

Unit 5 Creativity					
III term – 30 hours					
49	Vocabulary. Mythical creatures p57	5. 2. 8. 1 understand with support a range of longer conversations on general and academic topics, including stories 5. 3. 1. 1 provide basic information about oneself and others at the sentence level within a number of general topics;	1		
50	Reading. Mythical creatures p58	5. 4. 1. 1 understand the main idea of some simple short texts on general and educational topics; 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information;	1		
51	Types of films p59	5. 2. 5. 1 understand with support most of the specific information and sections in short conversations on different learning topics; 5. 3. 4. 1 respond in sentences with some flexibility to unexpected comments on a variety of general and academic topics;	1		
52	Use of English: was / were p60	5. 5. 4. 1 write long sentences in paragraph size with the teacher's support to provide personal information; 6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics	1		
53	Use of English: had / could p61	5.5.3.1 write with support factual descriptions at text level which describe people, places and objects to visit and activities; 6.6..113 use might, may, could to express possibility on a limited range of familiar general and curricular topics			
54	The Samruk p62	5. 4. 2. 1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher; 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics	1		
55	Use of English: past Simple regular verbs p64	5. 5. 1. 1 plan, write, correct and check text-level works on some general and academic topics; 6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics	1		
56	Use of English. Past simple. (interrogative)p65	5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level; 6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics	1		
57	The lost Island of Atlantis. P66	5. 2. 8. 1 supported understanding of general and academic topics in a range of longer conversations, including stories 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;	1		
58	Use of English: Past simple (irregular verbs)p68	5. 5. 1. 1 plan, write, correct and check text-level works on some general and academic topics; 6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics	1		
59	Use of English. Talking about the past. p69	5. 4. 2. 1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher; 5. 5. 1. 1 plan, write, correct and check text-level works on some general and academic topics;	1		
60	Describe a past event p70	5. 2. 6. 1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5. 4. 2. 1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher;			
61	Across cultures Summative assessment for the unit "Creativity"p71	5. 4. 3. 1 to understand the evidence in the context of some familiar general and academic topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1		

62	Across the curriculum. Music p72	5. 2. 6. 1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5. 3. 6. 1 to express one's thoughts clearly and concretely in sentences in pairs, groups and with the whole class;		
63	Writing: An email about an event you attended p73	5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5. 5. 4. 1 write long sentences in paragraph size with the teacher's support to provide personal information;	1	
		Unit 6 Reading (we read with interest)		
64	Types of literature p75	5. 2. 4. 1 to understand general and educational topics in a long conversation with the support of the main ideas; 5.3.2.1 ask simple questions to get information about a limited range of general topics;	1	
65	The fisherman and fish p76	5. 4. 5. 1 identify the main idea from the context of short texts within the framework of some familiar general and educational topics; 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;	1	
66	The fisherman and fish ex. 5 -10 p77	5. 4. 3. 1 to understand the evidence in the context of some familiar general and academic topics; 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;		
67	Robin Hoodp78	5. 4. 5. 1 identify the main idea from the context of short texts within the framework of some familiar general and educational topics; 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;		
68	Robin Hood Ex, 6-11 p79	5. 4. 5. 1 identify the main idea from the context of short texts within the framework of some familiar general and educational topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1	
69	The pearl of Kazakhstanp80	5. 4. 1. 1 understand the main idea of some simple short texts on general and educational topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1	
70	The two Giants p82	5. 4. 5. 1 identify the main idea from the context of short texts within the framework of some familiar general and educational topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1	
		Unit 7 In the world of wonders		
71	Animals p85	5. 2. 4. 1 to understand general and educational topics in a long conversation with the support of the main ideas; 5. 3. 5. 1 attempt to communicate in the exchange of information at the basic level within the framework of various general and educational topics;	1	
72	The ghost of the Mountainsp86	5. 4. 2. 1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher; 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	
73	Parts of animals p87	5. 2. 6. 1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics;	1	
72	Use of English: Adverbs of frequency p88	5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level; 6.6.12.1 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time: last week, yesterday on a limited range of familiar general and curricular topics	1	
73	Use of English: Comparative/superlative	5. 5. 6. 1 logically combine sentences into paragraphs with some support using basic connectives on some common topics;		

	adjectives.P89	6.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics		
74	Narnia p90 Summative assessment for the unit "Fantasy world"	5. 4. 2. 1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1	
75	Expressing fear p92	5. 2. 7. 1 of a simple conversational speaker with teacher assistance on a range of general and academic topics 5. 4. 6. 1 identify the author's opinion or point of view in short texts on some general and educational topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;	1	
76	Across culture. Mythical creatures. P93	5. 4. 6. 1 identify the author's opinion or point of view in short texts on some general and educational topics 5. 5. 2. 1 systematic writing of sentences in a paragraph on some general and educational topics with the support of the teacher;	1	
77	Summative control work for the 3rd term	5.2.4 .1Understand the main points of supported extended talk on a range of general and curricular topics. 5.3.1.1 Provide basic information about themselves and others at sentence level on an increasing range of general topics. 5.4.2.1 Understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.5.6.1 Link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics.	1	
78	Across the curriculum: It is a bird life. P94	5. 2. 7. 1 of a simple conversational speaker with teacher assistance on a range of general and academic topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;	1	