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## Lesson 6

# Making Appointment

TCSOL Final Project

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# Lesson 6

## Making Appointment

TCSOL Final Project

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### [Project Overview]

**Target students:** Adult EFL students

**Class size:** 12

**Proficiency Level:** Elementary level

**Class time:** M/W 10:00 to 11:30 (90 minutes)

#### **Goals:**

1. Understand and properly use the appropriate manner, expression and strategies when making appointment in various contexts in the target culture
2. Be able to apply appropriate vocabulary and structures when making appointments in authentic context.

#### **Objectives:**

1. Students will be able to understand appropriate expression and manner when making appointments with professional personal; be able to correctly use associated vocabulary and sentence structure in making appointment.
2. Students will be able to understand appropriate expression and manner when making appointments with friends; be able to correctly apply right vocabulary and sentence structure.
3. Students will be able to distinguish the difference between making appointment with professional personal and with friends and be able to function correctly in various authentic contexts.

## **Expected Outcomes:**

### **Communicative outcome:**

Upon completing this lesson, Students will exhibit developing cultural awareness and sensitivity. It includes the greater sensitivity to language-specific cultural norm and customs; the ability to discern and compare similarities and differences between the target culture and the learner's native culture as well as the ability to discern formal and informal address. In addition, students will demonstrate the ability to fulfill more complex conversations and exchanges that evidence their expanded knowledge and skill in making appointments at various contexts.

### **Linguistic outcome:**

1. Students demonstrate the ability to use appropriate vocabulary and sentence structure when making appointments.
2. Students can pick up the suitable vocabulary when having conversation with professional personal and friends.
3. Students can open/close conversation smoothly by using appropriate language expression.

## **Materials:**

Video clips, textbook, PPT, notebook, Mentimeter,

## [Rational]

### **Robinson Cognition Hypothesis:**

The cognition hypothesis of task-based language learning propose that pedagogic tasks be sequenced for learners largely on the basis of increase in their cognitive complexity so as to increase approximate the demands of real-world tasks (Robinson, 2001). Through increasing the cognitive demands of tasks from simplicity to complexity gradually, learners are able to gain greater accuracy and present L2 production with more complexity as they engage with greater functional and communicative demands.

In our project, we have applied Robinson’s resource-directing and resource-depleting dimension of task complexity theory to sequence our tasks. The eight tasks in this project are sequenced and scaled from simplicity to complexity based on “Here-and-now”, “Few elements”, “No reasoning”, “planning time”, “prior knowledge” as well as “single task”:

### **Overall tasks complexity**

	Unit 1					Unit 2					Final Project
Sequencing criteria	Warm-up	Task1	Task2	Task3	Task4	Warm-up	Task1	Task2	Task3	Task4	
Few elements	+	+	-	-	-	-	-	-	-	-	
Here-and-Now	+	+	+	+	-	+	+	-	+	-	
No reasoning	+	-	-	-	-	-	-	-	+	-	
Planning time	-	-	-	-	-	+	-	-	-	-	
Prior Knowledge	+	+	-	-	-	+	-	-	-	-	
Single task	+	-	-	-	-	-	-	-	-	-	

### **INFO**

“INFO” refers to Negotiation, Feedback and Output. These are four critical conditions in second language acquisition. By optimizing these four conditions, teachers are able to enhance teaching/learning effectiveness and help learners better acquire the target language. Now we like to briefly talk about how we used various tasks based on these four conditions.

Optimizing input: Input could be language data in all manifestation. The quantity and quality of input play important role in SLA and When learners receive sufficient amount of input with the quality of being authentic, comprehensible, natural, contextualized and relevant, it will help learners accomplish SLA. In this final project, we have designed eight tasks and provided various types of input including oral, audio, reading as well as written. Input is both shared inside and outside of the group.

Optimizing negotiation: negotiation could be a two-way negotiation with oral or written format. In this project, task 2, 3 and 4 in unit one and task 2 and 4 in unit have provided students with opportunities to negotiation meaning with one another. Negotiation devices including confirmation check and clarification request are encouraged by the teachers throughout the lesson.

Optimizing feedback: only having input is not sufficient to acquire the language, the input has to be noticed by the learners. It is necessary to learn certain language features through feedback. Task 2, part 2 in unit one has explicit correct feedback provided by the teacher. In addition, feedback like clarification request or recast is provided implicitly throughout the whole class by the teachers as well as by peers.

Optimizing output: Output is the production from the learners. Without output, learners can't truly acquire L2. By producing the target language, learners are able to notice the gap between what they really know and what they want to say. They can test hypothesis and experience L2 in a real context. When learners involve in a meaningful talk, they are trying the language form, meaning and function at the same time. In this project, different kinds of output are required. In task 2 in unit 1 and task 2 and 4 in unit two require students with oral output. In task 3 unit one, written output is demanded. In task 2 of unit two, an integration of oral and written output is required.

## [Unit 1 Monday]

### ***Pre-stage:***

#### ***[Warm-up]***

**Time:** 5 min

**Goal:** Help students gain a sense of the new topic, which is “making appointments”.

#### **Procedure:**

1. The teacher presents the question “你周末做了什么?” to the whole class and has individual student give their responses.
2. For those who gave responses, the teacher will present another question “你是和谁一起做/去的?” And encourage students give their individual answers.
3. Based on the answers, the teacher will present a follow-up question: “你是怎么约她/他一起去的? 打电话?发邮件?”

### ***During-stage:***

#### ***[Task 1-Aural]***

**Time:** 10 min

**Goal:** Let students have a general idea about the process of making appointment.

**Input:** video clip from YouTube

**Conditions:** the input is used in a converging manner

#### **Procedure:**

Show a video clip twice: Making appointment by phone

<https://www.youtube.com/watch?v=NLCWYDGw-gU>

Part 1:

Ask students working in pairs, discuss following question:

1. What is the video about?
2. What do you think their relationship is, friends, stranger, professional, etc.?
3. What did you know about making appointment in Chinese before?
4. Any question about the video?

Part 2:

Show the video again, this time focus on the detail of the conversation, try to answer the following question.

1. What did they say in the beginning of the conversation?
2. Does Ms. Qian have time on Friday?
3. When will they meet?

**Expected outcomes:** students notice some expressions that these two speakers have used when making appointment on the phone.

### ***[Task 2-Reading]***

Time: 40 min

Read the Dialogue 1& 2 in the book

**Goal:** Students able to understand the process of making appointment in Chinese and the suitable vocabulary and sentence structure.

**Input:** reading input, Unit 6, Dialogue 1&2

**Conditions:** the input is used in a converging manner

**Procedure:**

Part 1: focus on meaning

1. Separate the class into two big groups.
2. Read both dialogues individually. Then working together as a group to figure out the meaning for both dialogues. And each group come up with five to ten meaning-based



questions based on the dialogue that they have been assigned. The teacher will be a facilitator whenever students need help.(10-15 min).Ask students to close the book.

3. Ask students to close the book。
4. Each group present questions based on their assigned dialogue to the other group for responses vice versa. Negotiation is encouraged when confusion happens. Until all the questions have been answered, figure out which group has more correct responses.

#### Part 2: focus on language

1. During the process of part 1, teacher use clarification request, recasts, and elicitation to provide feedback implicitly and take notes of the vocabulary/structure that student struggled with.
2. After completing part 1, teacher will point out the particular vocabulary or sentence structure that they have struggled with and reinforce them.

Possible grammar point: 要开会, 两节课, 四点以后

Example:

1. Point out the wrong sentence that student made.
2. Ask students to do self-correction first as a whole class.
3. If students do not know how to make the correction and why, the teacher provide clues with explanation promptly.
4. Ask students to do correction again and create new sentences.

Vocabulary list: 喂,

**Expected outcome:** students know how to make appointment in Chinese and understand vocabularies that used during making appointment.

#### *[Task 3-Aural and Writing]*

Time: 15 min

**Goal:** students know how to use the vocabularies and pay more attention on correct forms.

**Input:** video clip from Task 1 & (See Appendix I)

**Condition:** the input is used in a converging manner

**Procedure:**

1. Listen to the dialogue and write down the transcript. (If necessary, play the clip twice). Provide the name of two speakers.
2. Working in pairs to fill the information gap and come up with one final transcript.
3. Encourage several students read aloud their transcripts.
4. Comparing with the original transcript that will be displayed on the board and make correction individually.
5. The teacher asks students what they have noticed by comparing their work with the original work and encourages them to realize some common mistakes.

**Expected outcome:** students will notice more functional word and know how to use the vocabularies.

**Post-stage:**

***[Task 4-Activity]***

Time: 20 min

**Goal:** students will be able to make appointment with others in the target language.

**Input:** 4 things need to be done in one day

**Condition:** the input is split between groups and it is used in a diverging manner

**Procedure:**

1. Students are divided into pairs (A and B). Members of each pair will be given a list of four tasks, Member B will have an extra task in the list which is a request of making appointments with A.
2. They are asked to fill in these four tasks anytime within one day. The individual schedule is not shared with their partner.
3. After the schedule is made, members will come back to their pair.
4. Students will have to figure out each other's schedule through negotiation and decide a time for the appointment.

**Expected outcome:** students use the vocabularies and phrases that learnt previously to make an appointment with their partners.

## [Unit 2 Wednesday]

### Pre-stage:

#### *[Warm-up]*

**Time:** 15-20 mins (at home)

**Goal:** Through watching two different dialogues, students will be able to notice the difference when making appointments with professional persons and friends.

**Input:** video <https://www.youtube.com/watch?v=HTjhKRhmpS8>

**Mentimeter:** [www.govote.at](http://www.govote.at) and enter 839313 for question1 and then enter 277438 for question 2.

**Condition:** the input is shared with the whole class in a divergent manner

**Procedure:** Students are assigned to watch two dialogues on YouTube at home and then go to Mentimeter to comment on two questions that are presented by the teacher.

Question 1: what is the relationship in dialogue 1 and dialogue 2?

Question 2: based on the different relationship, please list some different expressions used in these two dialogues? (Key words/sentences)

**Expected outcome:** students leave their comments on Mentimeter. The comments could be key words, sentences structures.

### During-stage:

#### *[Task 1—Sorting]*

**Time:** 20 mins

**Goal:** students will be able to understand the difference when making appointments with professional personals and with friends

**Input:** written input provided by students

**Condition:** input is shared within whole class

**Procedure:**

1. The teacher will present all the answers left by the students on mentimeter when students come back to the class.
2. Give students five minutes to talk about these outcomes as pair.
3. Sorting: teacher presents with words and phrases and ask students sort into two categories. 有事吗? 没问题. 你是.....吧? 您好 要是您方便 给我回个电话 得今天没空
4. Category: making appointment with professional personal making appointment with friends

**Expected outcome:** students sort the words and phrases into the right category

### *[Task 2: Role-play]*

**Time:** 20mins

**Goal:** students will be able to use appropriate expression in the target language to make appointment with professional personals.

**Input:** oral input between students; written input between pairs

**Condition:** the input is shared within group in a convergent manner

**Procedure:**

1. The teacher will divide students into six pairs and each pair has two members.
2. Three different scenarios are presented by the teacher and distributed into different groups.
3. Each group has ten minutes to orally complete the role-play in target language.
4. Following the orally completion, each pair is asked to write down the transcript of their conversation in a piece of paper.
5. Transcripts are exchanged between groups and each group will give written feedback and then exchange back.
6. Each pair is given two minutes to talk about the feedback which is given by another pair

**Expected outcome:**

1. Students use appropriate vocabulary and sentence expression to complete the role-play.
2. Students write the transcript based on their conversation.
3. Students provide written feedback to another pair based on their knowledge about making appointment.

Scenario 1: teacher/student: make appointment to ask question related with homework

Scenario 2: employee/boss: make appointment to ask for taking several days off

Scenario 3: teacher/headmaster: make appointment to talk about students

***[Task 3--focus on language]***

**Time:** 15mins

**Goal:** Through reviewing vocabulary and grammar structure, students will be able to better understand how to use correct forms when making appointments in authentic contexts

**Input:** example sentences by using 给, 得, 别

**Condition:** the input is shared within whole class

**Procedure:**

1. The teacher reinforces these structures with examples once again.
2. Ask students provide to create their examples.

**Expected Outcome:** students are able to use those grammar points accurately in context of making appointment.

**Post-stage:**

***[Task 4—Final Project]***

**Time:** 35 mins (in class); some time at home

**Goal:** Ss will use the vocabulary, sentence structure and strategies that they learned about making appointments in class into practice

**Input:** teacher's oral/written instruction, Ss oral/written input

**Condition:** the input is split between groups and shared within groups in a diverging manner

**Procedure:** Students are divided into three groups and each group has four members. They will have a party or event (BBQ, outing to the movies, hiking, etc.). In the end, the whole class including teacher will vote together to decide one event, which they will actually do it. In each group, the teacher will appoint a group leader, a note taker an announcer who will notify the class of the decided date, time and location of the outing. During the process, students in each group need to find a date that works for everyone including the teacher by calling each other or talking in person and finding dates and times that would work for all. Each group is given one week to make a detailed written plan. In the end, each written plan will be posted on the classroom board and have students/teachers to vote.

**Expected outcome:**

1. Students use knowledge and language skills they have learned in the class to negotiate with each other.
  2. Students write a detailed plan in the target language
- Rubric for the written plan: Group member name, event time/date, location, and agenda

## [Appendix I]

### Dialogue 1

李友：喂，请问，王老师在吗？

王老师：我就是。您是哪位？

李友：老师，您好。我是李友。

王老师：李友，你好，有事吗？

李友：老师，今天下午您有时间吗？我想问您几个问题？

王老师：对不起，今天下午我要开会。

李友：明天呢？

王老师：明天上午我有两节课，下午三点钟要给二年级考试。

李友：您什么时候有空？

王老师：明天四点以后才有空。

李友：要是您方便，四点半我到您的办公室去，行吗？

王老师：四点半，没问题。我在办公室等你。

李友：谢谢您。

王老师：不客气。

## Dialogue 2

李友：喂，请问，王朋在吗？

王朋：我就是。你是李友吧？有事吗？

李友：我想请你帮忙。

王朋：别客气，有什么事？

李友：我下个星期要考中文，你帮我联系说中文，好吗？

王朋：好啊，但是你得请我喝咖啡。

李友：喝咖啡，没问题。今天晚上你有空儿吗？

王朋：今天晚上有人请我吃饭，不知道什么时候回来。我回来后给你打电话吧。

李友：好吧，我等你的电话。



### Transcript

张谭深：喂，请问钱太太在不在？

钱太太：我就是。你是哪位？

张谭深：我是张谭深。我想明天下午三点去看你，可以吗？

钱太太：对不起，我有事。

张谭深：星期四呢？

钱太太：这个星期四，星期五，我都很忙。

张谭深：那么，你什么时候有空？

钱太太：下个星期一，可以吗？

张谭深：好哇，几点？

钱太太：两点半。

张谭深：好，下星期一见。

钱太太：再见。

### [Appendix II-A]

Complete the following schedule and make sure to include these four tasks in one day. And then when your partner wants to make appointment with you, please use this schedule. Please Do not share the information with anyone else.

吉他课 (guitar class), 买菜 (grocery shopping), 和朋友吃午饭或晚饭 (have lunch or dinner with friends), 做作业 (do homework)

上午	7AM-9AM	
	9AM-10:30 AM	中文课
	10:30AM-12PM	
中午	12PM-2PM	
下午	2PM-3PM	
	3PM-4PM	中文课
	4PM-7PM	
晚上	7PM-12AM	

### [Appendix II-B]

**Step 1:** Complete the following schedule and make sure to include these four tasks in one day. Please do not share it with others.

健身 (physical exercises), 和朋友吃饭 (have lunch or dinner with friends), 和朋友一起玩电子游戏 (play video game with friends), 购物 (shopping).

**Step 2:** You need help with the Chinese assignment and wants to make an appointment with A for help.

上午	7AM-9AM	
	9AM-10:30 AM	中文课

	<b>10:30AM-12PM</b>	
中午	<b>12PM-2PM</b>	
下午	<b>2PM-3PM</b>	
	<b>3PM-4PM</b>	中文课
	<b>4PM-7PM</b>	
晚上	<b>7PM-12AM</b>	

Note:

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