






Unit 5: Creativity			
Teacher name:			
Date:			
Grade: 5		Number present:	absent:
Lesson title	Reading &listening The lost Island of Atlantis		
Learning objectives	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;		
Lesson objectives	Learners will be able to introduce the topic and predict the content of the text - read for comprehension - practise the past simple and revise question words		
Plan			

Stages / Time	Teachers actions	Students actions	Assessment criteria	Resources
Beginning of the lesson Warming-up  3 min	Organization moment : Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warming up Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? <i>Lead – In</i> 	By wishing each other they feel better and feel the support of others Students of the class are listed. Students' attention is drawn to the lesson. • Learners write the numbers from previous lesson Determines the topic and purpose of the lesson	The teacher to assess learners for their ability. “Good job! Well done!” <i>Formative Assessment</i>  <i>Good job!</i> <u>Descriptor:</u>	Pictures  

**Middle
of the
lesson
Present
ation
part.
30 min**

Ex:1 P:66

- Elicit what Ss know about Atlantis. Read out the title and subheadings in the text as well as the words in the list.

Play the recording. Ss listen and follow the text in their books to find out how the words are related to Atlantis.

Ex: 2 P: 67

- Draw Ss attention to the Study Skill box and read it aloud. Give an example of key words and then explain the task.

Allow Ss some time to read the text and answer the questions. Then direct Ss to the Word List to look up the meanings of the words in the Check these words box.

Check Ss' answers around the class.

Ex: 3 P: 67

- Explain the task and ask two Ss to read the example exchange aloud.

Ss do the task in closed pairs, then ask some pairs to ask and answer in front of the class.

Ex: 4 P: 67

Pupils answer the question.

ANSWERS

I know there is a story about Atlantis being a lost island.

No one knows for sure where it was or what happened to it.

Plato - described Atlantis in 'Timaeus'
Poseidon - A Greek god who created and protected Atlantis

Pupils read the text and answer the question.

ANSWERS

1 A Greek philosopher.
2 In 355 BC.

3 The Greek god of the sea who created and protected Atlantis.

4 It was amazing. In the centre there was a temple dedicated to Poseidon.

5 A gold statue of Poseidon driving six horses.

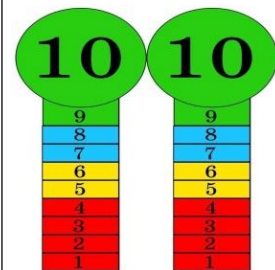
6 Most of them were sailors and traders. They sailed around the world. Some were farmers. They worked in the fields and raised cows and sheep.

7 In beautiful palaces.

8 An earthquake caused it to sink into the ocean.

9 It could be near the Azores, or near Sardinia, Crete, Malta or Santorini in the Mediterranean Sea.

-answer the



question.

Total: 2 point

Self assessment

Differentiation:« Verbal support»method is used to help Ss use new words in the sentences.

Descriptor:

- read the text

- answer the question

Total: 2 point

Descriptor:

- ask and answer questions

Total: 2 point

-Make CCQ questions Yes / No

Total: 1 point




Total: 10 point

worksheet




**Student's
book**




**Interactive
whiteboard**







	<ul style="list-style-type: none"> • Allow Ss two minutes to read the text again and then ask various Ss to give their summary to the class using as many of the verbs in the list as they can. Evaluate Ss' performance. Check for: inclusion of all points, correct word order, spelling mistakes (if written), grammar (syntax mistakes), pace (if spoken), rapport (if spoken) <p>Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<p>Pupils ask and answer questions based on the text.</p> <p>ANSWERS</p> <p>A: He was from ancient Greece. What is 'Timaeus'?</p> <p>B: A book by Plato. Where was Atlantis?</p> <p>A: In the Atlantic Ocean. Who created it?</p>		
<p>End of the lesson 5 min</p>	<p>FEEDBACK</p> <p>Learners provide feedback on what they have learned at the lesson.</p> <p><u>Ex:</u></p> <p>Home task:</p> <p>A cluster on the topic of Atlantis ,learning new words</p>	<div>    </div>		


Term 3	School:	
Teacher's name:	Teacher's name:	
Grade	Number present:	Number absent
Theme of the lesson:	Mythical creatures	
Learning objectives:	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	
Lesson objectives:	All learners will be able to work with text with support, work in groups; prove opinions. Some students will be able to do exercises and work with text;	


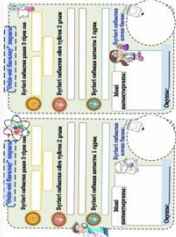
Stages	Teacher's action	Student's action	Assessment criteria	Resources
Beginning – 10 min Greetings 	Greetings Good afternoon students! How are you? Who is absent? Ask students about their homework. Warming up Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? Question on board: What are they? What mythical creatures do you know? Introduce new vocabulary: <i>Phoenix, Samruk, Hippogriff, Dragon, Unicorn, Cyclops.</i>	Students greet the teacher and answer question. Students' attention is drawn to the lesson. Students say different words from the picture	Descriptors: - recalls at least 3 mythical creatures; - pronounces new words correctly; - participates in discussion. Total: 1 point The teacher to assess learners for their ability. Good job! Well done! 	Student's book Excel 5 
Middle of the lesson – 30 min	Task 1 Listening Task — Match the descriptions. Play audio with 6 short descriptions: Creature 1) Phoenix 2) Samruk 3) Hippogriff 4) Dragon 5) Unicorn 6) Cyclops Description A) giant with one eye B) huge creature that can breathe fire C) a Kazakh mythical bird-protector	Students listen carefully and match A–F to cards with pictures. Answers: 1-E 2-C 3-F 4-B 5-D 6-A	Descriptors: - understands main ideas while listening; - matches at least 4/6 correctly Total: 3 point The teacher to assess learners for their ability. Good job! Well done!	Student's book Excel 5 Audio https://youtu.be/KuBOmyDf7VQ?si=IYYgKFDhXI22eS3B





	<p>D)magical white horse with a horn E)a bird that rises from ashes and symbolizes rebirth F)half-horse, half-eagle creature</p> <p>Task2 Pair Work — Think–Pair–Share Model on board: The Dragon is big and dangerous. It can breathe fire.</p> <p>Task 3 Group Task — Gallery Walk Poster Presentation 6 groups — each gets 1 mythical creature: Phoenix / Samruk / Hippogriff / Dragon / Unicorn / Cyclops</p> <p>Task4 Ex: 3 P: 57 Elicit which creatures look like the animals in the list. <i>Phoenix, Samruk , Hippogriff, Dragon, Unicorn, Cyclops.</i></p>	<p>Students make 2 sentences for each creature.</p> <p>Students prepare a poster with 4+ sentences and present to class</p> <p>Learners answer the question ANSWERS: A hippogriff looks like a horse and an eagle. A phoenix looks like an eagle. The Samruk looks like an eagle. A cyclops looks like a giant. A unicorn looks like a horse. A dragon looks like a huge snake</p>	 <p>Descriptors: - makes 2 correct sentences per creature; -uses adjectives and simple verbs; - expresses ideas orally in pairs. Total:2 point</p> <p>Descriptors: -creates group poster with 4+ sentences; - presents clearly and confidently; - uses key vocabulary. Total:3 point</p> <p>Descriptor: - ask and answer the question Total:1 point</p>	<p>Student's book Excel 5</p> 
<p>ending – 5 in</p>	<p>Feedback: Learners provide feedback on what they have learned at the lesson Home task: Prepare a short text about your favourite mythical creature (Phoenix, Samruk, Dragon, Unicorn, Cyclops, Hippogriff).</p>	<p>Students answer the teacher questions and conversation about the lesson</p>	<p>Descriptors: -Writes 6–8 simple sentences about one mythical creature using <i>It is / It has / It can.</i> -Uses topic vocabulary and gives at least one reason for liking the creature.</p>	


Unit 5. Creativity		School:	
Date:		Teacher name:	
Grade: 5		Number present:	absent:
Lesson title	The Samruk		
Learning objectives	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		
Learning objectives (assessment criteria)	Learners will be able to: <ul style="list-style-type: none"> - introduce the topic and stimulate interest in the text - read for specific information/detailed understanding/main ideas - make verb/noun phrases and summarise a text 		

Stages/ Time	Teachers actions	Students actions	Assessment	Resources
Beginning 5 min 	Organization moment : 1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warming up Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? Revise the vocabulary from the previous lesson 	The aim: To develop pupils speaking skills and create friendly atmosphere Students of the class are listed. Students' attention is drawn to the lesson. Determines the topic and purpose of the lesson Students say different words from the picture	The teacher to assess learners for their ability. “Good job!” Well done!”  Descriptor: - talk about days of the we Total: 1 point Learners meet the objectives if they can talk about their last holidays.	Worksheet  Pictures https://pin.it/29bUOfs xq 
Middle 30 min	<u>Ex:1 P:62</u> • Direct Ss' attention to the picture and ask if they know	• Pupils answer the question. Think of three question.	- answer the question. - write three	Student's books

<p>anything about the Samruk. Elicit a variety of questions and write three of them on the board.</p> <p><u>Ex: 2 P: 62</u></p> <ul style="list-style-type: none">• Allow Ss some time to read the texts and mark the sentences T (true) or F (false) or DS (doesn't say). <p>Direct Ss to the Word List to look up the meanings of the words in the Check these words box.</p> <p>Check Ss' answers. Ss should justify their answers.</p> <p><u>Ex: 3 P: 62</u></p> <ul style="list-style-type: none">• Ss match the verbs to the nouns, then ask various Ss around the class to give a summary of the text using the phrases. <p><u>Ex: 4 P: 63</u></p> <ul style="list-style-type: none">• Read the Study Skills box aloud and write the examples on the board, underlining the years. Say the years aloud and direct Ss to repeat. <p>Direct Ss' attention to the pictures and ask various Ss around the class who the people are.</p> <p>Ask various Ss to read out the captions under the pictures.</p> <p>Choose a pair of Ss to read out the example.</p> <p><u>Ex: 5 P: 63</u></p>	<p>ANSWERS.</p> <p>Where did the Samruk go every summer? To the Tree of Life out on the steppe.</p> <p>What is the name of the Tree of Life? The Baiterek.</p> <p>Ex.2 ANSWERS</p> <p>1 DS</p> <p>2 F</p> <p>3 DS</p> <p>4 T</p> <ul style="list-style-type: none">• Pupils match the words in the two columns. Use the phrases <p>ANSWERS</p> <p>1 e 2 c 3 f 4 b 5 g</p> <p>6 d 7 h</p> <p>8 a</p> <ul style="list-style-type: none">• Pupils look at the pictures. Ask and answer as in the example. <p>ANSWERS</p> <p>A: Who was James Joyce?</p> <p>B: A famous Irish writer.</p> <p>A: When was he born?</p> <p>B: In 1882.</p> <p>A: When did he die?</p> <p>B: In 1941</p> <ul style="list-style-type: none">• Pupils listen and complete the fact file in your notebook. <p>ANSWERS</p> <p>1 1915 2 miner</p> <p>3 Kazakhstan</p> <p>5 October</p>	<div><div>10</div><div>10</div></div> <p>question.</p> <p>Self assessment</p> <p>Differentiation: «Verbal support» method is used to help Ss use new words in the sentences.</p> <p>- read the text</p> <p>- mark the sentences</p> <p>Total: 2 point</p> <p>- match the words</p> <p>- use the phrases</p> <p>Total: 2 point</p> <p>- look at the pictures.</p> <p>- ask and answer as in the example</p> <p>Total: 2 point</p> <p>- listen and complete the fact</p>	<div><div>Reading Sc</div><div></div><div><p>1. Read the text and mark the sentences T (true), F (false) or DS (doesn't say).</p><p>2. Match the words to the nouns.</p><p>3. Read the text and mark the sentences T (true), F (false) or DS (doesn't say).</p><p>4. Match the words to the nouns.</p></div><div><p>Kazakhstan</p><p>Казакхстан - Казахстан</p><p>Кыргызстан - Кыргызстан</p><p>География</p><p>Кыргызстан</p></div></div>
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	<ul style="list-style-type: none"> • Explain the task and play the recording. Ss listen and complete the fact file. <p>Check Ss' answers.</p> <p>Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	4 steps	<p>Total: 1 point</p> <p>-Make CCQ questions Yes / No</p> <p>Total: 10 point</p> 	
End 5 min	<p>FEEDBACK</p> <p>Encourage students to share what they learned, their insights, and questions. Prompt students to mention what interested them the most</p> <p><u>Home task:</u></p> <p><u>Ex:10 P: 63</u></p>	<p>Share three things they learned today.</p> <p>Share two insights or thoughts they had.</p> <p>Mention what interested them the most.</p>	<p>Worksheet</p> 	
Term 3		School:		
Date:		Teacher's name:		

Grade 5		Number present:	Number absent	
Theme of the lesson:		Marco Polo		
Learning objectives:		5. 5. 3. 1 write specific details with the support of the Polo 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		
Lesson objectives:		All learners will be able to work with text with support, work in groups; prove opinions. Some students will be able to do exercises and work with text;		
Plan				
Time	Teachers action	Students action	Assessment criteria	Resources
Beginning – 10 min 	Greetings Good afternoon! How are you? Ask questions: “Have you ever travelled far?” “Who is Marco Polo?” “Why do we study travellers?”	Students greet the teacher and answer question.	Description -Homework 1point Motivation words “Good job” “Well done” 	Student’s book Excel 
Middle of the lesson – 30 min	Task 1 – Vocabulary Introduce new words: merchant – саудагер journey – сапар silk road – жібек жолы explorer – зерттеуші kingdom – патшалық Students listen and repeat after teacher. 1 Task 2 Task 2 – Pre-reading Show a picture of Marco Polo travelling. Ask: “What do you think the text is about?” “Where did he travel?” Task 3	Listen and repeat after teacher. Then write down new words Using their imagination answer the question	Motivation words “Good job” “Well done” Description -Vocabulary 1point Description -using imagination and elder education 1point Motivation words “Good job” “Well done”  Description -good reading	Student’s book Excel Student’s book Excel https://youtu.be/qG8VcWu5cG8?si=TS8RntAnBXe2ByGD

	<p>Reading (Simple past) Read the text about Marco Polo. For questions 1–5 choose A/B/C/D. 1) Marco Polo was born in... 2) His journey lasted... 3) He travelled with... 4) He wrote a book about... 5) His book inspired...</p> <p>Task4</p> <p>Matching Match the phrases to complete sentences. 1–A: Marco Polo travelled... 2–B: He wrote... 3–C: He visited... 4–D: He returned...</p> <p>Task 5</p> <p>Writing Make a short paragraph (5–6 sentences): Describe Marco Polo using Simple past. Example prompts: – Where was he born? – What places did he visit? – Why is he famous?.</p>	<p>1-A 2B 3-D 4-C 1-future machine 2-carrier pigeons 3-telegraph generations 4-new entries</p> <p>1group- past 2group-present 3group- Both</p>	<p>-correct answers 2point</p> <p>Description -correct phrases -correct sentence 2point</p> <p>Description -group work -correct columns -using vocabulary 3point</p>	<div><p>MARCO POLO</p><p>Marco Polo was born in Venice, Italy in 1254. He was only 17 years old when started exploring the world! Marco Polo travelled to many places, but spent most of his time in China. He wrote a book about his adventures called The Travels of Marco Polo.</p><p>Read each sentence and choose the correct word to fill in the blanks.</p><p>1) Marco Polo was born in the year _____. 1254 <input type="checkbox"/> 1452 <input type="checkbox"/> 1524 <input type="checkbox"/></p><p>2) Marco Polo spent most of his time exploring _____. AFRICA <input type="checkbox"/> CHINA <input type="checkbox"/> JAPAN <input type="checkbox"/></p><p>3) Marco Polo wrote about his travels in the book _____. <input type="checkbox"/> MARCO POLO'S ADVENTURES <input type="checkbox"/> THE LEGEND OF MARCO POLO <input type="checkbox"/> THE TRAVELS OF MARCO POLO <input type="checkbox"/></p><p><small>Copyright © 2015 The Academy Company. All rights reserved. Get more worksheets at www.theacademy.com</small></p></div> <p>Student’s book Excel</p> <p>Student’s book Excel</p>
Ending – 5 min	Teacher asks students what their learnt from this lessons Feedback Home task: Ex 7, p19	Students answer the teacher questions and conversation about the lesson		

Subject	English	
Teacher's name		
Date		
Grade	5	
Theme	Describe past event	
Learning objectives	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 exts on a number of general and educational topics with little help from the teacher;	



Plan of the lesson

Time	Teacher's activities	Student's activities	Assessment	Resources
Beginning of the lesson 10 min	<p>Greetings. Organizational moment. -Good afternoon! -What date is it today? -What did you do yesterday? -What was your home task? Let's check it!</p> <p><i>Today at the lesson you will:</i></p> <p>Today's topic is the simple past tense (regular and irregular verbs) Today, we will explore the rules together with you. We will examine and understand the meaning of the rules and the process of their formation. (Affirmative, negative order, and time</p>	<p>Greeting and answering the questions To aim: Develop a good atmosphere in the classroom.</p> <p>Efficiency: This greeting help for cheering up.</p> <p>Students read their home work on your cope book</p> <p>Home task. Check theirs new words. They must choose one card and say their translations.</p>	<p>Formative. «<i>The praise</i>» method is used to evaluate Ss with phrases like: "Thank you! Well done!"</p> <p>Stick mark Check list: If the student answers correctly he gets 2 points if he does not answer he gets 0 points.</p>	<p>Student's book Teacher's book Blackboard</p> <p>https://youtu.be/Q6cuyRUdn7k?si=Rz1uTnw_6tuXv3LN</p>

Main part	<div>Vocabulary Characters</div> <div>Plus an assignment in addition to the textbook</div> <div><div><div>got</div><div>had</div><div>finish</div><div>bought</div><div>woke</div></div><div><div>arrived</div><div>was</div><div>sleep</div><div>left</div><div>hear</div></div></div> <div>Yesterday I <input type="text"/> up very late. I didn't <input type="text"/> well so I didn't <input type="text"/> the alarm clock in the morning. I <input type="text"/> dressed and <input type="text"/> some toast and a coffee for breakfast. I <input type="text"/> home in a hurry. I <input type="text"/> at the train station but my train <input type="text"/> late so I <input type="text"/> a doughnut and some tea because I didn't <input type="text"/> my breakfast at home.</div> <div><div><div>rented</div><div>didn't</div><div>play</div><div>visit</div></div><div><div>Did</div><div>stayed</div><div>visited</div><div>played</div></div></div> <div><div><input type="text"/> We <input type="text"/> a motor home last summer.</div><div><input type="text"/> <input type="text"/> you travel last holidays?</div><div><input type="text"/> I didn't <input type="text"/> my grandparents last weekend.</div><div><input type="text"/> We <input type="text"/> South Africa last year.</div><div><input type="text"/> I <input type="text"/> enjoy the hostel.</div><div><input type="text"/> Did you <input type="text"/> soccer yesterday?</div><div><input type="text"/> We <input type="text"/> in a camping site.</div><div><input type="text"/> I <input type="text"/> video games yesterday.</div></div> <div><div><div>was reading</div><div>was trying</div><div>was raining</div><div>heard</div><div>became</div><div>was wanting</div><div>wanted</div><div>became</div><div>was playing</div><div>rang</div><div>was screaming</div><div>screamed</div></div><div>Yesterday, it <input type="text"/> all day. Anne <input type="text"/> inside the house. She <input type="text"/> to be outside, though. She was tired of being trapped inside the house. She <input type="text"/> to keep busy. She <input type="text"/> a book (and it was a very interesting one) until the electricity went out. Suddenly it <input type="text"/> dark and scary. Anne was frightened! She <input type="text"/> when she <input type="text"/> her telephone started ringing.</div></div> <div><div>Descriptor:</div><div>-Sts now let’s do ex 1</div><div>After looking at the picture, they must correct the error. Answer the questions and correct the sentences</div><div>After looking at the picture, they must correct the error. Answer the questions and correct the sentences</div></div>	<div>Sts read the new text and understand.</div> <div>Students read the task and do exs correctly.</div> <div>Sts do ex 3.</div> <div>Sts listen teacher and read the rules.</div>	<div>Formative</div> <div>-If students correctly speak your mind he gets 2 points;</div> <div>-If students answers poorly, he gets 1 point;</div> <div>Emoticon, marks. - if students did the exercises correctly, they get 2 points; - if students do half the exercise correctly they get 1 point;</div> <div>- if they do nothing they get 0 points/</div> <div>Stickers marks. Check list:</div>	<div>Students book.</div> <div>Ex 1. P 20</div> <div>Students book.</div> <div>Ex 2 p 20</div> <div>Sts book</div>
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- 1 They went to a theme park. (**museum**)
They didn't go to a theme park. They went to a museum.
- 2 They went with their parents. (**grandparents**)
- 3 They wore their school uniform. (**casual clothes**)
- 4 They saw an exhibition about the ancient Greeks.
(**ancient Egyptians**)
- 5 Tom took his MP3 player with him. (**digital camera**)
- 6 Lucy bought a book from the gift shop. (**some pencils**)

	<p>Exercise 2 p20</p> <p>Ask and answer questions. Select the cells you want to create the correct questions in</p> <p>For example:</p> <p>1. When did Elizabeth I become Queen of England?</p> <p>- She became Queen in 1558.</p> <p>2. Where was Cleopatra born?</p> <p>→Shewasborn in Alexandria.</p> <p>Ex.3 p20</p> <p>Ask and answer, as in the example.</p>		<p>the ex he get 2 points;</p> <p>- if students complete half of the assignments they get 1 point;</p> <p>- If sts does nothing they get 0 point.</p>	<div>Ask and answer, as in the example. <small>6.3.6.1</small> you/go to a museum/Saturday? A: Did you go to a museum on Saturday? B: No, I didn't.</div> <div> 2 your dad/drove/you/to school/yesterday? 3 your family/have/beach holiday/last year? 4 you/have/big breakfast/yesterday morning?</div>
Conclu sion	<p>Feedback</p> <p>Students should write their impressions about the lesson. What they liked and what they understood.</p> <p>.</p>	<p>Sts write their feelings about the lesson and read.</p>		

EXCEL

Student's Book

FOR KAZAKHSTAN

GRADE 5

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Express Publishing