#### Listening Lesson Plan

Instructor:

Hwajung Lee

Level:

Pre-intermediate

Students:

10 students

Length:

45 minutes

Booking a hotel room

**Materials:**

* 10 copies of the vocabulary worksheets
* Listening CD and CD player (Track 1; about 1.13 minnutes)
* Blown-up picture of 2 speakers for Prediction
* 10 copies of Listening worksheets and scripts
* White board, board markers and tape

**Aims:**

* To learn vocabulary and expressions for booking a hotel room by doing a vocaburary matching worksheet
* To predict what 2 speakers are talking about by the background from the picture
* To develop inensive listening skill by filling in the blanks with details on a worksheet
* To practice speaking by role-playing with group members

**Language Skills:**

* Reading: vocabulary worksheet
* Listening: 2 speakers conversation about booking a hotel room and what booking details she wants
* Speaking: prediction, role-playing with group members
* Writing: details (dictation), making questions I would ask if I were booking a hotel room for a customer

**Language Systems:**

* Lexis: vocabulary used in talking about booking a hotel room
* Function: booking a hotel room
* Discourse: having a conversation between a hotel clerk and a customer

**Assumptions:**

1. Most students have gone on their trip and some students have ever booked a hotel room.
2. Students know when booking a hotel room is needed.
3. Students can listen and speak in English but not very accurately.
4. How the class is set up and run (There will be pairs at each table).
5. Students know the teacher’s style of teaching and the pace of the course.

**Anticipated Errors and Solutions:**

* Students may have different pace in listening the dialogue.

→ Let them listen to the track again until they get the gist of the contents

* Students may not be able to pick up details from the listening

→ Chunk the listening (pause-play-pause-play)

* If students need more time to finish their activity.

→ Be flexible with the time. Give students more time to finish their activity and cut off the time of post activity.

* If students finish their activity early

→ Make sure the vocabulary and expression related to booking a hotel room, and let them listen the dialogue of booking another place such as airport, restaurant and so on.

**References:**

[www.audioenglish.net/english-learning/english\_dialogue\_hotel\_booking\_a\_room\_2.htm](http://www.audioenglish.net/english-learning/english_dialogue_hotel_booking_a_room_2.htm)

Times Tesol student work book

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| **Lead-In** | | |
| Materials: Board | | |
| Time  3 min | Set Up  Whole Class | Procedure:  Hello everyone, how are you? Here’s the suprising news!  Winter vacation is just around the corner, next month! What would you like to do upcoming vacation?  (Students answer what they want to do)  I heard a lot of Students want to go on a trip. How many days would you like to travel?  (Students answer “2days, a week, or etc”)  So, here’s a question for you all. What should we do for accommodations before going on a trip? OK, so today we will listen to the dialogue related to what we’re just talking about. |

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| **Pre-Activity** | | |
| Materials: Vocabulary worksheet, Board, Blown-up Picture for prediction | | |
| Time  10 min | Set Up  Whole Class  Pairs  Whole Class | Procedure:  Teacher: Before we listen the dialogue, let’s learn some new vocabulary the speakers use.   1. **Vocaburary**   (Teacher writes the words on the board and reads)  T: repeat after me.  “splendid”  “Splendid” means...  (Teacher explains the definition of each word)  Teacher: Now, we are going to do a matching activity.  Instruction  Match the word on the left to the meaning on the right. Draw a line to match. Work with your partner. You have 3 minutes.  Demonstration  Here is an example. The first word on you worksheet is “splendid”. Find the definition of “splendid” on the right-hand side. When you find the answer, draw a line.  CCQ  What are you supposed to do when you find the answer?  How much time do you have?  Are you working alone?  Let’s check the answers together.  What did you get for “splendid”?  (check all the answers orally with the students)   1. **Prediction**   Inctructions  Look at this picture. These are the 2 speakers that you listen to. Why do you think they are talking on the phone? Where do you think the man is according to the background of this picture?  Check your predictions as you listen to the speakers. |
| **Main Activity** | | |
| Materials: CD and CD player, Listening Worksheet, Script of the dialogue, Picture for prediction, Board | | |
| Time  10 min  15 min | Set Up  Whole Class  Whole Class  Individually  Pairs  Whole Class | Procedure:   1. **Listeninn for the Main Idea (general understanding)**   Instructions  Put your pens down, Close your eyes. Listen to the 2 speakers. Think about the situation. Why does the woman make a call? Where is the man who gets the call? And who is he?  CCQ  What are you supposed to think about?  Can you take notes?  (Play track 1 without stopping)  Do you want to listen again?   * Yes → Have them listen one more time. * No → Have them share their thought.   Why does the woman make a call?  Where is the man who gets the call? And what’s his job?  Show students the picture for prediction again.  So what are they talking about on the phone?  Identify the picture.  Compare with their thoughts from the prediction (if done)  → Just notice the differences.   1. **Listening for Details**   Instructions  Now listen to the dialogue with pauses between pharases. Anser the questions on the worksheet as you listen. Work individually.  CCQ  Who are you working with?  Whar are you supposed to do?  (Distribute the worksheet)  Play track 1.  Let students fill in the blanks as they listen.  Do you need to listen again?   * Yes → Play track 1 again. * No → Have them compare answers and correct errors.   When would she like to book a room for?  How long will she stay?  What kind of room does she like?  How much is the charge per night without breakfast? Is it including VAT?  What’s her name?  (Distribute the script)  When they fill in the blanks perfectly on the worksheet, let them start role-play. One student will be the man and the other student will be the woman. After the role-play is done one time, switch their roles and do role-play one more time.  (Monitor whether students are doing role-play well)  Make sure their role-play is done two times in each group.  Listen to the track last time.  If there is anything missing: pause the CD right there and let students say it out loud. |

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| **Post-Activity** | | |
| Materials: Board | | |
| Time  5min | Set Up  Whole Class  Groups  Whole Class | Procedure:   1. **Free Production**   Instuctions  Is there any other situation we should book first? What vocabulary and expression are needed in booking for the other things instead of hotel such as airport, restaurant, and so on? Share your answers with your group. One group is talking about booking air tickets and another group is talking about booking restaurant. You have 2 minutes.  (Divide 10 students into 2 groups)  CCQ  Are you working alone?  How much time do you have?  Monitor actively and participate within each group.  Share students’s answers.  Take 2 students of each group if running out of time.   1. **Conclude Lesson**   Elicit today’s vocabulary for students.  Give homework  Do role-play of today’s dialogue with one of your family.  Good job! I hope you enjoyed today’s lesson. |

Vocabulary Wooksheet

**Match the words!**

**Direction: Draw a line to match the word to the meaning.**

splended

* without doubt

confirmation

the amount of money that

* somebody asks for goods and

services

available

* a tax that added to the price

of goods and services

VAT

* that you can get, buy or find

charge

* a statement, letter, etc. that

shows that something is

true, correct or definite

certainly

excellent, very good,

* very beautiful, very impressive

Listening Worksheet

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ HOTEL BOOKING FORM**

**Direction: Fill in the blanks you can figure out as you listen.**

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PHONE NUMBER (H)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (W)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FAX NUMBER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EMAIL ADDRESS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of arrival \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Airline and flight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time of arrival \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of departure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Airline and flight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time of departure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Smoking room Yes \_\_\_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_\_\_\_

Bath Yes \_\_\_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_\_\_\_

Breakfast Yes \_\_\_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_\_\_\_

A double room Yes \_\_\_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_\_\_\_

A single room Yes \_\_\_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_\_\_\_

Floor 1st \_\_\_\_ 2nd \_\_\_\_ 3rd \_\_\_\_ 4th\_\_\_\_ 5th\_\_\_\_

Other specific requirment of room \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The charge per night \_\_\_\_\_\_cluding VAT

Confirmation No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Audio Script

**Booking a hotel room**

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| *Receptionist:* | — | Good afternoon, San Felice Hotel. May I help you? |
| *Mrs Ryefield:* | — | Yes. I´d like to book a room, please. |
| *Receptionist:* | — | Certainly. When for, madam? |
| *Mrs Ryefield:* | — | March the 23rd. |
| *Receptionist:* | — | How long will you be staying? |
| *Mrs Ryefield:* | — | Three nights. |
| *Receptionist:* | — | What kind of room would you like, madam? |
| *Mrs Ryefield:* | — | Er... double with bath. I´d appreciate it if you could give me a room with a view over the lake. |
| *Receptionist:* | — | Certainly, madam. I´ll just check what we have available. . . Yes, we have a room on the 4th floor with a really splendid view. |
| *Mrs Ryefield:* | — | Fine. How much is the charge per night? |
| *Receptionist:* | — | Would you like breakfast? |
| *Mrs Ryefield:* | — | No, thanks. |
| *Receptionist:* | — | It´s eighty four euro per night excluding VAT. |
| *Mrs Ryefield:* | — | That´s fine. |
| *Receptionist:* | — | Who´s the booking for, please, madam? |
| *Mrs Ryefield:* | — | Mr and Mrs Ryefield, that´s R-Y-E-F-I-E-L-D. |
| *Receptionist:* | — | Okay, let me make sure I got that: Mr and Mrs Ryefield. Double with bath for March the 23rd, 24th and 25th. Is that correct? |
| *Mrs Ryefield:* | — | Yes it is. Thank you. |
| *Receptionist:* | — | Let me give you your confirmation number. It´s: 7576385. I´ll repeat that: 7576385. Thank you for choosing San Felice Hotel and have a nice day. Goodbye. |
| *Mrs Ryefield:* | — | Goodbye. |