Lesson 1  My timetable

1a Look at Jane’s timetable and say the names of the subjects.

1b Look at the timetable, listen and say what day of the week Jane:

1  likes very much
2  doesn’t like (not) very much
3  doesn’t like at all

2a Read what Max, Jane and Dima say about their timetable and guess what the new words mean.

Max:  We’ve got maths **four times a week**. That’s great!
Jane: We’ve only got drama **once a week** but I like drama.
Dima: We’ve got science **twice a week**. That’s not much.

2b Look at your timetable and compare it with Jane’s timetable.

Example: Jane’s got French **four times a week**. But we haven’t got French at all. Jane’s got history **twice a week**. We’ve got history **twice a week** too.
3a Sarah is from New Zealand. Look at her timetable and decide what the letters stand for.

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Weds</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>M</td>
<td>PE</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>F</td>
<td>E</td>
<td>SS</td>
<td>PE</td>
<td>E</td>
</tr>
</tbody>
</table>

**Tea break**

<table>
<thead>
<tr>
<th>3</th>
<th>M</th>
<th>L</th>
<th>L</th>
<th>E</th>
<th>PE</th>
</tr>
</thead>
</table>

**Lunch**

<table>
<thead>
<tr>
<th>5</th>
<th>PE</th>
<th>PE</th>
<th>E</th>
<th>SS</th>
<th>Mu</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>PE</td>
<td>ICT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3b Jane and Sarah are talking about their timetables.

- Read and tick who says what.

1. We usually have six lessons a day.
2. We don’t go to school on Saturday and Sunday.
3. We’ve got English and maths every day.
4. We’ve got registration before lessons.
5. We’ve got registration before the fifth lesson too.
6. We’ve got tea break after the second lesson.
7. We’ve got four technology lessons a week.
8. We’ve got lunch after the fourth lesson.

Sarah

Jane

3c Tell Jane or Sarah about your timetable.

Talk about:
- how many lessons a day you usually have
- the days you go and don’t go to school
- the subjects you’ve got in your timetable
- the lessons you have every day
- the lessons you have four times a week
- the lessons you have twice a week
- the lessons you have once a week
- when you have break and lunch

3d Write an e-mail about your timetable to Jane and Max.

- Use Ex. 3c for help.
Lesson 2  Things about my school

1a  Listen and put the pictures in the order you hear them.

A

Do you wear a school uniform?

Yes, we do.

B

Do you like maths?

Yes, I do.

C

Do parents get school reports?

Yes, they do.

D

I’m a bit tired. Do you have any breaks?

Yes, we do.
Marking system

\[
\begin{align*}
A &= 5 \\
B &= 4+ \\
C &= 4- \\
D &= 3 \\
F &= 2
\end{align*}
\]
2a Read Dima’s questions and Max’s answers in the LOOK box. Then answer the questions below.
See Grammar support 6.
1 What words show that something happens every time?
2 What words show that you are asking a question?
3 What words do you need to give a short yes-answer?
4 What words do you need to give a short no-answer?
5 What words do you need to give a complete no-answer?

2b Complete these conversations about school routines.

1b Match the Russian sentences with their English equivalents.

<table>
<thead>
<tr>
<th>Russian Sentences</th>
<th>English Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Мы ставим оценки в дневник.</td>
<td>a) We wear a uniform.</td>
</tr>
<tr>
<td>2 Мы носим форму.</td>
<td>b) We have breaks.</td>
</tr>
<tr>
<td>3 У нас есть обед.</td>
<td>c) We have lunch.</td>
</tr>
<tr>
<td>4 У нас есть перемены.</td>
<td>d) Parents get school reports in envelopes.</td>
</tr>
<tr>
<td>5 Нам ставят оценки буквами.</td>
<td>e) We put our marks in the school diary.</td>
</tr>
<tr>
<td>6 Родители получают ведомость успеваемости в конверте.</td>
<td>f) We get marks in letters.</td>
</tr>
<tr>
<td>7 Нам ставят оценки цифрами.</td>
<td>g) We get marks in numbers.</td>
</tr>
</tbody>
</table>
Role play: talk to your partner who is from a different country about his / her school.

A: Ask questions and fill in your Card 1. Then use your Card 2 and answer Pupil B’s questions.

B: Look at page 151.

**Example:**
A: Where are you from?
B: France

---

### Card 1 for Pupil A

<table>
<thead>
<tr>
<th>Country</th>
<th>Uniform</th>
<th>Marks</th>
<th>Diaries</th>
<th>Reports</th>
<th>Breaks</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Card 2 for Pupil A

<table>
<thead>
<tr>
<th>Country</th>
<th>Uniform</th>
<th>Marks</th>
<th>Diaries</th>
<th>Reports</th>
<th>Breaks</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>Yes, in some schools.</td>
<td>1 — excellent, 2 — very good, 3 — OK, 4 — bad, 5 — very bad</td>
<td>Yes.</td>
<td>Yes, at the end of the year.</td>
<td>A short break after each lesson; A longer break for lunch.</td>
<td>A break for lunch; Some pupils bring lunch from home.</td>
</tr>
</tbody>
</table>

---

**4a Read these questions from German children and write your own answers.**

1. Do you like all your subjects?
2. Do you wear a school uniform?
3. Do you get marks at school?
4. Do your parents get school reports?

**4b Write your own questions for Sarah from New Zealand about her school routine.**

1. marks / Do / in / put / your / you / diary ?
2. wear / Do / uniform / you / school / a ?
3. have / lesson / you / breaks / every / Do / after ?
4. in / get / Do / you / marks / letters ?

---

**WORDS to find and say**

1. [əˈbaʊt] about
2. [ˈɔːdə] ...
3. [ˈtɑːŋd] ...
4. [ˈʃi:ts] ...
5. [mʌks] ...
6. [ˈdɑːtə] ...
7. [ˈkwesʃənz] ...
8. [ˌkɒnvəˈseISənz] ...
9. [mɜː] uniform
10. [jʉː] ...
11. [ˈjes ər ˈdjuː] ...
12. [kəmˈpijʊtə] ...
13. [njuː ˈzɪənd] ...
14. [ˈweə] wear
15. [ˈpɛərənts] ...

---

25
Lesson 3  A day in my life

1a Learn to say the time.

WHAT’S THE TIME?

It’s twelve o’clock.

It’s five to one.

It’s five past twelve.

It’s quarter to one.

It’s quarter past twelve.

It’s half past twelve.

1b Play Bingo.

2a Read and match the verses with the pictures.

Oh, dear! What’s the time?
It’s five o’clock,
It’s five o’clock in the morning.
Get up, get up.
I get up at five o’clock in the morning.

Oh, dear! What’s the time?
It’s quarter past five,
It’s quarter past five.
Wash and dress, wash and dress.
I wash and dress at quarter past five in the morning.

Oh, dear! What’s the time?
It’s half past five, it’s half past five
Let’s have breakfast,
Let’s have breakfast.
I have breakfast at half past five in the morning.
2b Guess what the words in bold in verses mean.

2c Learn to say the chant. Listen and practise saying all the verses of the chant.

3a Compare the questions and answers in the LOOK box.

LOOK

Q: Do you get up at five o’clock on Sunday?
A: No, I don’t.
Q: What time do you get up on Sunday?
A: At eight o’clock.
Q: What do you do after you get up?
A: Wash and dress.

3b Interview your friend about his / her Sunday.
Fill in the gaps in the questions.
1 ... you go to school on Sunday?
2 What ... you do on Sunday?
3 What ... you do after breakfast?
4 What time ... you have lunch?
5 What ... you do before dinner?
6 What time ... you have dinner?
7 ... you watch TV after dinner?
8 What time ... you go to bed?

4 Make a chant about your morning.

Example:
Oh, dear! What’s the time?
It’s seven o’clock,
It’s seven o’clock in the morning.
Get up,
Get up.
I get up at seven o’clock in the morning.

1 [ˈkwɔːtə] quarter
2 [pɑːst] ...
3 [hɑːt] ...
4 [ˈɑːftərnuːn] ...
5 [nɔːt] ...
6 [ˈvɜːsɪz] ...
7 [wɔːf] ...
8 [ˈɪntərviːu] ...
9 [ˈbrekfəst] ...
10 [laɪn] ...
11 [kæmpɪˈpiːə] ...

D

Oh, dear! What’s the time?
It’s ten past six,
It’s ten past six in the morning.

Go to school, go to school.

I go to school at ten past six in the morning.

E

Oh, dear! What’s the time?
It’s quarter to seven,
It’s quarter to seven
The lessons start at a quarter to seven in the morning.

I’m not late. I’m not late for Wizard School.
Lesson 4  Who does what

1a Read about Asya and complete the table.

I've got a dog. Her name is Asya. She is big. I get up at 7 o’clock. Asya gets up at 9 o’clock and has breakfast. I don’t take her for a walk in the morning. My brother does it.

I come home at 1 o’clock. My dog meets me at the door. She barks and gives me a paw. I hug and stroke her.

I have lunch at 1:30, and Asya sits and looks at me. She usually eats special dog food. Mum cooks it for her.

In the evening I take her for a longer walk. And my brother helps me. Then she sits on the sofa and watches TV.

We live in a flat and Asya needs lots of exercise, so at weekends Dad takes us all to the park. Dad throws a ball and Asya brings it back.

Who does what

<table>
<thead>
<tr>
<th>I</th>
<th>My brother</th>
<th>Mum</th>
<th>Dad</th>
<th>Asya</th>
</tr>
</thead>
<tbody>
<tr>
<td>get up at 7 o’clock</td>
<td>helps me</td>
<td>cooks special dog food for Asya</td>
<td>takes us to the park</td>
<td>gets up at 9 o’clock</td>
</tr>
</tbody>
</table>

1b Compare the columns in the Who does what table and say when we add -s.

1c Compare the sentences in the LOOK box and work out the rule for don’t and doesn’t. See Grammar support 6.

I don’t take Asya for a walk in the morning. Asya doesn’t get up at 7 o’clock.

3a Help Anya to finish a poem about her dog.

I really wish I were my dog.

She (not get up) at 7 o’clock,

I go to school — she (walk) and (sleep),

I do homework — she (play) and (eat).

3b Now listen and hear if you got the poem right.

I really wish I were — как бы мне хотелось быть

2 Listen, work out the rule and say the words in the box below.

<table>
<thead>
<tr>
<th>-s</th>
<th>-es</th>
</tr>
</thead>
<tbody>
<tr>
<td>[gets]</td>
<td>gets up</td>
</tr>
<tr>
<td>[pleɪz]</td>
<td>plays</td>
</tr>
<tr>
<td>[ˈwɒtʃɪz]</td>
<td>watches</td>
</tr>
</tbody>
</table>

gets up  cleans  does  meets  gives
barks  sits  says  eats  cooks
becomes  helps  watches  needs  takes
throws  brings  washes  jumps  dresses
4a Read about Max’s pet. What kind of animal is he? / Is he a bird? Is he an animal?

His name is Richard. He’s very funny. He doesn’t eat meat or fish. He usually eats pet food and he likes apples and bananas very much. He gets up at 6 o’clock and starts talking. He says: “Max, Max, Max, get up, get up, get up.”

4b Play the Guessing game.
A: Write down the name of a person or a pet.
   Talk about him / her e.g.
   • what he / she usually does;
   • what he / she doesn’t do.
   Let your partners guess who / what it is.
B: Guess who or what Pupil A is describing.

5 Look at the picture and write about Vicky’s pet.
Vicky has got a pet. It’s a...

Did you know that
In Britain the most popular black cats’ names are Africa, Abracadabra, Midnight, Chimpanzee, Pepsi, Bat. White cats are usually called Cloud, Milky, Foggy, Ghost, Snowflake or Snowy.

WORDS to find and say
[hu:] who
['lɒŋ@] who
[wɔt] ... what
[θraʊz] ... that
[bɪŋz] ... big
[pə] ... pet
['speʃəl] ... special
[streɪk] ... start
[ˈwɜznɪz] ... wishes
[ˈfɪt] ... fits
[daːz] ... does
Lesson 5  Always, sometimes or never?

1a Look at the stickers and say what Alina does on weekdays and at weekends.
*Example:* Alina goes to the English drama club on Monday and on Wednesday.

1b Read the stickers again and guess the new words.

Alina *always* goes to the chess club after school.

She *sometimes* goes to the swimming pool.

She *never* goes to school on Sundays.

2 Play the Nonsense game.
What do you always do in the morning?
What do you sometimes do in the ...?
What do you never do ...?

- write and read
- eat my breakfast
- do homework
- walk my dog
3a Read the text and say what helps Alina to study well.

Alina Shevchuk is from Russia. She is in class 5. Alina is the best pupil in her class and she became a chess champion at the age of 11. Some people think that she is a perfect pupil. Read what they say about Alina and what Alina says about herself.

**Inna Nikolayevna (maths teacher):**
Alina is a perfect pupil. She is neat, well organised and intelligent. She is very good at maths. Her marks are always excellent.

**Nadezhda Petrovna (grandmother):**
Alina is a hard-working girl. She plays chess and tennis. She plays tennis three times a week and chess every day. She helps me in the house, reads a lot and never gets bad marks at school.

**Alina:** I started playing chess five years ago. At first it was just a hobby. Then I started to take part in tournaments. After school I go to the chess club and play chess with my teacher. At home I play chess with my computer. Sometimes my dad plays with me.

I travel to other places to take part in tournaments. I love chess, but I’ve got lots of other interests, too. I like playing tennis, going dancing, listening to music. I don’t think I am a perfect pupil, but I know that playing chess helps me to study well.

3b Read the text in Ex. 3a again and answer the questions.

1. Does Alina always get excellent marks at school?
2. Does she always play chess after school?
3. Does Alina like reading?
4. Does she get bad marks?
5. Does playing chess help her to study well?
6. How often does she play tennis?
7. How often does she play chess?

4a Compare the questions in the LOOK box.

**LOOK**

Q: What **do** you always **do** in the morning?  
A: I walk my dog.

Q: **Does** Alina always **get** excellent marks?  
A: Yes, she does.

Q: **Does** Alina **play** volleyball?  
A: No, she doesn’t.

Q: How often **does** she **play** chess?  
A: Every day.

4b Complete the conversation using the words in the box and act it out.

<table>
<thead>
<tr>
<th>does</th>
<th>do</th>
<th>does</th>
<th>does</th>
<th>does</th>
<th>watch</th>
</tr>
</thead>
</table>

A: How often (1) ... your father (2) ... football on TV?  
B: He never (3) ... . He never has time in the evening.

A: What (4) ... he (5) ...?  
B: My homework.

5 Write eight questions for your friend.

**Example:** play computer games — How often do you play computer games?

1. watch TV
2. help your mum
3. play the guitar
4. eat chocolate
5. read books
6. play football
7. get up at 6 o’clock in the morning
8. walk your dog
Lesson 6  Let’s work together

1a Look at the picture and say who is the writer, the photographer, the designer, the editor and the illustrator.

1b Write who does what.

1  a designer  a) makes the pages
2  a photographer  b) takes photos
3  an editor  c) draws pictures
4  an illustrator  d) interviews people and writes about them
5  a writer  e) corrects mistakes

2a Read the interview with Natasha and write the missing questions.

Interviewer: Congratulations! Your newspaper won the first prize. Your newspapers are always interesting. (do / How / them / make / you / ?)
Natasha: We work in a group. Artyom takes the pictures, he’s our photographer.

Interviewer: Really? The photos are really nice. (him / Who / helps / ?)
Natasha: His dad.

Interviewer: (draws / who / the cartoons / And / ?)
Natasha: Ira does. She’s very good at drawing.

Interviewer: What about the articles? (Who / the articles / writes / the newspaper / for / ?)
Natasha: Vicka. She interviews people, and writes the articles and funny stories.

Interviewer: The pages look nice. (designs / Who / the pages / ?)
Natasha: Pasha designs the pages on the computer. He’s very good at ICT. He knows how to use the scanner and the design software. Then we print the pages. I read them and correct any mistakes. Then our ICT teacher helps us to print out the whole newspaper in colour.

2b Listen to the interview and check your questions.
Read the questions in the LOOK box and work out the rule.
1 Which question word is used in each question?
2 What is different in the questions?

3a Make a project group. Say who can be what in your group and why.
- Use Ex. 1b for help.
**Example:**
A: Natasha can be the illustrator. She’s (very) good at drawing.
B: Vitya can be the editor. He’s good at English.
C: ...

3b Decide who does what in your project in Lesson 8 (p. 35) and talk to the other project group.
**Example:**
A: Who draws pictures in your project group?
B: Natasha does. She is good at drawing. She’s our illustrator.

4 Prepare to do your project.
- take / find / draw and bring to class some pictures of your school
- write about your timetable and favourite subjects
- write about things you usually do after school (sports, clubs, pets, etc)
- bring crayons, scissors, glue, paper
Lesson 7 Progress page

1. Listen and find Anya’s list.

A. Things to do after school
   1. Take the dog for a walk
   2. Cook lunch
   3. Go to the English club
   4. Do homework

B. Things to do after school
   1. Take the dog for a walk
   2. Help mum
   3. Do homework
   4. Go to my grandmother

C. Things to do after school
   1. Have lunch
   2. Go for a walk
   3. Watch TV
   4. Listen to music

Score: __ / 15

2. Read and complete the timetable.

Hello. I’m Mr Brown, a headteacher. My school is the best. There are a lot of subjects in our timetable. Every day there is maths and English. The first lesson is always maths. Biology is on Monday and Thursday, and history on Tuesday and Friday. Our pupils like ICT. It’s on Wednesday and Friday. Come to our school.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Thursday</th>
</tr>
</thead>
</table>
| 1. Maths | 1. (c) ...
| 2. Science | 2. English |
| 3. Biology | 3. (d) ...
| 4. English | 4. Technology
| 5. Art | 5. Music |

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maths</td>
<td>1. Maths</td>
</tr>
<tr>
<td>2. English</td>
<td>2. Geography</td>
</tr>
<tr>
<td>3. (a) ...</td>
<td>3. History</td>
</tr>
<tr>
<td>4. PE</td>
<td>4. English</td>
</tr>
<tr>
<td>5. Technology</td>
<td>5. (e) ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maths</td>
<td></td>
</tr>
<tr>
<td>2. (b) ...</td>
<td></td>
</tr>
<tr>
<td>3. Drama</td>
<td></td>
</tr>
<tr>
<td>4. PE</td>
<td></td>
</tr>
<tr>
<td>5. ICT</td>
<td></td>
</tr>
</tbody>
</table>

Score: __ / 20

3. Write five sentences.

Example: Jane and her brother go for a walk after school.

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>go for a walk</th>
<th>play computer games</th>
<th>watch TV</th>
<th>help his mum</th>
<th>do their homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane and her brother</td>
<td>go for a walk</td>
<td>⭐️</td>
<td>⭐️</td>
<td>⭐️</td>
<td>⭐️</td>
<td>⭐️</td>
</tr>
<tr>
<td>Max</td>
<td>go for a walk</td>
<td>⭐️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>go for a walk</td>
<td>⭐️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dima</td>
<td>go for a walk</td>
<td>⭐️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>after school</td>
<td>⭐️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sometimes</td>
<td>⭐️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in the evening</td>
<td>⭐️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>often</td>
<td>⭐️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>at 5 o’clock</td>
<td>⭐️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: __ / 15

Total: __ / 50
Lesson 8 Project

1 Read the letters and choose one to answer.
   • Explain why you would like to answer this letter.

A
Hello.
We live in a small town near Beijing. We are 10 and 11 years old and go to school. We usually walk to school or ride our bikes.
The school year begins in September. We have winter holidays from the 16th of January to the 1st of March and summer holidays from the 1st of August to the 1st of September.
School usually starts at 8:30 a.m. and finishes at 6 p.m. We have seven or eight lessons every day. We study Chinese, English, maths, geography, biology, music, art, ICT. We always have a two-hour break for lunch.
After school we play football and basketball. Xiangai is our favourite board game.
We would like to know about your school and your class, your timetable, your favourite games.
Bye,
Bao, Feng, Chen, Hua, Lian, Yun

B
Hello, my name is Ricardo and I go to school in Turin. My friends go to school by bus or they walk, but I usually go by car. We wait in the hall and then we go into the class at 8:15.
In the morning we have six lessons of 50 minutes each. We study: maths, geography, science, Italian, history, PE, ICT, music, art, design and technology, religion and English.
At 10:45 we have a break for ten minutes. School finishes at 1:25 p.m. but some pupils stay at school for music lessons or other extra curricular activities. Afternoon lessons start at 2:30 p.m. and finish at 6 p.m. On Monday and Wednesday I have a piano lesson from 2:30 to 3:30, together with my friend Eleonora. Then I go home. I have a break and I do my homework; I watch TV and have dinner at 7:30 with my family and at 10:45 I go to bed.
I’d like to know about your school day.
Bye,
Ricardo

2 In your project group write an answer.
   Follow these steps:
   1 Decide what you are going to write about:
      • your school and your timetable
      • your favourite subjects
      • what you usually do after school
      • questions about the children’s families, friends, pets, classmates, etc
      • the beginning of the letter and the end
   2 Decide what materials prepared at home you are going to use.
   3 Decide who does what.
   4 Do your part of the project and put it all together.

3 Put your letter on the wall and read all the other letters.