

# *Final Activity Report*

by Dr. Esmael Burhan

26 November 1992

The purpose of this report is to summarize my activities during the period November 13-26, 1992. I was invited by UNO/ESSP to come to Peshawar as a short time consultant to complete the supporting pictorial documentation for Afghans Learn English - Book Three and to meet with the ECA (Education Center for Afghanistan) members to discuss matters relating to the English Language textbooks.

I arrived in Peshawar on Friday 13 November. On Saturday 14 November I held a meeting with Merajuddin Ghaussi, IMDC (Instructional Materials Development Center) artist, to discuss and plan the scope and sequence of the task. Mr. Ghaussi was assigned to work with me to assist in design of the art work for the book.

The Afghans Learn English - Book Three has twenty-four chapters. A complete copy of the book is on file with UNO/ESSP. A copy of Chapter one is attached. The book is designed to help the learner acquire listening, speaking, reading and writing skills in English. The textbook covers basic and grammatical patterns pertinent to this level. Presented with the lessons are pictures to supplement the dialogue and exercises.

To achieve the assigned task, a timetable was designed to cover the art work of the twenty-four chapters as follows:

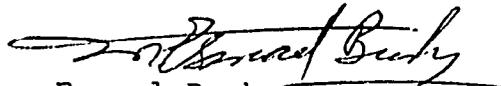
Saturday 14 November	Chapter 1
Sunday 15 November	Chapter 2 and 3
Monday 16 November	Chapter 5 and 6
Tuesday 17 November	Chapter 7 and 8
Wednesday 18 November	Chapter 9
Thursday 19 November	Chapter 10 and 11
Saturday 21 November	Chapter 13
Sunday 22 November	Chapter 14
Monday 23 November	Chapter 15
Tuesday 24 November	Chapter 16
Wednesday 25 November	Chapter 17
Thursday 26 November	Chapter 23 and 24

On 23 November, Professor Azimi, Deputy Team Leader of ESSP, introduced me to Mr. Shukoor, Director of the ECA, and to members of the Curriculum Department. Prof. Azimi explained the purpose and duration of my visit. In our meetings, we discussed The Afghans Learn English textbooks and the proper sequencing for the schools and other appropriate matters pertaining to the English Language curriculum. The visit with the ECA members went very well. Mr. Shukoor and his colleagues showed a keen interest in the development of the Afghans Learn English textbooks. Several follow up meetings were held with individual members.

Additionally, I attended three sessions of the instructional design and curriculum development workshops conducted by Schutte and VanEvery. I found the workshops to be well organized and of much interest.

The artist and I have finished all the required art work. A final copy of the Afghans Learn English - Book Three has been submitted to UNO/ESSP and is ready for printing.

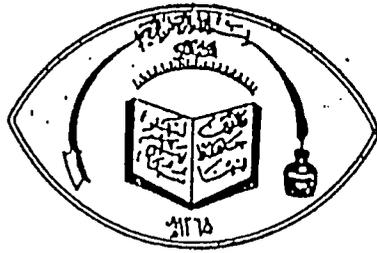
I would like to thank Dr. Boardman and Professor Azimi for their support and assistance during my stay. They helped make my stay in Peshawar pleasant and productive.



Esmael Burhan

English Language Curriculum Consultant/UNO

ISLAMIC STATE OF AFGHANISTAN  
MINISTRY OF EDUCATION



EDUCATION CENTER  
FOR AFGHANISTAN  
CURRICULUM DEPARTMENT

**AFGHANS LEARN ENGLISH**

*(NEW EDITION)*

**BOOK THREE**

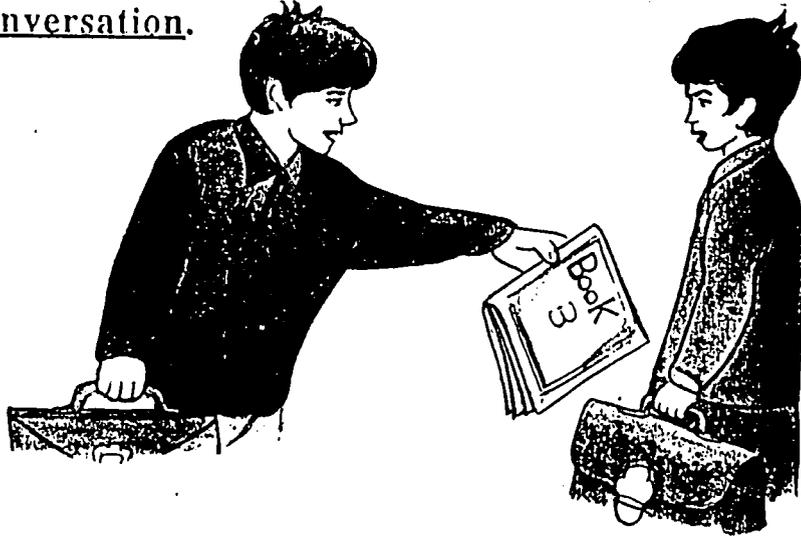
**MOHAMMAD ESMAEL BURHAN**

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## LESSON 1

### A. Conversation.



Naseem

Ahmad

Naseem: Is this your book?

Ahmad: Yes, it's mine.

Naseem: Where's my book?

Ahmad: I'm sorry. I don't know.

Naseem: Whose book is that?

Ahmad: It's Anwar's.

Naseem: Yes, it's his. His name is on it.

Ahmad: Then, where's mine?

Naseem: Oh, here's yours.

Ahmad: Thanks.

Naseem: You're welcome.

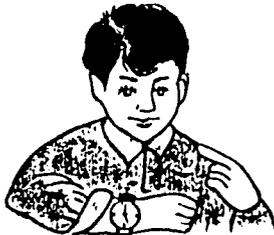
## Possessive Pronouns

<u>Singular</u>	<u>Plural</u>
mine yours	ours yours
his hers its	theirs
It is my book.	It is your book.
It is mine.	It is yours.

### B. Read these words.

glasses                  shoes                  sandals                  a ring  
clothes                  socks                  scissors                  a garden

### C. Read these sentences.



This is my watch.  
It is mine.



2. That is your watch.  
It is yours.



3. These are my pens.  
They are mine.



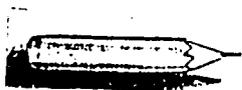
4. These are your glasses.  
They are yours.



5. These are my clothes.  
They are mine.



6. These are your sandals.  
They are yours.



7. This is a pencil.  
Its color is yellow.

D. Read these sentences.



1. This is Kareem's football.  
This is his football.  
It is his.



2. These are Shafeeqa's rings.  
These are her rings.  
They are hers.



3. Those are Abdul's shoes.  
Those are his shoes.  
They are his.



4. These are Nafeesa's scissors.  
These are her scissors.  
They are hers.



5. These are Khaalid's socks.  
These are his socks.  
These are his.

E. : Read these sentences.



1. These are our chairs.  
They are ours.



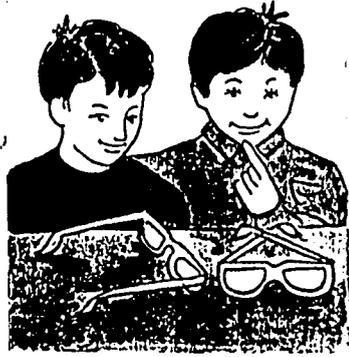
2. These are their clothes.  
They are theirs.



3. Those are their sandals.  
They are theirs.



4. These are our clothes.  
They are ours.



5. Those are our glasses.  
They are ours.

F. Read these sentences.

1. My watch is old but yours is new.
2. My sandals are brown but yours are black.
3. Our desks are clean but theirs are dirty.
4. Your answers are correct but his are wrong.
5. Our garden is big but hers is small.
6. My pencil is red but hers is yellow.
7. His bicycle is black but hers is red.
8. Our teacher is Mr. Naseem but theirs is Mr. Alam.
9. Your glasses are black but his are brown.
10. My books are on the table but yours are on the desk.

G. Read these sentences.

<u>Question</u>	<u>Answer</u>
1. Whose book is this?	It is mine.
2. Whose chair is this?	It is hers.

- |     |                           |                 |
|-----|---------------------------|-----------------|
| 3.  | Whose glasses are these?  | They are his.   |
| 4.  | Whose shoes are those?    | They are yours. |
| 5.  | Whose school is that?     | It is ours.     |
| 6.  | Whose classroom is this?  | It is theirs.   |
| 7.  | Whose house is this?      | It is ours.     |
| 8.  | Whose scissors are these? | They are hers.  |
| 9.  | Whose desk is that?       | It is mine.     |
| 10. | Whose book is this?       | It is yours.    |

H. Pronunciation.

<u>Read these words.</u>		
<u>s</u>	<u>z</u>	<u>iz</u>
socks	clothes	glasses
	scissors	
	sandals	

## I. EXERCISE 1

Use mine, yours, his, hers, ours, or theirs in the blank space.

Example:

That is my book.

It is mine.

1. This is my chair. It is \_\_\_\_\_
2. That is your eraser. It is \_\_\_\_\_
3. These are our books. They are \_\_\_\_\_
4. That is their school. It is \_\_\_\_\_
5. That is Ahmad's radio. It is \_\_\_\_\_
6. These are Najeeba's shoes. They are \_\_\_\_\_
7. Those are your socks. They are \_\_\_\_\_
8. These are her shoes. They are \_\_\_\_\_
9. That is our school. It is \_\_\_\_\_
10. Those are their rulers. They are \_\_\_\_\_