

Stage 1: Lead-in

The purpose of this stage is to ease into the topic, relaxing both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage may be used to create a basis from which to elicit ideas and lexis relating to the text.

Inter
action

Time

Instructor's
comments

Greet the class and ask students to discuss what they see in the picture.

T-S

1'

Good morning, everyone! How are you today? Is it good or tough day?

Instruction:

- 1) Look at these pictures(Show PPT1).
- 2) Based on what you can see, what do you know?
- 3) Discuss your ideas with your partner for a minute.

Ss share. Monitor.

S-S

1'

Feedback – nominate and invite comments from 2 or 3 pairs.

T-S

2'

Board some of the comments during feedback and encourage additional ideas.

Expected answers: All, some, a few etc...

- A woman is on the phone.
- A woman is taking some note.
- Two mans are behind the front desk.
- Two mans are working.
- A man is on the phone.
- There is hotel.
- There is telephone conversation.

Stage 2: Presentation

The purpose of this stage is to make the listening less challenging to the students by making use of guiding questions which help predict expected content; answers to these questions may be guessed during this stage and checked later in the lesson; pre-teaching keywords and phrases from the text. Knowledge of the purpose of the text, form and style could be highlighted to further aid comprehension. Thus, schema is activated.

Inter
action

Time

Instructor's
comments

Today we are going to assess a listening text. To help you do this, I will ask you some question. You will then listen to the text, write down your answers and then compare them with your partner's.

T

30"

Pre-teach vocabulary: Book, Prefer, Standard(refer to Vacab LA sheet)

- Elicit, c.c.q. and drill in context.

1) Book

- Elicit: Show PPT2. What do you see? (tow woman, front desk, smile)
What do you know? (make a reservation, hand out something)
- c.c.q: Can you book a room? (Yes)
Can you book a table? (Yes)
How can we book? (phone, internet)
- Drill P: Listen(3 times). Listen and Repeat(Point someone or whole students).
- Board: Write 'book' in the board.
How many syllables in here? (one)
Where is the stress? (just one syllable)
Is that a verb or noun? (verb)
How can we pronounce? (/bʊk/), Is this a short or long vowel? (long)

T-S

90"

2) Prefer

- Elicit: Show PPT3.
What do you see? (salad and bread, coffee and tea)
What do you know? (considering, thinking, concerning)
What do you like more? (salad, bread, coffee, tea)
- c.c.q: Do you prefer the cheaper ones or expensive ones? (cheaper ones)
Do you prefer a brand new car or a used one? (a brand new car)
- Drill P: Listen(3 times). Listen and Repeat(Point someone or whole students).
- Board: Write 'prefer' in the board.
How many syllables in here? (pre-fer;two)
Where is the stress? (second syllable)
Is that a verb or noun? (verb)
How can we pronounce? (/prɪfɜː(r)/)

<p>3) Standard</p> <ul style="list-style-type: none"> - Elicit: Show PPT4. What do you see? (average, level, stage) What do you know? (step, standard) - c.c.q: Is deluxe room standard? (No) Is perfect score standard? (No) Is North Korea's living standard better than South Korea? (No) - Drill P: Listen(3 times). Listen and Repeat(Point someone or whole students). - Board: Write 'standard' in the board. How many syllables in here? (stand-ard;two) Where is the stress? (first syllable) Is that a verb, noun or adjective? (noun, adjective) How can we pronounce? (/ˈstændərd/) 			
<p>Guiding questions:</p>			
<p>1. Mind-mapping; a map of audio clip(hotel reservation)</p>			
<p>Instructions</p>	T	30"	
<p>1) Before we start, first listen carefully, draw a mind-map</p>			
<p>2) Describe the various elements.</p>			
<p>3) Discuss your ideas with your partner for a minute.</p>			
<p>Ss share. Monitor.</p>	S-S	2'	
<p>Feedback – nominate and invite comments from 2 or 3 pairs.</p>	T-S	30"	
<p>Board some of the comments during feedback and encourage additional ideas.</p>			
<p>2. Can you share the experience reserve accommodation? (?)</p>	T	30"	
<p>Ss note down their ideas with their partner.</p>	S-S	2'	
<p>Feedback – nominate and invite comments from 2 or 3 pairs.</p>	T-S	30"	

<u>Stage 3: Practice - Listening for gist comprehension</u>	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<p>The purpose of this stage is to allow the students to practice gist skills to identify the main idea of the text. Specific and authentic exercises designed to encourage this skill should be used in a natural way. Students draw on their world-knowledge (top-down) to make an initial impression and general sense of the text and perhaps comparing the accuracy of their guesses to the guiding questions used for the text.</p> <p>Instruction:</p> <p>Exercise 2. Listen to this audio. What is the gist of what the woman's saying? (The woman wants to reserve a single room for one night on July 18)</p> <p>Play the audio. Ss listen and decide individually before comparing their opinion.</p> <p>Feedback. Quickly get answers from the whole class and then ask what they noticed to support their answer.</p>	T S T-S	30' 1' 1'	

Instruction:	T	30'	
Exercise 2. Listen to this audio. What is the gist of what the woman's saying? (The woman wants to reserve a single room for one night on july 18)			
Play the audio. Ss listen and decide individually before comparing their opinion.	S	1'	
Feedback. Quickly get answers from the whole class and then ask what they noticed to support their answer.	T-S	1'	

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T	30'	
S	1'	
T-S	1'	

30'	
1'	
1'	

Stage 4: Practice - Literal comprehension	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<p>The purpose of this stage is for students to focus on literal understanding e.g. of facts, ideas etc. A variety of exercises may be used and should be constructed for short responses e.g. objective questions. The information highlighted should, ideally, be of significance to the next stage.</p> <p>Instructions:</p> <p>Now listen again. This time write down the answer to these 3 questions.</p> <p>1) Fill in the Blank M: We have one room left that has a _____ facing the beach. It has a great view, but it's more _____ than a _____ room.</p> <p>2) Does the woman take the room facing the beach? (No)</p> <p>3) What is the usual check-out time on Saturdays?(11:30 A.M.)</p> <p>I.C.Q 1) Do you need to write down the answers? (Yes.) 2) Are you ready to listen? (Yes/no.)</p> <p>Play the audio and video for 33 seconds. Ss listen.</p> <p>Ss work individually to complete answering the questions.</p> <p>Pair-check. "Now check with your partner." Monitor.</p> <p>Feedback: Nominate at least half the class for the answer. Ask follow-up questions to check what they heard "Why do you say...?" Replay the audio if needed.</p>	T	30"	
	S	33"	
	S	1'	
	S-S	2'	
	T-S	3'	

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**Inter
action**

Time

Instructor's
comments

Instructions:

T

30"

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1) Fill in the Blank

M: We have one room left that has a _____ facing the beach.

It has a great view, but it's more _____ than a _____ room.

2) Does the woman take the room facing the beach? (No)

3) What is the usual check-out time on Saturdays?(11:30 A.M.)

I.C.Q 1) Do you need to write down the answers? (Yes.)

2) Are you ready to listen? (Yes/no.)

Play the audio and video for 33 seconds. Ss listen.

S

33''

Ss work individually to complete answering the questions.

S

1'

Pair-check. "Now check with your partner." Monitor.

S-S

2'

Feedback: Nominate at least half the class for the answer. Ask follow-up questions to check what they heard "Why do you say...?" Replay the audio if needed.

T-S

3'

Stage 7: Wrap-up

The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students' participation. Review the ideas from the production stage if possible, and perhaps offer error correction. Classroom management should be considered, such as collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.

Inter
action

Time

Instructor's
comments

To wrap up, summarize the main points and then ask students some questions.

T

1'

Today, we learned some ideas to reserve hotel.

We also learned how make a reservation another way.

- How difficult was the listening lesson? (Not too difficult.)
- Which was the easiest part? (?)
- Which was the most difficult question? (?)
- How could we make hotel reservation? (using phone, internet;?)
- Which part was the most fun? (mind mapping;?)
- Did you like checking your answer with your partner first? (Yes.)

T-S

2'

You all did well! I liked the way you did your best and you followed my instructions. I also liked how you shared your ideas and answers with your partner.

T

30''

Please remember to listen carefully to you your partner's ideas and what we learned today, the new vocabularies.

Tomorrow, we will start new chapter.

Keep up the good work!

Your homework is listening the audio clip and recording your voice 5 times.

Class dismissed.

Follow-up work for after the next lesson:

Ss work in groups of 3, sharing information to recall and make the visual chart with some key-words.

Instructor's Final Comments

Overall strengths of this lesson (planning and teaching)

Areas to work on

Overall comment

For this stage of the course, your lesson today was

- Above standard
- To standard
- Below Standard

Instructor: **Date:**/...../.....

<Script>

W: Hello. Could I book a single room for one night on July 18? I'd prefer one with a balcony, if possible.

M: We have one room left that has a balcony facing the beach. It has a great view, but it's more expensive than a standard room.

W: In that case, I'll just take a standard room. And how late can I check out the next day?

M: Our usual check-out time is 11:00 A.M. on weekdays and 11:30 on weekends. If you need to check out later than that, please let the front desk know in advance.

<PPT1; Lead-In picture>

What can you see?

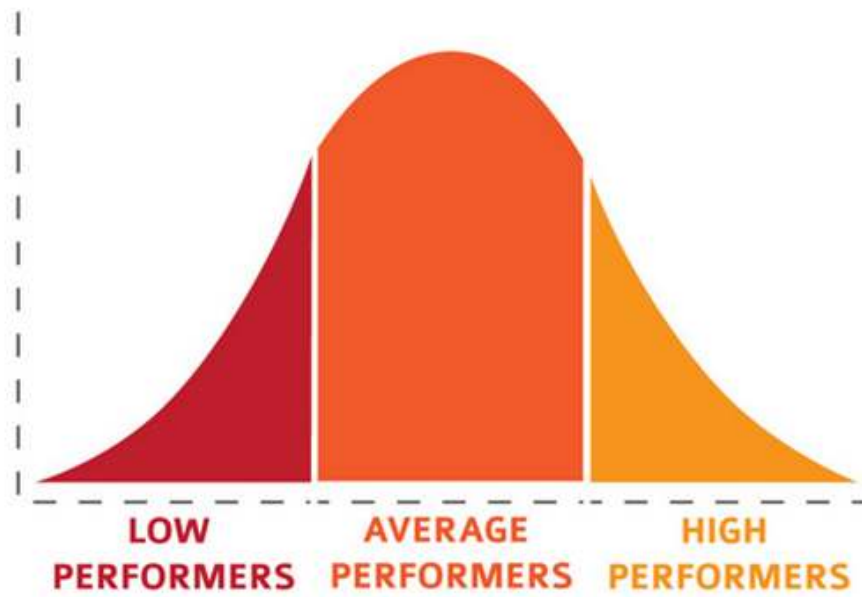


What do you know?

<PPT2-4; Vocab pictures>







<Worksheet>

Name:

Date:

Exercise 1

1) Mind mapping - First listen carefully, draw a mind-map

2) Can you share the experience reserve accommodation?

Exercise 2 What is the gist of what the woman's saying?

Exercise 3

Write down the answer to these questions.

1) Fill in the blank

M: We have one left that has a _____ facing the beach.

It has a great view, but it's more _____ than a _____ room.

2) Does the woman take the room facing the beach?

3) What is the usual check-out time on Saturdays?

Exercise 4

Talk to your partner and share your answer to these questions.

1) Where does the man most likely work?

2) Why does the woman start conversation by 'Hello'?

3) Why does the woman keep asking to him?

4) Why doesn't the woman take the room facing the beach?

Exercise 5

Think about the answer and then compare your answer with your group.

- 1) What do you think about phone reservation?
- 2) Are there any ways to make reservation?
- 3) How can we use the different ways? Describe the details of ways.