**Long-term plan**

**Grade 7 “Laser 2” (102 hours)**

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| **Units** | **№** | **Theme** | **Hours** | **Learning objectives** | **Date** | **Correction** |
| **1.****Hobbies and Leisure****(11 hours)** | **1** | Diagnostic test | 1 | 7.C3 respect differing points of view7.C4 evaluate and respond constructively to feedback from others7.C8 develop intercultural awareness through reading and discussion7.C9 use imagination to express thoughts, ideas, experiences and feelings7.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 topics7.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.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 exchanges7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.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.R7 recognize 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.W1plan, write, edit and proofread work at text level with some support on a range of general and 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.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 accuracy7.UE1 use some abstract nouns and complex noun phrases on a limited 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, enough7.UE3 use a growing variety of compound adjectives and adjectives as participles7.UE5 use questions which include a variety of different tense on a 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.UE12 use comparative degree adverb structures with regular and irregular adverbs 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 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 topics | ***05.09*** |  |
| **2** | Discussion about hobbies | 1 | ***06.09*** |  |
| **3** | Leisure activities | 1 | ***08.09*** |  |
| **4** | Interests of young people in Kazakhstan | 1 | ***12.09*** |  |
| **5** | Young people activities  | 1 | ***13.09*** |  |
| **6** | Global leisure pursuits | 1 | ***15.09*** |  |
| **7** | Leisure in the past time | 1 | ***19.09*** |  |
| **8** | Hobbies in our daily life E-mail about leisure time | 1 | ***20.09*** |  |
| **9** | Project work “E-mail about leisure time.” | 1 | ***22.09*** |  |
| **10** | Hobbies and Leisure. **Summative Assessment 1** | 1 | ***26.09*** |  |
| **11** | Unit revision | 1 | ***27.09*** |  |
| **2.****Communication and Technology****(12 hours)** | **1** | Technologies in our life | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers 7.C3 respect different points of view 7.C4 evaluate and respond constructively to feedback from others 7.C6 organise and present information clearly to others 7.C7 develop and sustain a consistent argument when speaking or writing 7.C8 develop intercultural awareness through reading and discussion 7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics 7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics 7.L5 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics 7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.L7 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres 7.L8 understand supported narratives on a wide range of general and curricular topics 7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics 7.S5 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics 7.S8 recount some extended stories and events on a growing range of general and curricular topics7.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.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.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.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.UE4 use an increased variety of determiners including neither, either on a 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.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar 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 topics | ***29.09*** |  |
| **2** | Young people and modern technologies | 1 | ***03.10*** |  |
| **3** | Network in our daily life | 1 | ***04.10*** |  |
| **4** | Communicational importance of social websites | 1 | ***06.10*** |  |
| **5** | Impact of modern technologies on modern life | 1 | ***10.10*** |  |
| **6** | Gadgets as a new way of communication | 1 | ***11.10*** |  |
| **7** | Debate about technologies | 1 | ***13.10*** |  |
| **8** | Project work “Advert for gadget.”  | 1 | ***17.10*** |  |
| **9** | Communication and Technology. **Summative Assessment** 2 | 1 | ***18.10*** |  |
| **10** | Unit revision  | 1 | ***20.10*** |  |
| **11** | **Summative Assessment for the term 1**  | 1 | 7.L2 Understand with little support most specific information in extended talk on a limited range of general and curricular topics.7.S1 Use formal and informal registers in their talk on a limited range of general and curricular topics. | ***24.10*** |  |
| **12** | Revision | 1 | ***25.10*** |  |
| **3.****Holidays and travel** **(12 hours)** | **1** | Unusual holidays | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.C3 respect differing points of view7.C4 evaluate and respond constructively to feedback from others7.C6 organize and present information clearly to others7.C8 develop intercultural awareness through reading and discussion7.C9 use imagination to express thoughts, ideas, experiences and feelings7.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 recognize the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.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.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.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.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.R9 recognize inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects7.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 topics 7.W7 use with minimal support appropriate layout at text level for a growing range of written genres on 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.UE3 use a growing variety of compound adjectives and adjectives as participles7.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.UE11 use some reported speech forms for statements on a range of familiar general and curricular topics7.UE14 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar 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 topics | ***27.10*** |  |
| **2** | Travelling across Kazakhstan | 1 | ***07.11*** |  |
| **3** | World journeys and map reading | 1 | ***08.11*** |  |
| **4** | Festivals in Kazakhstan | 1 | ***10.11*** |  |
| **5** | The best place to visit in Kazakhstan | 1 | ***14.11*** |  |
| **6** | Postcard about world festivals | 1 | ***15.11*** |  |
| **7** | Travelling around the world | 1 | ***17.11*** |  |
| **8** | Travelling brochure | 1 | ***21.11*** |  |
| **9** | Unforgettable journey | 1 | ***22.11*** |  |
| **10** | Project work “Dream journey.” | 1 | ***24.11*** |  |
| **11** | Holidays and travel. **Summative Assessment 3** | 1 | ***28.11*** |  |
| **12** | Unit revision | 1 | ***29.11*** |  |
| **4.****Space and Earth** **(11 hours)** | **1** | Talking about the future |  | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.C3 respect differing points of view7.C4 evaluate and respond constructively to feedback from others7.C5 use feedback to set personal learning objectives7.C6 organize and present information clearly to others7.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 world 7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics 7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics 7.L5 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics 7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.L7 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres 7.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 topics7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics7.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 organize priorities and plans for completing classroom tasks7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.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 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics7.R7 recognize typical features at word, sentence and text level in a range of written genres7.W1 plan, write, edit and proofread work at text level with some support on a range of general and 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.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics 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.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.UE1 use some abstract nouns and complex noun phrases 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 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.UE8 use a growing variety of future forms including present continuous with future meaning on a 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.UE11 use some reported speech forms for statements on a 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 topics | ***01.12*** | объединение |
| **2** | Our environment |  | ***05.12*** |
| **3** | Environmental problems |  | ***06.12*** |  |
| **4** | Solving environmental problems |  | ***08.12*** |  |
| **5** | Place of Science Fictions in Literature |  | ***12.12*** |  |
| **6** | Science Fiction predicts future |  | ***13.12*** |  |
| **7** | Project work “Future expectations.”  |  | ***15.12*** |  |
| **8** | Space and Earth. **Summative Assessment 4** |  | ***19.12*** |  |
| **9** | Unit revision |  | ***20.12*** |  |
| **10** | **Summative Assessment for term 2** |  | 7.L3 Understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics.7.R3 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts. | ***22.12*** |  |
| **11** | Revision |  | ***26.12*** |  |
| **5.****Reading for pleasure** **(10 hours)** | **1** | The world of literature | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.C3 respect differing points of view7.C4 evaluate and respond constructively to feedback from others7.C6 organize and present information clearly to others7.C7 develop and sustain a consistent argument when speaking or writing7.C8 develop intercultural awareness through reading and discussion7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics7.L5 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics7.L7 begin to recognize 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 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.S8 recount some extended stories and events on a growing range of 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 texts487.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics7.R8 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding7.R9 recognize inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects7.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.UE2 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough7.UE3 use a growing variety of compound adjectives and adjectives as participles7.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 | ***27.12*** |  |
| **2** | Famous English writers | 1 | ***09.01*** |  |
| **3** | Famous Kazakh writers  | 1 | ***10.01*** |  |
| **4** | Genres of fiction  | 1 | ***12.01*** |  |
| **5** | Non-fiction books in Kazakh, English, Russian languages | 1 | ***16.01*** |  |
| **6** | Summarizing the chosen book | 1 | ***17.01*** |  |
| **7** | My favourite book  | 1 | ***19.01*** |  |
| **8** | My favourite character | 1 | ***23.01*** |  |
| **9** | Project work “Books in my life” | 1 | ***24.01*** |  |
| **10** | Unit revision | 1 | ***26.01*** |  |
| **6. Entertainment and Media** **(11 hours )** | **1** | Forms of entertainment  | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.C2 use speaking and listening skills to provide sensitive feedback to peers 7.C3 respect differing points of view 7.C5 use feedback to set personal learning objectives 7.C6 organize and present information clearly to others 7.C7 develop and sustain a consistent argument when speaking or writing 7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics 7.L3 understand with some support most of the detail of an argument 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.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.S5 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks7.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.S8 recount some extended stories and events on a growing range of general and curricular topics547.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics 7.R6 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics 7.R9 recognize inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects 7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics 7.W7 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics7.UE3 use a growing variety of compound adjectives and adjectives as participles7.UE4 use an increased variety of determiners including neither, either 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.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics7.UE13 use a variety of modal forms for different functions on a range of familiar general and curricular topics | ***30.01*** |  |
| **2** | Types of media | 1 | ***31.01*** |  |
| **3** | Newspapers and magazines | 1 | ***02.02*** |  |
| **4** | The Internet  | 1 | ***06.02*** |  |
| **5** | TV programmes | 1 | ***07.02*** |  |
| **6** | Children and watching TV | 1 | ***09.02*** |  |
| **7** | Film genres  | 1 | ***13.02*** |  |
| **8** | Film reviews  | 1 | ***14.02*** |  |
| **9** | Project work “A review about a film for a school magazine or e-zine”  | 1 | ***16.02*** |  |
| **10** | Entertainment and media. **Summative assessment 5** | 1 | ***20.02*** |  |
| **11** | Unit revision  | 1 | ***21.02*** |  |
| **7. Natural Disasters (10 hours)** | **1** | Types of natural disasters | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers7.C4 evaluate and respond constructively to feedback from others7.C6 organize and present information clearly to others7.C8 develop intercultural awareness through reading and discussion7.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.L5 recognize the opinion of the speakers 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.L8 understand supported narratives on a wide 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.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 topics7.S8 recount some extended stories and events on a growing range of 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.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.R6 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics7.R7 recognize typical features at word, sentence and text level in a range of written genres7.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.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.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.UE13 use a variety of modal forms for different functions on a range of familiar general and curricular topics7.UE16 use a growing variety of conjunctions including because, since, as to explain reasons on a range of familiar general and curricular topics | ***23.02*** |  |
| **2** | Natural disasters around the world | 1 | ***27.02*** |  |
| **3** | Typical natural disasters in Kazakhstan | 1 | ***28.02*** |  |
| **4** | The most destructive natural disasters around the world | 1 | ***02.03*** |  |
| **5** | The most destructive natural disasters in Kazakhstan  | 1 | ***06.03*** |  |
| **6** | Project work “Safety in case of natural disasters ” | 1 | ***07.03*** |  |
| **7** | Natural disasters.**Summative assessment 6** | 1 | ***09.03*** |  |
| **8** | Unit revision | 1 | ***13.03*** |  |
| **9** | **Summative assessment for term 3** | 1 | 7.R6 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics.7.R9 recognize inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects. | ***14.03*** |  |
| **10** | Revision  | 1 | ***16.03*** |  |
| **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.C5 use feedback to set personal learning objectives7.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.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.L5 recognize 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.L8 understand supported narratives on a wide 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 exchanges7.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 topics7.R1 understand the main points in texts on a limited range of unfamiliar 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.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.R8 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding7.R9 recognize inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects707.W4 use with some support style and register appropriate to a limited variety of written genres on 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.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.W7 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and 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 accuracy7.UE4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics7.UE8 use a growing variety of future forms including present continuous with future meaning on a range of familiar 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.UE16 use a growing variety of conjunctions including because, since, as to explain reasons on a range of familiar general and curricular topics | ***20.03*** |  |
| **2** | The food pyramid | 1 | ***03.04*** |  |
| **3** | Junk food | 1 | ***04.04*** |  |
| **4** | My list of healthy habits | 1 | ***06.04*** |  |
| **5** | My family’s healthy habits | 1 | ***10.04*** |  |
| **6** | Health problems | 1 | ***11.04*** |  |
| **7** | How to get fit | 1 | ***13.04*** |  |
| **8** | Sleep is a way of healthy lifestyle | 1 | ***17.04*** |  |
| **9** | Healthy life with sport | 1 | ***18.04*** |  |
| **10** | Project work “How sport can help people be healthy” | 1 | ***20.04*** |  |
| **11** | Healthy habits.**Summative assessment 7** | 1 | ***24.04*** |  |
| **12** | Unit revision | 1 | ***25.04*** |  |
| **9. Clothes and Fashion****(13 hours)** | **1** | Shopping and shopping facilities | 1 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups7.C4 evaluate and respond constructively to feedback from others7.C5 use feedback to set personal learning objectives7.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 recognize typical features at word, sentence and text level of a limited range of spoken genres7.S5 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.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.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.R6 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics7.R7 recognize 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 understanding817.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 accuracy7.UE3 use a growing variety of compound adjectives and adjectives as participles7.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.UE10 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics7.UE14 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics | ***27.04*** |  |
| **2** | Going shopping | 1 | ***01.05*** | объединение |
| **3** | Clothes and fashion | 1 | ***02.05*** |
| **4** | Fashion trends in Kazakhstan | 1 | ***04.05*** |  |
| **5** | My fashion style | 1 | ***08.05*** |  |
| **6** | Researching how clothes are made and materials used | 1 | ***09.05*** |  |
| **7** | A school uniform | 1 | ***11.05*** |  |
| **8** | Describing a person’s look | 1 | ***15.05*** |  |
| **9** | Project work “making a poster for a fashion show” | 1 | ***16.05*** |  |
| **10** | Clothes and fashion. **Summative assessment 8** | 1 | ***18.05*** |  |
| **11** | Unit revision  | 1 | ***22.05*** |  |
| **12** | **Summative assessment for term 4** | 1 | 7.L5 recognize the opinion of the speaker(s) in supported extended talk on a range of general andcurricular topics. | ***23.05*** |  |
| **13** | Revision | 1 | ***25.05*** |  |
|  |  | **Total** | **102** |  |  |  |