KYZYLORDA AGRARIAN TECHNICAL HIGH COLLEGE NAMED AFTER I.ABDIKARIMOV

LESSON PLAN

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| **LESSON 29: Module 6**  Multiple intelligences (self-study project) | | **SUBJECT:** English language | | | |
| **DATE:** 27.02.2023 | | **TEACHER NAME:** Assan Nazerke | | | |
| **GROUP:** ЭС-22о | | **Number present:** | | **absent:** | |
| **Type of lesson** | New lesson | | | | |
| **The purpose and objectives of the lesson** | 10.1.8 - develop intercultural awareness through reading and discussion;  10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;  10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;  10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;  10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;  10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics. | | | | |
| **Expected outcomes** | **All learners will be able to:**  To present types of intelligences, to read for gist, to read for cohesion and coherence.  **Most learners will be able to:**  To present types of intelligences, to read for gist, to read for cohesion and coherence, to present relative clauses.  **Some learners will be able to:**  To present types of intelligences, to read for gist, to read for cohesion and coherence, to present relative clauses, to conduct a survey, to write a biography. | | | | |
| **Required resources** | Using videos& pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| BEGINNING THE LESSON  (5 min)  (5 min) | **Check homework**  To read the text about our brain and to learn the new words and to write ex-1, 2 from WB.  **To introduce the new topic with video and then discuss it.** | | | | Action SB  <https://www.youtube.com/watch?v=uzlFUOyxUAg> |
| PRESENTATION AND PRACTICE  (10 min)  (15 min)  (10 min)  (10 min)  (10 min)  (10 min)  (10 min)  (5 min) | **To introduce all vocabulary:**  **Activate –** белсенді қылу  **Adapt –** бейімделу  **Be the case –** дұрыс я шынайы болу  **Calculate –** есептеу  **Combination –** комбинация  **Employ –** жұмысқа алу  **Excel –** өзгеше болу, бірнәрсені керемет деңгейде атқару  **Far-reaching –** алысқа баратын  **Implication –** жасырын мән, тұспал  **Memorise** – есте сақтау  **Movement –** қозғалу  **Multiple –** бірнеше  **Propose –** ұсыну  **Quantify –** санау  **Quotient –** деңгей  **Rate –** бағалау  **Realistically –** іс-жүзінде, шынында  **Rephrase –** басқа сөзбен айту  **Respond –** жауап беру  **Rise to a challenge –** қарсы шығуға дайын болу  **Smart –** ақылды  **Take something in –** (бірдеңеде) қатысу  **To an extent –** белгілі бір дәрежеде  **Undoubtedly -** сөзсіз  **READING**  **To explain the text: The theory of multiple intelligences.**  Ask students to read the text and translate it.  **WRITING**  Task-1. Ask students to read them and the explanations (a-h) and then match them.  *Answer Key*  1. d 5. a  2. g 6. c  3. e 7. h  4. b 8. f  Task-2. Explain the task and give students time to complete it.  *Answer Key*  1. memorise  2. excels  3. calculated  4. smart  5. far-reaching  6. rise  7. proposing  8. responded  **LISTENING**  Task-3. Explain the task and ask students to read the sentences A-F and then read the text and choose the correct ones to fill each gap.  *Answer Key*  1. D  2. C  3. E  4. F  5. A  **GRAMMAR: Relative clauses**  We use relative pronouns to introduce relative clauses. Relative clauses tell us more about people and things:   * *Lord Thompson, who is 76, has just retired.* * *This is the house which Jack built.*   There are two kinds of relative clause:  1. We use relative clauses to make clear which person or thing we are talking about:   * *Marie Curie is the woman who discovered radium.*   2. We also use relative clauses to give more information about a person, thing or situation:   * *Lord Thompson, who is 76, has just retired.*   Task-4. Explain the task and give students time to complete it.  *Answer Key*  1. We just met Dr Jones who has written a book on multiple intelligences.  2. This is the IT building where Professor Harris is working on important research.  3. Kairat recommended a documentary which/that was very informative.  4. 1983 was the year when Howard Gardner’s book was published.  5. I understand the reason why Martha loves all sports.  6. Anna is the new student whose IQ is very impressive.  **SPEAKING**  Task-5. Explain the task and give students time to conduct a survey by interviewing their classmates about their type of intelligence with reasons. | | | | Action SB, p. 73  Action SB, p. 72  Action SB, Ex-1, p. 72  Action SB, Ex-4, p. 72  Action SB, Ex-2, p.72  Action SB: Ex-5, p.73  Action SB: Ex-7, p.73 |
| ENDING THE LESSON | **Home Task:** To read the text about intelligence and to learn the new words and to write ex-2 from WB. | | | | Action SB and WB. |
| **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** | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why? | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson** | | | |