|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Planned timings** | **Teacher'sactions** | **Pupils` actions** | **Assessment**  | **Resources** |
| 5minutes | **ORGANISATION MOMENT:** Teacher greets students | Students respond to greeting and take their places | - |  |
| 30minutes | **MAIN PART****To form compound nouns****Ask Ss to read a theory box**to form compound nounsAsk Ss to read a theory box Give them time to form compound nouns using the words in the box. Check Ss’ answersGive Ss time to use them in complex sentences following the example**Critical thinking**To talk about the making of a filmGive Ss time to consider their answersElicit answers around the class**To present relatives**Read the theory box and examples aloudExplain 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 peopleWe use which/that to talk about objects and animalsWe use whose instead of possessive adjectives to talk about possession We use where/when /why to talk about place/time/reasonWe use where/when /why to talk about place/time/reasonExplain 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 questionsP1: forming compound sentences use them in complex sentences following the example2.To write a paragraph expressing your opinionExplain the task Give Ss time to write a paragraph expressing their opinion based on true versus fictional storiesAsk various Ss around the class to share their answers with the class3. To practise relativesGive Ss time to complete the taskCheck Ss’ answers around the class | Formative AssessmentFormative Assessment | PB Ex 1 p 80.PB Ex 9 p 80.Ex10 p.80Ex.1 p.80Ex.2 p.80 |
| 5 minutes | **ENDING THE LESSON:**Well what did we do in our lesson?- Evaluation of the lessonGive the home task Sing a Good bye song | REFLECTIONAt the end of the lesson, learners reflect on their learning:3 new words they learnt 2 activities helped the most1 challenge (difficulty) they experienced Hometask: P 78 ex 6Saying goodbye | Feedback |  |