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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Characteristic of 4 Predisposed Constitutions** |

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| Instructor:  Jennifer Lim | Level:  Upper-intermediate | Students:  6 | Length:  40 Minutes |

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| Materials:  - Visuals  - White board, board markers  - Worksheet (6 copies each)  - Wall chart  - Blank papers  - Matching Script |

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| Aims:  -Main Aim: To enable students to improve their reading skills through script of characteristic of 4 predisposed constitutions.  -Secondary Aim: Students will improve their reading skills by worksheet, matching, and sharing the stories from what they write.  -Personal Aim: I want to increase my fluency and accuracy.  I want to give more ICQs and explicit ICQs.  I want to improve of my drilling skills. |

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| Language Skills:  - Reading: Students need to read questions from worksheet, and scripts.  - Listening: Students need to listen the teacher’s instruction and students’ ideas.  - Speaking: Students need to talk and share their stories  - Writing: Students need to write a story relates on the topic |

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| Language Systems:  - Lexis: New vocabularies related to the characteristics of four predisposed constitution.  - Grammar: None to discuss  - Phonology: Students will learn how to pronounce the word ‘constitution’.  - Functional: Students will be able to write and discuss about their types of constitutions  - Discourse: None to discuss |

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| Assumptions:  Students already know:   * Characteristic of 4 predisposed constitutions * Teacher’s teaching style |

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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Problem | Solution | | 1. Time might be short | 1. If the activity takes longer time than expected, then I will make post activity shorter. | | 2. Students finish their task earlier than expected | 2. Students will have presentation | |

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| References:   * Jim Scrivener * <http://taoofmedicine.com/sasang-constitutional-medicine/> * http://postfiles3.naver.net/20120113\_114/canosim\_1326420414526oGpO9\_JPEG/%BB%E7%BB%F3%C3%BC%C1%FA%C5%D7%BD%BA%C6%AE.jpg?type=w2 |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class |  | Procedure  <Greeting>  Good morning/ afternoon everyone.  How are you?  Did you do anything special?  (share some stories with students)  Well, good! |

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| **Pre-Activity** | | | |
| Materials: picture, worksheet, board and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  5min | Whole class  Individually | Worksheet | **Procedure**  **Eliciting and Prediction:**  Eliciting the today’s topic from students by the use of (picture 1,2)  **Questions:**  What do you see in the picture?  Who is he?  (Students answers, teacher corrects it if necessary)  According to Lee Je-Ma, do you have any ideas what 4types constitution would be?  Give explanation of characteristics of four predisposed constitution.  (show pictures of Taeyangin, Taeumin, Soyangin, and Soumin)  **CCQs**  **(Using the picture above, ask Ss about the individual charateristics)**  1. Is this picture taeumin/taeyangin/soemin/soyangin? No  2. Is this picture taeumin/taeyangin/soemin/soyangin? Yes    **Instruction**  I will hand out a sheet with list of yes, no questions.  **Demonstration**  Just follow yes or no arrows, then it will lead you what your constitution type is.  Alright, you are going to individually. Don’t start until everybody get. I will give you 2 minutes to do.  **ICQs**  So, what are we going to do?  Are you working in-pairs?  Are you going to start when you get?  Are you going to start when I say ‘start’?  How much time do you have?  Okay, Ready and Go!  **Monitor**  (answers students if they have any questions)  One minute.  30 seconds.  Times up!  Alright. Let’s see what we have.  (each student will tell their solutions) |

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| **Main Activity** | | | |
| Materials: script | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  18min | Whole class  Group work |  | **Procedure:**  **Instruction**  I will give you four types of predisposed constitution. You will have to match for the best answer  (Grouping by ‘um’, ‘yang’)  **Demonstration**  There are percentage of population, appearance, personality, and health management in the cup. You have to match script which would be the best for each constitution.  I will give you 4minutes.  **ICQs**  What are you going to do?  Are you working individually?  How much time do you have?  Ready, go.  Monitor the students.  Be flexible with time.  2minutes left.  1 minute left.  30 seconds left.  Times up!  Let’s put your answers on the board.  (correcting the answers)  Now let’s guess what type of constitution other group members might have.  I will give you two minutes.  **ICQs**  What are you going to do?  Are you working individually?  One minute left.  20 seconds  Times up!  Let’s see what it is.  (please go back to your own seat) |

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| **Post Activity** | | | |
| Materials: Blank paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Individually |  | **Procedure:**  **Free Production**  **Instruction**  Let’s think what types of person would like to have for your boyfriend or friend? And why?  I will give you 3 minutes.  **ICQs**  What are we going to do?  Are we doing individually?  How many minutes do you have?  1 and half minutes left.  30 seconds left  Done!  **Error Correction**  Since, I do not see any mistake let’s scrambled a world  Good work, everyone. I hope you enjoyed!  Do you have any questions?  Well, if there is no further question, this concludes micro-teaching and, I will be followed by Ben. |
| **SOS Activities** | | | |
| Materials: Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class | Guess answer | **Instruction:**  As I mentioned earlier, food is really important for each types of constitutions. I will handout the worksheet which related to food for Taeum-In.  I will give you 2 minutes.  **ICQ**  What are we going to do?  How many minutes do you have?  1 minute  20 seconds  Finish!  Let’s see who got most.  Well done. |