# Syllabus Intensive English Skills Basic: Life Skills Hotels and Restaurants

| Monday 1300-1430 | Lesson Focus | Activities | Aims and objectives. | Resources School resource bank/ Linguahouse |
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| Hotel Reservations | Lead In | SS in pairs discuss questions in Task 1 | Introduce context of hotels, personalise and activate schemata in preparation for reading task. | |
| | Vocabulary- Making a hotel reservation online, | SS match words to definitions | Introduce vocabulary for reading task. | |
| | Reading | SS Read info on a website and list advantages and disadvantages of three hotels. SS read online reviews and choose the best hotel. | Reading- Scanning Reading-Skimming | |
| | Vocab- Questions to ask a chatbot when making an online booking. | SS re-order words to make common questions and match them to the answers. | Functional language for making hotel reservations. | |
| | Writing | SS fill in an online booking form to make a hotel reservation | CEFR descriptor: Students can complete a standardized questionnaire using simple language. | |
| Tuesday 1300-1430 **Checking into Hotels** | Lead In | SS discuss questions in task one. | Recycle vocabulary from previous lesson, personalise and activate linguistic schemata, | School resource bank/Linguahouse |
| | Listening | SS in pairs complete tasks 2a and 2b | Listening-gist/Listening -specific detail. | |
| | Grammar – Prepositions on/in/at | SS complete guided discovery task 3 SS in pairs complete transcript of dialogue with missing prepositions and then listen again to check. | SS discover how to use prepositions to talk about hotels. Controlled practice | |
| | Speaking | SS role play checking into a hotel using information on role play cards. | Production. | |
| | | Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues. | CEFR descriptor: Students can communicate in everyday situations. | |

| Wednesday 1300-1430 At a Restaurant | Lesson Focus | Activities | Aims and Objectives | Resources |
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| | Lead In | SS discuss their favourite food and restaurants. | Introduce context of restaurants, personalise and activate schemata in preparation for reading task. | School resource bank/Linguahouse |
| | Vocabulary - Restaurants and food | SS match pictures of dished to words and put into categories. | | |
| | Listening | SS listen to a dialogue in a restaurant and put the sentences describing what happened in the correct order. | Introduce vocabulary for listening task. Listening-gist | |
| | Reading | SS Read the menu from the listening task and answer questions. | Reading-Scanning | |
| | Listening | SS in pairs complete transcript of dialogues with missing words/phrases and then listen again to check. | Listening -specific detail. | |
| | Vocabulary-Lexical chunks Pronunciation | SS match lexical chunks from the dialogues with their functions T drills chunks for pron, | Recycle functional language from listening task. | |
| | Speaking | SS in pairs use a menu to role play a similar conversation. Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues. | Production. CEFR descriptor: **Students can handle everyday situations such as eating out.** | |
| Thursaday 1300-1430 Burgers,fries,shakes. | Lead in Vocabulary- Describing takeaway food | SS discuss their favourite takeaway food SS complete task 1 | Introduce topic of takeaway food and activate schemata in preparation for listening task. Introduction to vocabulary in listening task. | School resource bank/Languorous |
| | Listening | SS complete task 2 Ss in pairs put sentences from a similar conversation in the correct order then listen to check, | Listening for gist / specific detail. Consolidation of understanding of listening and vocab. | |
| | Speaking | SS in pairs use the dialogue to role play the conversation themselves. SS are given information cards to complete then in pairs role play a similar conversation between two people talking about takeaway food they have ordered. Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues. | Focus on pronunciation. Production. CEFR descriptor: **Students can have short conversations with friends and ask simple questions about familiar topics.** | |

| Friday 1300-1430 | Lead in | SS in pairs describe their favourite restaurant and the best hotel that they have ever stayed in and what made them so good, | Recycling vocab from this week's lessons. | School resources bank |
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| **Task- A weekend break** | Preparation | SS are use apps which shows where various hotels and restaurants in Valletta, and in pairs write 10 questions to find information to help them decide whether they would eat/stay there. | | |
| | Task | SS compare their questions in groups and decide on the 10 best questions. They then go online to find out the information and plan a weekend break in Valletta. | | |
| | Presentation | SS in groups compile their findings into a presentation which they present to the rest of the class and answer any questions. | | |
| | | Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues | CEFR descriptor: Students can describe plans, arrangements and alternatives | |