

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Julie	TESOL	25/04/2020	Reading	PPP	25 min

Lesson	
Topic	Let's go to the Niagara Falls!
Main Aim	Students practice their reading comprehension.
Secondary Aim	Students practice their speaking fluency.

Materials and References
Niagara Falls brochure, worksheets, board, pen.

Student Profile			
Level	Intermediate		
Age	Adults	Number of Students	3
Detail	This is a general English class and students are highly motivated learners. The students are all Korean. They all have experiences of being on a tour. They've talked about where they'd like to go and what would they do in different tour sites previously. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor visual learner mode but auditory learning still needs developing.		

Anticipated Difficulties and their Solutions:
<p>The students could have hard time looking for the specific information on the brochure: give suggestion to highlight headlines before they start to find answers for the worksheet.</p> <p>If the students are struggling to understand certain parts of the brochure: make sure they understand C.C.Cs of keywords.</p>

My Personal Aim
What I aim to demonstrate is the ability to write out a complete detailed lesson plan that can be actually used in a lesson.

Stage Name: Lead-in		
Purpose of this stage: To relax both the teacher and students. To focus attention on the lesson. To lead in to the topic, activating background knowledge – this will help to contextualize the text.		
Materials: N/A		
Timing	Interaction	Procedure
30 sec	T	Organize seating arrangement to make all three of them to sit together. Also, consider to arrange the desks for students to face each other.
	T-S	<p>Hello guys, today we're going to do some reading. Don't get bored already, it's going to be fun! Put your pen and notes away for now and let's talk.</p> <p>Lead-in question.</p> <p>If you can choose the location of your next vacation, where would you go and what would you do there? Talk to each other about it. I'll give you 2minutes.</p> <p>Gesture for students to begin talking as a group.</p>
2 min 30 sec	S-S	Students have conversation. Monitor what they say. Try to catch if any of them talk about going on a tour somewhere. Do not hover around.
1 min	T-S	<p>Feedback.</p> <p>Someone mentioned going on a tour somewhere. What happens on a tour? (Answers vary.) Do you organize where to go when you are on a tour? (No.) Let's go to the Niagara Falls this time!</p>

Stage Name: Presentation		
Purpose of this stage: To pre-teach keywords if necessary, and answer a guiding questions (such as a predicting task, or a specific question). These steps provide extra help for students to comprehend the text.		
Materials: Board, pen.		
Timing	Interaction	Procedure
3 min	T-S	<p>Before we go to the Niagara Falls, let's check up on few words.</p> <p>Pre-teach keywords: counterpart, escarpment, adjacent, basins.</p> <p>counterpart</p> <p>Elicit – Who's the president of S.Korea? (M.J.I)</p> <p>Who's the president of the U.S.? (Trump.)</p> <p>What expression can you use to explain President Trump from S.Korea's view?</p> <p>He's M.J.I's -(Counterpart.)</p> <p>CCQ – Do they have same job? (Yes.)</p> <p>Are they in different country? (Yes.)</p> <p>Drill – Listen and repeat 3 times together. (Gesture.)</p> <p>Make sure all three can pronounce it individually.</p> <p>Board – Write counterpart on the right of the board.</p> <p>What type of word is it? (Noun.) Write [n.] with a blue pen.</p> <p>How many syllables? (3) Mark with a blue pen.</p>

Where is the stress? (1st and 3rd) Mark with a red pen.

→ Primary syllable stress: coun, secondary syllable stress: part

Escarpment



Elicit – Look at this picture. What do you call this in English? (Escarpment.)

CCQ – Is this a steep slope? (Yes.)

Does it form on the edge of long and high land? (Yes.)

Drill – Listen and repeat 3 times together. (Gesture.)

Make sure all three can pronounce it individually.

Board – Write escarpment on the right of the board.

What type of word is it? (Noun.) Write [n.] with a blue pen.

How many syllables? (3) Mark with a blue pen.

Where is the stress? (2nd) Mark with a red pen.

adjacent

Elicit – Show two stuffed animals standing next to each other.

What can you say about the situation between these two? (near, close, next to each other.)

CCQ – Are they far from each other? (No.)

Is this puppy (hold up one toy) next to the other puppy (hold up the other one)? (Yes.)

Drill – Listen and repeat 3 times together. (Gesture.)

Make sure all three can pronounce it individually.

Board – Write adjacent on the right of the board.

What type of word is it? (Adjective) Write [adj.] with a blue pen.

How many syllables? (3) Mark with a blue pen.

Where is the stress? (2nd) Mark with a red pen.

10 sec	T	Guiding Question What kind of information is usually on a brochure? What should be there? Talk to each other about it. I'll give you 1minute.
1 min	S-S	Students discuss the question with each other.
50 sec	T-S	Feedback. Nominate a few students to share their ideas.

Stage Name: Practice – Literal Comprehension		
Purpose of this stage: is to get students to practice reading for literal detail. They will also practice fast reading (skimming and scanning)		
Materials: Brochure, board, pen.		
Timing	Interaction	Procedure
30 sec	T	Instruction. Now we know all the key words and what should be on a brochure, let's dive in. I'm going to give you brochure that has information of the Niagara Falls. I'm also going to hand out worksheets. You are going to write down your answers on exercise A only this time. Skim the brochure to find answers. You don't have to ready every word. Are you going to write answers on the exercise B? (No.) Are you going to read everything word by word? (No.) Do you have pen or pencil ready? (Yes.) Hand out brochures and worksheets.
2 min	S	Students read the whole text for the 1st time, and write answers on the worksheet.
1 min	S-S	Pair check. Compare your answers with each other. Monitor their answers.
1 min	T-S	Feedback to check accuracy. Ask students for answer, checking if others have the same or different answers. Does anyone have a different answer? Who agrees with this answer?

Stage Name: Practice – Interpretive Comprehension		
Purpose of this stage: is to get students to get students to practice interpreting a text correctly This will require more detailed, careful reading, and thinking time to arrive at the correct answer.		
Materials: Brochure, board, pen.		
Timing	Interaction	Procedure
30 sec	T	Instructions. This time, you are going to read the brochure more carefully to answer. Don't forget, it's okay to make mistakes but you'll have to show how hard you've tried to answer. Are you going to read it again? (Yes.) Do you have to write your answer down on exercise b? (Yes.)
3 min	S	Students read for the 2nd time. Students write their answers down.
1 min	S-S	Pair check. Monitor. Compare your answers with each other. Monitor their answers.
2 min	T-S	Feedback to check accuracy. Ask students for answer, checking if others have the same or different answers. Does anyone have a different answer? Who agrees with this answer?

Stage Name: Production - Applied Comprehension		
Purpose of this stage: is for students to practice their speaking fluency on a topic related to the lesson.		
Materials: Brochure, board, pen.		
Timing	Interaction	Procedure
1 min	T	If you can choose one tour at the Niagara Falls, which one would you choose and why? Ask each other this question and answer. I'll give you 2minutes.
2 min	S-S	Students discuss.

Stage Name: Wrap-up		
Purpose of this stage: is to end the lesson on a positive note so that students feel they have achieved progress.		
Materials: N/A		
Timing	Interaction	Procedure
1 min	T	Lesson feedback. Tell the class what they did well, and what needs to improve. Write down few sentences on the board from what students have said. Do not point out who made a mistake. Explain why It's wrong and give delayed error correction. Great job everyone. You all did good job. There were some errors but as I always tell you, you learn by making mistakes. As a homework, I want you to search a tour that you want to be in on online and write down where and why you would want to go there. You need to write at least 5 sentences.

Instructor's Comments and Assessment

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



Special Things To Do at Niagara

1. Maybe a helicopter is more your style. Try Niagara Helicopters Limited for a birds eye view.
2. The IMAX Theatre Niagara Falls has a six-story tall screen that makes you feel like you're inside the movie. It plays a video that shows the history of the falls, including daredevil attempts to go over the falls in barrels. The size of the screen and the incredibly audio system gets you up close and personal with the falls.
3. If you happen to visit on a warm day, the Maid of the Mist Boat Tour is worth a ride. They even provide you with ponchos because you're sure to get wet from all of the mist. The ride takes you past the American Falls, and then to the center of the Canadian Falls, getting you up close and personal with the thousands of gallons of flowing water.
4. The Botanical Gardens are a great place to go for a walk and look at the plants and flowers. The Butterfly Conservatory is part of the Botanical Gardens. It is a good activity for a rainy day because it is indoors and allows visitors to walk through a tropical rainforest setting filled with butterflies.
5. Similar to the Butterfly Conservatory, the

Niagara Falls Aviary houses 400 free flying birds. You can walk through the tropical setting and watch the birds flying overhead.

6. The Journey Behind the Falls is a neat walking tour through a tunnel behind the falls. It is another way to get personal with all of that falling water.



For More Information

www.NiagaraFallsMarriott.com
 6740 Fallsview Blvd.
 Niagara Falls, ON, Canada
 Tel. 1-888-501-8916



Information Guide About Niagara Falls

Where is Niagara Falls Located?

Niagara Falls Ontario is located just across the river from Niagara Falls New York with the great waterfall situated right between these twin cities. The Canadian side offers the best views of Niagara Falls and has a very different character than its counterpart in the USA. Niagara Falls Ontario is much more commercialized and tourist oriented than Niagara Falls New York. On the Canadian-side, the escarpment overlooking the falls has a beautiful park with well-manicured gardens, but just behind that, the hill is covered with high-rise hotels, casinos and numerous tourist attractions. The adjacent streets are filled with museums, souvenir shops, gaming arcades, restaurants, clubs and tourist attractions of all kinds. If you don't mind all of the commercialism, Niagara Falls Ontario offers more to see and more to do than Niagara Falls New York.



How Niagara Falls Was Formed?

The Niagara River, as is the entire Great Lakes Basin of which the river is an integral part, is a legacy of the last Ice Age. 18,000 years ago southern Ontario was covered by ice sheets 2-3 kilometers thick. As they advanced southward the ice sheets gouged out the basins of the Great Lakes. Then as they melted northward for the last time they released vast quantities of

meltwater into these basins. Our water is "fossil water"; less than one percent of it is renewable on an annual basis, the rest leftover from the ice sheets.

The Niagara Peninsula became free of the ice about 12,500 years ago. As the ice retreated northward, its meltwaters began to flow down through what became Lake Erie, the Niagara River and Lake Ontario, down to the St. Lawrence River, and, finally, down to the sea. There were originally 5 spillways from Lake Erie to Lake Ontario. Eventually these were reduced to one, the original Niagara Falls, at Queenston-Lewiston. From here the Falls began its steady erosion through the bedrock.



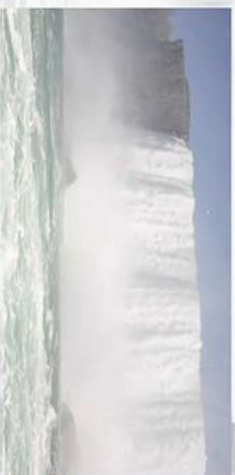
How Tall and How Water Goes Over the Falls?

The Canadian "Horseshoe" Niagara Falls are 180 feet high (60 meters) and they are 2,500 feet (833 meters) wide. The depth of the Niagara River below the "Horseshoe" Niagara Falls is 180 feet (60 meters) and as deep as Niagara Gorge walls are high. The huge volume of water that rapidly flows over the "Horseshoe" Falls causes the rushing waters of the Niagara River to appear green in colour.

The water over the Niagara Falls comes from four of the five (fresh water) Great Lakes. From Niagara Falls, water flows down the Niagara River merging with the waters of Lake

Ontario, then into the mighty, St. Lawrence River located in northeast Canada. These fresh waters eventually flow north into the Atlantic Ocean.

Originally, over 5,000,000,000 gallons (about 2 trillion liters) of water per hour flowed over the edge of Niagara Falls. Put another way, 35,000,000 gallons of fresh water per minute roared over the edge of this natural wonder of the world. Half of this great water volume is now, diverted (at night and during the off season) for hydro-electric power generation by the governments of Canada and the United States. Niagara Falls is the largest producer of hydro-electric power in the world, at this time.



What is There for Tourists at Niagara?

Niagara Region is famous for attractions such as the "Maid of the Mist" boat cruise, the Skyline Tower, "Journey Behind The Falls", Niagara Casinos, "Marineland" and "Aviary" as well as historic Fort Erie or Fort George, "Whitewater Jet Boat" Cruise, and Niagara Parks Botanical Gardens located outside the city of Niagara Falls.

Worksheet

Exercise A

1. Which side of the Niagara Falls the brochure advertise?

2. How tall is the Niagara Falls?

3. Why is it called "fossil water"?

4. What is the "maid of the mist" boat tour?

Worksheet

Exercise B

1. Why does this brochure advertise certain activities other than viewing the Niagara Falls?
2. What kind of experience does someone will have when they go on "whitewater jet boat" cruise? Explain why.

Answer sheet

Exercise A

1. Which side of the Niagara Falls the brochure advertise? And why?

The Canadian side. Because it offers the best view of the Niagara Falls.

2. How tall is the Niagara Falls?

It's 60meters tall.

3. Why is it called "fossil water"?

Because it's from the ice age which is 18,000 years ago. The ice from that time melted into basins. Most of the water is from the ice sheets.

4. What is the "maid of the mist" boat tour and where does it go?

It is a tour where you can wear ponchos and be close to the waterfall. It passes the American Falls and then to the center of the Canadian Falls.

Answer sheet

Exercise B

1. Why does this brochure advertise certain activities other than viewing the Niagara Falls?

Because the brochure is made from the Marriott's which is a company that offers accommodation. It needs their customers to stay longer and do more activities. It's probably also for some people who may find viewing the waterfall boring and want something else to do other than that while they are staying there.

2. What kind of experience does someone will have when they go on "whitewater jet boat" cruise? Explain why.

If someone go on this cruise, that person will be riding on a small boat that will drive fast through the river. As the word jet suggests, it's probably a fast boat that will cross the river of Erie where the Niagara Falls locates. But since it says it's a cruise, it won't be a short ride