**Lesson plan Multiple Intelligence**

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| **LESSON: Module 6 Lesson 9** | | **School: № 5** | | | |
| **Date:** | | **Teacher name: B.Zh. Umarova** | | | |
| **CLASS: 10v** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 10.1.2 Use speaking and listening skills to provide sensitive feedback to peers.  10.1.6 Organise and present information clearly to others.  10.1.5 Use feedback to set personal learning objectives.  10.5.3 Write with grammatical accuracy on a range of familiar general and curricular topics.  10.3.7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics.  10.5.8 Communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics. | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | |
| identify some key ideas from listening and use some target language correctly in planning and giving a presentation with support | | | | |
| **Most learners will be able to:** | | | | |
| identify most key ideas from listening and use a range of target language correctly in planning and giving a presentation with support | | | | |
| **Some learners will be able to:** | | | | |
| identify all key ideas from listening and use a range of target language correctly in planning and giving a presentation with little support | | | | |
| **Previous learning** | *Theory of H.Gardner* | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Excel  Resources** | | **Teacher  Notes** |
| **Beginning the lesson**  3 m | 1. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  2**.Warm up.**.  WH-questions strategy: What is it? (brain)Who has brain? When do people use brain? Where do they use brain? Why do they use it? | | Picture of brain | | Descriptor:  Can understand and give full answers. |

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| **Main Activities**  7m.  10.1.6  10.3.7  10.5.3  10.1.2  15 m.  10.1.6  10.5.8  10.5.3  10m. | 3. Presentation of homework. Students tell about their work. They speak to their posters, 3 groups made 3 posters to different themes.  Then they assess each other: they assess the posters of each group.  Please, say **What is Intelligence?**  4.Seeing and listening the video about Multiple Intelligence.  5.Doing the task: **Multiple Intelligences Activity Menu.**  To practise making suggestions  Explain the task and give Ss time to complete it.  Check Ss' answers around the class. Assessment between groups. | | | | posters | Descriptor:  Students present  Posters  Speak to the theme  Assess the works  Descriptor:  Can understand the listened material.  Complete the table  Find mistakes and explain them. |
| 6.To practise writing. **Grammar material. Revision of adjectives.**  Explain the task and read out the example and then elicit further explanations from Ss around the class.  Replace the adjectives in bold with other appropriate ones from the list.  Key: a) 1.popular  2.skillful  3.colourful  4.breathtaking  b)1.talented  2.remarkable  3.proud  4.vital  **Grammar: Error correction**.  Alan Buribaev, the famous conductor, was born on 1979. He graduate from the Kazakh State Conservatory as a violinist and conductor and later pursued his studyes at the University of Music in vienna. It was his performance at the Lovro von Matacic Conducting Competition in Zagreb that get people’s attention and won him worldwide recognition.  Key: in 1979 in Vienna  Graduated got  studies | | | | SB  p.85  ex.5  a,b  Ex.6 | Descriptor:  Write task with grammatically ac-  curacy.  Choose the right  word.  Descriptor:  Know grammar ma-  terial.  Find mistakes.  Explain the rule. |
| **Ending the lesson**  5 m. | 1.Giving the home task: To find information about famous people who has some different intelligences.  2. Students express their attitude to the lesson and give self-assessment using the method**:”Six thinking hats”**   * **Green:** How can you use today's learning in different subjects? * **Red:** How do you feel about your work today? * **White:** What have you learnt today? * **Black:** What were the weaknesses of your work? * **Blue:** How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt... )   **Yellow:** What did you like about today's lesson? | | | |  |  |
| **Additional information** | | | | | | |
| Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners? | | Assessment – how are you planning to check learners’ learning? | | Cross-curricular links Health and safety check ICT links Values links | | | |
| support less able readers and by helping them with search language | | monitor extent to which learners are able to search independently in English | | cross-curricular links: | | | |
| provide an extra heading for more able readers to research | | | use a checklist to assess accuracy, organisation and delivery of presentation | | |  |

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| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why? | **Answer the most relevant questions from the box on the left about your lesson.** |