Sample Reading and Writing Lesson Plan

Part A - Pre-classroom preparation

TOPIC/THEME: dealing with guests

AGE and LEVEL: adults, intermediate TIME: 50 minutes

LANGUAGE SKILLS: PRIMARY: listening and speaking

SECONDARY: reading and writing,

LANGUAGE OBJECTIVE: by the end of the lesson students will be able to:
- demonstrate the ability to read closely for contextual clues for meaning
- handle guest complaints
- describe hotel amenities

VOCABULARY (when applicable): n/a

METHODOLOGY: task-based

RESOURCE MATERIALS: The Swan Hotel reading, hotel facilities worksheet, role-play student A and Student B

PREVIOUSLY TAUGHT: types of accommodations, hotel descriptions

Part B - Classroom teaching

WARM UP or REVIEW: - place students in pairs

- conduct a dictogloss with the first two paragraphs of the reading.

Procedure: Tell students to take out a piece of paper for a dictation. Tell them that this dictation will be very different. You will read out the first 2 paragraphs of the reading 3 times at a normal rate, stopping briefly between each reading. The students must write out as much as they can, it doesn't matter if it is out of order or messy because when they have finished writing they will compare their work with their partner. They will reconstruct the reading using the notes they were able to take down. When the pair has finished, give them a copy of the reading for them to check their work. You may want to give a small prize to the pair with a final text containing the least mistakes.

TIME: 10 min

PRE-TASK: - students are now familiar with the first 2 paragraphs of the reading, ask them to predict what they think the reading will be about

TIME: 5 min

TEACHING: - have students read the text aloud in turns

- ask students to say who they think wrote the text, what its purpose was (sales, journal, magazine etc)

- do task 1 TIME: 20 min

TASKS:

Task 1 - complete the comprehension questions and check them as a class

- ask students if they would complain to the owner about the service.

Task 2: - Ss write the next paragraph in the article about what the couple encounters during their check-out, ask for volunteers to share with the class

FOLLOW-UP: Role Play

- tell students that they will practice handling a complaint

TIME: 15 min

BACK-UP TASK: - put the Ss into groups of 4, using the reading tell them they have two minutes to find all the verbs they can. They then have to come together as a group and conjugate the verbs into all the tenses they can think of (past simple, present perfect, past perfect, present continuous, future). The team to get the most verbs and conjugations wins.

TIME: n/a

HOMEWORK: - write 5 suggestions to the owner of the Swan Hotel to discuss in the next class

REFLECTION:

Sample Resources - Reading Assignment

Swan Hotel

When I rang to book a room at The Swan, the receptionist sounded doubtful. 'I don't think we have anything that weekend,' she said. 'No, wait – there's just one.'

The Swan, dating back to 1821, is the Georgian building at the end of town. We had to smile at the comical scene that greeted us when we arrived. A disorganized receptionist; an over-talkative salesman with his back to us and two foreign guests reduced to communicating in sign language.



At last, we made it to our small, nothing out of the ordinary, brown and cream room with a double bed and a view of the gardens. Coming downstairs again we met another talkative character. Colin Vaughan, the owner, amused us with stories of the army, difficult guests, and how the hotel had been used as a bookshop before he bought it ten years ago: 'It took me six long weeks to get rid of all those books.'

Today, the Swan is a traditionally furnished hotel with generous areas of red, flowery carpet and a large number of cherry-red sofas and armchairs. After a wander around town, a blonde girl broke the news that we couldn't have dinner in their restaurant that evening because members of the Chamber of Commerce were having dinner there and the other public rooms had been booked by a rugby club.

Assuming we would be served two bar meals instead, we made our way to the bar. Yet we were confused. We thought the girl had said something about a table for us in the room next to the bar? We made our way there and sat down. To our surprise, restaurant menus were brought. So she had meant it!

We were further surprised when we were led into a small plain dining room where several tables had been laid including one large one occupied by people eating bar meals. By now we were even more confused. We suspected the hotel management was, too!

Oh dear! I had asked for local baked trout without its lemon and ginger sauce. It arrived with the sauce. However, the chef more than made up for the situation by removing the skin complete with sauce and then skillfully filleting the fish. Again, surprisingly good – as was my husband's pork with mustard sauce.

Nevertheless, it would have been nice to have been told beforehand about the dining arrangement – after all, it's not just the food one pays for, it's the sense of occasion too – and, in an ideal world, we would have had something knocked off the bill.

Answer the questions based on the Swan Hotel.

1. Before arriving at the hotel the writer
   a) had been there the weekend before.
   b) had not been in contact with the hotel.
   c) had been unable to get through.
   d) had been lucky to get a room.

2. The hotel
   a) was built in 1821.
   b) looks ordinary.
   c) is in the town centre.
   d) looks impressive.

3. The writer's first impression was one of
   a) enthusiasm.
   b) amusement.
   c) anger.
   d) disappointment.

4. We learn that the room was
   a) ordinary.
   b) attractive.
   c) well-furnished.
   d) at the back of the hotel.

5. What do we learn about the owner?
   a) He is energetic.
   b) He is a good salesman.
   c) He pays attention to detail.
   d) He has a sense of humor.

Work with another student when you do this exercise. Agree on which of you is Student A and which is Student B. When you have decided the teacher will give you the Student A situation and the Student B situation.

Sample Resources - Role Play

Student A

You are a colleague of Rob Godwin at Flyfast Airlines. Rob has asked you to ring Marina Donato. You have managed to track down her missing luggage, but unfortunately you will not be able to get it to her hotel until tomorrow afternoon. Call her to apologize for the delay, and explain that Flyfast Airlines will offer her some compensation for the expenses she will incur because her luggage is missing.

Student B

You are Marina Donato, and you are furious that Flyfast Airlines lost your luggage after your flight from Genoa. When they call you, make sure they understand how inconvenient it is for you not having your luggage. You have had to buy some toiletries, and have borrowed clothes from a colleague. You don't intend to use Flyfast Airlines again.

Sample Lesson Self-Evaluation Rubric

Pre-Planning		
Topic/Theme	• theme is clearly identified	✗
	• theme is suitable	✓
Level	• proficiency level is identified	✓
	• other lesson components are suitable for this level	✓
Age	• student age range is clearly stated	✓
	• identified age of students is reflected throughout the practice tasks	✓
Time	• approximate length is given for the whole lesson and each individual component	✓
Language Skills	• one or two skills (only) are targeted	✓
Language Objectives	• there is a clear statement of learning objectives achievable in one lesson (or the specified amount of time)	✓
	• objectives are stated in context of the language skills described above	✓
	• objectives are stated in a way to enable evaluation at the end of the lesson	✓
Methodology	• overall approach is identified	✓
	• other lesson components are congruent with the approach	✓
Resource Materials	• all resources needed for the lesson are clearly identified	✓
	• samples or copies of worksheets, flashcards, and/or vocabulary lists are attached/included where appropriate	✓
In-Class		
Warm-up or Review	• either a warm-up activity or a review activity is clearly described	✓
	• the goal of this activity (*students use/review the target language*) is met	✓
Pre-task (introduction)	• the goal of this activity (*introduction of the lesson*) is met	✓
Teaching (demonstration)	• steps and techniques are clearly outlined	✓
	• activity demonstration is included	✓
	• the task reflects the above stated language objectives	✓
	• the goal of this activity (*teacher presents new concepts/ideas*) is met	✓
Tasks (practice)	• steps and techniques are clearly outlined	✓
	• at least two practice tasks are identified	✓
	• tasks reflect the above stated teaching tasks and language objectives	✓
	• the goal of this activity (*students orally use the concepts presented in teaching task*) is met	✓
Follow-up (reinforcement)	• activity that wraps-up the lesson (may be a fun application) is presented	✓
	• the goal of this activity (*teacher tests/reviews the concepts taught*) is met	✓
Homework	• homework has been identified or explanation given for its absence	✓
	• homework tasks relate directly to the objectives of the lesson	✓

	• the goal of this activity (*to further reinforce the concepts taught in the lesson*) is met	✓

In the Topic section the author should have been specific and stated that the lesson deals with hotel guests, this way the lesson can be easily retrieved when looking for lessons about hotels. Also in the Follow-up section the author should clearly state where the Role-Play is located, remember that the lesson plan must be easy to follow for anyone, by simply stating that the role play is located on the worksheet, confusion can be averted.