

## Background Information Sheet

| Name   | Class | Date       | Lesson Type | Length |
|--------|-------|------------|-------------|--------|
| Alicia | 212WD | 14/10/2020 | TBL         | 20min  |

| Lesson   |  |                           |   |
|--|--|---------------------------|---|
| <b>Topic</b>   | Discussion: What exercise is the best?   |                           |   |
| <b>Main Aim</b>  | Students will practice their speaking fluency.   |                           |   |
| <b>Secondary Aim</b>   | Students will practice agree and disagree.   |                           |   |
| Materials and References   |  |                           |   |
| worksheet  |  |                           |   |
| Student Profile  |  |                           |   |
| <b>Level</b>   | Advanced   |                           |   |
| <b>Age</b>   | Adult  | <b>Number of Students</b> | 3 |
| <b>Detail</b>  | This is a general English class and students are highly motivated learners. The students are all Koreans, and interested in healthy life and exercise. They are accustomed to group work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinaesthetic and visual learning, and tend to favor the visual learner mode, but auditory learning still needs developing. There is a very strong rapport among the students. |                           |   |
| Assumptions about students' knowledge as required for this lesson:   |  |                           |   |
| Students are interested in improving health. They have experienced several exercises for health. They have information and opinions related to exercise to share   |  |                           |   |
| Anticipated Difficulties and their Solutions:  |  |                           |   |
| <p>Desk arrangement: far to discuss → Make students seats to make them sit closer and see each other.</p> <p>Nervousness at the start of the lesson.</p> <p>→ do stretching before starting class; rehearse the lesson plan;</p> <p>try not to memorize.</p> <p>Time management → Set stopwatch and make sure to press the start button. Check the time when students discuss.</p> |  |                           |   |
| My Personal Aim  |  |                           |   |
| What I hope most to demonstrate in this lesson is the ability to speak confidently without nervousness.  |  |                           |   |

| <b>Stage Name:</b> Pre Task<br><b>Purpose of this stage:</b> Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must be given a communicative task e.g. discuss, arrange/sort, create a list, etc. The aim is to relax students, activate their background information, and gather useful ideas for the lesson. |             |  |
|---|-------------|--|
| <b>Materials:</b>   |             |  |
| Time  | Interaction | Procedure  |
| 30 sec  | T           | <p>Today, we are going to talk about the exercises you have experienced to improve your health, and which exercise you think is the best.</p> <p>First, What kind of exercise are you doing now? Discuss the reasons why you started the exercise, the changes after the exercise, and the pros and cons of doing it. You have 3 minutes. Gesture to begin.</p> <p>C.C.Q.-How much time? (3 minutes)</p> |
| 3 min   | S-S         | Students discuss in a group.   |
| 30 sec  | T-S         | <p>Feedback.</p> <p>Nominate and ask: You are doing (the name of the exercise). How long have you been doing it?</p>   |

| <b>Stage Name:</b> Task Preparation<br><b>Purpose of this stage:</b> This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary. |             |  |
|---|-------------|--|
| <b>Materials: worksheet</b>   |             |  |
| Time  | Interaction | Procedure  |
| 30 sec  | T           | <p>Hold up the worksheet.</p> <p>Now, individually make a list of the exercises you have done so far, how they changed your body, and what you liked and disliked doing those exercises. You have 2 minutes. Hand out the worksheet. Gesture to begin.</p> <p>C.C.Q.-Do you need to write down? (Yes) Do you work in a group? (No.) How much time? (2 minutes)</p> |
| 2 min   | S-S         | <p>Students make the list.</p> <p>Monitor closely if students ask help, help him/her. Check time.</p>  |
| 1 min   | T-S         | <p>Feedback.</p> <p>Nominate and ask: How many exercises have you done? What exercises are they?</p>   |

| <b>Stage Name:</b> Task Realization<br><b>Purpose of this stage:</b> This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. Classroom management may be an important consideration here. |             |  |
|---|-------------|--|
| <b>Materials:</b>   |             |  |
| Time  | Interaction | Procedure  |
| 30 sec  | T           | Organize seating arrangements for facing each other. Can you sit here? (Student moves to the seat I pointed to.)<br><br>Now, explain the exercises you've done so far to your partners and discuss with your partners which exercise do you think is the best? You all have to agree with it.<br><br>You have 8 minutes to talk.<br>C.C.Q.-Do you pick a exercise individually? (No.) Do you need to agree? (Yes.) How much time? (8 minutes)<br>Gesture to begin. |
| 8 min   | S-S         | Students discuss with their partners<br>Monitor in distance. Note down some points to share with the class. Check time.<br>When time is up, say "Times up.   |

| <b>Stage Name:</b> Post Task<br><b>Purpose of this stage:</b> To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies. |             |   |
|---|-------------|---|
| <b>Materials:</b>   |             |   |
| Time  | Interaction | Procedure   |
| 30 sec  | T           | Talk to your partners. Which exercise would you recommend to somebody who wants to exercise for the first time? Why? And What advice would you give?  |
| 2 min   | S-S         | Students talk in a group.   |
| 1min<br>30 sec  | T-S         | Feedback and Delayed correction<br>Everyone did a good job in the discussion. Mention things that students did well.<br>You used the right expressions for agreement and disagreement/ It would be better to use more expressions of agreement and disagreement; Mention the expressions for agreement and disagreement, Ask how to agree and disagree; etc.<br><br>Dismissed.<br>END |

## Worksheet

Make a list of the exercises you have done so far, how they changed your body, and what you liked and disliked doing those exercises. You have 2 minutes.

| the name<br>of the exercise | the changes after the exercise | the pros and cons of the exercise |
|-----------------------------|--------------------------------|-----------------------------------|
|                             |                                |                                   |

## Instructor's Comments and Assessment

|                                |                          |                              |
|--------------------------------|--------------------------|------------------------------|
| <b>Pros</b>                    |                          |                              |
|                                |                          |                              |
| <b>Cons</b>                    |                          |                              |
|                                |                          |                              |
| <b>Change</b>                  |                          |                              |
|                                |                          |                              |
| <b>Overall Comments</b>        |                          |                              |
|                                |                          |                              |
| <b>Grade</b>                   |                          |                              |
| <b>Above Standard 85%-100%</b> | <b>Standard 70%-84%</b>  | <b>Below Standard 69%-0%</b> |
| <b>Instructor</b>              | <b>Student Signature</b> | <b>Date</b>                  |
| Taute, David                   |                          |                              |