**7 сыныптарға арналған күнтізбелік-тақырыптық жоспар**

**Календарно-тематический план для 7 класса**

**Calendar Thematic Plan for the 7th grade**

**2017-2018 оқу жылы/учебный год/academic year**

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| **№** | **Мерзімі/**  **Дата/**  **Date** | **Тақырып/Тема/Theme** | **Сағат саны/**  **Кол-во часов/**  **Hours** | **Оқу мақсаты/Цели урока/Learning objectives** |
| **Unit 1: Hobbies and Leisure** | | | |  |
| 1 |  | Hobbies and Leisure Diagnostic test | 1 | 7.C4 evaluate and respond constructively to feedback from others  7.S1 use formal and informal registers in their talk on a limited 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.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.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics |
| 2 |  | Discussion about hobbies and leisure activities | 2 |
| 3 |  | Presenting a table of information and statistics about young people in Kazakhstan (This relates to Maths) | 2 | 7.C8 develop intercultural awareness through reading and discussion  7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics  7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics  7.R7 recognise typical features at word, sentence and text level in a range of written genres  7.S1 use formal and informal registers in their talk on a limited 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.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics  7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics |
| 4 |  | Getting to know about global leisure pursuits | 2 |
| 5 |  | Creating a survey about the hobbies/leisure pursuits of either family and friends or of the class or the whole school (This relates to ICT) | 3 | 7.C4 evaluate and respond constructively to feedback from others  7.C9 use imagination to express thoughts, ideas, experiences and feelings  7.S3 give an opinion at discourse level on a growing range of general and curricular topic  7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics  7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics  7.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics  7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics  7.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 |
| 6 |  | Unit Revision | 1 |  |
| **Unit 2: Communication and Technology** | | | |  |
| 7 |  | Young people and technology (Social interaction) | 2 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers  7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics  7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  7.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  7.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 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.UE4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics  7.C8 develop intercultural awareness through reading and discussion  7.L5 recognise the opinion of the speaker(s) 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 recognise 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 |
| 8 |  | Social networking websites | 2 |
| 9 |  | Social Network Profile | 3 | 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics  7.R2 understand specific information and detail in texts on a range of familiar 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  7.C3 respect different points of view  7.C7 develop and sustain a consistent argument when speaking or writing  7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  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 organise priorities and plans for completing classroom tasks  7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |
| 10 |  | Holding a debate about technology | 2 |
| 11 |  | Writing a formal letter about mobile phones being dangerous | 2 | 7.W1 plan, write, edit and proofread work at text level with some support on a range of 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 topics  7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics |
| 12 |  | Unit revision | 1 |  |
| **Unit 3: Holidays and Travel** | | | |  |
| 1 |  | Discussing unusual and interesting journeys across Kazakhstan and around the world | 1 | 7.C2 use speaking and listening skills to provide sensitive feedback to peers  7.C6 organise and present information clearly to others  7.S3 give an opinion at discourse level on a growing range of general and curricular topics  7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics  7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects  7.UE14 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics  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.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics  7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics |
| 2 |  | Learning about map reading | 2 |
| 3 |  | Gathering information about festivals in Kazakhstan and around the world (Food and drink) | 2 | 7.C3 respect differing points of view  7.C8 develop intercultural awareness through reading and discussion  7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics  7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics  7.S3 give an opinion at discourse level on a growing range of general and curricular topics  7.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  7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing 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 topics |
| 4 |  | The best places to visit in Kazakhstan | 2 |
| 5 |  | Making a brochure/leaflet | 2 | 7.C4 evaluate and respond constructively to feedback from others  7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing 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 topics  7.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 topics  7.W3 write with moderate grammatical accuracy on a limited range of familiar 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 topics  7.W7 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics |
| 6 |  | Writing an article for a school magazine or school e-zine about festivals or unusual and interesting journeys | 2 |
| 7 |  | Unit revision | 1 |  |
| **Unit 4: Space and Earth** | | | |  |
| 8 |  | Looking at the future and the environment | 2 | 7.C5 use feedback to set personal learning objectives  7.C9 use imagination to express thoughts, ideas, experiences and feelings  7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics  7.L8 understand supported narratives on a wide 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  7.S3 give an opinion at discourse level on a growing range of general and curricular topics |
| 9 |  | The most environmental issues | 2 |
| 10 |  | Looking at Science Fiction (This relates to Literature) | 2 | 7.C4 evaluate and respond constructively to feedback from others  7.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.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics  7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics  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 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics  topics  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 |
| 11 |  | Writing a short science fiction story and/or a composition about life in the future | 2 |
| 12 |  | Using ‘will’ for prediction | 2 | 7.R7 recognise typical features at word, sentence and text level in a range of written genres  7.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  7.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 topics  7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics  7.UE4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics |
| 13 |  | Unit revision | 1 |  |
| **Unit 5: Reading for Pleasure** | | | |  |
| 1 |  | Learners read non-fiction books in Kazakh, English, Russian languages | 2 | 7.C3 respect differing points of view  7.C8 develop intercultural awareness through reading and discussion  7.L8 understand supported narratives on a wide range of general and curricular topics  7.S8 recount some extended stories and events on a growing range of general and curricular topics  7.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  7.UE2 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough |
| 2 |  | Summarizing the chosen books | 2 |
| 3 |  | Different activities, based on the content of the books | 5 | 7.C7 develop and sustain a consistent argument when speaking or writing  7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects  7.UE3 use a growing variety of compound adjectives and adjectives as participles  7.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 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 exchanges  7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics  7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics  7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres |
| 4 |  | Unit revision | 1 |  |
| **Unit 6: Entertainment and Media** | | | |  |
| 5 |  | Focusing on TV programmes and films | 2 | 7.C3 respect differing points of view  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.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics  7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics  7.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics  7.S3 give an opinion at discourse level on a growing range of general and curricular topics  7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  7.S8 recount some extended stories and events on a growing 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  7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics |
| 6 |  | Film reviews | 2 |
| 7 |  | Reading and talking about film genres | 2 | 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.S3 give an opinion at discourse level on a growing 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 exchanges |
| 8 |  | Structure and criteria for a good film review | 2 |
| 9 |  | Writing a review about a film for a school magazine or e-zine | 2 | 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 others  1.UE11 use there is / there are to make short statements and ask questions |
| 10 |  | Unit revision | 1 |  |
| **Unit 7: Natural Disasters** | | | |  |
| 1 |  | Looking at natural disasters in Kazakhstan and around the world | 3 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings  7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics  7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics  7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing 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 topics  7.S8 recount some extended stories and events on a growing range of general and curricular topics |
| 2 |  | Discussion about Disaster statistics in Kazakhstan | 2 |
| 3 |  | Writing a newspaper article about a disaster for a school magazine or school e-zine | 2 | 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 topics  7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics  7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics  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.C8 develop intercultural awareness through reading and discussion  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.L4 understand with little support some of the implied meaning in extended talk on a limited 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 |
| 4 |  | Refugees and natural disasters | 2 |
| 5 |  | Unit revision | 1 |  |
| **Unit 8: Healthy Habits** | | | |  |
| 6 |  | Discussing healthy habits and healthy living and learning about the food pyramid | 2 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  7.L4 understand with little support some of the implied meaning 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 topics  7.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 |
| 7 |  | Creating lists of healthy habits | 2 | 7.C5 use feedback to set personal learning objectives  7.L5 recognise the opinion of the speaker(s) 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.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.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 |
| 8 |  | Health problems | 2 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of 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  7.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 topics  7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy  7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts  7.R5 deduce meaning from context in short texts on a growing range of familiar 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 exchanges |
| 9 |  | Reading and discussing the texts. Creating the questions for interviewing the classmates | 2 |
| 10 |  | Using the first conditional and subordinate clauses to discuss healthy living | 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 topics  7.L5 recognise the opinion of the speaker(s) in supported extended talk on a 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 exchanges |
| 11 |  | Writing a short paragraph of an essay about their family’ eating habits | 2 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  7.C5 use feedback to set personal learning objectives  7.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 topics  7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics  7.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 |  | Talking about shopping and shopping facilities | 2 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings  7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics  7.UE10 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics  7.UE3 use a growing variety of compound adjectives and adjectives as participles |
| 14 |  | Reviewing and adding to clothes and fashion vocabulary | 2 | 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics  7.R7 recognise typical features at word, sentence and text level in a range of written genres  7.R8 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding  7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy  7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |
| 15 |  | Discussion: Learners first take notes on the advantages and disadvantages of shopping centers | 2 | 7.C9 use imagination to express thoughts, ideas, experiences and feelings  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.L4 understand with little support some of the implied meaning in extended talk on a limited 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 recognise typical features at word, sentence and text level of a limited range of spoken genres  7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks |
| 16 |  | Researching how clothes are made and materials used | 2 |
| 17 |  | Using the passive voice  Writing a description of a person  Designing a uniform for Kazakhstani Olympic team | 2 | 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  7.R1 understand the main points in texts on a limited range of 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.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics  7.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  7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics  7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy |
| 18 |  | Summative control work | 1 |  |
| 19 |  | Unit revision | 1 |  |
| 20 |  | Revision | 1 |  |
| **Total** | | | **102** |  |