# Конспект урока

Класс : 4

Общая тема : Environment and People

Тема урока : Grammar (Articles)

Тип урока : урок закрепление изученного материала.

Цель : знакомство с экологическими организациями, их действиями, экологическим воспитанием, действиями граждан по охране природы.

Задачи урока :учебный аспект - совершенствовать грамматические навыки употребления в речи страдательного залога в настоящем времени (Simple Present Passive);

догадываться о значении незнакомых слов по контексту;

развитие речевого умения (монологическая форма речи);

формировать умения и навыки учащихся вести беседу, высказывая свое мнение по теме.

воспитательный аспект - прививать школьникам любовь и уважительное отношение к природе, ответственности к экологическим проблемам, формирование потребности в участии сохранения природы.

развивающий аспект - развитие способности к сравнению, умозаключению;

развитие способности восприятия и применения грамматических структур, формулировать выводы и высказывать своё мнение на изучаемом языке.

Методы : словесный, наглядно-иллюстративный, частично-поисковый, фронтальная беседа.

Формы работы : индивидуальная работа, работа в группах.

Оборудование : фотографии, ИКТ, раздаточный материал, аудиозапись, картинки-схемы.

**План урока:**

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| **Стадия/ продолжительность** | **Содержание / Навыки** | **Учитель / Студент действия** | **Обоснование** |
| Stage 1  Presentation  (10 minutes) | Skills   * Speaking * Listening   Content  Teacher’s explanation on the part of speech – Articles.  Questions:  1. Can you tell me  what am I  holding in my  right hand?  2. Can you tell me  what is on the  table?  Eg: -**an** apple  -**a** book  **Articles:**   * A * An * The | 1. Teacher greets the  class.  2. Teacher brings  a few realia into the  class and shows them  to the students.  3. Teacher elicits the  students’ opinions by  asking them to  describe the realia.  4. Teacher then  discusses the activity  with the students and  brings them to the  topic of the day  which is  “Articles.”  6. Teacher then explains  to the students and  teaches them about  the part of speech –  “Articles.” | Rationale  1. To give the student  warm-up session  before the lesson.  2. Enable students to  generate creative and  critical thinking skills.  3. To encourage  communication  between the teacher and  students.  **activity**:  -Explanation of  ‘Articles’ on  mahjong paper.  (Appendix 1) |
| Stage 2  Practice  (10 minutes) | Skills   * Reading * Thinking   Content  Fill in the blanks below with a, an, or the :  1. I went shopping and  bought  umbrella,  suitcase and  leather  purse.  2. Irene says she has  given  story book back to  your younger sister. | 1. Teacher gives each  student a piece of  “Fill in the blanks” worksheet based on the part of speech- articles that have been discussed earlier.  2. Individually, students  are given seven  minutes to complete  the worksheet given.  3. Teacher then  discusses the  answers with the  students. | Rationale  1. Allow students to think  critically in answering  the fill in the blanks  exercises.  2. To enhance students’  understanding of the  articles learnt  earlier in the lesson.  **activity**:  - Fill in the blanks  worksheet  (Appendix 2) |
| Stage 3 Production  (15 minutes) | Skills  - Writing  - Reading | 1. Students are divided  into three groups with  equal number of  members and  teacher explains that  they are going to play a grammar game  2. Students are asked to  sit together in their  own groups.  3. Teacher pastes 3 sets of grammar question on article on the whiteboard.   1. Teacher then explains the rules of the game where each group will be given 10 questions. 2. Students must answer 1 question each person in their group by writing down the correct answer on the whiteboard. 3. Students may discuss their answers with their friends before writing their answer on the whiteboard. 4. Teacher discusses the answers with all students and for each correct answer given, students will be rewarded 2 marks. 5. The group with the   most marks wins the  game and is rewarded  by the teacher.  9.Finally, teacher  concludes the lesson  and asks students to  find any five pictures  from any magazines  and write down two  sentences describing  the pictures using the  correct articles as for  their homework. | Rationale  1. To prompt students’  thinking skills.  2. Enjoy learning English  through fun activity.  3. Allow students to think  critically in using the  correct conjunctions to  combine the sentences.  4. Encourage students to  think imaginatively  and produce  creatively.  3. Allow student to share  their ideas to the  whole class.  4. Students learn to  cooperate in groups.  5. Encourage cooperative  and collaborative  learning.  **activity**:    - Questions read aloud  to students  (Appendix 3)  - Marker pen |

**Follow-up activity :** Students are asked to find any five picture from any

magazine and write down two sentences describing the

picture.

**Appendix 1**

Explanation on the part of speech – Articles.

**Articles (a, an, the)**

Conjunctions are used to join words, phrases, or sentences.

1. We use **‘a’** before words beginning with a consonant sound or a vowel which sound like a

consonant.

Example:

* **a** cage
* **a** university
* **a** pen

2. We use **‘an’** before a noun which starts with a vowel letter or sound. ‘a’, ‘e’, ‘i’, ‘o’, ‘u’ are

vowel letters.

Example:

* **an** axe
* **an** eel
* **an** owl

3. We use **‘an’** before a noun which has a silent ‘h’.

Example:

* **an** hour
* **an** honest man

We use **‘the’** for countable and uncountable nouns.

1. We use **‘the’** for a specific person, object, or place.

Example:

Abby will meet me at **‘the’** cinema.

2. We use **‘the’** when we speak of only one such thing.

Example:

**‘The’** sun is hot today.

3. We DO NOT use ‘the’ before the names of roads, streets, states, countries or towns.

Example:

Malaysia is a peaceful country.

**Appendix 2**

Fill in the blanks below with ‘a’, ‘an’ or ‘the’ where necessary

1. I went shopping and bought umbrella, suitcase and leather

purse.

2. Sri says he has given story book back to your younger sister.

3. We always play basketball in morning during school holidays.

4. optician tests eyesight and sells spectacles.

5. Seelan wanted to be army officer.

6. Hamdan and his family lives in eastern part of Pahang.

7. Gomathy is­ \_\_\_\_\_\_\_\_ richest women in Kinrara 3.

8. Wan is \_\_\_\_\_\_\_ honest boy who never tells lie.

9. Ezekir went to \_\_\_\_\_\_\_\_ dentist for his tooth checkup.

**Appendix 3**

**Fill in the blanks with ‘a’, ‘an’ or ‘the’ where necessary.**

1. Monsoon Cup is held once \_\_\_\_\_ year.
2. \_\_\_\_\_ ducks are swimming in the lake.
3. I have toothache, so I went to ­­\_\_\_\_\_ dentist.
4. I saw ­\_\_\_\_\_\_ old man eating burger.
5. Mr. Yap is at \_\_\_\_\_\_\_ petrol station.
6. Khirul is \_\_\_\_\_ businessman who sells cows and chickens.
7. I spent my holidays in \_\_\_\_\_\_ Sabah last year.
8. We looked everywhere for \_\_\_\_\_ toilet but we didn’t find any.
9. Hidayah went fishing with \_\_\_\_\_\_\_ long fishing rod.
10. Arni met her mother \_\_\_\_\_\_ hour before lunch.







