

## Lesson Plan Template

<b>Name</b> Seon-ok Kim	<b>Title or explanation</b> Hotel Check-in	<b>Time</b> 55 minutes
----------------------------	---	---------------------------

**Level/Age**  
Intermediate / First year college students

### Language focus

Target language: Vocabulary and key expressions used to check in a hotel

Vocabulary: reservation, identification (id), passport, hotel voucher, include, accept, ocean view, continental breakfast, concierge

Key expressions: I made a reservation/ May I see your identification? / Here are my passport and hotel voucher/ I would like a king-size bed with ocean view/ We accept only

VISA or MasterCard/ Breakfast is included/ Room 507 is a spacious, non-smoking room with a king bed.

Specific language skill focus: Speaking

Culture: N/A

### Student learning objective and assessment activity

By the end of the lesson, students will be able to demonstrate the ability to use vocabulary and key expressions necessary to check in a hotel by doing a check-in role play.

### Ongoing assessment

Elicit words and expressions used for hotel check-in through students' brainstorming and group discussion and provide them with the key words and expressions. Have students understand their meanings in the context and check whether the process is going well through worksheet activities. Before students can do a check-in role play, they are required to understand all key words and expressions clearly through several activities.

### Students' background knowledge and abilities in relation to the topic of the lesson

Students will know basic words necessary for the lesson such as hotel, credit card, swimming pool, king-size bed and have the motivation to learn new words and expressions in order to use the target language for the practical purpose such as traveling abroad.

### Challenges and solutions

Challenges: Some students may have difficulty learning the target language because they have no experience of staying in a hotel and as a result have little interest in the topic.

Solutions: Allow students to share ideas related to the topic and generate their interest and motivation by showing a short video about a hotel check-in scene.

Steps	Stages	Time	Procedure	Interaction	Activity purpose
1	E	5	<p><b><u>Greeting and Introduction</u></b></p> <ol style="list-style-type: none"> <li>1. Greet students and write the topic of the lesson, 'Hotel Check-in' on the white board. Have students talk with their partner about their experience related to a hotel.</li> <li>2. Tell students about the teacher's interesting or embarrassing experience related to check-in.</li> <li>3. In order to generate students' interest and motivation to learn the target language, show them a short video with a hotel check-in scene. This will help students without any hotel experience get used to the topic.</li> </ol>	T-Ss S-S	<ol style="list-style-type: none"> <li>1. Establish friendly rapport between the teacher and students and create comfortable class atmosphere.</li> <li>2. Introduce the topic and get students used to it.</li> <li>3. Generate students' interest in the topic and get them motivated.</li> </ol>
2	E	5	<p><b><u>Brainstorming / Building Vocabulary</u></b></p> <ol style="list-style-type: none"> <li>1. Have students brainstorm words and expressions used to check in a hotel and write them on two columns on the white board: key words on one column and non-key words on the other.</li> <li>2. Ask some students to tell about their interesting or embarrassing experiences and difficulties related to hotel check-in in a foreign country.</li> <li>3. Put up the key words students will learn on the white board: reservation, identification (id), passport, hotel voucher, include, accept, spacious, ocean view, continental breakfast, concierge. Check how many words students know by asking random students the meaning of the words.</li> </ol>	T-Ss	<ol style="list-style-type: none"> <li>1. Elicit key words from students through brainstorming.</li> <li>2. Get students interested in the topic by connecting it with their life experiences and practical purpose of learning the language.</li> <li>3. Introduce key words of the target language and check students' background knowledge and level.</li> </ol>
3	E/I	5	<p><b><u>Vocabulary Activities</u></b></p> <ol style="list-style-type: none"> <li>1. Give each group of 3-4 a worksheet with key words used in the context and have them understand the meaning through the group discussion. At this stage, students are allowed to use their native language.</li> <li>2. Have learners do a matching activity to check whether they clearly understand the meaning of the words. Give each student a worksheet for the matching activity. Students are asked to match a word in the word bank to its definition. Model the task for the students by doing the first one. After they have finished the activity, get them to exchange their worksheets with their partner and check the answers.</li> <li>3. Check the answers as a class by having random students say the answers they chose and correct the wrong ones.</li> </ol>	Ss-Ss S S-S T-Ss	<ol style="list-style-type: none"> <li>1. Create a safe and comfortable learning environment through peer collaboration and some native language.</li> <li>2. Model the activity and encourage the peer collaboration.</li> <li>3. Check students' understanding by having them say the answers aloud.</li> </ol>
4	I	10	<p><b><u>Eliciting Key Expressions and Constructing a Dialogue</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students that they are going to construct a dialogue between a guest and a hotel clerk.</li> <li>2. Put students into groups of 3-4. Have them brainstorm any expressions which can be used for hotel check-in using the key words they learned and then write the expressions on a piece of paper or their notebook.</li> <li>3. Walk around the classroom while students are brainstorming expressions for a dialogue and monitor them to check what difficulties they have.</li> <li>4. Ask them to share their ideas with other members in the group, choose the most appropriate expressions and put them in order.</li> <li>5. Monitor students and scaffold them if they need help in constructing a dialogue.</li> </ol>	Ss-Ss	<ol style="list-style-type: none"> <li>1. Encourage students to think of key expressions through brainstorming.</li> <li>2. Students learn more through peer sharing and collaboration by feeling comfortable with learning.</li> <li>3. Provide students with support through monitoring and scaffolding.</li> <li>4. Students can learn the target language more easily by making their own version for the dialogue.</li> </ol>

Steps	Stages	Time	Procedure	Interaction	Activity purpose
5	I	5	<p><b><u>Dialogue Activity</u></b></p> <ol style="list-style-type: none"> <li>1. Have some pairs come up to the front and read aloud the dialogue they made in front of the class. While they are reciting their dialogue, write some sentences they made on the white board and correct wrong or awkward expressions.</li> <li>2. Put up the sample dialogue for hotel check-in on the PPT and ask the students to compare it with their version.</li> <li>3. Explain the meaning of the key expressions in the dialogue and have learners repeat the dialogue aloud after the teacher.</li> <li>4. Get all the students to repeat the sample dialogue in pairs at least twice by changing the role.</li> </ol> <p><b><u>Slide 1-3</u></b></p>	Ss-Ss T-Ss	<ol style="list-style-type: none"> <li>1. Check students' common errors and difficulties through the dialogue activity.</li> <li>2. Have students learn the sample dialogue more easily by comparing it with their version.</li> <li>3. Students get accustomed to the key expressions and basic dialogue for hotel check-in through repetition.</li> </ol>
6	I	5	<p><b><u>Fill-in-the Blanks Activity</u></b></p> <ol style="list-style-type: none"> <li>1. Hand out a worksheet to all the students and have them do fill-in-the blanks activity so that they can practice the dialogue more and internalize it.</li> <li>2. During this activity, walk around the classroom monitoring and checking whether they completely understand the key words and expressions. After finishing the activity, get them to exchange their worksheets with their partner and check the answers.</li> <li>3. Read the dialogue aloud for students one more time so that they can check the right answers.</li> </ol>	S-S T-Ss	<ol style="list-style-type: none"> <li>1. Have students internalize the target language through repetition.</li> <li>2. Repeated activities about the sample dialogue help students use the key expressions naturally.</li> <li>3 Check whether students get ready to use the language freely by monitoring their task.</li> </ol>
7	I	10	<p><b><u>Information Gap Activity</u></b></p> <ol style="list-style-type: none"> <li>1. Tell students that they are going to do a hotel check-in role play in pairs. Before they start the role play, they will have an information gap activity in pairs.</li> <li>2. In pair work, one student plays the role of a guest and the other a hotel clerk at the front desk. Give each pair two worksheets with different information. The guest wants to know what services he or she can use at the hotel. By asking simple questions such as 'Is A available' or 'Can I use A?' the guest gets the information about the things that he or she can do and can't.</li> <li>3 . The clerk answers the guest's questions according to the checked information on the worksheet. The clerk can add to more language he can think of in answering the questions. The pairs are encouraged to use different questions and answers if possible using the key words and expressions they learned.</li> <li>4. Model the task by doing the activity with one student.</li> <li>5. Get the pairs to take turns asking and answering the questions by changing the roles.</li> <li>6. Monitor students and scaffold them whenever they have difficulty doing the task.</li> </ol>	S-S	<ol style="list-style-type: none"> <li>1. Make students get ready to do a less controlled or free role play by checking basic information necessary for hotel check-in.</li> <li>2. Encourage students to use the language they learned through the previous activities.</li> </ol>
8	F	10	<p><b><u>Hotel Check-in Role Play</u></b></p> <ol style="list-style-type: none"> <li>1. Have students do a hotel check-in role play using the language they have learned and the information they have gotten through the information gap activity. One student plays the role of a guest and the other a hotel clerk. They do the role play twice by changing the roles.</li> <li>2. Model the task by doing the role play with one student.</li> <li>3. Students need to use the target language they learned through vocabulary and dialogue activities but they are encouraged to do it naturally and freely as if it were a real situation, not a dialogue activity.</li> <li>3. Make students feel comfortable so that they can demonstrate the ability to check in a hotel in a foreign country in English.</li> <li>4. Monitor students and encourage them to participate in the task actively.</li> <li>5. Have some pairs come to the front and do the role play in front of the class.</li> </ol>	S-S	<ol style="list-style-type: none"> <li>1. Through this role play, have students show the ability to check in a hotel using the target language.</li> <li>2. Model the task to help students' final performance.</li> <li>3. Comfortable atmosphere prompts students' confidence and success in the task.</li> <li>4 Check the result of the final task by having some pairs do the role play in front of the whole class.</li> </ol>



## Dialogue: Checking in a Hotel

C : Good afternoon, may I help you?

G : Good afternoon. I have a reservation under the name of Min Kim.

C : May I see your ID, sir?

G : Here are my passport and hotel voucher.

C : You have reserved a deluxe room with breakfast included for 2 nights, right?

G : Yes, I would like a room with an ocean view on the non-smoking floor.

C : Yes sir, you are in room 507, a spacious non-smoking room with a king-size bed.

Do you have a credit card, sir? We accept only VISA or MasterCard

G : Here is my VISA. What time can I have breakfast?

C : You can have continental breakfast at the restaurant beside the pool from 7 to 10 in the morning.

G: Ok, thank you. By the way, how often does the shuttle for the airport run?

C: It runs every 30 minutes from 7 am to 8 pm. It's free. Here is your room key.

Please visit our concierge or front desk if you need any help. Enjoy your stay.

G: Thank you.

# Vocabulary in Context

**Directions:** Look at the sentences below and guess the meaning of the key words and expressions in the context. Where necessary, you can discuss with your partner in Korean.



I have a reservation for 2 nights .



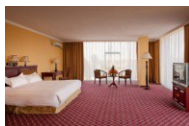
May I see your identification (ID)?



Here are my passport and hotel voucher



We accept only Visa or MasterCard.



It's a single, spacious king-size bed.



I would like a room with an ocean view.



You can have continental breakfast at the restaurant.







If you need any help, please visit our concierge.

## Matching Vocabulary

### Directions:

Match a word in the word bank below with its definition. Write a word or phrase in the blank beside each definition like an example in red.

1. A bus, train, or flight which makes frequent journeys between two places  
shuttle

2. To take in as a part, element, or member \_\_\_\_\_

3. Having enough or abundant space or room \_\_\_\_\_

4. To take payment in the form of / to receive something offered \_\_\_\_\_

5. A card issued by banks for the holder to obtain goods and services  
\_\_\_\_\_

6. Something that proves or recognizes as being a certain person or thing  
\_\_\_\_\_

7. Evidence that someone bought or reserved goods or services \_\_\_\_\_

8. An official document issued by a government proving a citizen  
\_\_\_\_\_

9. A light breakfast consisting typically of coffee and bread or rolls  
\_\_\_\_\_

10. A scene or sight of ocean usually seen from inside a building  
\_\_\_\_\_

11. The act of keeping something for someone's future use \_\_\_\_\_

12. A staff member of a hotel or apartment complex who assists guests or resident  
\_\_\_\_\_

---

## Fill in the Blanks

## Fill in the Blanks

**Directions:** This is a dialogue between a guest (G) and a clerk (C) at the hotel front desk. Fill in the blanks like an example in red using the words from the word bank below.

### Dialogue: Checking in a Hotel

**C: Good afternoon, may I help you?**

**G: Good afternoon. I have a reservation under the name of Min Kim**

**C: May I see your ID, sir?**

**G: Here are my \_\_\_\_\_ and hotel \_\_\_\_\_**

**C: You have \_\_\_\_\_ a deluxe room with breakfast \_\_\_\_\_ for 2 nights, right?**

**G: Yes, I would like a room with an \_\_\_\_\_ on the non-smoking floor.**

**C: Yes sir, you are in room 507, a \_\_\_\_\_ non-smoking room with a king-size bed.**

**Do you have a \_\_\_\_\_ sir? We \_\_\_\_\_ only VISA or MasterCard.**

**G: Here is my VISA. What time can I have breakfast?**

**C: You can have \_\_\_\_\_ breakfast at the restaurant beside the pool from 7 to 10 in the morning.**

**G: Ok, thank you. By the way, how often does the \_\_\_\_\_ for the airport run?**

**C: It runs every 30 minutes from 7 am to 8 pm. It's free. Here is your room key.**

**Please visit our \_\_\_\_\_ or front desk if you need any help. Enjoy your stay.**

**G: Thank you.**

## Information Gap (Guest)

**Directions:**

A guest and a hotel clerk ask and answer about hotel facilities and services. If you play the role of the guest, ask your partner whether you can use particular facilities and services using simple expressions such as 'Is A available? Or Can I use A?' and then tick the things which are available. If you play the role of a clerk, you can answer the guest's questions according to the information below. You can use different question and answer forms using words and expressions you learned. Take turns asking and answering the questions.

**Example**

**G: Can I use the swimming pool?**

**C: Yes, you can use it from 7 am to 10 pm.**

	<b>Yes</b>	<b>No</b>
<b>Breakfast</b>		
<b>All credit cards</b>		
<b>Ocean view</b>		
<b>King-size bed</b>		
<b>Free computer use</b>		
<b>Shuttle service</b>		
<b>Late check-out</b>		
<b>Fitness center</b>		
<b>Spa and Massage</b>		
<b>Swimming pool</b>		

## Information Gap (Hotel clerk)

**Directions:**

A guest and a hotel clerk ask and answer about hotel facilities and services. If you play the role of the guest, ask your partner whether you can use particular facilities and services using simple expressions such as 'Is A available? Or Can I use A?' and then tick the things which are available. If

you play the role of a clerk, you can answer the guest's questions according to the information below. You can use different question and answer forms using words and expressions you learned. Take turns asking and answering the questions.

**Example**

**G:** Can I use the swimming pool?

**C:** Yes, you can use it from 7 am to 10 pm.

	<b>Yes</b>	<b>No</b>
<b>Breakfast</b>		
<b>All credit cards</b>		
<b>Ocean view</b>		
<b>King-size bed</b>		
<b>Free computer use</b>		
<b>Shuttle service</b>		
<b>Late check-out</b>		
<b>Fitness center</b>		
<b>Spa and Massage</b>		
<b>Swimming pool</b>		

