**11 сыныптарға арналған күнтізбелік-тақырыптық жоспар**

**Жаратылыстану- математикалық бағыт**

**Календарно-тематический план для 11 класса**

**Естественно-математическое направление**

**Calendar Thematic Plan for grade 11**

**Science and Maths strand**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_оқу жылы/учебный год/academic year- Action**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Бөлім/Раздел/Units** | **Тақырып/Тема/Topics** | **Сағат саны/**  **Кол-во часов/**  **Hours** |  | | | | | **Примечание/**  **Енгізулер/**  **Notes** |
| **Мерзімі/ Сроки/ Dates** | | | | **Learning objectives / Оқу мақсаттары /Цели** |  |
| **Module 1 Making connections in biology -11 hours** | 1. **Module 1** Making connections in biology  Introductory lesson | 1 |  |  |  |  | 11.1.6 - organise and present information clearly to others;  11.1.8 - develop intercultural awareness through reading and discussion;  11.2.5 -recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics;  11.3.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics;  11.4.3-skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;  11.5.2.use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;  11.5.5-develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics;  11.6.3 - use a variety of adjectives complemented by that, infinitive and wh- clauses on a wide range of general and curricular topics;  11.1.2 - use speaking and listening skills to provide sensitive feedback to peers;  11.1.4 - evaluate and respond constructively to feedback from others;  11.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics;  11.4.1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics;  11.4.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics;  11.5.3.- write with grammatical accuracy on a wide range of general and curricular topics;  11.5.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics;  11.6.2 - use a variety of determiners relating to nouns for generic uses, some appositional uses and textual reference on a wide range of general and curricular topics; |  |
| 2. Modern Genetics | 1 |  |  |  |  |
| 3. Modern Genetics : Adjective complements | 1 |  |  |  |  |
| 4. Taxonomy | 1 |  |  |  |  |
| 5. Taxonomy : Pre-and post -modifying | 1 |  |  |  |  |
| 6. Blood Types | 1 |  |  |  |  |
| 7.Blood Types :Determiners | 1 |  |  |  |  |
| 8. Formal and informal writing | 1 |  |  |  |  |
| 9. Culture Corner | 1 |  |  |  |  |
| 10. Curricular: Biology | 1 |  |  |  |  |
| **11. SAU-1** Revision Making connections biology | 1 |  |  |  |  |
| **Module2 The Animal World-13 hours** | 12. **Module2**  The Animal World | 1 |  |  |  |  | 11.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  11.1.3- respect differing points of view;  11.3.1- use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics;  11.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;  11.4.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics;  11.4.8 - select and evaluate paper and digital reference resources to check meaning and extend understanding;  11.6.6 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics11.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  11.1.3 - respect differing points of view;  11.1.7 - develop and sustain a consistent argument when speaking or writing;  11.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics;  11.3.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics;  11.5.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics  11.5.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics;  11.6.7 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics;  11.6.9 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics  11.1.4 - evaluate and respond constructively to feedback from others;  11.1.5 - use feedback to set personal learning objectives;  11.2.3 understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics; |  |
| 13. Golden Eagles. | 1 |  |  |  |  |
| 14. Golden Eagles: Perfect tenses and Passive | 1 |  |  |  |  |
| 15. Bats | 1 |  |  |  |  |
| 16. Bats : Impersonal sentences | 1 |  |  |  |  |
| 17. Dolphins | 1 |  |  |  |  |
| 18. Dolphins: Present and Past tenses | 1 |  |  |  |  |
| 19. Writing : An opinion essay Rubric Analysis | 1 |  |  |  |  |
| 20. **SAU-2** Cleft Sentences | 1 |  |  |  |  |
| 21. Culture Corner | 1 |  |  |  |  |  |
| 22. Curricular: Biology | 1 |  |  |  |  |  |
| 23. **SAT-1** | 1 |  |  |  |  |  |
| 24.Shark whisperer | 1 |  |  |  |  |  |
|  | | | | | | | | |
| **Module 3**  **The Human Brain-12 hours** | 25. **Module 3**  **The Human Brain** | 1 |  |  |  |  | 11.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics;  11.3.1 - use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics;  11.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics;  11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics;  11.6.10 - use a wide variety of reported statement, command and question forms on a wide range of general and curricular topics |  |
| 26. Brain technology | 1 |  |  |  |  |  |
| 27. Brain technology : Prepositional phrases | 1 |  |  |  |  |  |
|  | 28. Neurones | 1 |  |  |  |  | 11.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;  11.2.2- understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics;  11.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics;  11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics;  11.5.4-use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics;  11.6.4 - use a range of affixes with appropriate meaning and correct spelling on a wide range of general and curricular topics  11.6.12 - use a wide variety of past modal forms to express appropriate functions use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and curricular topics;  11.6.15- use a growing variety of more complex conjunctions to express condition concession. and contrast on a wide range of general and curricular topics |  |
| 29. Neurones: Past modals | 1 |  |  |  |  |  |
| 30. Memory | 1 |  |  |  |  |
| 31. Memory : Affixes | 1 |  |  |  |  |
| 32. Writing: Giving and following instructions | 1 |  |  |  |  |
| 33. Culture Corner | 1 |  |  |  |  |
| 34. Curricular : Biology | 1 |  |  |  |  |
| 35. **SAU -3** Mind over memory | 1 |  |  |  |  |
|  | 36.Human Brain | 1 |  |  |  |  |
| **Modul1e 4**  **T1imekee1ping Devices-12 hours** | 37. **Module 4**  Timekeeping Devices | 1 |  |  |  |  | 11.1.7 - develop and sustain a consistent argument when speaking or writing;  11.1.9 - use imagination to express thoughts, ideas, experiences and feelings;  11.2.4 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics  11.3.7 -use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics;  11.4.4 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics;  11.5.8 - communicate and respond to news and feelings in correspondence through a variety of functions on a wide range of general and curricular topics;  11.6.4 -use a range of affixes with appropriate meaning and correct spelling on a wide range of general and curricular topics  11.6.12 - use a wide variety of past modal forms to express appropriate functions use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and curricular topics  11.1.2 - use speaking and listening skills to provide sensitive feedback to peers;  11.1.4 - evaluate and respond constructively to feedback from others;  11.1.7 - develop and sustain a consistent argument when speaking or writing;  11.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics;  11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics;  11.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics ;  11.6.6 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics; |  |
| 38..Timekeeping in Ancient Egypt | 1 |  |  |  |  |
| 39. Timekeeping in Ancient Egypt : Passive voices | 1 |  |  |  |  |
| 40. The Calendar | 1 |  |  |  |  |
| 41. The Calendar : Idioms | 1 |  |  |  |  |
| 42. **SAU-4** Slideshow Presentations | 1 |  |  |  |  |
|  | 43. Slideshow Presentations: Cleft sentences | 1 |  |  |  |  |
| 44. A for and against essay | 1 |  |  |  |  |
| 45. **SAT -2** | 1 |  |  |  |  |
| 46. Culture Corner | 1 |  |  |  |  |
| 47. Curricular: Geography | 1 |  |  |  |  |
| 48. Revision. Timekeeping devices | 1 |  |  |  |  |
|  | | | | | | | | |
| **Module 5** **Work and Inventions-12 hours** | **49 .Module 5** Work and Inventions | 1 |  |  |  |  | 11.1.6 - organise and present information clearly to others;  11.1.8 - develop intercultural awareness through reading and discussion;  11.1.5 - use feedback to set personal learning objectives;  11.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics ;  11.3.3 - explain and justify own and others’ point of view on a range of general and curricular topics, including some unfamiliar topics;  11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics;  11.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics;  11.4.1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics;  11.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;  11.5.2 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;  11.5.3 - write with grammatical accuracy on a wide range of general and curricular topics;  11.5.6 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics;  11.6.1 - use a variety of pre- and post- modifying noun structures on a wide range of general and curricular topics;  11.6.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics  11.1.9 - use imagination to express thoughts, ideas, experiences and feelings;  11.2.4 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics ;  11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics ;  11.4.1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics;  11.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics; |  |
| 50. Considering success in business | 1 |  |  |  |  |
| 51. Considering success in business: Verb complementation | 1 |  |  |  |  |
| 52. Special talents and inventions | 1 |  |  |  |  |
| 53. Special talents and inventions: Multi word verbs | 1 |  |  |  |  |
| 54. Big ideas | 1 |  |  |  |  |
| 55. Big ideas: Adjective complements | 1 |  |  |  |  |
| 56. Letter to the editors | 1 |  |  |  |  |
| 57. Commenting on/Reacting to an article | 1 |  |  |  |  |
| 58. Culture corner:  Made in the UK | 1 |  |  |  |  |
| 59. Curricular: PSHE(Personal Social and Health Education) | 1 |  |  |  |  |
|  | 60. **SAU-5**  Language in use | 1 |  |  |  |  |
| **Module 6 STEM-12 hours** | 61. **Module 6** STEM | 1 |  |  |  |  | 11.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;  11.1.7 - develop and sustain a consistent argument when speaking or writing;  11.1.9 - use imagination to express thoughts, ideas, experiences and feelings;  11.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;  11.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics;  11.1.2 - use speaking and listening skills to provide sensitive feedback to peers;  11.1.9 - use imagination to express thoughts, ideas, experiences and feelings;  11.2.1- understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics;  11.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics;  11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics;  11.3.3 - explain and justify own and others’ point of view on a range of general and curricular topics, including some unfamiliar topics;  11.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics;  11.3.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics;  11.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;  11.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics;  11.5.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics  11.5.6 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics ;  11.6.8 - use a wide variety of future forms, including future perfect forms on a wide range of general and curricular topics;  11.6.9 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics |  |
| 62 .Intelligent energy storage | 1 |  |  |  |  |
| 63. Intelligent energy storage: Present/ past tenses | 1 |  |  |  |  |
| 64. Energy Storage Solutions | 1 |  |  |  |  |
| 65. Energy Storage Solutions : Future Tenses | 1 |  |  |  |  |
| 66. Analysing academic  Language | 1 |  |  |  |  |
| 67. Analysing academic  Language:  Affixes | 1 |  |  |  |  |
| 68. Writing : Public speaking | 1 |  |  |  |  |
| 69. Writing : Opening and closing techniques | 1 |  |  |  |  |
| 70.Culture corner: Massachusetts Institute of Technology | 1 |  |  |  |  |
|  | 71. Curricular: Physics Types of Energy | 1 |  |  |  |  |
|  | 72. **SAU-6** Thermal Energy Storage | 1 |  |  |  |  |
| **1Module 7. Reading for pleasure**  **-6 hours**  **Module 8. Recent advances and Technology**  **-10 hours**  **Module 9. The Clothes of Chemistry**  -**14 hours** | 73. **Module 7.** Reading for pleasure | 1 |  |  |  |  | 11.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;  11.1.8 - develop intercultural awareness through reading and discussion;  11.1.9 - use imagination to express thoughts, ideas, experiences and feelings;  11.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;  11.2.1.-. understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.3.1 - use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics;  11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics;  11.4.6 - recognise the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics;  11.6.4 - use a range of affixes with appropriate meaning and correct spelling on a wide range of general and curricular topics;  11.6.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics |
| 74. Frankenstein Biography | 1 |  |  |  |  |
| 75. **SAT-3** | 1 |  |  |  |  |
| 76. Frankenstein. Background analysis | 1 |  |  |  |  |
| 77. Elements in fiction (p.95) | 1 |  |  |  |  |
| 78. Revision: Extract from Mary Shelly’s novel | 1 |  |  |  |  |
|  | | | | | | | |
| 79. .**Module 8.** Recent advances and Technology | 1 |  |  |  |  | 11.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;  11.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.3.2 -ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics;  11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics  11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics;  11.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;  11.5.7 - use independently appropriate layout at text level on a wide range of general and curricular topics;  11.6.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics;  11.6.10 -use a wide variety of reported statement, command and question forms on a wide range of general and curricular topics;  11.6.13 - use a variety of dependent prepositions with less common nouns, adjectives and verbs on a wide range of general and curricular topics  11.1.8 - develop intercultural awareness through reading and discussion;  11.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world,  11.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics,  11.3.3 - explain and justify own and others’ point of view on a range of general and curricular topics, including some unfamiliar topics;  11.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;  11.4.4 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics;  11.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics;  11.5.3 - write with grammatical accuracy on a wide range of general and curricular topics;  11.5.5 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics,  11.5.7 - use independently appropriate layout at text level on a wide range of general and curricular topics; |  |
| 80. Apps in education | 1 |  |  |  |  |
| 81. Apps in education:  Reported Speech | 1 |  |  |  |  |
| 82. Apps for personal and  professional use | 1 |  |  |  |  |
| 83. Apps for personal and  professional use:  Verb Complementation | 1 |  |  |  |  |
| 84 .Technology | 1 |  |  |  |  |
| 85. Technology: Prepositions and Adjectives | 1 |  |  |  |  |
| 86. Writing :An information leaflet | 1 |  |  |  |  |
| 87. Culture corner: The Past, Present and Future of Android OS | 1 |  |  |  |  |
| 88. **SAU-7** Curricular: Holography the new 3 D | 1 |  |  |  |  |
| 89. **Module.9** The Clothes of Chemistry | 1 |  |  |  |  | 11.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;  11.2.5 - recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics;  11.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;  11.4.4 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics  11.1.6 - organise and present information clearly to others ;  11.1.8 - develop intercultural awareness through reading and discussion;  11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics;  11.3.3 - explain and justify own and others’ point of view on a range of general and curricular topics, including some unfamiliar topics;  11.3.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics;  11.4.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics;  11.4.6 - recognise the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics;  11.4.9 - recognise inconsistencies in argument in extended texts on a range of more complex and abstract general and curricular topics;  11.5.3 - write with grammatical accuracy on a wide range of general and curricular topics ; |
| 90.Wearables and Enhanced Clothing | 1 |  |  |  |  |
| 91. Psychotextiles | 1 |  |  |  |  |
| 92.Grammar: Adverbs and adverbial phrases | 1 |  |  |  |  |
| 93. Clothing in Kazakhstan | 1 |  |  |  |  |
| 94. **SAU-8**  Writing: A report | 1 |  |  |  |  |
| 95. Culture Corner:  The Welsh National Costume | 1 |  |  |  |  |
| 96. **Conditionals** | 1 |  |  |  |  |
| 97. Curricular : The journey Cotton Clothes | 1 |  |  |  |  |
| 98. Language in Use | 1 |  |  |  |  |  |
| 99. Polyester | 1 |  |  |  |  |
| 100. **SAT-4** | 1 |  |  |  |  |
| 101. Wishes | 1 |  |  |  |  |
| 102. Revision Participle | 1 |  |  |  |  |
|  | **Total: 102** | | | | | | | |