Group Project

Checking Into A Hotel

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A: Project Overview

Purpose of the Project

- Design a sequence of tasks which relate to one another and integrate four skills (aural, reading, oral, writing) of checking into a hotel, in which learners are required to process language for meaning
- Teach Chinese by engaging learners in real language use in the classroom

Topic of the Project

- Checking into a hotel

Objective of the Task

- Students will be able to check into a hotel by using four skills

Target Student

- Intermediate Level

Material

- Video Clips
- Audio Clips
- Handout
- Internet
- Smartboard
**B: Approach**

What We Did

- Each member designed a Form-Focused task of checking into a hotel which requires at least two skills (See Task Documentation).
- The team revised each task.
- The team sequenced the complexity of each task based on resource-directing and resource-depleting dimensions.
  - Few Elements
  - No Reasoning
  - Here and Now
  - Planning
  - Prior Knowledge
  - Single Task
- The team integrated all tasks into a final Task-Based Activity which involves four mini tasks and each mini task focuses on one skill.
C: Task-Based Activity: Checking into a hotel

[Mini Task 1: Aural]

Task Briefing:

It is the pre-task for the group. My group will present our task from the simple to complex. This is the fundamental work as a warm up/priming.

These video clips which are selected by the group are all authentic input to help the student understand what kind of task they will do.

I will not emphasize the linguistic part, however, I will provide help if the students do not understand.

I will show the video twice. Before I show the video, I will have students focus on follows:

The first time: how to do registration, how to show their identification, and how to pay, e.g., credit card, cash etc.

The second time: the details of the conversation. For example: how long would you stay; do you want a smoking or non-smoking room; do you need a king size or a queen size bed; whether you want to share your room etc..

This video does not include everything about checking into a hotel. However, there are other videos that are more extensive and include a much longer conversation. Because of time limitation, I am using the short one.

[Mini Task 2: Reading]

Task Briefing:

这是第二个环节，主要针对阅读和词汇.

设计这个环节的目的有二。一是：从意识的角度来说，要求学生们要学会填写入住登记表；二是：从语言的角度来说，需要学生们掌握相应的、真实、有效的词汇。

具体的操作步骤:

首先，我给学生们分成小组，并且给他们一个中国酒店的网址（主页），让他们自己找到入住登记表。在找寻的过程中，如果学生有不懂的词汇和信息，我会提供帮助。然后，我
给学生们 5 分钟左右的时间模拟填写入住登记表。在学生们讨论的时候，老师环视班级，给予学生们帮助和辅导。这样做是为了结合教授学生他们所需要的，而老师主要作为辅导者的工作，形成一个以学生为中心的课堂模式。

通过这个活动能让学生学会填写入住登记表以及掌握填写入住登记表时所需的真实、有效的词汇。

[Mini Task 3: Oral]

Task Briefing:

This is third task for the whole Activity.

First of all, I will divide class into four groups, A,B,C,D. Students are asked to work as a group to make a list in Chinese of as many questions as they can presume the hotel receptionist will ask the guest.

Next, I will work with the class as a whole to build up a list of the questions and put them on the board. These questions might be:

- 您预订了房间了吗？
- 请问您贵姓？
- 您要什么样的房间？
- 您要住几天？
- 我可以看看您的护照吗？
- 请在这里签名，好吗？

......

Referring to those questions, each group shall design a scenario of check-in at a hotel. Students discuss and construct a possible dialogue between the receptionist and the guest. During their discussion, I will walk around the classroom, help students if they need it and notes down any language points to be highlighted later.

Then, I will pick one student from group A plays the role of the hotel receptionist, one student from group B plays the guest. Then one student from group B plays the receptionist, one student from group C plays guest, and so forth. Class listen to their dialogue, their task is to choose the best receptionist and the best guest.
Last but not least, I will give feedback on the content and quickly reviews the dialogues four groups performed.

[Mini Task 4: Writing]

**Task Briefing:**

This is the last stage of our whole form-focused task. This mini task naturally leads learners to problem-solving which includes writing activity.

Firstly, teacher will have students to work as groups to share personal experience of difficulty/complain they have met while checking into a hotel. Each group will be asked to compare each situation and choose one proposal to put forward to the whole class.

After the whole class plenary, teacher will have some groups work as custom to choose one topic to write a complain letter and some groups work as hotel to write a hotel solution letter. As the learners are writing, teacher plays the role of a facilitator, walking around classroom, monitoring students’ communication, discussion and providing helps if necessary. As for students, they are in an active role of receipting information because they are actively reasoning, analyzing, communicating and learning.

Last, once they finished, learners are asked to share their letter in front of the class and also they are required to write a brief-evaluation of each. Teacher will make notes and briefly talking about the reports later. The rubric will be provided by teacher as follows:

<table>
<thead>
<tr>
<th></th>
<th>要求</th>
<th>分数</th>
</tr>
</thead>
<tbody>
<tr>
<td>组织</td>
<td>语言表达没有逻辑</td>
<td>语言表达逻辑,但是很跳跃</td>
</tr>
<tr>
<td>内容</td>
<td>没有任何实质内容</td>
<td>有一些实质内容,能阐述基本信息</td>
</tr>
<tr>
<td>语法</td>
<td>语法混乱</td>
<td>语法基本准确,存在某些错误</td>
</tr>
<tr>
<td></td>
<td>总分</td>
<td></td>
</tr>
</tbody>
</table>

学生评语：

老师评语：
D: Task Documentation

Task A:

Topic: Checking into a Hotel

Time: 40 minutes

Target Students: Intermediate level- students speak a good amount of Chinese language.

Number of Students: 6-10

GOAL: To check in a hotel using communicative and linguistic skills.

INPUT: Students will be given instruction on what they have to do. A series of pictures of a traveler arriving at the hotel and checking, linguistic as well as non-linguistic and a short video on checking into a hotel will be presented so that the students are not bored.

CONDITIONS: Information will be presented in a converging way.

PROCEDURES: The teacher gives instruction. The students will do pair work and the teacher will provide feedback. There is a short planning time during which students organize themselves for the role play.

PREDICTED OUTCOMES: Complete the task of checking into a hotel.

PROCESS: The task will involve linguistic and cognitive processes. Linguistic process – the students should be involved in using the target language and Cognitive process means that they should understand the linguistic communication.

I will teach this lesson using role play. The first task will be a listening task. I will ask the students to listen carefully to my instructions. I will explain what I want them to role play. The idea is an individual who just has traveled and has arrived at a hotel. He has to check in. He introduced himself and informs the concierge that he made a reservation online.

The concierge asks him for an identity card and his credit card. The concierge checks the card using the computer and finds his or her name. He proceeds by asking him what kind of a room he or she would like. He requests a non smoking room with a king size bed. The concierge asks if he would share his room with another person. He responds negatively.

After the concierge gets all the information, he runs the client credit card. Confirmation for the credit card company is obtained. The concierge program two keys and gave them to the client. The concierge informs the client about the morning breakfast, the location of the hotel restaurant, the gym and the business center. He asks him if he would like to exchange money. He also directs him to the elevator that he can use to go to his room. He thanks the client for choosing the hotel and wishes him a happy stay.
This assignment is divided in three parts: The first part is **listening**. This happens when I am giving instruction to the students for the role play. The purpose of this part is to have students listen and pay careful attention to the instructions about the role play.

The second task involves the role play itself. It involves **communication and linguistic competence**. At this point I will instruct the students to pair. They will have few minutes to discuss my instructions and organize a way of putting them into action; meaning to role play the check in. They are free to choose whoever partner they would like.

They will be given five minutes each to role play the check in process. They also have the right to design their own script and be creative. The idea is to do a successful check in the hotel.

I will provide feedback in terms of the way; language is being used without being overtly too critical. I will also provide a pointer if a student is having difficulty playing his or her own part. This part is mainly communicative and linguistic helping students use language.

The third part involves **reading**. I will share with students a sample dialogue on check in. They will have the opportunity to read this dialogue and make comments. I will also ask them to change the dialogue and to be creative about it.

**Task B:**

**Goal:**
1. 意识目标: 学会办理入住
2. 语言目标:
   - 词汇: 单间, 套间, 标准间, 干净的, 宽敞的, 便宜的, 阳台, 网络
   - 句型: 我想要一个...。我想要一个带…的…。

**Input:** 电影、老师的话、同学的话

**Condition:** 分享信息

**Teaching Procedure:**

第一步：请同学们看三段顾客在酒店订房间的简短的录像，并要求学生们记下重复出现的词语。然后，请每个同学说一个自己记录下来的词语；老师把同学说的词语写在黑板上。【单间，套间，标准间，干净的，宽敞的，便宜的，阳台，网络】

在必要的时候，纠正学生们的发音。

第二步：请同学们再看一次这三段录像，并要求用自己的话解释黑板上的词语

之后，请同学们2人一组，交流彼此的理解。
再次，重新组合，2 人一组，交流彼此的理解。

第三步：老师与学生们交流对词语的理解，并达成一致意见。

第四步：请学生们再看一次这三段录像，要求学生们观察电影里的顾客是如何订房间的。

之后，请一个同学表述出电影中订房间的语句，如果需要请另一个同学纠正。

老师：服务生是如何问的？学生：你需要什么样的房间？

老师：顾客是怎么应答的？学生：我想要一个带…的…。

再次，老师与同学一起总结订房间的环节。

1. 问候语【酒店】 2. 表述需要什么样的房间 3. 愉快入住

第五步：2 人一组表演，一个演服务员，一个演顾客。相互打分，相互评价

【老师在学生对话之后，在不当的地方给予纠正】

第六步：Assignment:

2 人一组到酒店办理入住，一个人录像，一个人办理入住。

**Expected Outcome:**

1. 学生们学会办理入住
2. 掌握办理入住时，所需要用的词汇和句型。

**Task C:**

*The 1st revised content in blue.*

*The 2nd revised content in purple.*

**Topic:** Checking into a hotel

**Time:** 60 minutes

**Target student:** Pre-intermediate to intermediate

**Objectives:** In this task, students will learn to use Chinese to:

- Anticipate the questions and respond them properly while checking into a hotel in a real life.
- Ask four types of questions: 是非问句、特指问句、选择问句和正反问句。

**Materials:**
- Video clips showing a person checking into a hotel.
- Audio clips. Tape record at least two native Chinese speakers talking about checking into a hotel in China. One might focus on introducing the check-in procedure, and the other could focus on his/her experience.
- Handout of the video script.

Pre-task (25 min)

- Introducing the topic. Ask students to recall their own experiences of checking into a hotel. Think about what questions will be asked by the reception desk clerk. Then Brainstorm the relevant words/ phrases and list them onto the board, such as: reservation 预订 / deposit 押金 / room type 房型 / room rate 房费 / registration 登记 / luggage 行李 / passport 护照 / signature 签名, etc.
- Show students video clips twice. First time to write down the words used in the video from the brainstorming list. Second time to note the steps of checking into a hotel.
- Tell students that they are going to checking into a hotel and give them a few minutes to think about the check-in procedure and the questions they might be asked.
- Listening to the audio clips a few times. Pay attention to the procedure of check-in, and write down at least three steps based on the recordings.

Task phase (20 min)

- Divide class into four groups, A,B,C,D. Students are asked to work as a group to make a list in Chinese of as many questions as they can presume the hotel receptionist will ask the guest.
- Work with the class as a whole to build up a list of the questions and put them on the board. These questions might be:
  
  - 您预订了房间了吗?
  - 请问您贵姓?
  - 您要什么样的房间?
  - 您要住几天?
  - 我可以看看您的护照吗?
  - 请在这里签名，好吗?
  
  ......
• Referring to those questions, each group shall design a scenario of check-in at a hotel. Students discuss and construct a possible dialogue between the receptionist and the guest.

• Walk around the classroom, help students if they need it and notes down any language points to be highlighted later.

• One student from group A plays the role of the hotel receptionist, one student from group B plays the guest. Then one student from group B plays the receptionist, one student from group C plays guest, and so forth. Class listen to their dialogue, their task is to choose the best receptionist and the best guest.

• Give feedback on the content and quickly reviews the dialogues four groups performed.

**Language Focus** (15 min)

• Look back the questions on the board. Wipe off the questions are not used in students dialogues and explain sentence patterns of the rest sentences. According to the sentence patterns, students make their own sentences or complete the sentences.

• Hand out the video script from the video clip played at the beginning of the class and ask the students to underline the useful words and phrases.

**Follow up**

Each student designs a hotel registration form based on the questions asked in role play dialogues after class. Teacher collects all forms and displays them next day in the class. Students pick out the best one and explain their reasons. If it’s possible, teacher show student a copy of real hotel register form, students fill it up in groups.

**Expected Outcomes**

1. Communicative outcome: Students should know how to check into a hotel in a real world, include respond to the questions properly and fill out the required form correctly.
2. Linguistic outcome: Students are able to use the four types question patterns in Chinese.

**Task D:**

Goal: How to Check in at a hotel.

Objective: Student will be able to check into a hotel using Chinese

Student Level: Intermediate
Time: 1 Hour

Development:

1) 将学生分成 3 人一组，

给他们不同酒店的网址，让他们找到到达酒店所需要的信息以及在网上模拟预定一间房间。


2) 给他们先看一段电影中有酒店开房的片段，比如：非诚勿扰。

让他们记录下抵达酒店开房所需要的步骤（用中文）和词汇。

老师则巡视，提供帮助（特别是词汇的）和建议，老师负责罗列学生不懂的词汇于黑板上。

3) 以爆米花的形式，让学生自由交流他们所讨论的结果。

老师给予适当反馈。

老师演示结果在 PPT 上

[Sample Steps]:

1) 抵达宾馆，前往前台询问

```
<table>
<thead>
<tr>
<th>a) 不需要服务</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) 需要搬运服务</td>
</tr>
</tbody>
</table>
```

有的宾馆的服务生会提供搬运行李服务

2) 如果没有预定，则询问是否有客房

如果有预定，则提供身份证件让前台查询预订资料
3) 提供前台所需要的材料、证件 → 有的宾馆需要行用卡号码或者一些现金作为抵押金。

4) 从前台得到钥匙，前台提供信息/从前台询问其他信息
   比如：如何去房间。

5) 愉快地入住

4) 【复习】老师给学生5分钟时间复习一遍。

5) 【任务】：老师准备好不同的任务，这些任务都是在酒店开房入住的基础上抬高难度。
   要求：请小组上来抽查。
   1）根据任务即兴表演。
   2）在step 4 的时候至少要向前台询问2种不同信息，前台给予答案。
   3）这些任务皆以愉快入住为胜利～！

任务1：困难在step2：酒店预订时，名字弄错了。
任务2：困难在step3：信用卡酒店不收，没有人民币，只有美金。
任务3：困难在step4：房间空调坏了，要求换房。
任务4：困难在step4：磁卡出问题了。
任务5：困难在step3：需要加床。
任务6：困难在step5：想要上internet，需要密码

------------------------------------------ END ------------------------------------------

THANK YOU