Integrated Listening and Speaking Lesson Plan

I. Class Profile

The class is designed for an intermediate level (level 5) non-credit four-skill ESL class in the City College of San Francisco downtown campus. The class emphasizes on reading, listening, and speaking skills inside of class and writing skills out of class.

Though the Ss were placed in the intermediate level, their proficiency is actually slightly below the intermediate level as most of them have taken this level more than once. The age of the Ss ranges from 19 to 78. Most Ss of the class are immigrants to the United States. The relatively young Ss take the class to linguistically prepare themselves for their future academic study in American universities. The middle-age Ss take the class for better linguistic performance in their workplaces. The elders in the class take the class simply for their own interests and also family communication purpose. Though there are a variety of L1 backgrounds in the class, the dominant L1 of the class is Cantonese. The class meets every week from Monday to Thursday and each class meeting lasts 100 minutes from 8:00 am to 9:40 am.

II. Objectives

- **Listening Objectives:**
  - **Micro-Skills**
    - SWBAT identify different intonations, in questions and statements in a hotel-book conversation.
    - SWBAT discriminate among the distinctive sounds in numbers.
    - SWBAT identify words in stressed and unstressed positions when asking for and giving information.
    - SWBAT recognize reduced form of words in spoken English.
    - SWBAT process speech containing pauses, errors, corrections in spoken English.
  - **Macro-Skills**
    - SWBAT recognize the communicative functions of utterances in asking for information and making request.
    - SWBAT comprehend the conversation of making hotel reservation.
    - SWBAT infer situations, participants, goals using real-world knowledge.
    - SWBAT develop listening strategies, such as detecting key words and guessing the meaning of words from context.

- **Speaking Objectives:**
• SWBAT practice questioning and answering skills
• SWBAT form questions out of given information using linguistic knowledge
• SWBAT practice contraction form of words in spoken English
• SWBAT learn to use certain words and phrases to politely make requests.
• SWBAT use discourse markers in a hotel-booking conversation

III. Class Context

Each unit of the class covers a real-life topic such as hospital, natural disaster, traveling abroad, etc. In the current unit, Ss are learning language use, both written and spoken, in the tourism related settings. The class occurs in the middle phase throughout the semester. In the previous class meetings the T has already introduced politeness in asking questions and Ss have already started building the pragmatic knowledge of what is politeness in spoken English.

IV. The Lesson

➢ Listening Activities

Pre-Listening Task: Schema Building (10 min)

After greeting the Ss, T would start the class with asking the Ss about their plan for summer break and their former experience of making hotel reservation. Ss would talk to their partners and share their experiences of booking hotel.

T: What plan have you got for your summer break?
S: I will go back to China.
S: I am going to Toronto to visit my friends.
S: I am planning a trip to Europe.
T: Great! Sounds like you all have come up with some plans for this summer. So Bao, you said you are planning a trip to Europe. Have you decided where you will be staying?
S: I will book hostel or some cheap hotels.
T: I see. I believe that most of us all have had some experience of making hotel reservations before. Now I would like you to turn to the person next to you and share with each other your experience of booking hotel. When did you book it? Did you book it by phone or online? What kind of room did you get and how much did you pay?
(Ss talk to each other for approximately 5 minutes)

First Listening Task: Listening for specific information (15 minutes)

Ss would be listening to the phone conversation where a man is making a hotel reservation. T would hand out the worksheet (See Appendix A) and ask the Ss to pay attention to specific information so as to achieve a global understanding of the text.
The listening material could be found at:

http://www.esl-lab.com/hotel1/hotel1.htm

T: OK. I heard that most of you used to book hotel by phone. Now we are going to listen to a conversation between a guest and a hotel receptionist. Before I play this conversation for you, I would like you to first look at the worksheet that I just gave you. During listening to the conversation, remember to pay attention to the information in the conversation and check the box of the right answer.

(After 2 minutes for the Ss to look at the worksheet, T plays the conversation and Ss listen to it.)

After listening to the conversation, T leads the Ss to go through the worksheet.

T: Let’s look at the worksheet together now. Which hotel did you check for the first question?
Ss: (silent) / I didn’t hear it. / Maybe the Sunnyside Inn. I am not sure.
T: OK. It seems that we are not very sure about the first one. When do you usually hear the name of the hotel when you make a phone reservation?
Ss: At the very beginning. / After the receptionist picks up the phone.
T: Yeah, that’s right. Usually when the receptionist picks up the phone, s/he will first tell the name of the hotel. So, let’s hear the very beginning of the conversation again and see if we can get the answer.
(T plays the first 2 seconds of the conversation again.)
T: So what about this time? Have you got the answer?
Ss: Yes. It’s Sunnyside Inn.
(T then checks the answer to other three questions.)
T: Good. Now, does anybody want to tell us what the conversation is mainly about?
Yes Guofu.
Ss: Mr. Maexner made a reservation. / He will go to the Sunnyside Inn on March 20th with somebody else and stay in a non-smoking room.
T: Very good. Anybody wants to add something? Yes King.
S: The price is 80 dollars and 10% room tax.

Second Listening Task: Listening for Phrases of Expressing Politeness (10 minutes)

After the first listening for gist, Ss are supposed to focus on the words that the speakers use to express the politeness in making request. Before the Ss’ listening to the conversation again, T would hands out the transcription of the conversation (See Appendix B).

T: Great. Now we are going to listen to it again. This time I want you to look at the transcription of the conversation while you are listening. The left part of the class, I want you to pay attention to the words that Mr. Maexner uses and the right part of the class, you are supposed to pay attention to the receptionist’s words. I’d like you
to underline the words or phrases that you think are polite. Is it clear?
Ss: I don’t quite understand. / Could you give us an example?
T: OK. Let’s see. If I say “I want a non-smoking room” and “I would like to have a non-smoking room”, which one do you think is polite?
Ss: The second one.
T: Right. So which words do you think make the sentence polite?
Ss: would like.
T: Yes. And what other words do you know that people use to express politeness?
Ss: “please” / “could you please”
T: Good. So now we are going to listen to it again, and this time we are going to look for polite words. Clear?
Ss: Yes.
(T then plays the conversation again.)
T: OK. Let’s see what words have you underlined. Left part of class, which words did you underline?
Ss: “I’d like to…” / “Non-smoking please.”
T: Good. What about you guys, the right part of class?
Ss: “May I help you?” / “Would you like…” / “Could I have your name please?”
T: Very good. (T writes these phrases on the board for the Ss to refer to in the later speaking activities.)

➢ Speaking Activities:

First Speaking Task: Drilling of Polite Phrases (15 minutes)

In the first speaking task, T would distribute a handout where there are phrases of politeness on one side of the column and some examples of requests on the other (See Appendix C).

T: Let’s take a look at the work sheet together. So who can tell me when people usually need to use polite words?
Ss: Ask questions. / Ask for something. / When you want something.
T: That’s true. We have practiced how to be polite when we ask questions. Actually we also want to be polite when we want something from other people. To do this, we can ask questions or directly say what we want. So now, let’s practice some questions and statements together. Read after me. “Could I”(with rising intonation)
Ss: “Could I”
T: “Could I have two room keys please?”(also rising intonation)
Ss: “Could I have two room keys please?”
(T then leads the Ss to read the whole 6 phrases)
T: Good. Now I would like you to practice using these phrases with your partners. I’d like you to take turn to read out these phrases with the examples and make sure the example you choose from the right columns makes sense. For example, (T points at the board) if I pick “Could you…” from the left column, and which one in the right column do you think can go together with it?
Ss: “Sign here”/ “Show me your ID card”/ …
T: Very good. So does it make sense if I say “Could you” and “double bed”? 
Ss: No. / That doesn’t make sense.
T: Yeah. And did you notice that there are blanks?
Ss: Yeah.
T: In the blank, remember to write your own example that is appropriate in a conversation happened at a hotel’s front desk and practice polite words with your example as well. Clear?
Ss: Yes.
(Ss then work in pairs and take turn to practice reading out these polite requests in a front desk conversation.)

Second Speaking Task: Role-Play of Making Hotel Reservation (20 minutes)

After the Ss do the drilling of phrases of politeness, they are to practice using these phrases communicatively in a given context – in this case, the conversation of making hotel reservation. Ss would do this activity in pairs. They will be given two worksheets. One is a prompt of their roles where either the hotel information or the traveling information is provided for them to talk. Another worksheet is grid where they are supposed to write down the information they get from their partners (See Appendix D and E). Ss would take turn to play the role of either the receptionist or the guest and they would be required to be at least twice of each role. In other words, each S would have filled out at least two rows of information in their grid. They could continue to work on the third one if time allows.

T: Good. I heard that we all practiced reading these polite words. But in real life, we need to really use these words right? We heard the two speakers use these words when making hotel reservation. So now we are going to be guests and front desk receptionists and we will make hotel reservation ourselves.
(T hands out the worksheets – Appendix D and E)
T: I would like you to work with your partner again. One of you will play the guest and the other is the front desk receptionist. From the worksheet “role-play prompt”, you can pick any hotel or any guest you want to be, but you need to switch the role and make sure everyone all have played both guest and receptionist. Remember to write down the information of the hotel or the guest on the other work sheet you have in your hand.
Ss: (Looking at the worksheets)
T: OK. Sylvia, could you come to the front and we do it first for the class?
S: Sure.
T: Thank you. So class, now Sylvia will be the guest and I will be the front desk receptionist. Sylvia, which guest do you want to be?
S: Maybe the guest number 3.
T: OK. I will pick the Sleeper Inn. Let’s start. Are you ready Sylvia?
S: Yes.
T: OK. Hello. Welcome to the Sleeper Inn. How may I help you?
S: I would like to have a room.
T: Sure. Would you like a single room or a double?
S: I travel with my husband, so we’d like a single room.
T: OK. We have both smoking and non-smoking single rooms. Which one would you like?
S: I’d like a non-smoking room please.
T: Could I have your name please?
S: It’s Sylvia Chen.
T: Could you spell your last name for me please?
S: It’s C-H-E-N.
T: Great. So Mr. and Mrs. Chen and a single room. How many would you like to stay?
S: We will stay for 2 nights.
T: Perfect. How would you be paying?
S: Could I pay with credit card?
T: Sure. We accept Visa, Master, and American Express.
S: Great. Do you have a swimming pool?
T: Yes, we do. It’s on the 2nd floor.
S: OK. Thank you. And where could we have breakfast?
T: Oh. We actually have two restaurants. One is on the 1st floor and the other one is on the 3rd floor. The one on 3rd floor serves breakfast from 6 am to 9:30 am. Would you like a wake-up call?
S: Yes. We’d like a morning call at 6 am please.
T: OK. Could you sign here for me?
S: Sure. Oh! We’d like a king bed please.
T: Let me check if we have room available with king bed. Wonderful! Room 708 has a king bed. Here’s your key.
S: Could we have two room keys?
T: Sure. Here you go. Our checkout time is no later than 10 am. Have a nice stay!
S: Thank you.
T: Very good. Thank you, Sylvia. Now let’s work in pairs and we have 10 minutes to figure out the information of hotels and the guests.
(Ss then work in pairs. T walks around in the classroom and checks the Ss’ working.)

Third Speaking Task: Ranking of factor for choosing hotel (25 minutes)

After a guided role-play, Ss would be conducting a communicative ranking activity where Ss need to first come up with a list of factors that they will consider when they choose hotels and then rank the factors according to the importance.

T: Great job. So I think you all have information of at least two hotels in your worksheet. Now what we are going to do is still working with your partners and think about the questions you just asked for making reservation, for example, price or smoking or non-smoking. Take out a piece of paper and list them on it. Do you get what you are going to do?
Ss: Not really. / Hmm..
T: Let’s see, when you call or walk into the hotel, what factors would you think about and would influence your decision of whether staying at the hotel or not?
Ss: Price. / Location.
T: Good, good. So now you are going to write them down on the paper. I hope you can come up with at least 5 factors and then discuss with your partner which one is the most important, which one is more important than the other one, and why you think so. For each factor, write a number beside it to indicate its importance. For example, if you think price is the most important factor, write number 1 beside it. Are we clear?
Ss: Yes.
(Ss then work in pair doing the list and ranking; T walks around and help the Ss who have problems doing the task.)

**Post-Speaking Task: Sharing with the whole class (5 minutes)**

After the Ss work in pairs, a pair either volunteers or is called on to share their ranked list with the class and explain why they ranked the factors that way. The T then elicits differences of list from other Ss and let other Ss to explain why they have come up with different rankings. Different pairs are very likely to have come up with different factors and different rankings; therefore, the time for this activity could be flexible and if time allows, T could let more pairs to compare their list and rankings to other Ss’ until the end of the class.

(End of the class)

**V. Rationale**

*The Listening activity*

**Selection of input material**

According to Rost (2002), listening input materials need to be first relevant to the Ss’ learning goals and general interests. In the current lesson, hotel reservation is a real-life topic/theme and Ss are all very likely to have previous experience of making hotel reservation. Besides, since most Ss take this class in order to improve their English competence for real-world communication purpose, topics covering different aspects of daily life are likely to match what the Ss are interested in and want to learn out of the class. Therefore, the topic of the listening input follows Rost’s principle of relevance of listening input. In addition, in terms of the language use in the material, Rost reminds T to choose the listening input that reflects real use of the language in life (authenticity) and involves linguistic and phonologic features occurring in conversation between native speakers such as speed, intonation, pausing, correction, etc. (genuineness). The current listening input material is carefully selected to meet the requirements of authenticity and genuineness.

**Tasks and Sequence**
The two listening tasks are listening for main ideas and sound-form-pragmatic link. Though the class aims to get the Ss to be aware of polite words that people use when making request, this cannot be achieved without a general and global understanding of the listening input beforehand. In the listen-for-specific-information task, T has generated four main ideas for the Ss to notice. These four main ideas are chosen because they are the information that people are most likely to notice and remember when reserving hotel room. According to Ur (1984), when Ss listen for specific information, irrelevant and unimportant information is filtered out and target information is given most attention. In the current listening task, Ss are expected to get the gist of the conversation out of the four main ideas.

Having listened for comprehension, Ss move to work on listening for perception – in this case, the perception of the link between sounds and form. Also, Ss employ their previous pragmatic knowledge of politeness into the task so that Ss actually work on listening for perception of sound, form, and pragmatics. Ur (1984) states that following a written text when listening is a technique that gets the Ss to establish the correspondence between orthography and pronunciation. Ur (1984) also warns that this activity has very little value for listening comprehension, which is exactly the reason why the T designs a listen-for-comprehension task before this task.

In general, the two tasks follow Ur (1984)'s suggestion that listening tasks need to have a pre-set purpose as people in real life listen and talk to others with a clear purpose.

The Speaking activity:

Tasks and Sequence

The controlled-guided-communicative sequence of tasks is borrowed from Celce-Murcia et al. (1996). It is believed to be true that if the sequence works for pronunciation task, which is also a type of speaking activities, it could be applied to oral communication skill class.

Drilling, as an effective noticing technique, enables the Ss to gain the control over the target functional chunk (Thornbury, 2007) – in this case, the polite sentence starters when making requests. Through repeating and imitating, the target chunks are stored in Ss’ short-term memory and moved gradually from short-term to long-term memory (Thornbury, 2007). In the current class, Ss both follow the T to repeat those polite sentence starters and work in pairs to drill the sentence starters with example requests in a decontextualized way. This prepares the Ss for the following tasks that are more free and communicative.

As Thornbury (2007) and Kayi (2006) states, the nature of role-play is to get the Ss to speak, to simulate a social context that the Ss are likely to encounter in their real life, and to provide the Ss with speaking opportunities where they have a different persona so that Ss could possibly have less anxiety and are more likely to take risk. This class follows Kayi’s suggestion that T gives the Ss necessary information for their roles such as who they will be, what they are going to do, or
how they feel, etc.

In ranking activity, Ss work in pairs and engage in discussion in order to reach a consensus. This will lead to very much negotiation of meaning and expression of agreement and disagreement. Such interactive discussions between Ss, according to Thornbury (2007), are considered facilitating autonomous learning.

**Success-Oriented**

As Ur (1984) suggests, tasks should be success-oriented so that not only could Ss be motivated, but also the T could ensure that s/he effectively delivers the tasks. Ss learn best when they to some extent successfully conduct the task. Thus all the tasks in the current class are easy for the Ss to achieve some success but still somewhat challenging. As long as Ss follow the instruction and actively engage with the task, they are very likely to come up with results and success in some way.

**VI. References**


Chapter 9: Input


Appendix A

Listening Activity 1

• Listen to the conversation of making hotel reservation. Pay attention to these questions and check the right answer according to the conversation.

**HOTEL**: Which hotel was the man calling?

- □ Beachside Inn
- □ The Shirlyton Hotel
- □ Sunnyside Inn
- □ The Sleeper Inn
- □ The MidDay Motel
- □ The Wyatt Hotel

**DATE**: When will the man be staying at the hotel?

- □ March 20th
- □ May 21st
- □ March 21st
- □ May 20th
- □ March 22nd
- □ May 22nd

**ROOM**: Which room did the man book?

- □ • Smoking
  - Double
  - $75+10%TX
- □ • Non-Smoking
  - Single
  - $75+10%TX
- □ • Smoking
  - Double
  - $75+10%TX
- □ • Non-Smoking
  - Single
  - $75+10%TX
- □ • Non-Smoking
  - Double
  - $80+10%TX
- □ • Non-Smoking
  - Suite
  - $200+10%TX

**GUEST**: What is the man’s name?

- □ Tom Max
- □ Bob Max
- □ Tom Maexner
- □ Bob Maexner
- □ Bob Maxer
Appendix B

**Listening Activity 2**

- Listen to the conversation again. Pay attention to and underline the words that the speakers use to express *politeness*.

<table>
<thead>
<tr>
<th>Women (Receptionist)</th>
<th>Man (Guest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W: Hello Sunnyside Inn. May I help you?</td>
<td>M: Yes. I’d like to reserve a room for two on the 21\textsuperscript{st} of March.</td>
</tr>
<tr>
<td>W: OK. Let me check our computer here for a moment.</td>
<td>M: OK.</td>
</tr>
<tr>
<td>W: Oh! Sorry. Let me see here. [tapping on keyboard] Hmm…</td>
<td>M: Are you all booked that night?</td>
</tr>
<tr>
<td>W: Well, we have one suite available, complete with kitchenette and sauna bath.</td>
<td></td>
</tr>
<tr>
<td>W: And the view of the city is great too.</td>
<td>M: How much is that?</td>
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<tr>
<td>W: It’s only 200 dollars plus a 10 percent room tax.</td>
<td>M: Oh! That’s a little too expensive for me. Do you have a cheaper room available either on the 20\textsuperscript{th} or the 22\textsuperscript{nd}?</td>
</tr>
<tr>
<td>W: Well, would you like a smoking or non-smoking room?</td>
<td>M: Non-smoking please.</td>
</tr>
<tr>
<td>W: OK. We do have a few rooms available on the 20\textsuperscript{th}. We’re full on the 22\textsuperscript{nd} unless you want a smoking room.</td>
<td>M: Well, how much is the non-smoking room on the 20\textsuperscript{th}.</td>
</tr>
<tr>
<td>W: 80 dollars plus the 10 percent room tax.</td>
<td>M: OK. That’ll be fine.</td>
</tr>
<tr>
<td>W: [tapping on keyboard] OK Mr. Maexner. We look forward to seeing you on March 20\textsuperscript{th}.</td>
<td>M: OK. Good bye.</td>
</tr>
</tbody>
</table>
Appendix C

**Speaking Activity 1**

- With your partner, take turn and practice the polite phrases in questions using the example requests in the right column. Write your own example in the blank of number 7.

<table>
<thead>
<tr>
<th>Words / Phrases of Politeness in Questions</th>
<th>Example Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Could I/you...?</td>
<td>1. Show me your ID card</td>
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<tr>
<td>2. Could I/you...please</td>
<td>2. Spell your last name for me</td>
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<tr>
<td>4. Would you like...?</td>
<td>4. Give me two room keycards</td>
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<tr>
<td></td>
<td>5. A smoking / non-smoking room</td>
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<td></td>
<td>6. Double bed / King bed</td>
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<td>7. [Your Example]</td>
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</tbody>
</table>

- With your partner, take turn and practice the polite phrases in statements using the example requests in the right column. Write your own example in the blank of number 5.

<table>
<thead>
<tr>
<th>Words / Phrases of Politeness in Statements</th>
<th>Example Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I/We would like...</td>
<td>1. A smoking / non-smoking room</td>
</tr>
<tr>
<td>2. ...please.</td>
<td>2. Double / King bed</td>
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<td></td>
<td>3. A wake-up call</td>
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<td></td>
<td>4. Two room keycards</td>
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<tr>
<td></td>
<td>5. [Your example]</td>
</tr>
</tbody>
</table>

___________
Appendix D1

Role-play Prompts: Hotel Guests

1. Traveling alone
   - Single room
   - Smoking / Non-smoking
   - One double bed
   - Pay with cash
   - 2 nights
   - Need to wake up at 7:00 A.M.

2. Traveling alone
   - Single room
   - Non-smoking
   - One king bed
   - Pay with cash
   - 2 nights
   - Need to wake up at 7:30 A.M.

3. Traveling with husband/wife
   - Single room
   - One king bed
   - Non-smoking
   - Pay with credit card
   - 2 nights
   - Need to wake up at 6:00 A.M.

4. Traveling with brother
   - Double room
   - Two double beds
   - Smoking
   - Pay with cash
   - 2 nights
   - Need to wake up at 8:00 A.M.

5. Traveling with two friends
   - Suite
   - Three double beds
   - Smoking / Non-smoking
   - Pay with credit card
   - 1 night
   - Need to wake up at 6:30 A.M.

6. Traveling alone
   - Single room
   - One double bed
   - Non-smoking
   - Pay with credit card
   - 4 nights
   - Don’t need to wake up early

Adapted from www.bogglesworldesl.com
## Role-play Prompts: Front Desk

### The Beachside Inn

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<tbody>
<tr>
<td></td>
<td>Price</td>
<td>Available Room</td>
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<td>Single</td>
<td>$125.00</td>
<td>102s, 103ns, 104s</td>
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<td>Double</td>
<td>$165.00</td>
<td>201ns, 203ns</td>
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<tr>
<td>Suite</td>
<td>$210.00</td>
<td>501ns</td>
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<td>Pool</td>
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<td>Restaurants</td>
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<td>Checkout</td>
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<td>11:30 A.M.</td>
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<td>Laundry Service</td>
<td>Yes</td>
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### The Shirltyton Hotel

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<tbody>
<tr>
<td></td>
<td>Price</td>
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### The Midday Motel

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Appendix E1

Hotel Role-play

Guest

You are a traveler who would like a room at a hotel. Go from hotel to hotel and book a room in each.

Hint: You may use some of the phrases and questions on the right:

<table>
<thead>
<tr>
<th>Hotel Name</th>
<th>Room Number</th>
<th>Price</th>
<th>Checkout Time</th>
<th>Restaurant Location</th>
<th>Pool Location</th>
</tr>
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</table>

(1) May I...?
(2) Would you like...?
(3) Could I/you...?
(4) Could I/you...please?
(5) How would you...?
(6) I would like....
(7) I would like..., please?
(8) ...please.

Adapted from www.bogglesworldesl.com
Hotel Role-play
Front Desk

You work at the front desk of a hotel. As guests come in, write down their information in the table below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Room Size</th>
<th>Number of People</th>
<th>Number of Nights</th>
<th>Wake-up Call (Y/N)</th>
<th>Method of Payment</th>
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</table>

Important Polite Words:

(9) May I...?
(10) Would you like...?
(11) Could I/you...?
(12) Could I/you...please?
(13) How would you...?
(14) I would like....
(15) I would like..., please?
(16) ...please.

Adapted from www.bogglesworld esl.com