Unit 8 – Queria um quarto

Activities

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8.2 Open-ended practice for booking rooms  pages 72–74
8.3 Practice in understanding dates  pages 72–74

8.1 Objectives

Practice of language needed to choose suitable hotel accommodation.

Materials

Three requirements cards and three hotel information cards (provided).

1. Divide the class into groups of six, give hotel information cards to three and requirements cards (A, B, C) to the other three. Explain that they will be working in twos within the group, with A, B and C each speaking to the other three individually.

2. A, B and C ask the relevant questions, e.g. Há uma piscina? É perto do centro?, make a note of what the ‘hoteliers’ tell them and finally decide which hotel is the most suitable.

3. When this has been decided, A, B and C conduct a role play with the appropriate ‘hotelier’ to make the booking as detailed on the card.

4. Roles are then reversed, with A, B and C taking the roles of hoteliers.

The notes made, together with the cue card, can be used as portfolio evidence. This activity can be adapted for larger groups by creating more information cards.

8.2 Objective

Open-ended practice of key phrases needed to book into a hotel.

Materials

Six-column grid (provided).

1. Give everyone a blank grid. Ask them to imagine they’re going to Portugal for a short break (with or without family/friends) and to tick boxes in the grid showing the accommodation they would want – type of room, bath or shower. They should indicate in column 6 the number of nights they want to stay.
2. Learners, working in pairs, create a hotel reception role play, taking turns to be the receptionist. They play the roles suggested by their grid, i.e. the ‘visitor’ assumes he/she has booked whatever is on his/her grid whereas the ‘receptionist’ assumes that the information on his/her own grid (the registration book) is the correct booking.

3. The ‘visitor’ starts with a greeting and Reservei um quarto – and the dialogue continues with single questions and answers along the following lines.

A  Boa tarde. Reservei um quarto.
B  Boa tarde. O seu nome?
A  Gives name.
B  Sim Senhor/a (name), um quarto simples?
A  Agrees or disagrees according to own grid.
B  Com banho?
A  Agrees or disagrees.
B  Para uma noite? etc.

4. Learners then change roles. It is a good idea to try this at least one more time with different partners.

### 8.3 Objectives
Practice in expressing and understanding dates. Using the Portuguese alphabet in response to Como se escreve? Revision of exchanging names.

### Materials
Blank Portuguese calendars (provided).
Individual name cards (not provided).

### Preparation
For each of your learners, write out a card with a Portuguese name on it (fictitious names or names of famous people) and a date written in figures. You need a variety of dates spread through the year, e.g. 23/1 or 13–16/5. Keep a list of all the names and dates.

1. The aim is for everyone to enter under the correct month on their calendar the names of all the others together with the precise dates on which they want to book rooms. They will need to ask people’s names and how to spell them.

2. Give everyone a calendar and a name card and ask them to circulate, telling each other the date(s) they need a room as if they were making a phone call, and to give and spell their names when asked. The conversation starts with Queria um quarto and continues with questions and answers along the following lines:
B **Para quando?**  
A **De 30 de Junho a 3 de Julho.**  
B **Está bem. O seu nome?** etc.

Remind them to say thank you, to ask for repetition, etc. in Portuguese.

3. At the end of the activity, you can consolidate by putting a blank calendar on display and asking questions to fill it in, e.g. Is there a booking in February? In what name? How do you spell it? Check for accuracy against your list.

The completed calendars can be used for portfolio evidence.