



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **3B**

Authorship & Curriculum Supervisory Committee

Mr Ali Manassra (General Supervision)	Ministry of Education
Mr Othman Diab Amer (Coordinator)	Ministry of Education
Mrs Reem Ayoush	Ministry of Education
Dr Samir M Rammal	Birzeit University
Dr Hazem Y Najjar	Bethlehem University
Ms Fatimah Easa Qassem	Ministry of Education
Mr Omar Abdullah Sabbah	Ministry of Education
Mr Imad Abdullah Jbour	Ministry of Education
Mr Hassan Karableyeh	Ministry of Education
Ms Rula Naji Khalil	Ministry of Education
Ms Sana Abed Wazwaz	Ministry of Education
Ms Tharwat Shukri	Ministry of Education
Mr Mohammad Nassar	Ministry of Education

Authorship Supervisory Committee (original edition)

Dr Hazem Y Najjar (Head)	Bethlehem University
Dr Salem Aweiss	Birzeit University
Dr Omar Abu Al-Hummos	Al-Quds University
Mr Othman Diab Amer (Rapporteur)	Ministry of Education

English Language Curriculum Team (original edition)

Dr Hazem Y Najjar	Bethlehem University
Dr Salem Aweiss	Birzeit University
Dr Omar Abu Al-Hummos	Al-Quds University
Dr Odeh J Odeh	Al-Najah University
Dr Samir M Rammal	Hebron University
Dr Nazmi Al-Masri	Gaza Islamic University
Ms I'tidal Abu Hamdiyah	Ministry of Education
Ms Majedah Dajani	Ministry of Education
Mr Imad Jabir	Hebron University
Mr Suhail Murtaja	Ministry of Education
Mr Othman Diab Amer (Rapporteur)	Ministry of Education

Contents

Unit and contexts	Language	page
10 What's the time? - Talking about the days of the week - Saying the time and when things happen	<i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i> <i>breakfast/lunch/dinner.</i> the words for the numbers one to twelve <i>What's the time? It's six o'clock.</i> <i>When do you go to school? At seven o'clock.</i> Review: activities, including daily routine	4
11 At the playground - Talking about the playground - Making suggestions	<i>swings, roundabout, slide, sandpit, seesaw, climbing frame, up, down, round, over, under</i> <i>Let's go on the swings/in the sandpit.</i> Review: <i>on, in, like</i>	10
12 Open Day - Talking about school Open Day - Saying what you do at your Open Day	<i>dance dabka, draw pictures, play music, paint, act in a play, show our work</i> <i>What do you do at the Open Day?</i> <i>I/We dance.</i>	16
13 I'm wearing a scarf - Talking about clothes - Describing what you are wearing	<i>scarf, jacket, trousers, trainers, tracksuit, slippers</i> <i>purple, pink</i> <i>I'm/He's/She's wearing trousers.</i> <i>I'm/He's/She's going to the zoo.</i> <i>swimming pool, bed, outdoors, a party</i> Review: clothes, colours	22
14 Revision	Revision of the language in Units 10–13	28
15 They're jumping! - Talking about what you do in your free time - Describing what you are doing	<i>run, jump, fly a kite, play the drums, listen to music, play computer games</i> <i>What's he/she doing? What are they doing?</i> <i>He's/She's running. They're listening to music.</i> Review: activities	34
16 I'm Palestinian - Talking about where you're from - Saying what languages you speak	<i>Palestine, Britain, Jordan, Egypt, the United States, Australia; capital, city, London</i> <i>Palestinian, British; Arabic, English</i>	40
17 My favourite ... - Describing sports - Expressing likes and dislikes	<i>basketball, volleyball, table tennis</i> <i>What's your favourite sport? My favourite sport is ...</i> <i>Do you like basketball? Yes./No. I like football.</i> <i>It's fun/boring/easy/difficult/great.</i> Review: sports	46
18 Revision	Revision of the language in Units 15–17	52
My dictionary		58

1

Listen and write.



What day is it?

It's **Sunday**.

Tuesday Thursday Monday Saturday
Wednesday Friday **Sunday**



Sunday



2

Listen and say.



3

Say.



What day is it?

It's **Monday**.

Let's **play football**.

4

1

Match and write.



- | | |
|----------|--------|
| 1 Su | urday |
| 2 Mond | ursday |
| 3 Tue | nday |
| 4 Wednes | iday |
| 5 Th | ay |
| 6 Fr | day |
| 7 Sat | sday |

- | | |
|---|--------|
| 1 | Sunday |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |

2

Say.



How do you spell it?

3

Listen and write. Sing.



Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

Let's play with friends.
Let's play with friends.
It's Saturday, it's _____.
And that's my favourite day.



Let's go swimming.
Let's go swimming.
It's _____, it's _____.
And that's my favourite day.

Let's go to the mosque.
Let's go to the mosque.
It's _____, it's _____.
And that's my favourite day.



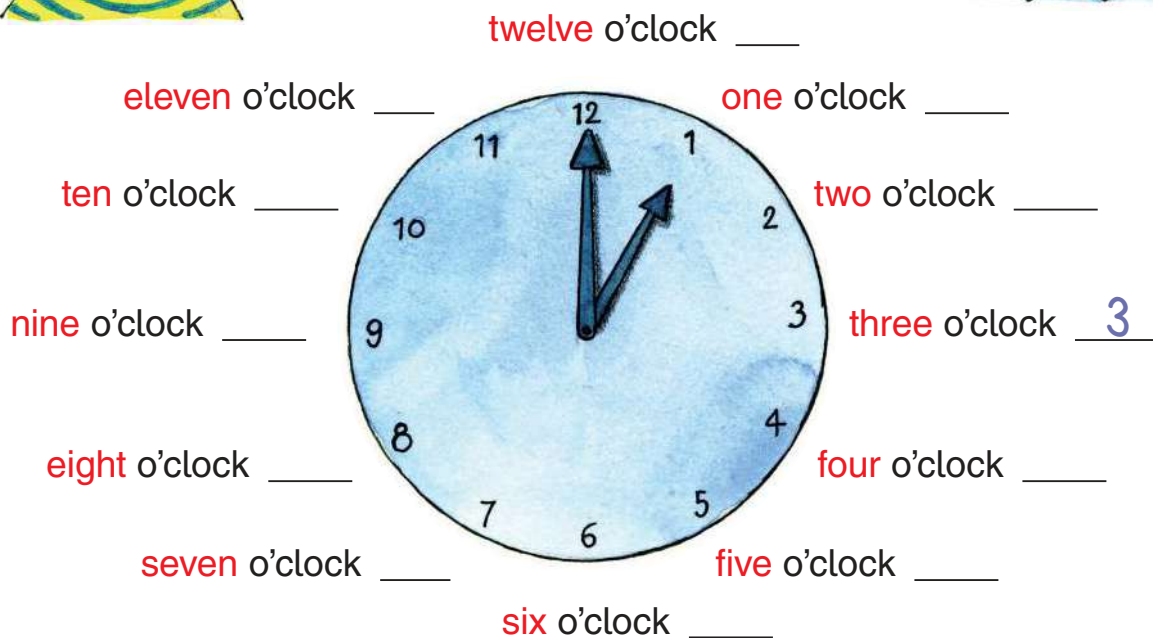
Let's play football.
Let's play football.
It's _____, it's _____.
And that's my favourite day.

1

Listen and write.



What's the time?

It's **one** o'clock.

2

Listen and circle.



- a It's **four** / **five** o'clock.
- b It's **seven** / **six** o'clock.
- c It's **ten** / **twelve** o'clock.

- d It's **eleven** / **nine** o'clock.
- e It's **two** / **three** o'clock.
- f It's **eight** / **one** o'clock.

3

Say.



What's the time?

It's **four** o'clock.

1

Read and match.



ten
four
seven
twelve
one
nine
five
two
eight
eleven
three
six

1
4
9
6
2
8
11
5
12
3
10
7

2

Write.



two four six eight ten twelve one
~~three~~ five seven nine eleven

a It's three o'clock.

b It's _____ o'clock.



c It's _____ o'clock.



d It's _____ o'clock.



e It's _____ o'clock.



f It's _____ o'clock.

1

Match. Listen and write.



a I have lunch at ____ o'clock.

b I go to bed at ____ o'clock.

c I get up at 6 o'clock.

d I have dinner at ____ o'clock.

e I have breakfast at ____ o'clock.

f I go to school at ____ o'clock.

2

Listen and say.



3

Listen and say.



4

Say.

When does Walid / Hala **get up**?He / She **gets up** at **six** o'clock.When do you **get up**?I **get up** at **six** o'clock.

1

Write. Say.



have lunch have breakfast go to bed
go to school ~~get up~~ have dinner

My day

I get up at _____ o'clock.

I _____ at _____.



I _____ at _____.



2

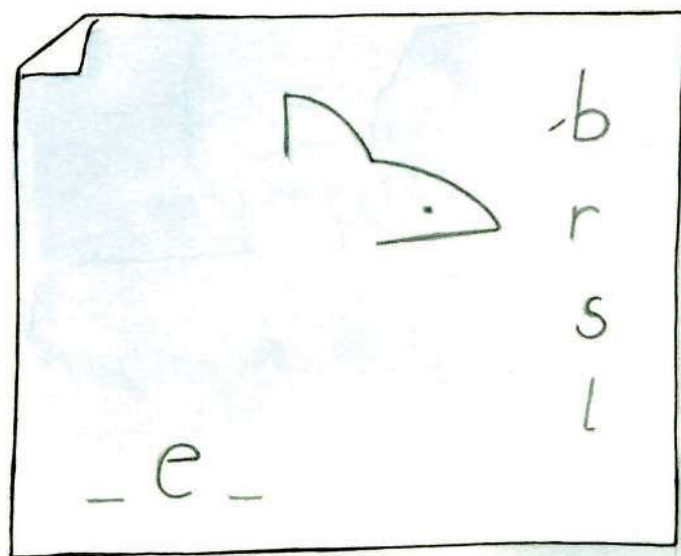
Write in your copybook.



I have breakfast at seven o'clock.

3

Play.

In Unit 10 children learned: to talk about the days of the week ☐to say the time and when things happen ☐

1

Match. Listen.



1

sandpit



2



3

seesaw



4

roundabout



5



6

swings

2

Listen and say.



3

Say.



He likes the **slide**.

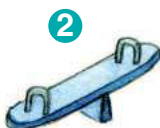
She likes the ...

They like the ...



1

Hamzah



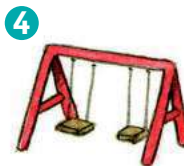
2

Bilal and
Walid



3

Hamzah
and Walid



4

Nour



5

Manar
and Tariq

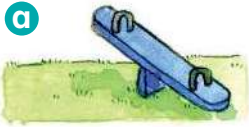


6

Salwa
and Tala

1 Write and match.

f i s r i
a c a s

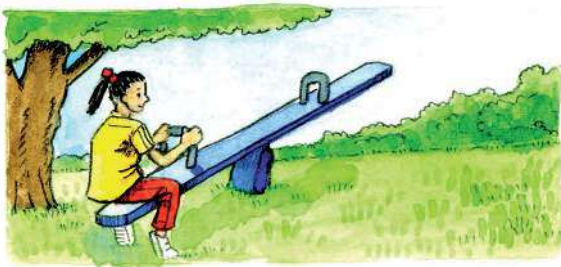


- 1 swings
- 2 sandpat
- 3 rlide
- 4 roundabout
- 5 seesaw
- 6 climbing frame



2 Write.

like likes the
seesaw slide roundabout climbing frame



1 She likes the seesaw. 2 He _____

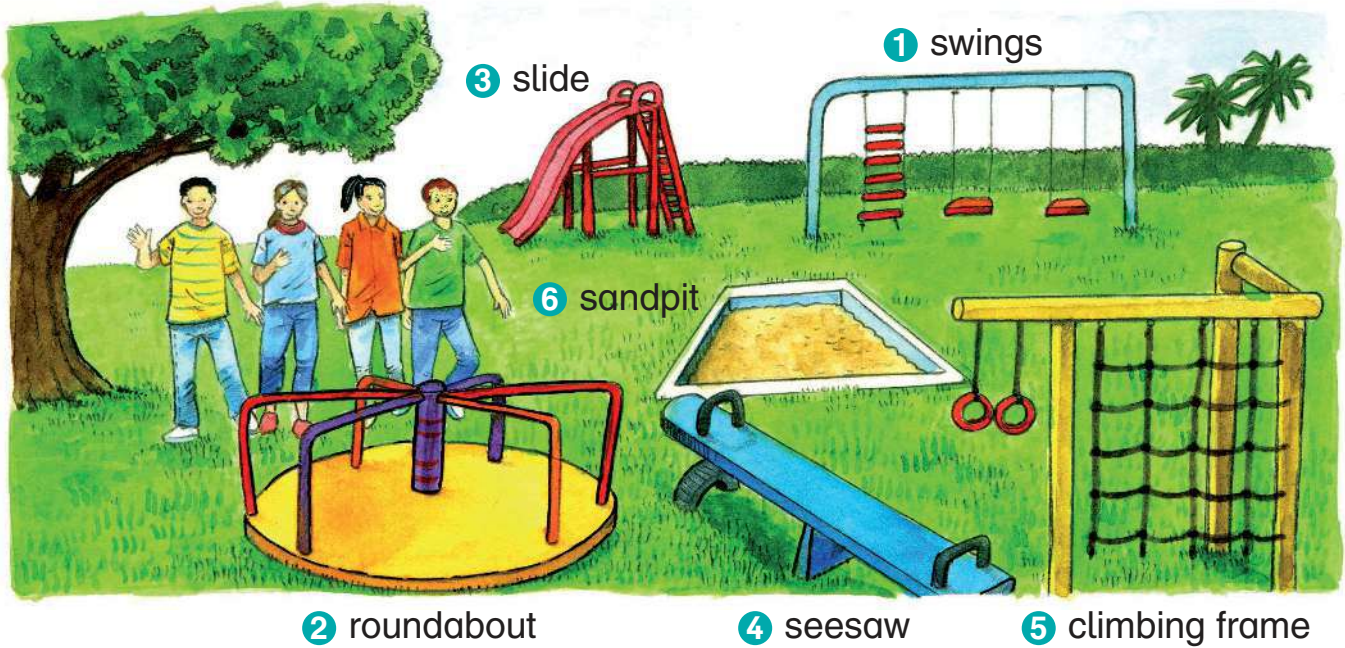


3 They _____ 4 He _____



1

Listen and write.



4

2

Listen and say.

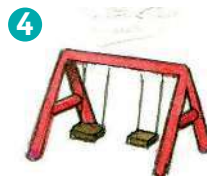
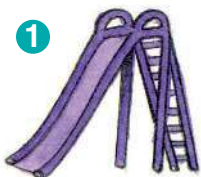


3

Say.



Let's go on the slide.



1

Write.



1 ngisws

s_w_i_ngs

2 deisl

s_id_

3 outdabroun

_oun_a_out



4 sawsee

_ee_aw

5 tipdans

__ndp__

6 ingmbcli amerf

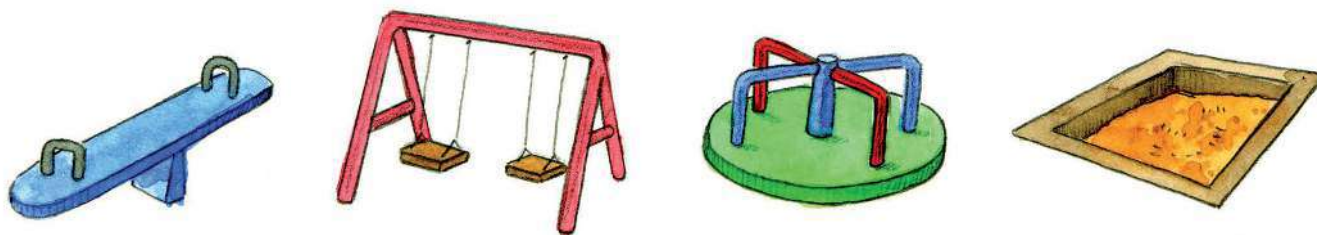
__imb__ f_a_e

2

Write.



in on
seesaw slide roundabout sandpit climbing frame swings

1 Let's go on the _____

2 Let's go _____

3 Let's _____

4 _____

1

Listen and write.



1



2



3



4



5



6



3

2

Listen and say. Do.



3

Read and say. Sing.



Let's go round and
round and round
round and round
round and round.
Let's go round and
round and round.
All day long! Whoooooo!

Let's go up and
fly like a bird
fly like a bird
fly like a bird.
And then fly down,
fly up, fly down.
All day long. Aaaaaaah!

Let's go up and
then slide down
then slide down
then slide down.
Let's go up and
then slide down.
All day long. Wheeeee!

1

Write.



- 1 on / the / Let's / go / swings.
- 2 roundabout. / on / the / Let's / go
- 3 sandpit. / in / the / Let's / go

2

Read and circle.



- 1 He's / She's on the slide.
- 2 They're / She's on the seesaw.
- 3 He's / She's on the swings.
- 4 She's on / in the roundabout.
- 5 He's on / in the climbing frame.
- 6 They're in / on the sandpit.

3

Write in your copybook.



Let's go on the seesaw. Let's go in the sandpit.

4

Play.



In Unit 11 children learned: to talk about playground equipment ☐
to make suggestions ☐

1

Listen and write.



What do you do at the Open Day?

We **dance dabka**.

1



dance dabka

2



play music

3



act in a play

4



paint

5



draw pictures

6



show our work

2

Listen and say.



3

Say.



What do you do at the Open Day?

We **play music**.

1

Match.



1 draw

in a play

2 dance

pictures

3 show

music

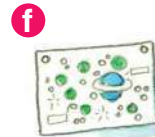
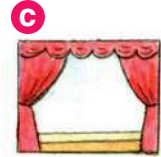
4 act

dabka

5 play

6 paint

our work



2

Write and say.



At the Open Day we ...

dance dabka

show our work

act in a play

paint

draw pictures

~~play music~~

1 play music

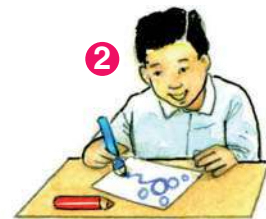
2 _____

3 _____

4 _____

5 _____

6 _____



1

Read. Listen and write ✓/x.



- 1 Hala's class doesn't sing at the Open Day. ☒
- 2 Hala shows her mum and dad her classroom. ☐
- 3 There are paintings in the classroom. ☐
- 4 Hala's painting has orange trees. ☐
- 5 There's a river in Hala's painting. ☐

2

Listen and say.



3

Say.



This is Bilal's painting.

I like his red hair.

1

Read and circle.

1 She play / plays music.2 I sing / sings.3 They act / acts in a play.4 He dance / dances dabka.5 We paint / paints.6 You draw / draws a picture.

2

Write.



We	They	He	She
play music	dance dabka	paint	
draw pictures	show our work	act in a play	



1 We show our work.



2 _____



3 _____



4 _____



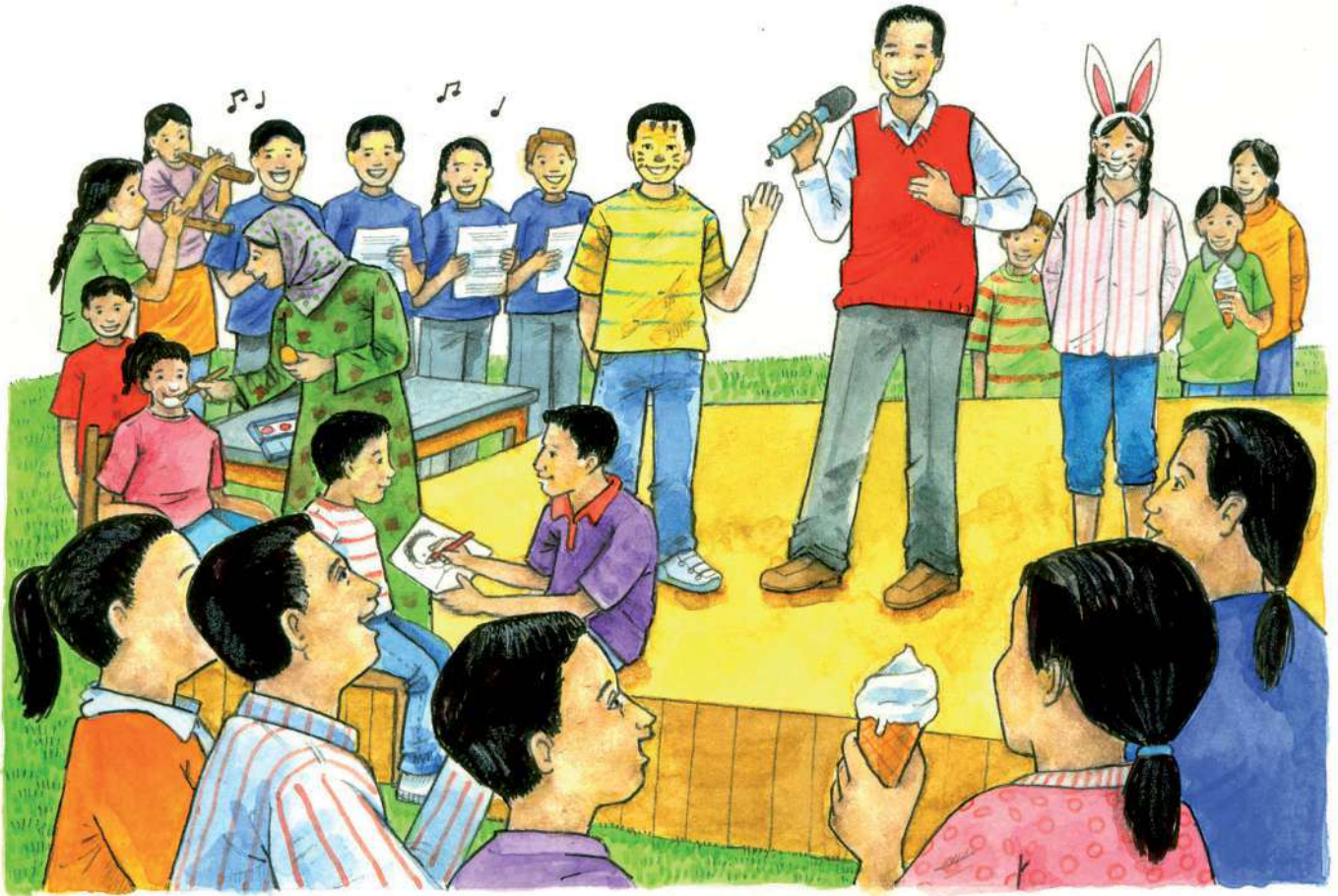
5 _____



6 _____

1

Listen and circle.



1 The children do **no** / **lots of** things.

2 The children paint their **feet** / **faces**.

3 They **draw pictures** / **dance dabka**.

4 They **play football** / **act in a play**.

5 They **sing** / **play football**.

6 They eat **ice cream** / **chicken**.

2

Listen and say.



3

Say.



What do you do at the Open Day?

I **draw**.

1

Write.



1



3



2



4



5



6



2

Write.

1 play./acts/in/a/He He acts in a play.

2 our/We/work./show _____

3 I/with/dance/my/friends./dabka _____

4 draw/paint/We/and/pictures. _____

3

Write in your copybook.

What do you do at the Open Day? I play music.

4

Play.



In Unit 12 children learned: to talk about school activities ☐
to say what they do at their school Open Day ☐

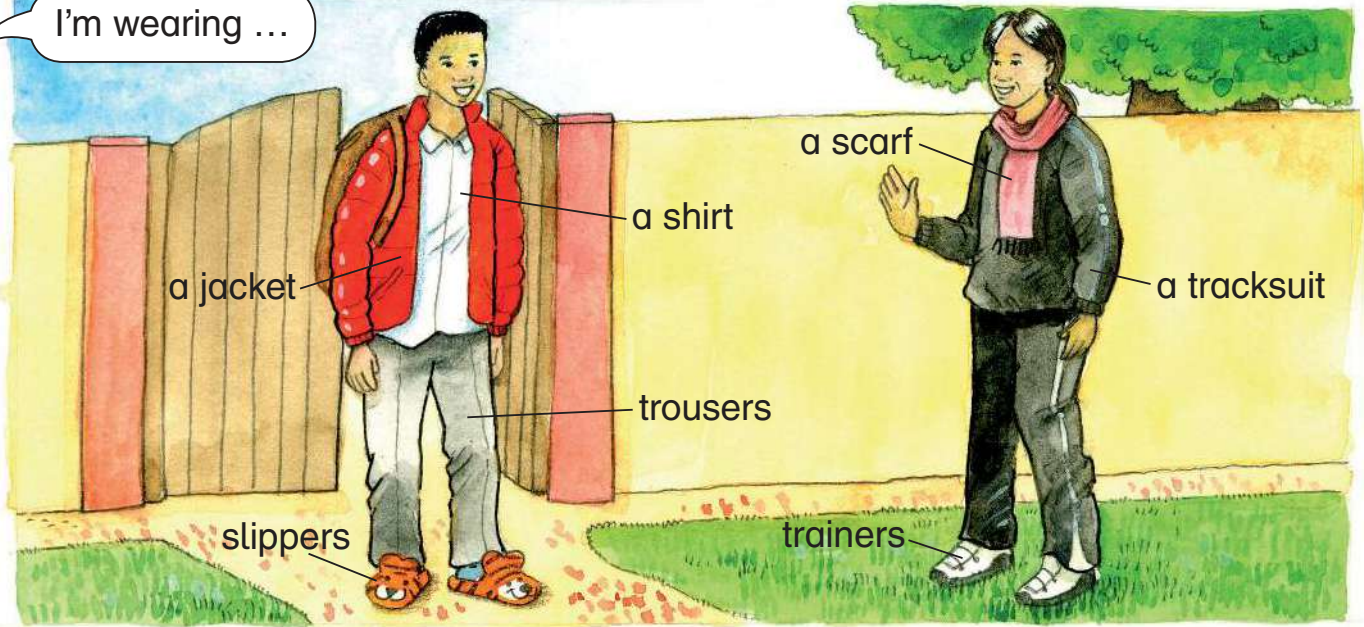
21

1

Read. Listen and write ✓/✗.



I'm wearing ...



- 1 Hala is going to the zoo. ☒
- 2 She's wearing a tracksuit and trainers. ☐
- 3 She feels hot. ☐
- 4 Walid is going to school. ☐
- 5 He's wearing trousers, a shirt, a jacket and shoes. ☐
- 6 He's wearing slippers. ☐

2

Listen and say.



3

Say.



What are you wearing?

I'm wearing a tracksuit.

What's he/she wearing?

He's/She's wearing ...

1

Read and write.



1 She's wearing a dress and shoes. ☐

2 He's wearing trousers, a shirt and shoes. ☐

3 She's wearing a tracksuit and trainers. ☐

4 He's wearing slippers, a tracksuit and a scarf. ☐

5 He's wearing trousers, a jacket and shoes. ☐

6 She's wearing slippers, a jacket and trousers. ☐

a



b



c



d



e



f

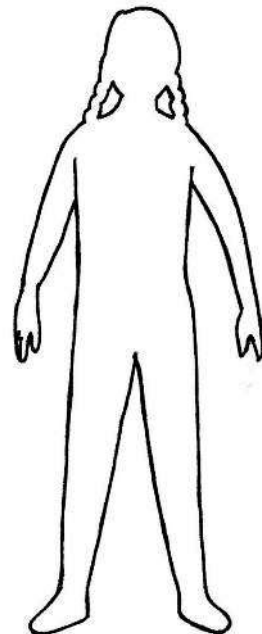
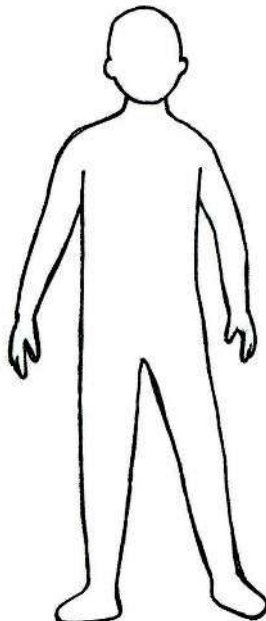


2

Choose. Draw and write.



trousers
trainers
shoes
slippers
a dress
a shirt
a jacket
a tracksuit
a scarf



He's wearing _____

She's wearing _____

1

Read and write. Listen.



1



dress

shoes

☐

2



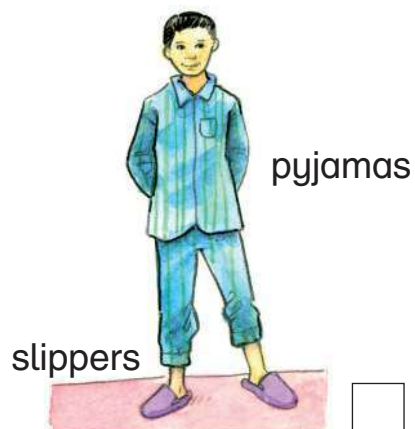
t-shirt

shorts

trainers

☐

3



pyjamas

slippers

☐

4



hat

scarf

jacket

jeans

boots

☐

a I'm going to the swimming pool.

b I'm going to bed.

c I'm going outdoors.

d I'm going to a party.

2

Listen and say.



3

Say.



What's he/she wearing?

He's/She's wearing shoes.

Where's he/she going?

He's/She's going to a party.

1

Write.



suitckrat

1 tracksuit

lisserpp

2 _____



soesh

3 _____



ersaintr

4 _____



sckos

5 _____



frasc

6 _____



tejack

7 _____



tbsoo

8 _____



trerssou

9 _____



weatser

10 _____

2

Read and write. Sing.



shop

trainers

~~park~~

yellow

boots

zoo

Today it's cold and cloudy.

I'm going to the park.

I'm wearing _____, a sweater,

A jacket and a scarf.



Today it's wet and windy.

I'm going to the _____.

I'm wearing jeans and _____

With green and purple socks.

Today it's hot and sunny.

I'm going to the zoo.

I'm wearing shorts, a t-shirt,

A hat and _____ shoes.



1

Circle. Listen and colour.



1



2



3



4



- 1 He's / She's going to the playground.
- 2 He's / She's going to the beach.
- 3 He's going to bed / the swimming pool.
- 4 She's going to the park / a party.

2

Listen and say.



3

Say.



What's he/she wearing?

He's/She's wearing black jeans.

Where's he/she going?

He's/She's going to the playground.

1

Write. Say.



yellow t-shirt blue scarf red pyjamas orange sweater grey trainers green tracksuit black jeans pink trousers purple white

1



2



3



4



5



6



7



8



1 a purple sweater

5

2

6

3

7

4

8

2

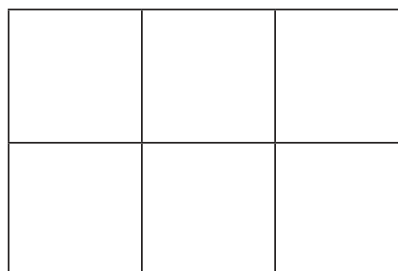
Write in your copybook.



I'm going to the park. I'm wearing black jeans.

3

Play.



In Unit 13 children learned: to talk about clothes ☐
to describe what they are wearing ☐

1

Write. Listen and write.



	Walid	Nour
When do you ... ?	At ...	
get up 5	6 o'clock	
go to school		
go to bed		
have breakfast		
have dinner		
have lunch		

2

Listen and say.



3

Say.



When does Walid/Nour **get up**?

At **6** o'clock.

When do you ... ?

4

Read and write.



yadnuS

Sunday

school

play computer games

noMyad

school

play with friends

ueasdyT

school

do homework

nesdWeday

school

paint

yarsThud

school

play football

driFya

go to mosque

go to park

rutSayad

go to shop

go to swimming pool

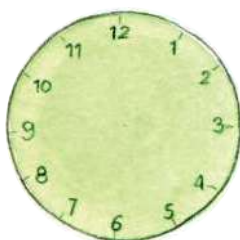
5

Read and draw. Say.

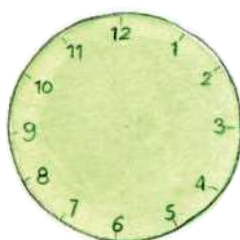


What time is it?

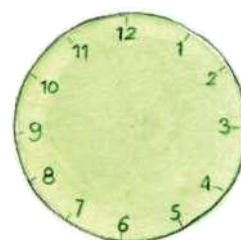
It's ...



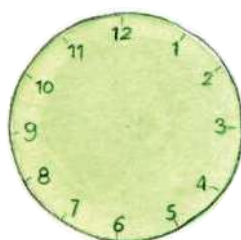
four o'clock



ten o'clock



seven o'clock



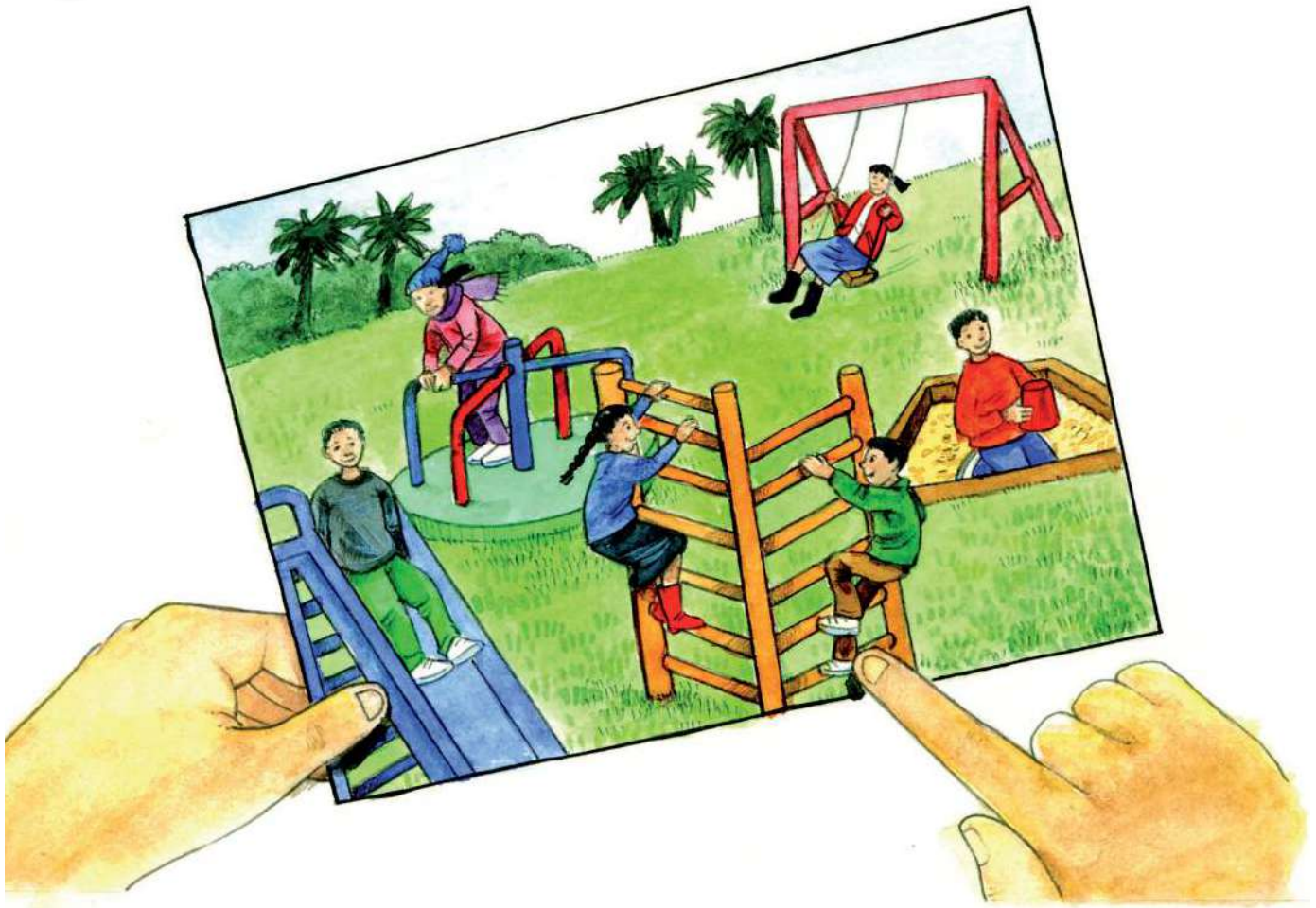
one o'clock



three o'clock

1

Read. Listen and circle.



- 1 Nour is wearing a pink / purple scarf.
- 2 Sara is wearing black / red boots.
- 3 Samir is wearing brown / green trousers.
- 4 Saleh is playing on the seesaw / in the sandpit.

2

Listen and say.



3

Say.



What's Samir/Sara wearing?

He's/She's wearing a green sweater.

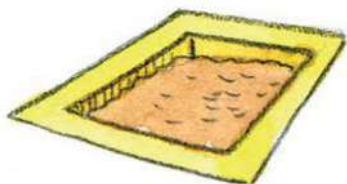
4

Find and say. Write.

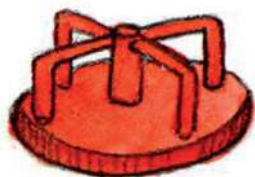


a	e	s	c	x	e	t	p	j	k	r	e	d
t	p	a	s	p	n	y	e	l	l	o	w	g
q	u	n	e	b	n	z	v	o	o	u	s	p
y	r	d	m	l	s	p	s	w	i	n	g	s
g	p	p	f	x	l	i	i	i	o	d	w	e
c	l	i	m	b	i	n	g	f	r	a	m	e
d	e	t	h	r	d	k	a	p	a	b	h	s
s	m	v	a	u	e	w	a	r	n	o	l	a
f	e	i	b	l	u	e	c	u	g	u	t	w
y	r	l	m	f	l	s	h	z	e	t	r	o

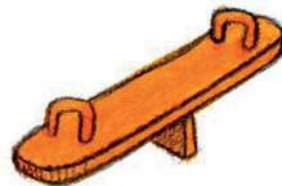
1



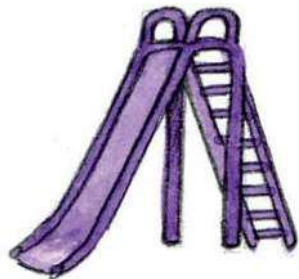
2



3



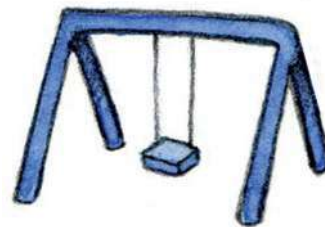
4



5



6



1 yellow sandpit

4

2

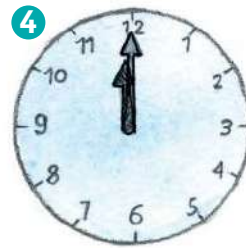
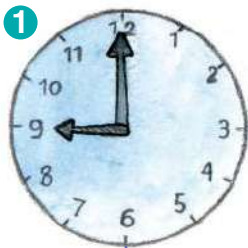
5

3

6

1

Listen and match.



2

Listen and say.



3

Say.



When do they dance dabka?

At nine o'clock.

What do they do at nine o'clock?

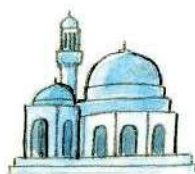
They dance dabka.

4

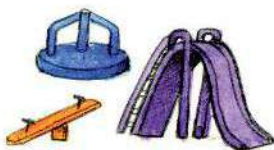
Write. Say.



shop school he's she's I'm swimming pool bed playground ~~mosque~~

1 I'm going to the mosque.2 She's

3



4



5



6



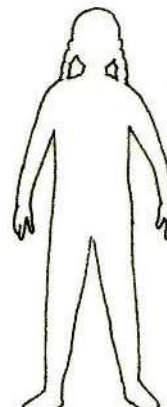
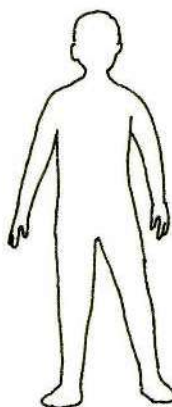
5

Read. Draw and colour.



He's wearing a purple tracksuit,
blue trainers and a yellow hat.

She's wearing green pyjamas
and pink slippers.



In Unit 14 children revised the language learned in Units 10–13 ☐

1

Listen and write.



What do you do in your free time?



We fly a kite.



I jump.



I play the drums.

4



I listen to music.

5



I run.

6



I play computer games.

5

2

Listen and say.



3

Say.



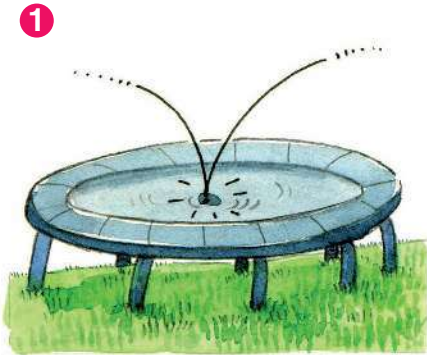
What does **Walid** do?

He runs.

She/They ...

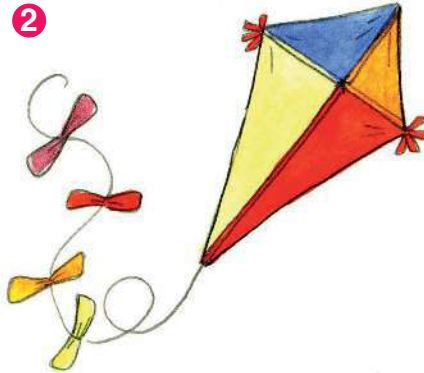
1

Write.



pumj

I jump.



ylf a kite

They _____.



urn

I _____.



yalp computer games

I _____.



tenslis to music

She _____.



yalps the drums

He _____.

2

Write. Say.



He She They

a Hamzah – jump He jumps.

b Nour and Sana – listen to music _____

c Reem – play computer games _____

d Walid – run _____

1

Read and write. Listen.



a He's playing computer games.

b They're flying kites.

c She's running.

d He's jumping.

e She's playing the drums.

f They're listening to music.

2

Listen and say.



3

Say.



What's he/she doing?

He's/She's **jumping**.

What are they doing?

They're ...

1

Write.



- 1 football. / playing / I'm I'm playing football. ☐
- 2 the / beach. / swimming / He's / at ☐
- 3 music. / listening / They're / to ☐
- 4 playing / computer / She's / games. ☐
- 5 the / He's / drums. / playing ☐

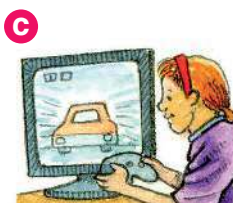
a



b



c



d



e



2

Write.



They're She's I'm He's
going to bed jumping doing homework running

1

What are you doing?



2

What are they doing?



3

What's she doing?



4

What's he doing?



1

Listen and match.



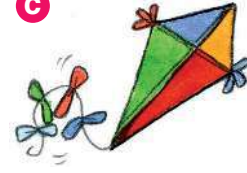
a



b



c



1



Bilal

2



Nour

3



Walid and Rana

4



Hala

5



Hamzah

6

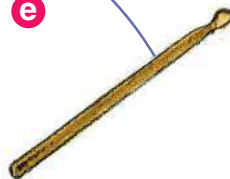


Reem

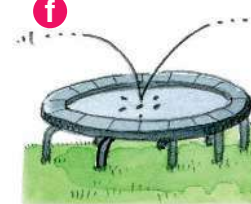
d



e



f



2

Listen and say.



3

Say and do.



What's Bilal/Nour doing?

He's/She's **playing the drums.**

What are Walid and Rana doing?

They're ...

1

Write.



1 They're ...
to music.



3 She's ...
the drums.



5 He's ...



6 She's ...



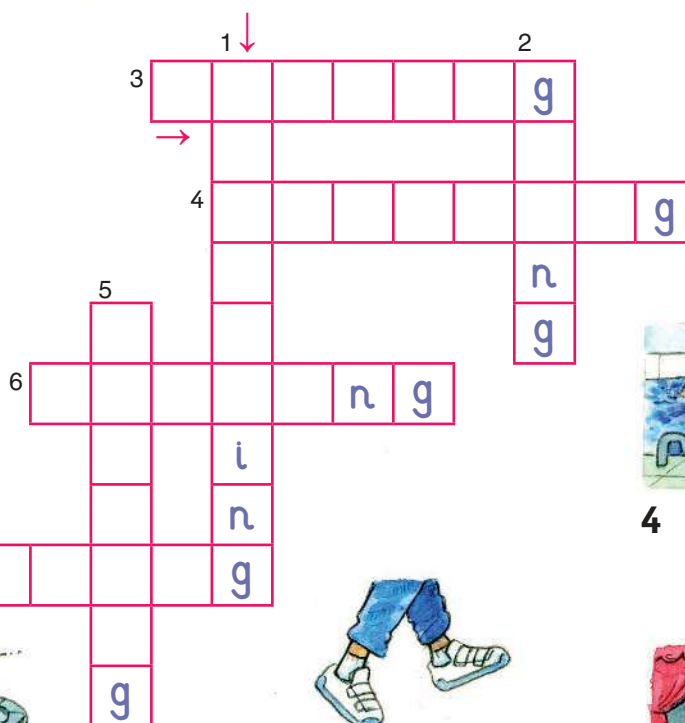
2 She's ...
to school.



4 He's ...



7 They're ...
in a play.



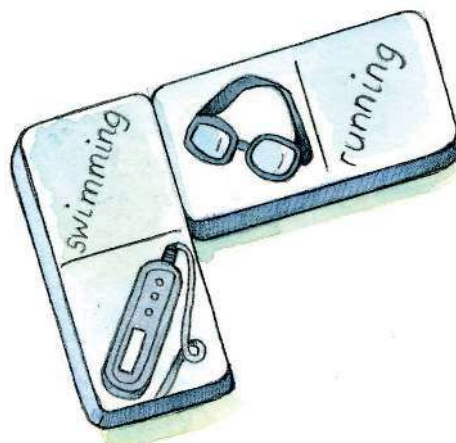
2

Write in your copybook.

I'm swimming. She's running. They're jumping.

3

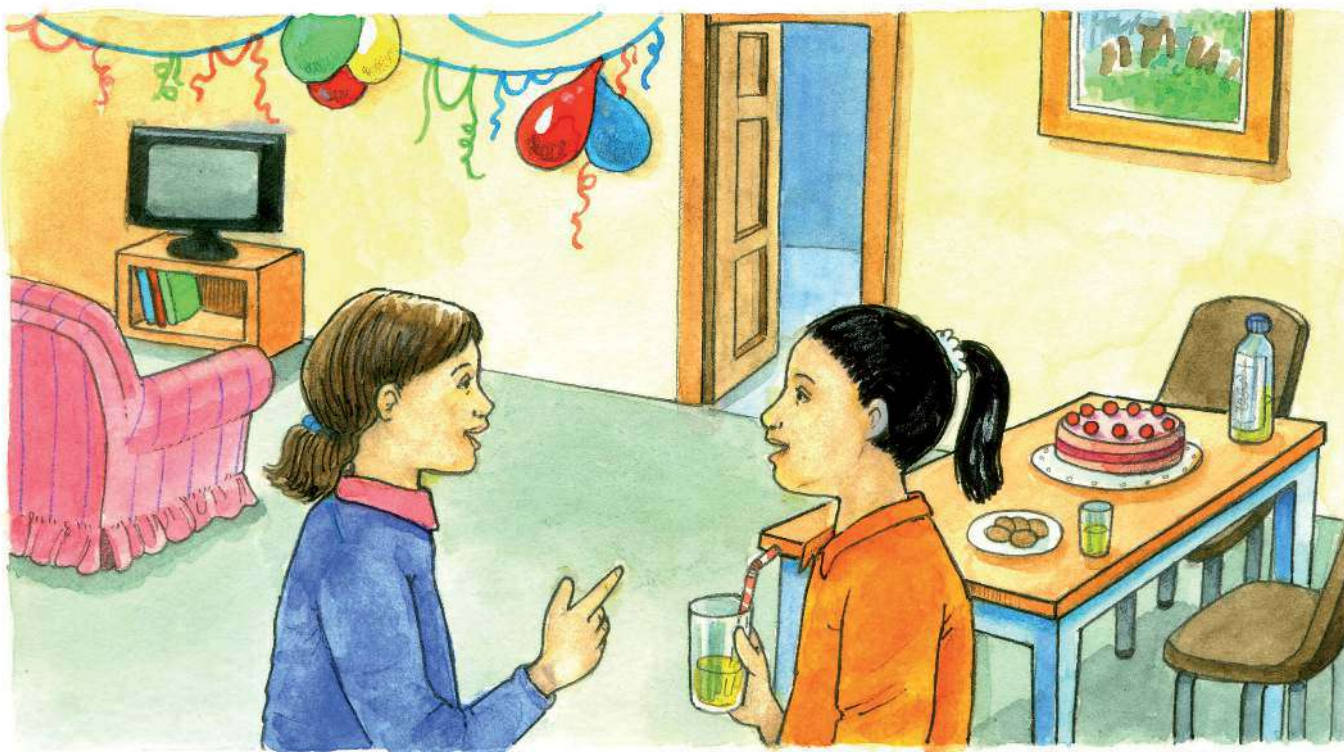
Play.



In Unit 15 children learned: to talk about what they do in their free time ☐
to describe what they are doing ☐

1

Listen and circle.



1 Anna is from **Palestine** / Britain.

4 Anna lives in **Jerusalem** / London.

2 Nour is **Palestinian** / British.

5 Nour is **eight** / nine.

3 Nour lives in **Bethlehem** / Jerusalem.

2

Listen and say.



3

Say.



Where's **Anna** from?

She's from **Britain**.

Where does **she** live?

She lives in **London**.

Is she **Palestinian**?

No, she's **British**.

1

Look. Read and circle.



1 I'm Anno / Nour.

2 I'm from Palestine / Britain.

3 I live in Jerusalem / London.

4 I'm eight / nine.

5 I'm Nour / Anna.

6 I'm from Palestine / Britain.

7 I live in Ramallah / Bethlehem.

8 I'm eight / nine.

2

Write and match.



1 Where are you from, Anna?

a Palestine. / I'm / from

2 Where are you from, Nour?

b in / I / live / Bethlehem.

3 Where do you live, Anna?

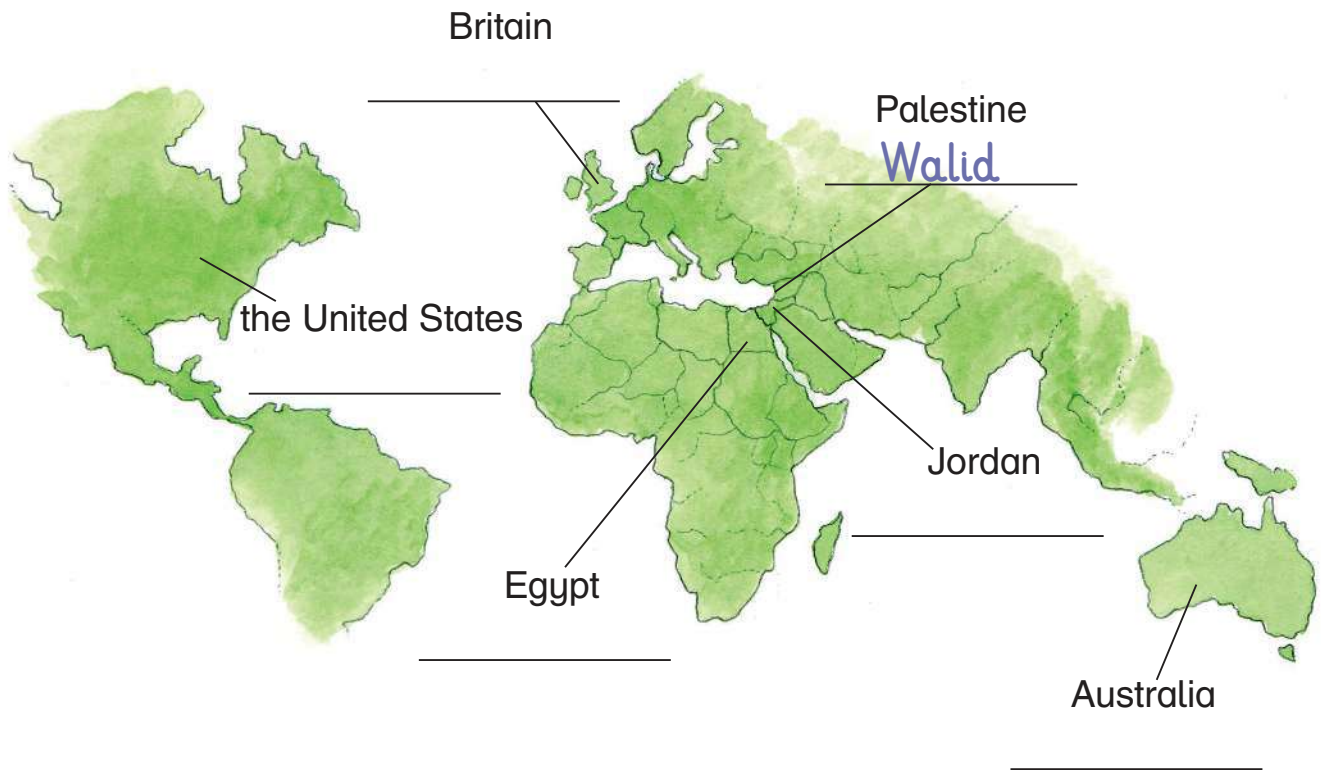
c from / I'm / Britain.

4 Where do you live, Nour?

d London. / live / I / in

1

Listen and write.



I speak Arabic.

I speak English.

Mohammad Kim Zak ~~Walid~~ Dalia Emma

2

Listen and say.



3

Say.



What's your name?

My name's / I'm **Mohammad**.

Where are you from?

I'm from **Jordan**. I speak **Arabic**.

1

Write. 

1

I'm from **netilapes**.

Sara



2

I speak **cibraa**.

3

I'm from **tribnia**.

Jack



4

I speak **glenshi**.

1 I'm from _____

2 _____

3 _____

4 _____

2

Write. 

Britain

~~Palestine~~

the United States

Jordan

I speak Arabic.

I speak English.

1 I'm from **Palestine**.

2 _____

3 I'm from _____

4 _____

3

Listen and write. Sing.   

I'm from _____.

I'm from Palestine.

What about you?

Are you from Palestine too?

I speak _____.

I speak Arabic.

What about you?

Do you speak Arabic too?

No, I'm from _____.

I'm from Britain.

I'm visiting you.

Can you visit me too?

No, I speak _____.

I speak English.

And so can you.

You can speak English too!

Unit 16 Period 5

1

Listen and write.



Jordan

the United States

~~Palestine~~

Britain

Egypt

Australia

1



Jerusalem

2



Cairo

Palestine

3



Washington

4



Canberra

5



Amman

6



London

2

Listen and say.



3

Say.



Jerusalem is the capital of Palestine.

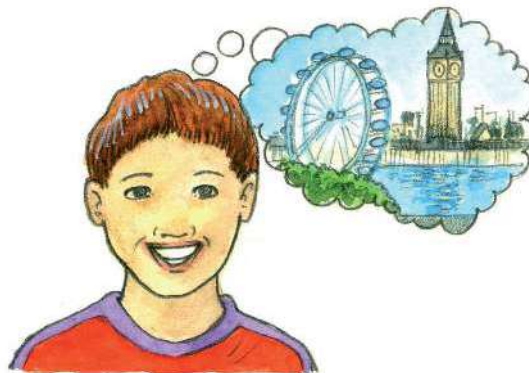
1

Write.



London capital English ~~Britain~~ British big

- 1 I'm from Britain.
- 2 I'm _____
- 3 I live in _____
- 4 I speak _____
- 5 London is the _____ of Britain.
- 6 It's a very _____ city.



2

Write and say.



capital Palestinian ~~Palestine~~ Arabic beautiful Jerusalem

- 1 I'm from Palestine.
- 2 I'm _____
- 3 I live in _____
- 4 I speak _____
- 5 Jerusalem is the _____ of Palestine.
- 6 It's a very _____ city.



3

Write in your copybook.



I'm from Palestine. I'm Palestinian. I speak Arabic.

4

Play.



In Unit 16 children learned: to talk about where they're from ☐
to say what languages they speak ☐

45

1

Listen and write.



What's your favourite sport?

My favourite sport is **football**.

1



volleyball

2



swimming

3



football

4



table tennis

5



basketball

3

2

Listen and say.



3

Say.



What's your favourite sport?

My favourite sport is **volleyball**.

1

Read and write.



a



b



c



1 My favourite colour is blue.

2 My favourite sport is volleyball. ☐

3 My favourite toy is my ball. ☐

4 My favourite food is ice cream. ☐

5 My favourite animal is a lion. ☐

6 My favourite thing in the playground is the seesaw. ☐

d



e



f



2

Write.



football

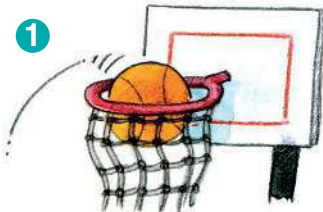
swimming

volleyball

basketball

table tennis

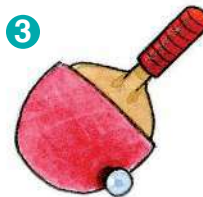
1



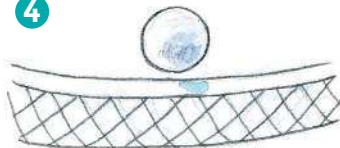
2



3



4



5



1 My favourite sport is basketball.

2 _____

3 _____

4 _____

5 _____

1

Listen and draw ☺/☹. 

Name					
Bilal				☺	☹

2

Listen and say. 

3

Say. 

What sport do/don't you like?

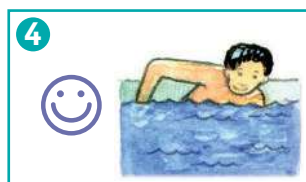
I like/don't like **basketball**.

1

Write.



like likes doesn't he she
~~football~~ basketball volleyball swimming table tennis



1 He likes football.

2 _____

3 _____

4 _____

5 _____

2

Write.



I like _____.

I don't like _____.

My friend likes _____.

My friend doesn't like _____.

3

Say and do.



What sport do you like?

I like football.

What sport don't you like?

I don't like swimming.

What sport does he/she like?

He/She likes ...

What sport doesn't he/she like?

He/She doesn't like ...

1

Read. Listen and circle.



He likes football.

It's fun / difficult.



She doesn't like table tennis.

It's difficult / easy.

3



He likes volleyball.

It's easy / boring.

4



He doesn't like swimming.

It's boring / fun.

5



She likes basketball.

It's great / difficult.

2

Listen and say.



3

Say.



Do you like **football**?

Yes, it's **fun**.

No, it's ...

1

Read and write.



It's boring.

It's easy.

It's difficult.

It's great.

It's fun.

2

Read and write.



- 1 He doesn't like football. It's difficult.
- 2 She _____ table tennis. It's great.
- 3 I _____ volleyball. It's boring.
- 4 I _____ swimming. It's fun.
- 5 He _____ basketball. It's easy.

likes
like
don't like
doesn't like

3

Write in your copybook.



My favourite sport is table tennis. She likes basketball.

4

Play.



I like football. It's great.

In Unit 17 children learned: to describe sports ☐
to express likes and dislikes ☐

1

Listen and write.

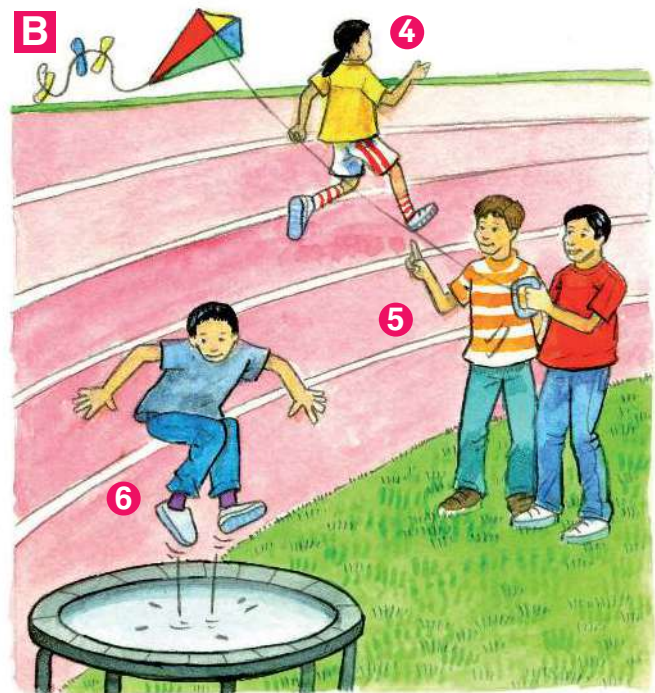


What's he/she doing?

He's/She's **running**.

What are they doing?

They're ...



4

2

Listen and say.



3

Say.



What's he/she doing?

He's/She's **listening to music**.

What are they doing?

They're ...

4

Write and match.



1



2



3



4



5



6



- a He's running. ☐
- b She's playing the computer games. ☐
- c He's listening jumping. ☐
- d They're a kite. ☐
- e He's playing drums. ☐
- f They're flying to music. ☐

5

Read and circle.



- 1 He's flying a drum / kite.
- 2 They're listening to music / a football.
- 3 She's playing football / a kite.
- 4 He's playing computer games / swimming.

1

Read. Listen and circle.



Peter



Walid



Anna



Hala

- 1 Peter is Anna's brother / cousin.
- 2 Peter is British / Palestinian.
- 3 Walid lives in Haifa / Bethlehem.
- 4 Walid likes / doesn't like football.
- 5 Walid thinks football is boring / fun.
- 6 Anna likes / doesn't like football.
- 7 Anna thinks football is boring / difficult.
- 8 Peter likes / doesn't like basketball.

2

Listen and say.



3

Say.



Do you like football?

Yes, it's ...

No, it's boring.



Hi, Hamzah
 I'm Harry. I'm from Britain. I'm British.
 I live in London. It's a very big city.
 I speak English. I don't speak Arabic.
 My favourite sport is basketball. It's easy.
 I don't like table tennis. It's difficult.
 Please write back.
 Harry



Hi, Harry
 I'm _____. I'm from _____. I'm _____.
 I live in _____. It's a very _____ city.
 I speak _____. I don't speak _____.
 My favourite sport is _____. It's _____.
 I don't like _____. It's _____.
 Please write back.

1

Read. Listen and write ✓/x.



- | | |
|---|---|
| 1 Samir is from Jordan. ☒ | 6 London is a very small city. ☐ |
| 2 He speaks Arabic. ☐ | 7 Khalid is Palestinian. ☐ |
| 3 London is the capital of Jordan. ☐ | 8 He can't speak English. ☐ |
| 4 Anna is from Britain. ☐ | 9 Jerusalem is the capital of Palestine. ☐ |
| 5 She lives in Amman. ☐ | |

2

Listen and say.



3

Say.



Where are you from?

I'm from **Jordan**.

Where do you live?

I live in **Amman**. **Amman** is the capital of **Jordan**.

What language do you speak?

I speak **Arabic**.

4

Find and write. 

a	k	e	l	d	c	l	g	n	i	b
j	e	r	u	s	a	l	e	m	j	p
q	h	p	s	o	p	i	n	y	p	a
e	m	a	b	r	i	t	a	i	n	e
p	a	l	e	s	t	i	n	i	a	n
r	b	e	q	u	a	a	t	l	r	g
r	h	s	d	r	l	p	t	g	a	l
c	i	t	y	f	j	e	v	c	b	i
b	r	i	t	i	s	h	m	i	i	s
l	o	n	d	o	n	w	o	s	c	h
e	o	e	k	c	z	s	s	u	m	f

1 Anna is British.

2 She's from _____

3 She lives in _____

4 It's a very big _____

5 She speaks _____



6 Khalid is _____

7 He's from _____

8 He lives in _____

9 It's the _____ of Palestine.

10 Khalid speaks _____

In Unit 18 children revised the language learned in Units 15–17 ☐

My Dictionary

Write the words in Arabic to help you remember what they mean.

Days

Sunday _____
Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday _____
Saturday _____

Numbers (1)

one _____
two _____
three _____
four _____
five _____
six _____
seven _____
eight _____
nine _____
ten _____
eleven _____
twelve _____
It's one o'clock. _____

Activities

dance _____
draw _____
fly a kite _____
jump _____
listen to music _____
play computer games _____
play football _____
play the drums _____
play with friends _____
read _____
run _____
sing _____
swim _____
watch cartoons _____

Routines

get up _____

have breakfast _____

go to school _____

have lunch _____

do homework _____

have dinner _____

go to bed _____

The playground

climbing frame _____

roundabout _____

sandpit _____

seesaw _____

slide _____

swings _____

Prepositions

at _____

between _____

down _____

in _____

next to _____

on _____

over _____

round _____

under _____

up _____

Open Day activities

act in a play _____

dance dabka _____

draw pictures _____

paint _____

play music _____

show our work _____

sing _____

Places

beach _____

bed _____

church _____

house _____

mosque _____

outdoors _____

park _____

party _____

playground _____

river _____

school _____

shop _____

swimming pool _____

zoo _____

Clothes

boots _____

dress _____

hat _____

jacket _____

jeans _____

pyjamas _____

scarf _____

shirt _____

shoes _____

shorts _____

skirt _____

slippers _____

socks _____

sweater _____

t-shirt _____

tracksuit _____

trainers _____

trousers _____

Colours

black	_____
blue	_____
brown	_____
green	_____
grey	_____
orange	_____
pink	_____
purple	_____
red	_____
white	_____
yellow	_____

Countries

Australia	_____
Britain	_____
Egypt	_____
Jordan	_____
Palestine	_____
the United States	_____
Palestinian	_____
British	_____
Arabic	_____
English	_____
capital city	_____
Amman	_____
Cairo	_____
Canberra	_____
Jerusalem	_____
London	_____
Washington	_____
big	_____
beautiful	_____
very	_____

Sports

basketball _____

football _____

swimming _____

table tennis _____

volleyball _____

Possessives

my _____

your _____

his _____

her _____

our _____

their _____

Opinions

I like _____

I don't like _____

fun _____

boring _____

easy _____

difficult _____

great _____

my favourite _____

Pronouns

I _____

you _____

he _____

she _____

we _____

they _____



Numbers (2)

- | | |
|----|-------|
| 1 | _____ |
| 2 | _____ |
| 3 | _____ |
| 4 | _____ |
| 5 | _____ |
| 6 | _____ |
| 7 | _____ |
| 8 | _____ |
| 9 | _____ |
| 10 | _____ |
| 11 | _____ |
| 12 | _____ |
| 13 | _____ |
| 14 | _____ |
| 15 | _____ |
| 16 | _____ |
| 17 | _____ |
| 18 | _____ |
| 19 | _____ |
| 20 | _____ |

Macmillan Education
4 Crinan Street, London, N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-0-230-41547-8

Text © Macmillan Publishers Limited 2011
Written by Wendy Arnold

Design and illustration © Macmillan Publishers Limited 2011

First published 2011

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Melissa Orrom Swan
Typeset by J & D Glover Ltd
Illustrated by Chantal Keys
Cover design by Macmillan Publishers Limited 2011
Cover illustration by Jenny Mumford

The author would like to thank her wonderfully patient project manager, Tracy Traynor and the publishing team at Macmillan, as well as all the committee in Palestine who have tirelessly given their time to this project.

The authors and publishers would like to thank the following for permission to reproduce their photographs:
Alamy/Alex Segre p44(br), Alamy/David Wall p44(cr), Alamy/Laura Ashley p55(cr); **Digital Stock** p44(cl); **Goodshot** p44(tr); **Image Source** p55(tr); **Medio Images** p44(tl); **Travel Ink** p44(bl).

Any views expressed in this publication are those of the Palestinian National Authority and represented by the Publisher on behalf of the Authority.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Printed and bound in Palestine

2019 2017 2017 2016 2015
10 9 8 7 6 5 4 3 2