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| **Unit 7:** | Film and Music | |
| **Teacher name:** | Sherudilo N. | |
| **Date:**04.03.2021 |  | |
| **Grade:** 9 V | Number present: | Number absent: |
| **Theme of the lesson** | Dalatunes | |
| **Learning objectives(s) that this lesson is contributing to** | 9.2.4.1- understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics;  9.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;  9.3.2.1 - ask complex questions to get information on a range of general and curricular topics;  9.3.3.1 - explain and justify their own point of view on a range of general and curricular topics;  9.4.4.1 - read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;  9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics | |
| **Lesson objectives** | **Learners will be able to:**  identify some specific information and key ideas in texts and use some target language to express views and comment on some views of others with support | |

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| **Planned timings** | **Teacher'sactions** | **Pupils` actions** | **Assessment** | **Resources** |
| 5  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 30  minutes | **MAIN PART**  **To form compound nouns**  **Ask Ss to read a theory box**  to form compound nouns  Ask Ss to read a theory box  Give them time to form compound nouns using the words in the box. Check Ss’ answers  Give Ss time to use them in complex sentences following the example  **Critical thinking**  To talk about the making of a film  Give Ss time to consider their answers  Elicit answers around the class  **To present relatives**  Read the theory box and examples aloud  Explain that we use relatives ( who, which, whose, where,why, when) to introduce relative clauses to identify the noun in the main clause  Explain that we use who/that instead of subject pronouns to talk about people  We use which/that to talk about objects and animals  We use whose instead of possessive adjectives to talk about possession  We use where/when /why to talk about place/time/reason  We use where/when /why to talk about place/time/reason  Explain the difference between defining non-defining relative clauses( e.g. defining- give essential information, non-defining- give extra information)  Elicit L1equivalents for the examples | Answer the questions  P1: forming compound sentences  use them in complex sentences following the example  2.To write a paragraph expressing your opinion  Explain the task  Give Ss time to write a paragraph expressing their opinion based on true versus fictional stories  Ask various Ss around the class to share their answers with the class  3. To practise relatives  Give Ss time to complete the task  Check Ss’ answers around the class | Formative Assessment  Formative Assessment | PB Ex 1 p 80.  PB Ex 9 p 80.  Ex10 p.80  Ex.1 p.80  Ex.2 p.80 |
| 5  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | REFLECTION  At the end of the lesson, learners reflect on their learning:  3 new words they learnt  2 activities helped the most  1 challenge (difficulty) they experienced  Hometask: P 78 ex 6  Saying goodbye | Feedback |  |