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| Listening  Speaking  Reading X Grammar  Writing | | | |
| Topic: Let’s travel Je-Ju Island in a day.  (Language Target : Conjunctions) | | | |
| Instructor:  Choi | Students Competency Level: Pre - Intermediate | **Number of Students:12** | **Lesson Length:**  **50** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  White Board & Markers  Je-Ju Video   * Computer * Projector * Overhead Screen   Worksheet For Conjunctions  Drilling Wall Chart 1  Drilling Wall Chart 2  Pictures Of Je-Ju Island   * The 7 Unexpected Land * The 7 Specialties | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**-  - Improve Ss listening skills by listening to T’s story, Ss stories, drilling and presentations  - Improve Ss speaking skills by answering T, Ss presentations, sharing stories and  drilling   * Improve Ss grammar skills about conjuctions by T’s story and drilling.T responding and rephrasing Ss thoughts, drilling, writing and presentations | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Listening: **(Where did listening occur in the lesson?)**   T talk, Ss talk   * Speaking: **(Where did speaking occur in the lesson?)**   Sharing T’s stories about their trip to Je-Ju island. | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Drilling, T and Ss talk.   * Lexis: **(meaning)**   Conjuctions used to tell about their stories.   * Grammar: **(language structure)**   Conjuctions   * Discourse: **(communication)**   T talk and ask, Ss answer the question and tell their stories. | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  All Ss are over pre- intermediate level.  All Ss know the verb changes like regular,irregular.  All Ss can talk about their experience about trip in English. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   * If Ss cannot have any idea about the trip. Tell Ss if they have a trip plan where do they want to go. * If Ss take a long time to make sentences with the topic. Never push students. Give more time and encourage them. | | | |
| References:  None | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  White Board and Markers  Je-Ju Video   * Computer * Projector * Overhead Screen | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  7 min  3 min | Whole  Whole  Whole | Greet T  Listen to T and  Ss watch the video  Ss answer | Greets Ss  Talk about my trip to Je-Ju island  Show the videos about Je-Ju island.  Ask Ss to share their story about the trip |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  White Board and Markers  Drilling Wall Chart 1  Drilling Wall Chart 2  Worksheet For Conjunctions | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5min  5min  3min | W – Ss  Whole  S -Whole | Ss read, listen, speak and drill to learn and become familiar with conjunctions  Ss receive the worksheet and do activity  Other Ss listen. | Put drilling wall charts on the white board  Do drilling with students. Accuracy important.  T hand out the worksheet and do the activity  Ask Ss to present the answers |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  White Board & Marker  Pictures Of Je-Ju Island   * The 7 Unexpected Land * The 7 Specialties | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1  2min  5min  4min | Whole  Whole  Pairs  Whole | Ss listen and respond.  Ss listen T and think about what T said  Ss work in pairs and take note of them  Ss listen and talk | T shows pictures of Je-Ju island and ask Ss know.  Ask Ss that if you have just one day to  Visit Je-Ju island with your foreign friend  Where do you want to go and what to eat  Pick 3 places  Put Ss in pairs to communicate using conjunctions in grammar and let them take a note.  Let Ss tell about partner’s plan made using conjunctions. |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 3Min  5min  1min | Whole  Whole  Whole | Listen T and prepare the game  Ss play the game  Thank T and say goodbye | Introduce Go to Je-Ju game Let Ss tell  If they go to Je-ju, What do they want to visit and eat.  Each Ss must use conjunctions like ‘if’ ‘and’, ‘when’ in the sentences. The next Ss must remember and state what the previous student said in turns.  Close the game if someone don’t remember what the previous Ss said.  Thank Ss for actively participating in the lesson. Close by giving feedback about their work done. |

**Drilling Wall Chart 1**

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| Joe was frightened when the glass broke.  Pat arrived before the party started.  Jeff talked to his teacher after the class was over.  Before I was finished with my test, the class was over.  We were out when you called our home.  When you called our home, we were out.  I knew her before she was famous.  Before she was famous, I knew her.  Her music became popular after she passed away.  After she passed away, her music became popular. |

**Drilling Wall Chart 2**

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| **At Tom’s house…**  He **washes** the dishes after he **eats** dinner.  Mama **went** to sleep before he **came.**  Dad **will call** him when he **comes** home.  **At Jane’s house…**  Jane **takes** a bath when she **comes** home.  Mom **watched** movies before she **arrived.**  Dad **will get** home after she **finishes.** |

**<<Work sheet For Conjunctions>>**

**When, Before, and After**

When We were out when you called our home.

When you called our home, we were out.

Before I knew her before she was famous.

Before she was famous, I knew her.

After Her music became popular after she passed away.

After she passed away, her music became popular.

**<<Practice>>**

7:00 Get ready 1.Brian gets ready\_\_\_\_\_\_he eats breakfast.

7:30 Eat breakfast 2.Brian goes to school\_\_\_\_\_\_\_It’s 8:00

8:00-3:30 School 3.Brian studies \_\_\_\_\_\_ school finishes.

3:30 Study/Listen to music 4.Brian plays outside \_\_\_\_\_\_\_\_ he eats dinner.

7:00 Eat dinner

7:30 Play

**Tenses in subordinating conjunctions**

Main Clauses Subordinate Clauses Examples

Present Present I leave when the bell rings.

She gets home before I do.

Sam watches a movie after he cleans his room.

Past Past I left when the bell rang.

She got home before I did.

Sam watched a movie after he cleaned his room.

Future Present I will leave when the bell rings.

She will get home before I do.

Sam will watch a movie after he cleans his room.

1. The student will raise her hand after she(complete)\_\_\_\_\_\_\_\_\_\_\_\_her assignment.
2. Jane talked to her friend before she(start)\_\_\_\_\_\_\_\_her homework.
3. Tony cooks spaghetti after he (wash)\_\_\_\_\_\_\_\_\_\_ his hands.
4. The boy ate dinner before he(sing)\_\_\_\_\_\_\_\_\_ his song.
5. Mike will go to a play after he(shine)\_\_\_\_\_\_\_\_his shoes.
6. He plays computer games when he (have)\_\_\_\_\_\_\_\_ free time.

<<Pictures>>

The Seven Unexplored Land



**01. View of Mt. Halla from tangerine garden**  
Halla Mountain covered with snow is the best in winter. No snowscape is more beautiful than the landscape of snow-capped Mt. Halla.

**02. View of crater from Geomun Oreum**  
Many caves are widely distributed around Geomun Oreum.  
A lava flow erupted from craters during the formation of oreum has created almost 20 caves, such as KimNyung Cave, and Manjanggul Cave, as it flowed down to the coastline.

**03. View of Cheonjiyeon Fall from Seogwip Chilsim ni Park**  
Cliffs of Cheonjiyeon Falls high in the sky makes us feel ecstasy as if we are entering into the house of Taoist herm it.

**04. Sunrise in Seopjikoji Chotdaebawi**  
Seopjikoji is a place crowded with tourists due to the influence of a drama, 'All in'. The sunrise of Chotdaebawi under the cliff is ‘magnificent’ in a word.

**05. Ilchulbong and Udo above the blue sea**  
Seongsan Ilchulbong is the main contributor which initiated listing on the 2007 World Natural Heritage along with Geomunoreum Lava Tube System. ‘An island inside an island’.  
As years go by, its popularity is growing together with Udo.

**06. A wonderful sight of Jisatgae Jusangjeolli and Jungm un Beach**  
Jusangjeolli Cliff located in Jisatgae, the old name of east coast near Jungmun Resort Complex, is where you can feel the greatness and exquisiteness of nature at the same time.

**07. An evening glow at Hyupjae Beach**  
A beautiful beach wherein white sand mixed with shell powder, beautiful cobalt blue sea, and dense forest are combined into a stunning scene.

<<Pictures>>

The Seven Specialties



**01. Tangerine**  
Good for weight loss as they are alkaline foods, also help with the absorption of calcium. It helps to speed up our metabolism, care skin with plenty of vitamin C, and relieve fatigue.

**02. Bracken**  
Plenty of minerals, such as protein, cellulose, calcium, and potassium. In particular, it works well with Chuja dried corvinas, Jeju pork and is cooked into soup, seasoned vegetable, and hot spicy meat stew.

**03. Damselfish**  
In season between May~August! Cooked into cold raw fish soup, small roll of boiled dropworts, roasted fish, fermented fish, and boiled fish. It is adequate to the obese people as calories are low, of the mild taste and little fat, easier for digestion.

**04. Tilefish**  
It had been served as valuable foods for the royal family since the Chosun Dynasty. Firm flesh, less fat and rich in calcium. Rich in vitamines A, B1, B2, and minerals, such as calcium, phosphorus, and iron.

**05. Cutlassfish**  
In season between November~September! White and soft flesh, good for a diet meal and promoting growth for children. Cooked into fish boiled in spiced soy sauce, pumpkin soup, roasted fish, and fried fish.

**06. Horsemeat**  
It has been used as medicines for nervous disorders and itching, and is a magic bullet for leg bones including arthritis and neuralgia.  
Helpful for the prevention of colds for children.

**07. Pork**  
Almost every part of Jeju pork is used for cooking. High quality of meat and tastes much better with less fat.