**Long-term plan**

**Grade 7 “Laser 2” (102 hours)**

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| **Units** | **№** | **Theme** | **Hours** | **Learning objects** | **Date** | **Correction** |
| **Unit 1:****Hobbies and Leisure****(11 hours)** | **1** | Diagnostic test | 1 |  |  |  |
| **2** | Discussion about hobbies | 1 | 7.C4 evaluate and respond constructively to feedback from others7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics |  |  |
| **3** | Leisure activities | 1 | 7.C4 evaluate and respond constructively to feedback from others7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics |  |  |
| **4** | Interests of young people in Kazakhstan | 1 | 7.C4 evaluate and respond constructively to feedback from others7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics |  |  |
| **5** | Young people activities  | 1 | 7.C8 develop intercultural awareness through reading and discussion7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R7 recognise typical features at word, sentence and text level in a range of written genres7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics |  |  |
| **6** | Global leisure pursuits | 1 | 7.C8 develop intercultural awareness through reading and discussion7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R7 recognise typical features at word, sentence and text level in a range of written genres7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics |  |  |
| **7** | Leisure in the past time | 1 | 7.C8 develop intercultural awareness through reading and discussion7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R7 recognise typical features at word, sentence and text level in a range of written genres7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics |  |  |
| **8** | Hobbies in our daily life E-mail about leisure time | 1 | 7.C4 evaluate and respond constructively to feedback from others7.C9 use imagination to express thoughts, ideas, experiences and feelings7.S3 give an opinion at discourse level on a growing range of general and curricular topic7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics7.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics |  |  |
| **9** | Project work “E-mail about leisure time.” | 1 | 7.C4 evaluate and respond constructively to feedback from others7.C9 use imagination to express thoughts, ideas, experiences and feelings7.S3 give an opinion at discourse level on a growing range of general and curricular topic7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics7.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics |  |  |
| **10** | Hobbies and Leisure. **Summative Assessment 1** | 1 | 7.C4 evaluate and respond constructively to feedback from others7.C9 use imagination to express thoughts, ideas, experiences and feelings7.S3 give an opinion at discourse level on a growing range of general and curricular topic7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics7.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics |  |  |
| **11** | Unit revision | 1 |  |  |  |
| **Unit 2:****Communication and Technology****(12 hours)** | **1** | Technologies in our life | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.UE17 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics7.UE6 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.UE4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics7.C8 develop intercultural awareness through reading and discussion7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres7.L8 understand supported narratives on a wide range of general and curricular topics |  |  |
| **2** | Young people and modern technologies | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.UE17 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics7.UE6 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.UE4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics7.C8 develop intercultural awareness through reading and discussion7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres7.L8 understand supported narratives on a wide range of general and curricular topics |  |  |
| **3** | Network in our daily life | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.UE17 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics7.UE6 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.UE4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics7.C8 develop intercultural awareness through reading and discussion7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres7.L8 understand supported narratives on a wide range of general and curricular topics |  |  |
| **4** | Communicational importance of social websites | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.UE17 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics7.UE6 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.UE4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics7.C8 develop intercultural awareness through reading and discussion7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres7.L8 understand supported narratives on a wide range of general and curricular topics |  |  |
| **5** | Impact of modern technologies on modern life | 1 | 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.C3 respect different points of view7.C7 develop and sustain a consistent argument when speaking or writing7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |  |  |
| **6** | Gadgets as a new way of communication | 1 | 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.C3 respect different points of view7.C7 develop and sustain a consistent argument when speaking or writing7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |  |  |
| **7** | Debate about technologies | 1 |  |  |  |
| **8** | Project work “Advert for gadget.”  | 1 | 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.C3 respect different points of view7.C7 develop and sustain a consistent argument when speaking or writing7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |  |  |
| **9** | Communication and Technology. **Summative Assessment** 2 | 1 | 7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics |  |  |
| **10** | Unit revision  | 1 |  |  |  |
| **11** | **Summative Assessment for the term 1**  | 1 | 7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics |  |  |
| **12** | Revision | 1 |  |  |  |
| **Unit 3:****Holidays and travel****(12 hours)** | **1** | Unusual holidays | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.C6 organise and present information clearly to others7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects7.UE14 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics |  |  |
| **2** | Travelling across Kazakhstan | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.C6 organise and present information clearly to others7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects7.UE14 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics |  |  |
| **3** | World journeys and map reading | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.C6 organise and present information clearly to others7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects7.UE14 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics |  |  |
| **4** | Festivals in Kazakhstan | 1 | 7.C3 respect differing points of view7.C8 develop intercultural awareness through reading and discussion7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.UE17 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |  |  |
| **5** | The best place to visit in Kazakhstan | 1 | 7.C3 respect differing points of view7.C8 develop intercultural awareness through reading and discussion7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.UE17 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |  |  |
| **6** | Postcard about world festivals | 1 | 7.C3 respect differing points of view7.C8 develop intercultural awareness through reading and discussion7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.UE17 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |  |  |
| **7** | Travelling around the world | 1 | 7.C3 respect differing points of view7.C8 develop intercultural awareness through reading and discussion7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.UE17 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |  |  |
| **8** | Travelling brochure | 1 | 7.C4 evaluate and respond constructively to feedback from others7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W2 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics7.W7 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics |  |  |
| **9** | Unforgettable journey | 1 | 7.C4 evaluate and respond constructively to feedback from others7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W2 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics7.W7 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics |  |  |
| **10** | Project work “Dream journey.” | 1 | 7.C4 evaluate and respond constructively to feedback from others7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W2 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics7.W7 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics |  |  |
| **11** | Holidays and travel. **Summative Assessment 3** | 1 | 7.C4 evaluate and respond constructively to feedback from others7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W2 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics7.W7 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics |  |  |
| **12** | Unit revision | 1 |  |  |  |
| **Unit 4:****Space and Earth****(11 hours)** | **1** | Talking about the future | 1 | 7.C5 use feedback to set personal learning objectives7.C9 use imagination to express thoughts, ideas, experiences and feelings7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L8 understand supported narratives on a wide range of general and curricular topics7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics |  | объединение |
| **2** | Our environment | 1 | 7.C5 use feedback to set personal learning objectives7.C9 use imagination to express thoughts, ideas, experiences and feelings7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L8 understand supported narratives on a wide range of general and curricular topics7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics |  |
| **3** | Environmental problems | 1 | 7.C5 use feedback to set personal learning objectives7.C9 use imagination to express thoughts, ideas, experiences and feelings7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L8 understand supported narratives on a wide range of general and curricular topics7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics |  |  |
| **4** | Solving environmental problems | 1 | 7.C5 use feedback to set personal learning objectives7.C9 use imagination to express thoughts, ideas, experiences and feelings7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L8 understand supported narratives on a wide range of general and curricular topics7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics |  |  |
| **5** | Place of Science Fictions in Literature | 1 | 7.C4 evaluate and respond constructively to feedback from others7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topicstopics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics |  |  |
| **6** | Science Fiction predicts future | 1 | 7.C4 evaluate and respond constructively to feedback from others7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topicstopics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics |  |  |
| **7** | Project work “Future expectations.”  | 1 | 7.C4 evaluate and respond constructively to feedback from others7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topicstopics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics |  |  |
| **8** | Space and Earth. **Summative Assessment 4** | 1 | 7.R7 recognise typical features at word, sentence and text level in a range of written genres7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics7.W2 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.UE4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics |  |  |
| **9** | Unit revision | 1 |  |  |  |
| **10** | **Summative Assessment for term 2** | 1 | 7.R7 recognise typical features at word, sentence and text level in a range of written genres7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics7.W2 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.UE4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics |  |  |
| **11** | Revision | 1 |  |  |  |
| **Unit 5:****Reading for pleasure****(10 hours)** | **1** | The world of literature | 1 | 7.C3 respect differing points of view7.C8 develop intercultural awareness through reading and discussion7.L8 understand supported narratives on a wide range of general and curricular topics7.S8 recount some extended stories and events on a growing range of general and curricular topics7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics7.UE2 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough |  |  |
| **2** | Famous English writers | 1 | 7.C3 respect differing points of view7.C8 develop intercultural awareness through reading and discussion7.L8 understand supported narratives on a wide range of general and curricular topics7.S8 recount some extended stories and events on a growing range of general and curricular topics7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics7.UE2 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough |  |  |
| **3** | Famous Kazakh writers  | 1 | 7.C3 respect differing points of view7.C8 develop intercultural awareness through reading and discussion7.L8 understand supported narratives on a wide range of general and curricular topics7.S8 recount some extended stories and events on a growing range of general and curricular topics7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics7.UE2 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough |  |  |
| **4** | Genres of fiction  | 1 | 7.C3 respect differing points of view7.C8 develop intercultural awareness through reading and discussion7.L8 understand supported narratives on a wide range of general and curricular topics7.S8 recount some extended stories and events on a growing range of general and curricular topics7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics7.UE2 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough |  |  |
| **5** | Non-fiction books in Kazakh, English, Russian languages | 1 | 7.C7 develop and sustain a consistent argument when speaking or writing7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects7.UE3 use a growing variety of compound adjectives and adjectives as participles7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres |  |  |
| **6** | Summarizing the chosen book | 1 | 7.C7 develop and sustain a consistent argument when speaking or writing7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects7.UE3 use a growing variety of compound adjectives and adjectives as participles7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres |  |  |
| **7** | My favourite book  | 1 | 7.C7 develop and sustain a consistent argument when speaking or writing7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects7.UE3 use a growing variety of compound adjectives and adjectives as participles7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres |  |  |
| **8** | My favourite character | 1 | 7.C7 develop and sustain a consistent argument when speaking or writing7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects7.UE3 use a growing variety of compound adjectives and adjectives as participles7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres |  |  |
| **9** | Project work “Books in my life” | 1 | 7.C7 develop and sustain a consistent argument when speaking or writing7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects7.UE3 use a growing variety of compound adjectives and adjectives as participles7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres |  |  |
| **10** | Unit revision | 1 |  |  |  |
| **Unit 6:****Entertainment and Media****(11 hours )** | **1** | Forms of entertainment  | 1 | 7.C3 respect differing points of view7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics7.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks7.S8 recount some extended stories and events on a growing range of general and curricular topics7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics |  |  |
| **2** | Types of media | 1 | 7.C3 respect differing points of view7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics7.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks7.S8 recount some extended stories and events on a growing range of general and curricular topics7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics |  |  |
| **3** | Newspapers and magazines | 1 | 7.C3 respect differing points of view7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics7.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks7.S8 recount some extended stories and events on a growing range of general and curricular topics7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics |  |  |
| **4** | The Internet  | 1 | 7.C3 respect differing points of view7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics7.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks7.S8 recount some extended stories and events on a growing range of general and curricular topics7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics |  |  |
| **5** | TV programmes | 1 | 7.C7 develop and sustain a consistent argument when speaking or writing7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **6** | Children and watching TV | 1 | 7.C7 develop and sustain a consistent argument when speaking or writing7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **7** | Film genres  | 1 | 7.C7 develop and sustain a consistent argument when speaking or writing7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **8** | Film reviews  | 1 | 7.C7 develop and sustain a consistent argument when speaking or writing7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **9** | Project work “A review about a film for a school magazine or e-zine”  | 1 | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S6 make introductions and requests in basic interactions with others1.UE11 use there is / there are to make short statements and ask questions |  |  |
| **10** | Entertainment and media. **Summative assessment 5** | 1 | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S6 make introductions and requests in basic interactions with others1.UE11 use there is / there are to make short statements and ask questions |  |  |
| **11** | Unit revision  | 1 |  |  |  |
| **Unit 7:****Natural Disasters** **(10 hours)** | **1** | Types of natural disasters | 1 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.S8 recount some extended stories and events on a growing range of general and curricular topics |  |  |
| **2** | Natural disasters around the world | 1 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.S8 recount some extended stories and events on a growing range of general and curricular topics |  |  |
| **3** | Typical natural disasters in Kazakhstan | 1 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.S8 recount some extended stories and events on a growing range of general and curricular topics |  |  |
| **4** | The most destructive natural disasters around the world | 1 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.S8 recount some extended stories and events on a growing range of general and curricular topics |  |  |
| **5** | The most destructive natural disasters in Kazakhstan  | 1 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.S8 recount some extended stories and events on a growing range of general and curricular topics |  |  |
| **6** | Project work “Safety in case of natural disasters ” | 1 | 7.C6 organise and present information clearly to others 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics7.C8 develop intercultural awareness through reading and discussion7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics |  |  |
| **7** | Natural disasters.**Summative assessment 6** | 1 | 7.C6 organise and present information clearly to others 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics7.C8 develop intercultural awareness through reading and discussion7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics |  |  |
| **8** | Unit revision | 1 |  |  |  |
| **9** | **Summative assessment for term 3** | 1 | 7.C6 organise and present information clearly to others 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics7.C8 develop intercultural awareness through reading and discussion7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics |  |  |
| **10** | Revision  | 1 |  |  |  |
| **Unit 8:****Healthy Habits****(12 hours)** | **1** | Healthy habits and healthy living | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.UE8 use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics 7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics |  |  |
| **2** | The food pyramid | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.UE8 use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics 7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics |  |  |
| **3** | Junk food | 1 | 7.C5 use feedback to set personal learning objectives7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics |  |  |
| **4** | My list of healthy habits | 1 | 7.C5 use feedback to set personal learning objectives7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics |  |  |
| **5** | My family’s healthy habits | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects 7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **6** | Health problems | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects 7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **7** | How to get fit | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects 7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **8** | Sleep is a way of healthy lifestyle | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects 7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **9** | Healthy life with sport | 1 | 7.C7 develop and sustain a consistent argument when speaking or writing 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **10** | Project work “How sport can help people be healthy” | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.C5 use feedback to set personal learning objectives7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics |  |  |
| **11** | Healthy habits.**Summative assessment 7** | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.C5 use feedback to set personal learning objectives7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics |  |  |
| **12** | Unit revision | 1 |  |  |  |
| **Unit 9:** **Clothes and Fashion****(13 hours)** | **1** | Shopping and shopping facilities | 1 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics7.UE10 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics7.UE3 use a growing variety of compound adjectives and adjectives as participles |  |  |
| **2** | Going shopping | 1 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics7.UE10 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics7.UE3 use a growing variety of compound adjectives and adjectives as participles |  |  |
| **3** | Clothes and fashion | 1 | 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R7 recognise typical features at word, sentence and text level in a range of written genres7.R8 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **4** | Fashion trends in Kazakhstan | 1 | 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics7.R7 recognise typical features at word, sentence and text level in a range of written genres7.R8 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  |  |
| **5** | My fashion style | 1 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks |  |  |
| **6** | Researching how clothes are made and materials used | 1 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks |  |  |
| **7** | A school uniform | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy |  |  |
| **8** | Describing a person’s look | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy |  |  |
| **9** | Project work “making a poster for a fashion show” | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy |  |  |
| **10** | Clothes and fashion. **Summative assessment 8** | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy |  |  |
| **11** | Unit revision  | 1 |  |  |  |
| **12** | **Summative assessment for term 4** | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy |  |  |
| **13** | Revision | 1 |  |  |  |
|  |  | **Total** | **102** |  |  |  |