this country and of other countries. Every country needs merchants.

1. What do merchants sell?
2. Does every country have merchants?

SILK:

People in Europe and America like silk. They make dresses,
UNIT TWELVE
Lesson 47

shirts and stockings from silk. Silk is very strong and beautiful. Merchants sell silk in their shops. There is a lot of silk in Jalalabad. A lot of this silk goes to Kabul.

1. What do people make from silk?
2. What city has a lot of silk?

A SKIN:

Afghanistan sends many karakul skins to other countries. People like these skins very much. They make beautiful coats and caps from the skins. Karakul skins are several colors. People in other countries buy a lot of gray and black skins, but they like brown skins too.

1. Does Afghanistan send many skins to other countries?
2. What do people make from these skins?

PRODUCE/PRODUCED:

Afghanistan produces very beautiful rugs. People all over the world like them. Afghanistan produces sugar, rice and karakul too. Afghan karakul is very famous. The United States does not produce much karakul, but it buys a lot of karakul from Afghanistan.

1. Does Afghanistan produce sugar, rice and karakul?
2. Does the United States produce much karakul?

RUBBER:

Some trees produce rubber. The trees grow in very hot countries. We use rubber for many things. Sometimes the soles of shoes are rubber. People make some coats and hats from rubber, too. People use these coats and hats when it rains. We make erasers from rubber. We use rubber in trucks and cars. It is very valuable. Every country uses a lot of rubber.
1. Where do we find rubber?
2. What do we do with rubber?
3. Does every country use rubber?

EVERYBODY:

Our class had a picnic last Friday, but everybody in the class didn't come. One of the boys in our class was sick and two other boys had to stay home because some relatives of theirs were going to visit their home.

Everybody else came and had a good time.

1. How many students from the class didn't come to the picnic?
2. Why?

A POUND:

Khalil bought a pound of rice, a pound of tea and a pound of coffee. When he went home, his mother said, "I don't think that the merchant gave a pound of tea to you. I think that he only gave you half a pound. Go back and tell him to give you another half pound."

1. How many pounds of rice and tea did Khalil buy?
2. What did Khalil's mother say?

A THOUSAND:

There were two thousand students in school. A thousand were girls and a thousand were boys. The teacher said that the school was big enough for five thousand students. The school got enough books for five thousand students.

1. How many students were in school?
2. How many students could the school have?
PEPPER: 

Some people put pepper and salt on their food when they eat. Pepper is black or red, or sometimes white. Some people use pepper when they cook. Sometimes we put pepper in ahshak, on potatoes and on eggs.

1. What color is pepper?
2. What food do we put pepper on?

SOMEBODY:

The principal of our school said, "The classroom door is open. Will somebody please close it? There is a lot of paper on the floor. Somebody left the paper on the floor. The erasers are dirty too. Will somebody clean them? I left my books in the car. Will somebody bring them? The teacher is absent today. Will somebody teach the class?"

1. Did the principal ask somebody to clean the erasers?
2. Did the principal ask somebody to teach the class?

AN IDEA:

The teacher had a map of the world. "We are going to study several countries," he said. "Ghulam, you write a report about India. Faqir and Aref will write about China and America." "What shall we write about?" Faqir asked. "Do you have any ideas?" asked the teacher. "I have an idea," Aref said. "I will write about the rivers and mountains."

"Very good," said the teacher. "Do you have any ideas, Faqir?" "Yes, I will write about cities and weather in those countries." "What ideas do you have, Ghulam?" asked the teacher. "I don't have any ideas," said Ghulam. "That's all right," said the teacher. "The class will help you."

1. What did the teacher ask Faqir?
2. What ideas did Ghulam have?
There is a very large factory at Gulbahar. It is a very new factory. It produces cloth. There are also cloth factories at Pul-i-Khumri and Kunduz. These factories have many machines. These factories produce cloth too. The Jangalak factory makes machines.

1. Where is a very large factory?
2. What things do the factories in Pul-i-Khumri and Kunduz produce?

II. Practice of New Vocabulary

| a. everybody | f. pepper | k. send/sent/sent |
| b. (a) factory | g. (a) pound | l. silk |
| c. get/got/gotten | h. produce/produced | m. (a) skin |
| d. (an) idea | i. (a) reason | n. somebody |
| e. (a) merchant | j. rubber | o. (a) thousand |

1. Some people like a lot of salt and ______ f. ______ on their food.

2. We use about thirty karakul ______ m. ______ when we make a coat.

3. Gulbahar has a very large ______ b. ______.

4. A man who buys and sells things is a ______ e. ______.

5. "My sister in Kandahar wants a rug," said Farid. "I will ______ k. ______ her one."

6. Parwin's dress is ______ l. ______.

7. "Why do you want to be a pilot?" Najib asked Amin. "You have to have a good ______ i. ______."

8. Sher went to the bazaar and bought a ______ g. ______ of tea.
9. "What shall we do during Jashen?" asked the teacher. "Who has a good d. ?"

10. All the students came to class. The teacher said, "I'm happy because a. is here."

11. "I left my bicycle at home," said Najibullah. "Will n. give his bicycle to me this morning?"

12. Saliha said, "My feet won't get wet in the rain because my shoes are j. ."

13. -Afghanistan h. a lot of karakul and lapis lazuli

14. "My brother can count from one to o. ," said Omar.

15. Next week Ibrahim is going to c. a present from his father.

B. ینهی درآمد و برای تسریکی از جمله لفت مناسبی یا از جمله اینکه اینکه اینکه
تاریخ کمک و به عصر کمک از دست خانواده درست کن سادگی.

1. The teachers and the students all left the school. left the school.

2. Taher works in a . There are many machines in the .


4. Akram thinks about many things. He has many .

5. Mr. Jabar sells things to people in other countries. He is a .

6. Some people like salt and on eggs.

7. The farms in Afghanistan a lot of fruit every year.

8. When Shafiqa was in the bazaar, she bought two of apples and three of rice.
   "I don't know his ________," his friend said.

10. We use ________ in erasers, balls, and other things.

11. My friend ________ a book to me from America. I want to ________ a karakul hat to him from Kabul.

12. We often make shirts, ties and dresses from ________.

13. We make karakul caps from karakul ________.

14. Five hundred and five hundred are one ________.

15. ________ left his hat in the shop but I didn't see him.

C. 

1. Afghanistan is famous for its karakul ________.

2. When it rains, we wear ________ shoes.

3. When we cook pilau, we usually put salt and ________ in it.

4. Afghan rugs are very beautiful. Many people ________ rugs to the United States.

5. In every city of Afghanistan, there are many ________ who buy and sell things.


7. In Kunduz there is a very large ________.

8. Fifty ________ people live in that city.

9. Habib went to the bazaar because he needed to buy a ________ of tea.
10. Sarwar didn't go to school yesterday, but he had a good _______. He was sick.

11. The Kohdaman Valley _______ many grapes each summer.

12. The teacher said, "The room is cold. Will _______ please close the window?"

13. Sayed asked, "When will we _______ our tests from the teacher?"

14. Aziz wanted to have a party for all of his class. He asked _______ in his class to come.

15. Some people can make many new things because they think a lot and they have a lot of good _______.

III. Word Study

A. 

DO/DOES)/DID/DONE

1. do/does/did/done:
   a. Do you need this pencil?
      No, I don't.
   b. Did they find the bicycle?
      They didn't find it yesterday, but they found it this morning.
   c. Does he want the horse?
      No, he doesn't.

2. do/does/did/done:
   Nazar: The teacher didn't come on time yesterday morning.
   Rahim: No, the teacher did come on time yesterday. I saw him when he came.
3. do (does) / did / done:

a. What did you do last night?
   I went to the movies.

b. He did some work, but I didn't do anything.

c. I do my homework.

d. He believes that John will do well on the test tomorrow.

e. What did Nazar do to Abdullah?
   Nazar hit Abdullah.

f. What do some germs do to animals?
   Some germs cause diseases in animals.

g. What did you do with my pen?
   I put it in the desk in the living room.

h. What do we do with plants in the winter?
   We put them in pots and keep them inside.

LONG

1. long:

   a. Azizullah is a very tall boy because he has long legs.
   b. How long is that table?
   c. This table is four and a half feet long.

2. long:

   a. On Wednesdays we have a long English class.
UNIT TWELVE
Lesson 47

b. The class is two hours long.
c. We waited for you for a long time, but you never came.
d. In summer the days are long and sunny. In winter they are short and cloudy.

B.

1. IS / 'S
   a. Mr. Nazar is a good teacher. He's always happy too.
   b. Karim's going home on the bus today.

2. ARE / 'RE
   a. Those boys are playing soccer. They're playing very hard but they like the game.
   b. We're going to the bazaar for some tea. Are you going to come with us?

3. WILL / 'LL
   a. I'll come and see you soon.
   b. We'll be in front of the tea shop.

4. HAVE / 'VE
   a. I've been to the King's farm several times.
   b. They've never come to our house.
c. I'm tired. We've played this game for an hour.

5. HAS / 'S + (حالات سوم فعل) 
   |  
   | 's gone, 's eaten, 's traveled

   a. John's been my good friend for two years.
   b. He's traveled a lot of places.
   c. John's already eaten.

6. 's a student.
   b. Mariam's gone to the movies.
   c. She's a teacher.
   d. Karim's a good student.
   e. He's never been to Istalif.

C. WAS GOING TO + (verb) 

   |  
   | صورت اسبق ل این رست که را سیمیت ل در مزینت نه کنید.

1. I was going to stay in the city and eat lunch at the restaurant before I came home yesterday, but I remembered that I had to go home and meet a friend of mine who was going to visit me that afternoon. I went home without eating lunch at the restaurant. My friend came and we had tea at my house.

2. The boys left school and started to walk to the soccer field. They were going to play soccer. But on the road to the soccer field they became hot and tired. They stopped and drank some juice . Then they ate some kebabs. They stayed at the restaurant until the sun was down. They never arrived at
the soccer field. They were going to go to the soccer field, but they never got there because they decided to eat.

3. Our class was going to read four English books this year, but they were difficult so we only read three books.

4. We were going to go to the movies last night, but we didn't go because some friends of ours visited us. We stayed and talked to them all of the evening.
LESSON 48
Reading Comprehension

UNIT TWELVE

I. The Mediterranean Sea Route

How does the Mediterranean Sea Route help people?

Ships on the Mediterranean have always been busy. Big ships travel toward Europe on the Mediterranean. They come from Asia and carry things for the people of Europe, things for their food, and for their homes. Ships carry silk to Europe so the factories can make dresses and other silk clothes. They carry thousands of pounds of rice, tea, pepper, cotton and rubber and Afghan karakul skins. The ships come from India, Iran, Japan and China and go to some of the big cities of Europe. The merchants of Asia like to send their things on these ships to Europe because they can sell these things in Europe for a lot of money. The people of Europe are happy to get those things from Asia because they can use them. Without the ships on the Mediterranean Sea, Asia could not help Europe and Europe could not help Asia.

Not all of the ships on the Mediterranean Sea travel toward Europe. Half of them go toward Asia. They carry things which the people have made in the factories of Europe. These are things which the people of Asia need, but things which they do not have. The ships carry many things to Asia. For women and girls they carry blouses, sweaters, jackets, shoes and dresses. For men, they carry trousers, shoes, jackets and watches. For students, they carry books, erasers, envelopes, paper, pens, ink and pencils. They also carry books for libraries and paper which the people in Asia use when they produce books.

The people who work in the factories of Europe get money from Asia for these things and the people of Asia get many good things from Europe. Without the ships on the Mediterranean Sea, Europe could not help Asia and Asia could not help Europe.
II. Questions for Comprehension

A. (a, b, c, d)

MAIN IDEA

1. The main idea of this article is that:
   a. big ships travel toward Europe on the Mediterranean.
   b. many ships come from India, Iran, and Japan.
   c. Asia helps Europe and Europe helps Asia.
   d. the people of Europe like to get things from Asia.

DETAILS

2. Big ships travel toward Europe on
   a. the Atlantic Ocean.
   b. the Pacific Ocean.
   c. the Mediterranean Sea.
   d. the Indian Ocean.

3. The ships which come from Asia carry thousands of pounds of
   a. dresses and other silk clothes.
   b. rice, tea, pepper, cotton, rubber and karakul skins.
   c. blouses, sweaters, jackets, shoes and dresses.
   d. books for libraries.

4. The ships which go to Europe come from
   a. India, Iran, Japan and China.
   b. America, Australia, Germany.
   c. Ireland, Russia, Sweden, Italy.

5. For the men in Asia, the ships which come from Europe carry
   a. books, erasers, pencils, envelopes.
   b. pens, ink, rulers, paper.
   c. trousers, shoes, jackets and watches.
   d. silk, blouses, dresses.
1. Ships on the Mediterranean Sea have never been busy.
2. Only small ships travel toward Europe on the Mediterranean Sea.
3. Ships come from Asia and carry things for the people of Europe.
4. Factories can make dresses because ships carry silk to Asia.
5. Ships carry thousands of pounds of rice, tea, pepper and cotton.
6. The merchants of Asia do not like to send things to Europe.
7. All of the ships on the Mediterranean Sea travel toward Europe.
8. Ships carry things which the people have made in the factories of Europe.
9. The people of Asia get a lot of things from Europe.
10. Without the ships on the Mediterranean Sea, Europe could not help Asia and Asia could not help Europe.
UNIT THIRTEEN

LESSON 49
Oral and Reading Grammar Exercises

The first man is older than the second man.

This boy is more intelligent than that boy.

First Pattern: The first man is older than the second man.

I. Introduction of the First Pattern

1. The first man is old.
   He is older than the second man.

2. The second man is young.
   He is younger than the first man.

3. The first man is tall.
   He is taller than the second man.

4. The second man is short.
   He is shorter than the first man.

5. Summer is hot.
   It is hotter than winter.

6. Winter is cold.
   It is colder than summer.
7. The first boy is small. He is smaller than the second boy.

8. The first book is big. It is bigger than the second book.

9. The first pencil is long. It is longer than the second pencil.

10. The first bicycle is new. It is newer than the second bicycle.

11. The first boy is busy. He is busier than the second boy.
12. The second boy is late.
   The first boy is earlier than the second boy.

13. The first boy is early.
   The second boy is later than the first boy.

B. 
   دوباره بچه‌ها و دوستان دیگری هم در دوست دوست هستند.
   جهت سه‌بلندی از پیوسته را بگیرید.

C. 
   Aziz is TALLER THAN Anwar.

...er + than...
Here are four houses.

1. The first house is **bigger** than the second house.
2. The third house is **bigger** than the second house.
3. The fourth house is **bigger** than the second house.
4. The second house is **smaller** than the first house.
5. The second house is **smaller** than the third house.
6. The second house is **smaller** than the fourth house.
7. The third house is **smaller** than the fourth house.
8. The third house is **smaller** than the first house.
9. The first house is **smaller** than the fourth house.
10. The fourth house is **bigger** than the third house.

II. Practice of the First Pattern

A.

1. **Anwar is taller than that boy.**
   (This boy, My brother, This girl, Nabi, My sister, My friend, Qasim, This student, Naima, Wall)
2. **This man is stronger than that man.**
   (shorter, older, kinder, braver, busier, earlier, taller, happier, later, angrier, sadder, nicer, lazier, hungrier, faster, younger, bigger)
Teacher: Who is taller than Ghafar?
Student: Yonus is taller than Ghafar.

Teacher: Is Ghafar shorter than Salim?
Student: Yes, Ghafar is shorter than Salim.

Teacher: Is Salim shorter than Yonus?
Student: No, Salim is not shorter than Yonus.

1. Who is shorter than Hamid?
2. Who is taller than Yonus?
3. Who is shorter than Yonus?
4. Is Hamid taller than Salim?
5. Is Hamid taller than Ghafar?
6. Is Hamid taller than Yonus?
7. Is Yonus taller than Ghafar?
8. Is Yonus taller than Hamid?
9. Is Yonus taller than Salim?
10. Is Salim taller than Hamid?
11. Is Salim taller than Ghafar?
12. Is Salim taller than Yonus?
13. Is Hamid shorter than Ghafar?
14. Is Hamid shorter than Yonus?
15. Is Hamid shorter than Salim?
16. Is Yonus shorter than Ghafar?
17. Is Yonus shorter than Hamid?
18. Is Yonus shorter than Salim?
19. Is Salim shorter than Hamid?
20. Is Salim shorter than Ghafar?
21. Is Salim shorter than Yonus?
22. Is Ghafar shorter than Yonus?
23. Is Ghafar shorter than Salim?
24. Is Ghafar shorter than Hamid?
Second Pattern: This boy is MORE INTELLIGENT THAN that boy.

II. Introduction of the Second Pattern

A. This boy is intelligent.
He is more intelligent than that boy.

2. These flowers are beautiful.
They are more beautiful than those flowers.

3. This man is famous.
He is more famous than that man.

4. Habib worked hard today. He is tired.
He is more tired than Nazar.

5. This book has stories and pictures. It is interesting.
This book is more interesting than that book.

6. The students don't understand this lesson. It is difficult.
This lesson is more difficult than the last lesson.

7. These sentences are important. The class will have a test about them.
These sentences are more important than the other sentences.

B. He is more intelligent than that boy.
2. These are more beautiful than those.
3. He is more famous than that man.
4. He is more tired than Nazar.
5. This is more interesting than that.
6. This lesson is more difficult than that one.
7. These are more important than those.
C. English is **EASIER** than Pushtu.

This lesson is **MORE DIFFICULT** than Lesson 48.

D.

1. Hamid's homework had a lot of mistakes.
   Nazar's homework didn't have many mistakes.
   Nazar's homework was **more correct** than Hamid's.

2. This boy is afraid of many things.
   That boy is afraid of few things.
   This boy is **more afraid** than that boy.

3. Qasim rides his bicycle slowly.
   Nasim always rides his bicycle very fast.
   Qasim is **more careful** than Nasim.

4. That boy didn't write his homework.
   He copied it from a friend.
   This boy didn't copy his homework.
   This boy is **more honest** than that boy.

5. This student is grateful for his new books.
   That student isn't very grateful for his new books.
   This student is **more grateful** than that student.

6. This student learns his lesson quickly.
   That student doesn't learn his lesson quickly.
   This student is **more intelligent** than that student.
UNIT THIRTEEN
Lesson 49

7. This watch is worth four hundred afghanis.
That watch is worth eight hundred afghanis.
That watch is more valuable than this watch.

I. Nazar's homework was more correct than Hamid's.
2. This boy is more afraid than that boy.
3. Qasim is more careful than Nasim.
4. This boy is more honest than that boy.
5. This student is more grateful than that student.
6. He is more intelligent than that student.
7. That watch is more valuable than this watch.

IV. Practice of the Second Pattern

A. صورت گذشته ترین حتمت زیل دارم. کنید. نمی‌توانیم از همین یک حرف به راحتی به خود بزنیم.
ظرفیت به دنده که در درک مسلما لنگرده. همیشه را می‌گیریم. همیشه را از دست افتاده خستگی کار می‌کنیم.

1. This man is more intelligent than that man.
(tired, clever, important, careful, honest, grateful)

2. This book is more interesting than that book.
(common, difficult, valuable, beautiful)

B. یکی که که ترین حتمت زیل برخوانیم. دیگر در عرصه که حسمنی از دادن همیشه را کمی کرده. دیگر که را.

That lesson is difficult.
This lesson is not very difficult.
That lesson is more difficult than this lesson.

1. These boys are intelligent.
Those boys are not very intelligent.
These boys are
2. This picture is beautiful.
   That picture is not very beautiful.
   This picture is ________

3. Lesson eight is interesting.
   Lesson nine is not very interesting.
   Lesson eight is ____________

4. Hamid is tired. He worked hard today.
   Rashid didn't work hard and he isn't very tired.
   Hamid is ______________

5. This book is very difficult.
   That book is easy.
   This book is ___________

6. The man in the story is clever.
   The parrot is not clever.
   The man is ______________

7. Taher's homework was correct. It had no mistakes.
   Aslam's homework had a lot of mistakes.
   Taher's homework was ____________

8. The green bicycle is worth four thousand afghanis. It is valuable.
   The black bicycle is worth eight hundred afghanis.
   The green bicycle is __________

9. The students have to study Lesson twelve. It is important.
   They don't have to study Lesson eleven.
   Lesson twelve is __________________

10. This man is always careful when he drives his car.
    That man usually drives his car fast.
    This man is __________________
Examples:
Nabi is a good student. He is a better student than the other students.
Aslam is a bad student. He is a worse student than the other students.

V. Reading of the Patterns

1. Razaq and Amir are two students. Amir is younger than Razaq.
   Razaq is taller and heavier than Amir, but Amir eats a lot of food and
   is stronger than Razaq. And Amir is more clever than Razaq; his
   questions and ideas are more interesting. Amir studies harder than
   Razaq and is a better student.
   a. Is Razaq younger than Amir?
   b. Who does better work in school?

2. Mirza and Qayum are brothers. Both boys go to school, but the
   boys are in different classes. Qayum's room is always noisier than
   Mirza's because Qayum's room has forty boys and Mirza's room
   has thirty. Qayum's room is bigger than Mirza's room, but the boys in
   Qayum's room are older and noisier, too, so the teacher has to talk
   louder than Mirza's teacher. Qayum is a better student than Mirza,
   but he has to study harder because his room is noisier and the lessons
   are more difficult.
   a. Why does Qayum's teacher have to talk louder than Mirza's teacher?
   b. Why does Qayum have to study more than Mirza?

3. Today the weather is beautiful and we are going on a trip. We were
   going yesterday when it started to rain. But today is warmer than
   yesterday, and it is sunnier too. Yesterday was cloudier than today.
   We are happier when the day is warm, because we can play in the fields
   and we can eat on the ground.
   a. Was yesterday warmer than today?
   b. Is today cloudier than yesterday?

4. When people send things to other places in Afghanistan, they use many
   different ways. They send the things in trucks and airplanes.
and on carts, camels ჯჯ and donkeys ჯჯ. Airplanes are faster than the other ways. Trucks are stronger than cars and animals and they can carry heavier loads ჯ,j. But when the weather is bad, camels and donkeys are safer.

a. Why are airplanes sometimes better than trucks?
b. Why are trucks sometimes better than camels?

5. The men are playing buzkashi today. There are many horses in the field, but Aslam's horse is faster than the others. Kabir has a good horse too. It is stronger than the other horses, and Kabir rides very well. Khoja's horse is not very fast or very strong but Khoja is a better rider than the other two men.

The day is warm and many people are watching the game. It is sunnier than yesterday and it is warmer too. The boys are happier today than they were yesterday, because today is a holiday and they can play games.

a. Who has a stronger horse than the others?
b. Who rides better than the other men?
c. Why are the boys happier today?

6. John and Dick are brothers. John is older than Dick. He is taller than Dick, but Dick is stronger than John. Both boys are friendly, but John is more friendly than Dick.

Both John and Dick are clever and both are good students. John learns his lessons quickly. Dick is slower but he is neater and more careful.

John is noisy. He likes to laugh and tell jokes. Dick is quieter than John and he seldom becomes angry.

John has decided to be a doctor and Dick has decided to be a teacher. Both boys will go to the university next year. This year, both boys are working in a factory, so they will have more money when they go to the university.

a. Is John older than Dick?
b. Is John more friendly than Dick?
c. Does John learn his lesson more quickly than Dick?
d. Is Dick neater and more careful than John?
e. Where are the boys working this year?
LESSON 50
Oral and Reading Grammar Exercises

MAY I have that book?
Yes, you MAY.
No, you MAY not.

I. Introduction of the Pattern

A. MAY: اجازه یا نه

1. I need an English book. May I have that book?
2. We need some pencils. May we have those pencils?
3. I need a piece of chalk. May I have a piece of chalk?
4. We need some pens. May we have these pens?
5. I need a notebook. May I have that notebook?
6. He needs a piece of paper. May he have a piece of paper?
7. I need a briefcase. May I have your briefcase?
8. She needs an eraser. May she have an eraser?

B. MAY: اجازه یا نه

1. May I have that book?
2. May we have those pencils?
3. May I have a piece of chalk?
4. May we have these pens?
5. May I have that notebook?
6. May he have a piece of paper?
7. May I have your briefcase?
8. May she have an eraser?

C. MAY: اجازه یا نه

COULD I have that book?
MAY I have that book?
CAN I have that book?
D. 1. Yonus and his brother want to have a picnic. Yonus is asking his father about the picnic.
   "May we have a picnic?
   May we invite ten people?
   May we have the picnic next week?"

2. Aslam is talking to Sultan. He wants to use some things that Sultan has.
   "May I use your English book?
   May I use your pencil, too?
   And may I use your eraser?"

3. The students are talking to the teacher.
   "We didn't finish our homework today.
   May we give it to you tomorrow?"

4. When a student is late for class, he opens the door and he says,
   "May I come in?"

5. Khalil needs some money. He says to his father,
   "May I have some money? May I have ten afghanis?"

6. Ghafar needs a bicycle to go to the bazaar. He wants to use Ahmad's bicycle. He says to Ahmad,
   "May I use your bicycle?"

E. 

F. 

Yes, you may.

No, you may not.
1. May I have that book?
2. May I have some money?
3. May I use your eraser?
4. May I have that briefcase?
5. May I use your umbrella?
6. May I answer this question?
7. May I erase the blackboard?
8. May I start the lesson?
9. May I use your telephone?
10. May I talk to my friend?
11. May I read this book?
12. May I open the door?

II. Practice of the Pattern

1. May I come in?
   (we, they, Nasim, these boys, my friend, he, she, Razaq and Ahmad)
2. May we use these books?
   (have, read, study, carry, bring, leave, send, buy, count, look at, sell)
3. May I use this pencil?
   (book, pen, eraser, notebook, bicycle, piece of chalk, ruler, basket, broom, football, glass, camera, cup, key, knife, umbrella, watch, sweater, flute, tambor)

III. Reading of the Pattern

1. It was hot in the classroom. Akbar asked the teacher, "May I open the window?"
   The teacher said, "Yes, you may. That is a good idea, because it is hot in here."
UNIT THIRTEEN  
Lesson 50

2. Yonus was late for class. He opened the door of the classroom and asked, "May I come in?"

The teacher said, "Yes, you may. But why are you late? I hope that you have a good reason."

"I have," said Yonus. "My bicycle broke, so I had to walk to school."

a. What did Yonus say when he opened the door?  
b. Why did he say that?  
c. Did Yonus have a good reason?

3. Nabi came to school without his books and briefcase. He needed some things for his English class. "May I use your English book for a few minutes?" he asked Wazir.

"Yes, you may," Wazir said. "And you may have a pencil and some paper, too."

Nabi said, "Thank you. May I use this pencil all day?"

Wazir said, "Yes, you may. Somebody gave the pencil to me, but I have some others now. You may keep this one."

a. What did Nabi ask Wazir?  
b. What other things did Wazir give to Nabi?

4. Aref wanted to go on a picnic on Friday. He asked his father about it. He said, "My friends are going on a picnic this Friday. May I go too?"

Aref's father said, "Have you finished your homework?"

Aref said, "Yes, I finished my homework yesterday."

Aref's father then said, "All right, you may go to the picnic. You may take this radio too. But you may not stay late. Come home early."

Aref said, "Thank you. I'm going to take some food, some salt and pepper, and a pound of fruit. I won't stay very late."

a. Did Aref's father say that Aref could go to the picnic?  
b. Did Aref's father want him to stay late?

5. Some of the students in the tenth class didn't finish their homework yesterday. One of the students asked the teacher, "May we give our
homework to you tomorrow?"
The teacher said, "No, you _may_ not. I want your homework _just_ today, not tomorrow."

a. What did one student ask the teacher?
b. What did the teacher say?

6. Ahmad wanted to buy some new shoes. He asked his father,
"May I have some money? I need some new shoes."

Ahmad’s father answered, "You _may_ not have any money. You have good shoes now. Two pairs of shoes are a thousand afghanis. Next month you _may_ buy some shoes."

a. What did Ahmad ask his father?
b. When will Ahmad’s father give some money to him?

7. Qasim wanted to take a trip to Kandahar. He wanted to go with his cousin Hamid. "May I go to Kandahar?" he asked his father.
"May I go with Hamid?"

"When do you want to go?" asked his father. "You _may_ go to Kandahar during your vacation, but you _may not_ go when there is school."

"May I go next week? There is no school then," Qasim said.

"Yes, you and Hamid _may_ go to Kandahar next week," said Qasim’s father. "When you go I want to send some things with you to your uncle in Kandahar. I will give a box to you and you _may_ take it to him.

a. What did Qasim ask his father?
b. Did Qasim’s father want him to go to Kandahar when there was school?
c. What did Qasim’s father want to give to him?
LESSON 51
Vocabulary Exercises

burn/burned, dangerous, (a) deer, a few, gasoline, how, later, out, promise/promised, ripe, shout/shouted, smoke, sorry, wheat

I. Introduction of New Words

DANGEROUS:

A. When some people are in cars, they drive very fast. It is dangerous, because they can't slow down quickly.

1. What do some people do when they are in cars?
2. Why is it dangerous when people drive very fast?

B. Last week we climbed a mountain. It was very tall and the ground was wet. For this reason it was dangerous. One of the boys fell and cut his leg.

1. Was the mountain safe? What was it?
2. What did one of the boys do?
3. Why was the mountain dangerous?

SHOUT/SHOUTED:

The classroom was noisy. The teacher came into the room and said, "Do not shout! Be quiet! Don't shout!"

Khalil said, "Habib always shouts!"

The teacher turned to Khalil and said "You are shouting now, too, Khalil."

Both of you, please be quiet."

1. What did the teacher say when he came into the room?
2. Why did he say it?
How did you come to school today?  
How do you say "Hello" in German?  

A Few:

The shopkeeper sells many things to students. Every day he sells many pencils and notebooks. Some days he sells many pens and crayons. Other days the students buy only a few pens and crayons.

Yesterday the shopkeeper sold a lot of notebooks and many pencils. He sold a few envelopes; he didn't sell many envelopes. He didn't sell many rulers either; he only sold a few. He sold a few knives. He sold some combs and a few erasers.

1. Did the shopkeeper sell many envelopes?
2. Did he sell many notebooks?
3. Did the students buy many erasers?

Out:

A. out:

1. Aziz walked out of the room.
2. At the end of the class, the teacher went out.

B. out:

1. The fire is out because we don't have enough wood.  
   a. Why did the fire go out?
2. Habib put out the light because he left the room.  
   a. Why did Habib put out the light?
3. The candle went out when Sàrwar opened the door.  
   a. Why did the candle go out?
Our house was cold, so we burned some wood in the stove. My brother Sultan was standing next to the stove and he burned his hands on it.

1. What did we do when our house was cold?

A. burn/burned: درادن بهره نن

A few minutes after that we put some paper in the stove. The paper burned very quickly and the stove got very hot.

1. What happened to the paper?

B. burn/burned: درشت سوزش

My little brother put my book into the stove too, and it burned up before I could take it out.

1. What happened to my book?

GASOLINE: پرول

We use gasoline in cars and buses. Many machines use gasoline.

1. Where do we use gasoline?

WHEAT: کمن

Wheat grows in Afghanistan. Farmers grow wheat in the spring and in the fall. When wheat has water and sun and good earth, it grows well. We make bread from wheat.

1. Does wheat grow in Afghanistan?
2. What do we make from wheat?
3. When do farmers plant wheat?
4. What does wheat need?
SMOKE: 

The fire was in the fireplace, but the smoke came out into the room. Habib did not like the smoke. He opened the window and the smoke went outside through the window. The smoke did not go up the chimney because the chimney was full. The fire is out now so there is no more smoke.

1. Who opened the window?
2. Where did the smoke go?
3. Why is there no smoke now?

DEER: 

In Afghanistan deer live in the mountain. Amin saw a deer yesterday in Kandahar. The deer was brown and white and it ran very fast. Deer do not kill other animals, but they are very clever. They eat plants and other things.

1. Where do deer live in Afghanistan?
2. What color are deer?
3. What things do deer eat?

SORRY: 

A. Fazil was sorry because he was not at home when his uncle visited him.

B. Kabir left his shoes on the stairs. When his brother walked down the stairs, he walked over the shoes and fell down.

"I'm very sorry," said Kabir. "I forgot to put the shoes in my room."

1. Why did Kabir's brother fall down?
2. Why was Kabir sorry?

C. Nazar threw a stone at a tree, but the stone hit Wali.

"I'm sorry," said Nazar. "I was trying to hit that tree."

1. What was Nazar trying to do?
2. Why was Nazar sorry?
D. Aslam was drinking some tea. Suddenly he dropped the cup and
the tea ran out over the floor.
"I'm sorry," Aslam said to his father. "I will clean the floor."

1. Why was Aslam sorry?
2. What was he going to do?

PROMISE/PROMISED: وعهد

"My father has promised me a briefcase," said Jalil. "I promised
to study very hard. Last year, I promised to work hard and he
promised to take me to Herat when he went. I worked very hard in
school last year, and he took me to Herat when he went there in June."

1. What did Jalil's father promise?
2. What did Jalil promise to do?
3. What did Jalil's father promise last year?

LATER: یکس

Yaqub asked Karim, "Shall we play football this afternoon?
"Let's play later," said Karim. "I can't play now but I can play
later. I can play when I finish my work."
"I have to go to the bazaar later," said Yaqub.
"Well," said Karim, "will you come to my house for dinner tonight?"
"All right," said Yaqub. "I'll see you later. Goodbye!"

1. Did Karim want to play football later?
2. Did Yaqub have to go to the bazaar later?

RIPE: یسی

When oranges are ripe, people take them from the trees. When
grapes are ripe, birds like to eat them. Some ripe apples are red, but
other ripe apples are yellow. Ripe apples fall from the tree to the ground
but people usually try to take them from the tree before they fall. When
wheat is ripe in the fields it is yellow and the farmers cut it.

1. Are ripe apples always red?
2. What color is wheat when it is ripe?
II. Practice of New Vocabulary

<table>
<thead>
<tr>
<th>a. burn/burned</th>
<th>f. how</th>
<th>k. shout/shouted</th>
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<tbody>
<tr>
<td>b. dangerous</td>
<td>g. later</td>
<td>l. smoke</td>
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<tr>
<td>c. (a) deer</td>
<td>h. out</td>
<td>m. sorry</td>
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<tr>
<td>d. a few</td>
<td>i. promise/promised</td>
<td>n. wheat</td>
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<tr>
<td>e. gasoline</td>
<td>j. ripe</td>
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</tbody>
</table>

A. "I will do my homework every day," Amir _______ the teacher.

2. We make bread from _______. In Afghanistan there is a lot of _______.

3. Every car needs _______.

4. The fire made a lot of _______.

5. Amir threw water on the fire. The fire went _______.

6. Do not eat grapes until they are _______.

7. "I can't pronounce this word," Nasim told the teacher. "Do you pronounce it?"

8. In the winter be careful when you walk on ice _______. Ice is very _______.

9. You can start a fire with paper because paper _______ quickly.

10. "I can't play now. I have to do my homework," said Anwar. "I can play _______."

11. A very beautiful animal that lives in the forest is the _______.

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12. The boys ate almost all of the apples on the table. There were still ___ d. apples on the table.

13. "Be quiet," said the teacher. "Never ___ k. in the classroom."

14. Razaq didn't study for the test. Then he was ___ m. when he didn't do well on the test.

B.

1. Karim didn't buy many books. He just bought a _____.

2. A _____ is a large animal that runs fast and lives in the forest.

3. Buzkashi is not a safe game. It is very _____.

4. We put some wood in the fireplace. Then we made a fire and _____ the wood.

5. When we take a long trip, we use a lot of _____ in the car.

6. Atah wanted to go to the picnic, but he couldn't go on time because he was very busy. His friends went to the picnic on time. An hour _____ Atah finished his work and then he went to the picnic too. He arrived at the picnic _____ than his friends did.

7. The fire is _____ because we don't have enough wood.

8. Azam got a good mark on his examination and his father was very happy. Azam's father said to him, "I _____ you that you will have a new briefcase this winter." His father bought a briefcase for him that winter.

9. Aziz was riding his bicycle down the street. He didn't see a little girl who was carrying some fruit, and he hit her. The little girl fell down and cried. He stopped, and said to her, "I'm _____ that I wasn't careful."

10. Aziz wanted to eat some apples. "Don't take the fruit off the tree yet," said his brother. "Wait until it becomes _____."
11. Abdullah was very angry and was ________ing at his friend. "You don't have to _________. I can hear you," said his friend.

12. The policeman knew that there was a fire in the building, because he could see some ________ which was coming out of the window.

13. "I can't answer this question," said Razaq. "______ did you find the answer to this question?"

14. One of the world's important crops ________ is _________. We usually make bread from it.

C. ________

1. When Omar was sick, all of his friends were very ________.

2. Some men go to the forest and kill ________ for food.

3. We make bread from ________. A lot of ________ grows in the spring and fall.

4. Only two students came to school the day before Jeshyn. The teacher asked "Why have only ________ students come to class?"

5. "I can't come to your house this afternoon at three o'clock," said Jalil. "I will come ________.

6. Cars need ________.

7. "I will do the homework and bring it tomorrow," Jalil ________ his teacher.

8. Don't eat apples and grapes until they are ________.

9. The students were very noisy, so the teacher ________, "Be quiet!"

10. Anwar is learning a new game. He is learning ________ to play soccer.

11. "Don't play with matches," Karima's mother said. "It's very ________.

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12. Wet wood will not _______.

13. The students had to open all the windows and the doors because there was a lot of _______ in the room.

14. The wet wood burned for a few minutes and then the fire went _______

IV. Word Study

A. 

Before: قبل از، پیش از

1. We ate breakfast at seven forty-five and went to school at eight o'clock. We ate breakfast before eight o'clock.

2. The airplane left Kabul at ten o'clock and arrived in Kandahar at eleven thirty. It arrived before noon.

3. Before six o'clock there were not many people on the street.

Before: پیش از، قبل از

4. We came at eight o'clock, but he left at seven thirty. He left before we came.

   Why didn't we see him?

5. Before we left, we finished our work.

   When did we finish our work?

6. Osman visited his friend before he went home.

   When did Osman visit his friend?

After: پس از

7. Our friends arrived after six o'clock.
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8. All of the people came to the picnic at three thirty, but Nabi came at four fifteen. He arrived after three thirty.

9. We have no classes after two o'clock.

10. The boy left after he talked to the teacher.
   1. When did the boy leave?

11. We are going to the museum after we finish our work.
   1. When are we going to the museum?

12. After Hosain arrived in Bombay he went to visit his friend.
   1. What did Hosain do after he arrived in Bombay?

B. until, when, because, after, before

1. Before Atah came to Kabul, he lived in Kandahar. He lived there for fifteen years, but he has been in Kabul for five years. He came to Kabul because he wanted to be a doctor. He has been studying at the University for two years. After he finishes, he wants to study in America for a few years. Then he will go back to Kandahar, because he wants to help the people there.

   a. Where did Atah live before he came to Kabul?
   b. Why did he come to Kabul?
   c. Where does he want go when he finishes at the University?
   d. Why does he want to go back to Kandahar?

2. During the winter, when there is no school, Salim works for his father. His father is a merchant and he has a big shop. Yesterday Salim was carrying some heavy boxes. He worked until he was tired; then he stopped. He went home and ate lunch. When he finished lunch, he went back to the shop because there was a lot of work. His father closed the shop at six o'clock and Salim worked until his father closed the shop. "Thank you," his father said. "You have helped me a lot today."

   a. When does Salim work in his father's shop?
b. When did he come to the shop?
c. Why did he come back to the shop?
d. How late did Salim work?

c. It is difficult to open the shop before eight o'clock.

<table>
<thead>
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<th>after</th>
<th>before</th>
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<tbody>
<tr>
<td>because</td>
<td>when</td>
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</tbody>
</table>

1. He left at three thirty but we came at four o'clock. He left _____ we came.

2. Khalil studied ________ he became tired. Then he stopped.

3. Ehsan is happy ________ he is going to visit his uncle in Herat.

4. Jabar arrived at eight o'clock, and we left at eight thirty. We left _________ he came.

5. ________ the weather is cold, we always wear our warm coats.

6. Rashid eats a big breakfast at seven thirty. Then he goes to school at eight o'clock. He always eats a big breakfast _______ he goes to school.

7. Ibrahim was sick, so he didn't play soccer with his friends. He didn't play _________ he was sick.

8. The boys were swimming last week. When it became cold, they stopped. They swam _______ it became cold.

9. _______ we were in America, we saw several famous museums and other buildings.

10. Qayeum is working on his uncle's farm this year. This morning he gave some food to the horses. Then he worked in the field _________ he gave food to the horses.
11. I spoke to Aslam; then I left. I left _______ I spoke to Aslam.

12. _______ there was no school on Friday, we slept until nine o'clock.

13. Mirza left his house at eight o'clock. He met Wali at seven thirty. He met Wali _______ he left home.

14. _______ Habibullah is in Herat, he always visits his uncle.

15. It started to rain when we were walking, so we stayed under a tree. We stayed under the tree _______ the rain stopped. Then we started to walk again.
LESSON 52
Reading Comprehension

UNIT THIRTEEN

I. Silent Reading

A. Why did the fire start?

B. Fire in the Wheat

It was a very hot summer. The cows tried to stand under a few small trees. All of them were tired from the hot weather. The small river that ran beside our farm was almost dry. We were sorry that the river was drying up because it always had a lot of nice fish in it every spring. Many of the fish were dying now. My father was afraid that the deer in the forest could not live either, because of the weather.

In the fields the wheat was ripe and very, very dry. The men who were cutting the wheat quickly became hot and tired. They wanted to drink the cool water that we were bringing to them in our truck. It was hot work.

When we reached them in our truck, Betty, my little sister, and I climbed out and took the pots of water to father and his men. They all took long drinks of the cool water and then began to put the wheat into the back of the truck. After the truck was full, we climbed back into the truck and turned the truck around.

Just when we were starting back to the farm in the truck, Betty suddenly shouted, "Fire!, I can see a fire!" The driver stopped the truck and jumped out. Betty was correct. There was a fire in the...
The driver started to look for the fire extinguisher. "Can I come too?" I asked.

"No," he said. "Stay here in the truck with Betty." He found the fire extinguisher, ran to the fire and started to fight it. Father and the other men in the field saw the fire and started to fight it too.

I was very sorry that I had to stay with my little sister. I wanted to fight the fire with the men. The fire was burning up our wheat and I had to stay in the truck!

Suddenly I saw that the tall grass beside our truck was burning too. It was a smaller fire than the other but it was growing fast. I had to stop the fire quickly or it could burn up our new truck. I suddenly remembered that our gas tank was full of gasoline. That was dangerous!

I quickly jumped out of the truck, took off my jacket, and poured some water on it from one of the pots. Then I began to hit the fire with my jacket. I shouted to my father and the other men that there was a fire near the truck and I needed help. They did not hear me, but I had to stop the fire before it reached the truck and Betty! I hit the fire with my jacket again and again. I became very tired, but I fought and fought the fire. The smoke came up into my face until I couldn't see. My face became black with smoke.

Father and the other men put out the fire in the wheat, but they did not know that there was a fire near our truck. Then suddenly they saw smoke near the truck, and they knew that we were in danger and they ran quickly toward us. But before they reached us the fire was out. "Are you all right?" shouted my father, and he looked at my black face.

"Yes, thanks, I'm all right, Father," I said.

But one of the men asked, "Where are your eyebrows?" I put my hand on my eyebrows, but they were not there. The fire had burned them off. That was all right. Eyebrows grow quickly. The important thing was that Betty and the truck were safe. Father promised to give me a new knife for my work. A few days later he gave me a new knife with two blades.
II. Questions for Comprehension

A. The main point of this story is that
   a. it was a very hot summer.
   b. there was a fire in the wheat.
   c. tall grass was burning beside the truck.
   d. a little boy was burned.

DETAILS

2. In the fields the wheat was
   a. ripe and very, very dry.
   b. green and wet.
   c. tall and heavy.
   d. short and brown.

3. When the men started back to the farm, Betty suddenly shouted
   a. "Stop the car."
   b. "Fire, I can see a fire!"
   c. "I'm thirsty."
   d. "I'm sick."

4. The fire near the truck was very dangerous because
   a. there was gasoline in the truck.
   b. the truck was new.
   c. no one was near the truck.
   d. it was summer.

5. The boy who put out the fire near the truck found
   a. that all his clothes were burned.
   b. that his eyebrows were burned off.
   c. that his father was very angry.
   d. that he needed some help.

6. The father gave his son
   a. a new knife
b. a new suit of clothes.

c. a new bicycle.

d. a new book.

1. It was a very cool summer.

2. The small river that ran beside the farm was almost dry.

3. In the fields, the wheat was not ripe.

4. The men who were cutting the wheat quickly became hot and tired.

5. When Betty shouted, "Fire", the driver stopped the truck and jumped out.

6. The tall grass beside the truck was burning too.

7. Father and the other men couldn't put out the fire in the wheat.

8. Nothing happened to the little boy who put out the fire near the truck.

9. The father gave his son a new knife for his work.

C. because of
I. Introduction of the Pattern

A. This table was made in Kabul.
2. This hat was made in Kabul.
3. This hat was made in Panjsher.
4. This coat was made in Mazar-i-Sharif.
5. This jacket was made in America.
6. This sweater was made in America.
7. This shirt was made in Kabul by a very good tailor.
8. These trousers were made in Kabul.
9. Our English books were made in Kabul.
10. They were brought to our school in a car.
11. They were carried by the students to the office.
12. They were then brought into the classroom.
13. They were given to the students in this class.
14. They were not sold to people.
15. They were needed for the students in this class.

B. This table was made in Kabul.

C. This table was made in Kabul.
These tables were made in Kabul.
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D. BY :

1. These easy sentences were written by Nasim.

2. The little boy was hit by a car.

3. Those books were needed by the students.

E.

1. The books on the table were brought from India.

2. They were opened by the teacher.

3. The little boy was hit by a car.

4. His face was cut when he fell.

5. His hands and legs were cut too.

6. The grapes were held up from the ground by pieces of wood.

7. The grapes were sent to Kabul from Charikar.

8. They were taken to Kabul by truck.

9. The grapes were then sold in the bazaar.

10. They were eaten by many people in Kabul.

11. Several of the pictures were drawn by the students in the class.

12. They were put up on the wall of the classroom.

F.

1. The books were brought from India.

2. They were opened by him.

3. The boy was hit by a car.

4. His face was cut.

5. His hands and legs were cut too.

6. The grapes were held up by wood.

7. They were sent to Kabul.

8. They were taken there by truck.

9. They were sold in the bazaar.

10. They were eaten by many people.

11. Several were drawn by the students.
12. They were put up on the wall.

II. Practice of the Pattern

1. These books were made in Kabul.
   (hats, sweaters, coats, shirts, handkerchiefs, scarves, clothes, benches, tables, chairs, desks, shovels, knives, boxes, spoons, cups, plates, tambors, flutes, notebooks, blackboards, briefcases, rulers, pens, pictures)

2. The books were brought to the school.
   (carried to, taken to, studied at, left at, read at, used at, wanted at, needed at, given to students at, sent to, found at, lost at, written at)

III. Introduction of the Pattern for Reading

<table>
<thead>
<tr>
<th>English</th>
<th>Persian</th>
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</thead>
<tbody>
<tr>
<td>This table was made in Kabul.</td>
<td>جدولی که در کابل ساخته شده است.</td>
</tr>
<tr>
<td>These trousers were made in Kabul.</td>
<td>این جلوارها در کابل ساخته شده‌اند.</td>
</tr>
<tr>
<td>These books were brought from India.</td>
<td>این کتاب‌ها از هند برسیده‌اند.</td>
</tr>
<tr>
<td>The pilau was cooked and brought to the room.</td>
<td>پلوی سازی شده و به اتاق برسیده است.</td>
</tr>
</tbody>
</table>

IV. Reading of the Pattern

1. Our English books were made in Kabul. They were brought to
school in a car. The students carried the books from the car to the principal's office. The books were brought into the classrooms from the principal's office. They were given to the students in the classes because they were needed by the students. The students promised to take care of the books and not to lose them.

a. Where were our English books made?
b. How were they brought to school?
c. Why were the books given to the students?

2. Jamila had some grapes for dinner. The grapes were sent to Kabul from Charikar by many farmers. When the grapes were ripe, they were brought to Kabul in several trucks. The grapes were sold in the bazaar. They were eaten by many people.

a. Where were the grapes from?
b. Who grew the grapes?
c. How were the grapes brought to Kabul?

3. Aziz was in a shop and he was asking about several pieces of clothing. "Where were these things made?" he asked. "They were made in many places," answered the shopkeeper. "These shoes were made in America. These trousers were made in Kabul. This sweater was made in Italy. This hat was made in Mazar-i-Sharif. This jacket was made in Germany and this coat was made in Ghazni. Later, I am going to get some things from France."

a. What did Aziz want to know?
b. Where were the shoes made?
c. Where was the sweater made?
d. Where was the hat made?

4. A book about cars and gasoline was found in the classroom and it was brought to the teacher. The boys didn't ask for it, so the book was left on the teacher's desk. When the teacher came back the next day, the book wasn't on the desk.

"Where is the book?" asked the teacher.

A student said, "It was taken to the library by another teacher."

"Good," said the teacher. "Then a lot of students can use it."

a. Where was the book found?
5. Akbar and Yonus were riding their bicycles. Suddenly, Akbar fell off and cut his leg. Yonus was far away and didn't see him, so Akbar shouted. Yonus heard him and came back. Akbar couldn't walk, so he was carried by his friend. Akbar was carried to his house. Then he was brought into the bedroom and was put on the bed. His mother was there and she helped Akbar. His leg was washed. Then he slept for several hours. The next day he was almost all right. He was taken to school in a car.

a. Why did Akbar shout?
b. Where was Akbar carried?
c. What did Akbar's mother do to the leg?

6. Last year Hafiz worked on a farm. All of the people who lived on the farm worked very hard. In April the wheat was planted and during May the wheat was cut. Every day the horses and cows were fed and the cows were milked. It was dangerous during the dry months, because fires sometimes started when there was not any water. In December several trees were cut, because they needed wood for the stoves. Sometimes, the weather became very cold, and all of the people were dressed in warm clothes.

a. When did they plant the flowers?
b. When was the wheat cut?
c. When were the trees cut?
d. Why was it sometimes dangerous during the summers?

7. Last year many things were sent to other countries from Afghanistan. These things were sent by ships and airplanes. Karakul skins and lapis lazuli were sent to Europe and America. Grapes were sent to India and cotton was sent to Russia. Many things were sent to Afghanistan from other countries. Machinery was sent from Europe and America. Cups and plates were sent from Japan and cloth was sent from India.

a. How were things sent?
b. Where were karakul and lapis lazuli sent?
c. Where were grapes and cotton sent?
The students said that Nasim WOULD come late to school today.

I. Introduction of the Pattern

1. Yesterday the teacher said that the students would have a holiday next Monday.

2. He said that there would be no school then.

3. The teacher knew that the students would be happy on Monday.

4. Faqir said that the students would have a picnic on Monday.

5. He said that the picnic would be at Paghman.

6. Rahman forgot that the holiday would be on Monday.

7. He thought that the holiday would be on Tuesday.

8. Faqir told Rahman that there would be no school on Monday.

9. He told Rahman that the students would have a picnic on Monday.
10. Rahman said that a picnic would be more interesting than school.

B.
1. The teacher said that the students would have a holiday.
2. He said that there would be no school.
3. The teacher knew that the students would be happy.
4. Faqir said that they would have a picnic.
5. He said that the picnic would be at Paghman.
6. Rahman forgot that the holiday would be on Monday.
7. He thought that it would be on Tuesday.
8. Faqir said that there would be no school.
9. He told Rahman that they would have a picnic.
10. Rahman said that the picnic would be interesting.

C.
Aziz said that Nasim would come late. She said that they would be busy. We knew that it would rain. Yesterday Jamil said that the party would begin in the evening.

D.
1. Last week the teacher said that the students would have a test next Tuesday.
2. He said that the test would be difficult.
3. He said that the students would have to study.
4. He said that the test would be about lesson fifty-three.
5. Ghulam forgot that the test would be on Tuesday.
6. He thought that the test would be on Wednesday.
7. Hashem remembered that the test would be on Tuesday.
8. He remembered that the test would be about lesson fifty-three.
9. He told Ghulam that the test would be on Tuesday.
10. He told Ghulam that the test would be about lesson fifty-three.

E. اس ضیان جعلیہ را پیسی کا کوہ جمع کیا۔ یہواد کورے ضیاء نکیا۔ اب نہ آئیں، پس پر ہروں کے ہوئے۔
1. The teacher said that the students would have a test.
2. He said that the test would be difficult.
3. He said that the students would have to study.
4. Ghulam forgot that the test would be on Tuesday.
5. He thought that it would be on Wednesday.
6. Hashem remembered that it would be on Tuesday.
7. He told Ghulam that it would be on Tuesday.

II. Practice of the Pattern

1. Yesterday you said that it would rain today.
   (these boys, Yonus, the teacher, the students, Hafiz, Kabir and Ali, my friends, they, we, Karim, he, Nasima, she, Razaq and Fateh, those boys, Shafiqa and Alia, those girls)
2. Yesterday Anwar said that Yosuf would come to the party.
   (forgot, told us, remembered, promised, thought, knew, decided)
3. Last week you said that we would have a test today.
   (have a picnic, visit our friends, learn lesson fifty-six, read a book, finish this lesson, read a story, hear some
UNIT FOURTEEN
Lesson 54

music, sing songs, spell these words, talk about the test, play volleyball, write these sentences, get some books, have to work hard)

Examples:
Student A: It will rain soon.
Student B: He said that it would rain soon.

(Nasim) : Tomorrow those boys are going to read a story.
(Anwar) : Nasim said that those boys would read a story tomorrow.

1. The class will have new books soon.
2. The girls are going to sing songs tomorrow.
3. The students will have a test tomorrow.
4. Aziz will come late today.
5. These students won't have a test next week.
6. The student won't come to school then.

IV. Reading of the Pattern

Yesterday, Akram and his brother went to the museum with a few other boys. They thought that Bashir would go too, but Bashir was sick. The boys were at the museum for several hours. They thought that the museum would close at five o'clock but it closed at four o'clock, so they left early. It was a beautiful day, so they decided to walk home. They reached home in thirty minutes. Later, Akram said that his brother would go to the movies in the evening and a few other boys decided to go too.

a. Why didn't Bashir go to the museum?
b. When did the boys think that the museum would close?
2. Azam thought that there would be a holiday on Monday. He thought that his friends would come. Then they all could go to the park. In the park, the boys could play ball, run and sit in the sun.

But Monday wasn't a holiday, and Azam was late for school. He ran quickly to class.

"Why are you late?" the teacher asked.

"I thought that today would be a holiday," Azam said.

"And did you think that there would be school tomorrow?" asked the teacher.

"Yes," said Azam.

"Then I will give some homework to you for tomorrow," said the teacher.

Then Azam was sorry, because he didn't like to do homework.

a. Why was Azam late to class?
b. Why was Azam sorry?

3. The teacher said that the students would have a test next Tuesday. He said that the test would be difficult. He said that the students would have to study. But Ghulam forgot that the test would be on Tuesday. He thought that the test would be on Wednesday. Hashem remembered that the test would be on Tuesday. He told Ghulam, so Ghulam studied too.

a. Did the teacher say that the test would be easy?
b. Did Ghulam think that the test would be easy?
c. Did Hashem remember that the test would be on Tuesday?

4. Yesterday the teacher said that the students would have a holiday next Monday. He said that there would be no school and that the students would be happy on Monday. Faqir said that the boys would have a picnic on Monday. They could go to Paghman. All of the boys could bring some food. Qayum had a radio and he could bring it, and Awaz could bring his soccer ball.

a. What would the boys do during the holiday?
b. Where could they go?
c. Who could bring the food?
LESSON 55
Vocabulary Exercises

UNIT FOURTEEN

belief/believed, blow/blew/blown, break/
broke/broken, (a) cause, cause/caused, (a) cold, common
different, (a) disease, few, germs, (a) plant, (a) scientist,
sure, (a) throat

I. Introduction of New Words

Sayed's father grows plants. He likes to work with the earth. Some of the plants are large and others are small. Some of the plants produce food. He grows other plants only for flowers. In the winter we put the plants in pots and take them into the house.

1. Does Sayed's father grow plants?
2. Are some of the plants large?
3. Do some of the plants produce food?
4. What do we do with plants in the winter?

BLOW/BLEW/(have, has) BLOWN

A. blow/blew/blown:

"Those chairs are very dusty," Habib said to his little brother. "Please blow the dust off the chairs."

1. What did Habib say to his little brother?

B. blow/blew/blown:
In the winter the wind blows very hard, and the weather gets very cold. In the summer the wind blows warm air and the weather gets very hot.

1. How does the wind blow in the winter?
2. What does the wind blow in the summer?

C. blow/blew/blown:

The papers were on the desk. The wind blew through the window. It blew the papers to the floor.

1. What blew the papers to the floor?

BELIEVE/BELIEVED

believe/believed:

A. The sky is cloudy. I believe that it is going to rain. Sayed is not in class today. He was sick yesterday. I believe that he is sick today, too.

B. Jashen started on August 18 last year. I believe that it will start on August 20 this year.

C. Atah said that the airplane is coming today. But I don't believe him, because it is cloudy today.

D. "It is snowing," said Karim.
"I don't believe you," said Habib. "It doesn't snow when the day is sunny."
"You don't have to believe me," Karim said. "Go to the window and look out."
But when Habib looked out the window, the day was sunny and it was snowing too.

1. Why didn't Habib believe Karim?
2. What did Habib say when he looked out the window?
E. "I have finished the exercise," Musa said.
   "I don't believe you," said the teacher. "It is a long exercise, and the other students haven't finished it."

1. What did Musa say?
2. Why didn't the teacher believe him?

A CAUSE : علت، سبب
CAUSE/CAUSED : سبب، سبباً

A. Matches can be the cause of fire.
   1. What can be the cause of fire?

B. It rained for three weeks in Kabul. "What is the cause of all this rain?" Bashir asked.
   "Well, it's very cloudy," Fateh said. "Clouds are the cause of rain."
   "What causes the clouds?" asked Bashir.
   "When there is a lot of moisture in the air, it becomes cloudy."

   1. What is the cause of all the rain?
   2. Are clouds the cause of rain?
   3. What is the cause of clouds?

DIFFERENT

A. different : دیگر
I don't like this jacket. Please give me a different one.

B. different : زیبا
My jacket is blue and yours is red. Their colors are different.

C. different : سفید
My jacket is a different color from your jacket.
**UNIT FOURTEEN**

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D. different:

*My brother and I are in different classes.*

**BROKE**/(have, has) BROKEN

**A.**

break/broke/broken:

*The cup fell on the floor and broke.*

break/broke/broken:

*The boy fell and broke his leg.*

**B.** Anwar broke his cup. Now he can't drink tea. He always breaks his things. Yesterday he broke his bicycle. In school, he broke his pen and pencil. Last month he broke his watch. One day his father said, "Why do you break things? You have to be careful. All of your things are broken."

1. Did Anwar break his cup?
2. Does Anwar always break his things?
3. Did Anwar break his pen and watch?
4. What did Anwar's father say?

**A COLD:**

*catch* and *have* cold

"When you are sick and have a cold you have to stay in bed," the teacher said. "Do not go outside. Drink a lot of water when you have a cold. When you have a cold and you come to school, others will catch your cold."

1. Do you have to stay in bed when you have a cold?
2. Will others catch a cold when you go to school with a cold?
3. Is water good for a cold?
A THROAT:

Aziz had a very bad cold. The doctor looked at his throat. "My throat burns," Aziz said. "What can I do for it?"

"Stay in bed. Don't talk. Be very quiet. Drink a lot of water, and take this medicine. You have to be very careful when your throat is sore," said the doctor.

1. Did the doctor look at Aziz's throat?
2. Did Aziz's throat burn?
3. When does Aziz have to be very careful?

SURE:

"Are you sure that the answer is correct?" the teacher asked.

"I'm not sure, but I think that the answer is correct," said Poyenda.

"Why do you think that the answer is correct?" said the teacher.

"Because I read it in a book," Poyenda said.

"Who wrote the book?" the teacher asked.

"You did," answered Poyenda.

"Then I'm sure that the answer is correct," said the teacher with a smile.

1. Was Poyenda sure that the answer was correct?
2. Why did he think that the answer was correct?
3. What did the teacher say with a smile?

FEW

Mohammed Karim is a shopkeeper. He sells few envelopes to students, but he sells a lot of notebooks to them. He sells many pencils to students, but few rulers. Not many students buy knives. Few students buy knives. Few students buy crayons.
UNIT FOURTEEN
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1. Who buy things from Mohammed Karim?
2. Does the shopkeeper sell many crayons?
3. Do many students buy knives?

COMMON:

Trees are common in Kabul but forests are not. Telephones are common in Kabul but not in Nuristan. Karakul caps are not common in New York but they are common in Kabul.

1. Are trees common in Kabul?
2. Are karakul caps common in New York?
3. Are telephones common in Nuristan?

GERMS:

A. Germs are very, very small. You can't see them with just your eyes. But you can see them with a microscope. Some germs are larger than others, but all of them are small. One thousand small germs are not as big as the point of a pencil.

1. How can we see germs?

B. People become sick from germs. Animals become sick from germs, too. Flies bring germs to food and water. When we boil water and milk, we kill the germs. We need to boil water before we drink it. When doctors understand about germs, they can help sick people.

1. What do people become sick from?
2. What do germs do to animals?
3. What brings germs to food and water?
4. What can doctors do when they understand about germs?

DISEASE:

Typhoid is a dangerous disease. Germs in dirty water can cause typhoid. People become very sick, when they get
UNIT FOURTEEN
Lesson 55

this disease. When people get this disease, they need to go to the hospital.

1. What is typhoid?
2. Why is it a dangerous disease?
3. Where do people need to go when they have this disease?

A SCIENTIST:

A. Scientists study animals, plants and many other things.

B. Every country today needs many scientists. Scientists are learning new things every day about plants, animals, the earth, the stars, and many other things. The scientists' new ideas help us to grow food. They help sick people, they produce and use electricity, and they make other new things which can help everybody. But a person has to study very hard before he can become a scientist. A student who works hard and becomes a scientist can help his country very much.

1. What do scientists do?
2. Can a lazy student become a scientist?

II. Practice of New Vocabulary

| a. believe/believed | e. (a) cold | j. germs |
| b. blow/blew/blown | f. common | k. (a) plant |
| c. break/broke/broken | g. different | l. (a) scientist |
| d. (a) cause | h. (a) disease | m. sure |
| cause/caused | i. few | n. (a) throat |

A. لعاق رمعم اسَحل ١٢٠، سَن مُكَرَّر كَي مَكَرَّر اسحَال. ۳ دِكَر رَكَّز لَه سُكَر سَكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر لَه سُكَر L

1. There are five fingers on a man's hand but all of them are g.
2. The cup fell on the floor. It __c.__ into two pieces.

3. Anwar can't eat any food or drink any water. His __n.__ hurts very much.

4. The wind is cold in the winter. It __b.__ hard across the country.

5. Omar has many books, but Habib does not. Omar has ten books. Habib has __i.__ books.

6. Atah was sick last week. He had a __e.__ but it wasn't a very bad one.

7. There are many beautiful __k.__ that grow in Afghanistan.

8. Usman said, "I went to Gulbahar yesterday."
   Farouq said, "I don't __a.__ you because I saw you in the bazaar yesterday."

9. The teacher said to the students, "When you leave the classroom, be __m.__ that the windows are not open and that the lights are off and the door is not open."

10. There are many cars in Kabul. Cars are very __f.__ on the streets.

11. Sayed is very sick. The doctor came to his house and said, "He has a __h.__ that is very serious."

12. When we boil water we kill the __j.__ in it.

13. Germs are often the __d.__ of diseases.

14. Sick people need many medicines, and __l.__ have found many new medicines for them.

B.

1. Qasim didn't like the small brown briefcase, so he bought a _______ one. He bought a large black briefcase.
2. There are many ____ in Anwar's garden.

3. The window was open and the wind ____ the papers on the floor.

4. Matches are a ____ of fire.

5. Aziza couldn't sing because her ____ hurt.

6. I don't think that Ali's story is true. I don't ____ him.

7. Nasim dropped a glass on the floor, and the glass ____ into several pieces.

8. The doctor said that Taher is very sick. He will be home for several months because he has a bad ____.

9. "Is that the correct answer?" Nabi asked.
Rahim said, "I don't know. I am not ____ ."

10. ____ people eat in that restaurant, because the food isn't good.

11. There are not many new cars in Nuristan. New cars are not ____ in Nuristan.

12. When your food is not clean you become sick. Dirty food has a lot of ____

13. ____ study animals, plants and many other things.

14. Usman was sick but he is all right now. He had a ____ for a few days.

C. 

1. In the winter, people often catch ____.

2. Anwar could not eat any food because his ____ was very sore.

3. Camels are very ____ in Afghanistan. People can often see them.
UNIT FOURTEEN
Lesson 55

4. The radio fell on the floor. "Did it _____?" asked Hafiz.

5. My father likes to grow things in our garden. We have many green _____ in our garden.

6. Habib's house is big. Salim's house is small. Habib's house is gray and Salim's house is white. The two houses are ______.

7. Cholera  is the name of a ______.

8. When the wind _____ in the summer, it often becomes very dusty.

9. Anwar left his books on the desk. When he went back, the books were not there. "I'm _____ that the books were here when I left the room. I saw them on the desk," he said.

10. _____ are very, very small. People can become sick from ______.

11. _____ are teaching people new things about the world.

12. We didn't _____ Farid's story because his friend said that it wasn't true.

13. There are _____ students in our class today. Most of the students are sick.

14. Abdul is always asking questions. Yesterday he asked his father, "What _____ rain?"

III. Word Study

A. 

1. Cold:  

a. The weather was very cold, so we wore our warm coats.

b. When the days are hot, we like to drink cold water.

c. Because it was very cold last winter, many people almost froze.
2. A cold:

a. Sharif had a bad cold, so his mother took him to the doctor.
b. Shalyar had a cold, so he stayed in bed for several days.
c. Yosuf didn't go to school because he was sick. He had a cold.

3. A plant:

a. When it is summer, many plants grow in the fields.
b. Jelani bought a few plants for his house. He put the plants in a pot and watered them.
c. Some plants produce flowers in spring, others produce flowers in the fall.

4. Plant/planted:

a. This year we planted some little trees. In ten years they will become big.
b. We plant plants in the spring and they grow up in the summer.
c. Satar planted many apple trees last year, but a few of them died.

B. 

1. When the boys play, they are always noisy. They always play noisily.
2. Anwar is careless when he drives his car. He drives carelessly.
3. The boys were sad when they left the classroom after the test. The boys sadly left the room.
4. The man was careful when he looked for the money. He looked carefully for the money.
5. All of Hossain's answers were correct. Hossain answered the questions correctly.
6. Amanullah always writes neat homework.
   He always writes neatly.

7. Taher draws beautiful pictures.
   Taher draws beautifully.

8. Akbar is a brave soldier.
   He fights bravely.

9. Azam is an intelligent student.
   He answers the teacher's questions intelligently.

10. It was an easy test for Shukoor.
    He easily finished the test.

Example: He was a careful man.
        He worked carefully.

1. Islamuddin was angry. He spoke ________.

2. It was a dangerous trip. The men traveled ________.

3. They are very careful students. They study their lessons ________.

4. We were very sad. We listened ________ to the story.

5. Khoja is a brave soldier. He fights ________.

6. It was an easy test. We finished it ________.

7. Rashid does not drive well. He is foolish. He drives ________.

8. Jabar wrote his name. He was careless. He wrote his name ________.

9. All of the answers were correct. The questions were answered ________.

10. Aziza is very neat when she dresses ________.
    She dresses ________.

11. Nabi draws beautiful pictures. He draws ________.

12. Azam is happy when he is working because he likes his work.
    He works ________.
UNIT FOURTEEN

LESSON 56
Reading Comprehension

I. TEXT

The Common Cold

There are many diseases in the world, but a disease which everybody has had is the common cold. For a long time, scientists have tried to find the cause of colds. But they have not found it yet. A person with a cold has many germs in his nose, mouth and throat. But a person without a cold has these germs too. So scientists do not understand the cold well.

Scientists now believe that viruses are the cause of colds. Viruses are much smaller than germs. They grow on the inside of the nose, mouth and throat. Scientists believe that viruses break the skin inside the nose. Then the germs grow in the breaks in the skin inside the nose. They produce poisons and then the person who has the virus becomes sick. Scientists now believe that this is the cause of the common cold, but they are not sure.

People usually catch colds in the winter. In the fall, the weather becomes cool and people start to live inside their houses. They close the doors and windows and make fires in the stove. Then somebody with a cold sneezes or coughs and blows viruses and germs into the air. Other people in the room breathe the viruses and bacteria and they catch cold.

There are many medicines for colds, but few of them are good. A person with a cold needs to go to bed. Sleep is always good medicine for people who are sick. In bed, he can sleep, and his body can fight the cold.
MAIN IDEA

1. Viruses are the cause of colds. How?
2. How do people catch colds?
3. Why do people catch more colds in winter than in summer?

DETAILS

Paragraph One:
1. What is the disease that all people know?
2. What have scientists tried to find?
3. What does a person with a cold have in his nose, mouth and throat?
4. What does a person without a cold have?

Paragraph Two:
5. What do scientists now believe?
6. What are viruses?
7. Where do they grow?
8. What do scientists believe that viruses do?
9. What grows in the breaks in the nose?

Paragraph Three:
10. When do people usually catch colds?
11. In the winter, where do people usually stay?
12. What do the germs do when a person with a cold sneezes?

Paragraph Four:
13. Why does it help when you go to bed for a cold?
GLOSSARY

The new words that are introduced in this book are listed below. Numbers by the words indicate the lessons in which they are first used. W.S. after a word indicates that the word was introduced in a Word Study.

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PRODUCED IN COOPERATION WITH:
UNIVERSITY OF NEBRASKA AT OMAHA
AND
UNITED STATES AGENCY FOR
INTERNATIONAL DEVELOPMENT

PRINTED AT UNO/EDUCATION PRESS