

USDOE English Literacy & Civics Education "Project Literacy Challenge" 2003-2004 grant project  
 TIES (Total Immersion of English Strategies)  
 ADULT ESOL LESSON PLANS

<b>TOPIC:</b>	Making Hotel and Car Reservations	<b>SKILL:</b>	Speaking and Listening
<b>LEVEL:</b>	<b>Low Intermediate / High Intermediate (Revised May 2006)</b>		
<b>COMPETENCIES:</b> (Please use ESOL Curriculum checklists to list these)	<p>Speaking 39.01 Identify personal and self information.</p> <p>Speaking 39.03 Use and respond to polite expressions.</p> <p>Speaking 40.01 Demonstrate the ability to use different types of telephones and telephone options.</p> <p>Speaking 40.04 Locate alphabetical and topical listing information in yellow pages and white pages.</p> <p>Speaking 43.03 Read and understand transportation schedules.</p> <p>Speaking 43.04 Simulate making reservations for different kinds of travel.</p> <p>Speaking 49.01 Recognize and state statements and questions.</p> <p>Speaking 57.02 Read information for oral messages.</p> <p>Speaking 60.01 Compare and interpret schedules.</p> <p>Speaking 66.01 Listen to conversations and respond appropriately.</p>	<b>CULTURAL FOCUS:</b>	The students will have the opportunity to go through the experience of making a hotel or car reservation and experience the process as done in the United States of America.
<b>CLASSROOM PROCEDURES:</b>	<p><b>*** BEFORE DOING THIS LESSON THE TEACHER MUST FIRST DO THE MAKING AIR TRAVEL ARRANGEMENTS, PLAN, AS THIS ONE FOLLOWS IT***</b></p> <p><b>DAY 1</b>  <b>APPROXIMATE TIME: 100 MINUTES</b></p> <p><b>Introduction:</b> The teacher will start the class by saying:  <b>***</b>"Now that you have gone through the process of making air reservations;" Today you will have the opportunity to experience making a hotel or a car reservation. This will indeed be the complement for an ideal vacation."  <b>***</b> The teacher will brainstorm about the topic by asking the following questions:</p>	<b>GRAMMATICAL FOCUS:</b>	Verb Tenses. Pronoun Usage Word Order Word Choice Interrogatives

\*\*\* How many have had the opportunity to rent a car in the United States of America?  
\*\*\* How many have had the opportunity to make hotel reservations in the United States of America?  
\*\*\* What rental car company did you go to?  
\*\*\* What hotel chain did you book your reservations with?  
\*\*\* Did you make your reservations by visiting the place or by phone?  
\*\*\* The teacher will now tell the students that they are going to get a telephone directory of hotels chains and car rental places.  
\*\*\* The teacher will handout **Exhibit A** and **Exhibit B**.  
\*\*\* The teacher will explain to the students that **Exhibit A** is a directory of American hotels that they will use as reference to do their work.  
\*\*\* The teacher will also explain that **Exhibit B** is a directory of American car rental places to help with their work.  
\*\*\* The teacher will also tell the students that they have the choice to choose from a different American car rental company and/or American hotel chain that is not on the directory if they choose to do so.  
\*\*\* The teacher will now introduce new vocabulary words relating to hotel and car rental places by giving the students **Exhibit C**.  
\*\*\* The teacher will ask the students to look up the words and to write the meaning beside the word.  
\*\*\* The teacher will walk through the room to see if all the students understand and answer any possible individual questions that the students may have.  
\*\*\* After the students are done with word definitions the teacher will once more check comprehension of the vocabulary by passing out **Exhibit D**.  
\*\*\* The teacher will explain to the students that they are to fill the blanks with the words given in the exercise and that words are not to be repeated.  
\*\*\* The teacher will also explain to the students that they will need to write five original sentences without repeating any words that had already been used.  
\*\*\* The teacher will once again walk around the room to answer any individual possible questions.  
\*\*\* After the exercise is finished the teacher will go over the exercise with the whole class.

## **Day 2**

**Approximate Time: 50 minutes**

\*\*\* The teacher will ask each individual student what is it that they have chosen to do for their community activity?  
\*\*\* The students will proceed to tell the teacher if they have chosen to make a hotel or car reservation.  
\*\*\* The teacher will write the information to know which final Exhibit to give the students.  
\*\*\* The teacher will now give **Exhibit E** for the students making hotel reservations and **Exhibit F** for the students making car reservations.  
\*\*\* The teacher will explain to the students that they will have to visit the hotel of their choice to talk to the reservation agent at the hotel or the car rental company of their choice and talk the agent there as well.  
\*\*\* The teacher will tell the students that they need to follow all the procedures in their handouts and that they can add additional questions

	<p>while doing their reservations.</p> <p>*** The teacher once again will remind the students that it is essential for them to take notes, jot down additional familiar and unfamiliar expressions, and to write as much as possible about their experience as all this information will be considered their language logs.</p> <p>*** The teacher needs to make sure that all the students know what they are to do and that they understand everything perfectly.</p> <p>*** At this stage the teacher may divide the class in two groups by putting the ones working with hotels together and the ones with cars together. Then divide them in groups of two or three and have them explore possibilities by themselves on how to do their work. Ask the students to share their experiences when they made air reservations, Ask them to give suggestions, hints, and clues on how to make the experience even more fun and educational. Tell your students that it is great to be creative and innovative and that sometimes it is wonderful to go above and beyond our expectations.</p> <p>*** While all the above exercises are taking place the teacher will constantly be walking by the classroom and sitting with the students in their group to better help them understand and to serve as a guide for them by clarifying any possible questions that students may have.</p> <p><b>Day 3</b>  <b>Oral Presentations</b>  <b>Approximate Time: 5 minutes per student</b></p> <p>*** The teacher will greet the students and talk to them and ask them to share any funny situations that occurred while going through the process. This will help the students loosen up and have them ready for their presentations. It is certainly a warm up activity. In this section the teacher will use the oral presentation assessment tool to evaluate students' performance and oral skills. Each item is worth two points and you have a total of twenty.</p> <p>*** The teacher is to assign a number of points from one to two in each line by each item.</p> <p>*** At the end of the student's presentation add up all the number of points given to the students by you and divide those points by the maximum total of points allowed in the assessment tool which is twenty,</p> <p>*** And finally the teacher will divide the students' amount of points by twenty to obtain the final percentage grade.</p> <p>*** At the end of the class the teacher will give all the students their final evaluations and will commend them for their great effort.</p>		
<p><b>TEXT BOOKS:</b></p>	<p>Dictionary  Thesaurus</p>	<p><b>PRONUNCIATION:</b></p>	<p>Voicing, aspiration, intonation, stress, and rhythm.</p>

<b>MATERIALS/ ADDITIONAL RESOURCES:</b>	Exhibit A American Hotel Chains Exhibit B Car Rental Locations Exhibit C Car and Hotel Vocabulary Exhibit D Vocabulary Usage Exhibit E Making a Hotel Reservation Exhibit F Making a Car Reservation Exhibit G Oral Presentation Assessment Tool	<b>VOCABULARY:</b>	Refer to Exhibit C, and Exhibit D
<b>COMMUNITY RESOURCES:</b>	Travel Agency Airport	<b>EVALUATION:</b>	<p>The teacher needs to constantly be evaluating the students in class by taking notes on grammar usage and pronunciation to later explain and clarify the mistakes using general examples and not referring to individual students.</p> <p>The teacher will evaluate the students individually with the use of Exhibit G.</p> <p>The teacher will pay close attention to the student's oral presentation and will make sure that all the steps in the assessment form were covered.</p> <p>If the steps were covered the teacher will add two points per step.</p> <p>By the end of the presentation the student could get a total of 20 points. The teacher will then proceed to add the points and divide them by twenty to obtain the final percentage grade.</p>

Lesson Plans by: Dr. Edwin N. Gonzalez Date: June 16 2004  
 Instructor's Name