



STAYING AT A HOTEL



Scan to review worksheet

Expemo code:
15R8-I7J8-UR15

1

Warm up

Look at this webpage and match these hotel facilities to the pictures:

hot drinks / lift / pool / laundry / gym / bar / restaurant / wi-fi



: www. the. luna. hotel. brighton. co. uk

The Luna Hotel, Brighton

A modern hotel, close to the station and the beach.

Friendly service, great prices.

20 beautiful rooms with these facilities:



1.



2.



3.



4.



5.



6.



7.



8.

Which facilities do you need ...? (Sometimes more than one answer is possible.)

- ... if you want to exercise?
- ... if you have dirty clothes?
- ... if you want to meet some friends in the evening?
- ... if you have to do some work?
- ... if your room is on the 15th floor?



2

Listening

Nicky is checking into the Luna Hotel. Listen to the conversation and make a note of which three facilities she talks about with the hotel staff. Which one is not working?

1. _____
2. _____
3. _____

Listen again and answer these questions:

1. How long is Nicky staying at the hotel?
2. What is her room number?
3. What time does the pool close?
4. Where can she find towels for the pool?
5. What time does the bar open?

3

Language point

Study the sentences below.



1. You're in room 503, on the fifth floor.
2. The stairs are at the end of the corridor.

We use prepositions to explain where things are. Choose the best answer to complete the sentences.

1. Use **at/in/on** to talk about rooms.
2. Use **at/in/on** to talk about floors and levels.
3. Use **at/in/on** to talk about a more specific location.

Notice these other phrases to talk about location:

- The stairs are **through these doors**.
- The pool is **upstairs/downstairs**.
- You can leave your laundry in the bag **outside your door/inside the wardrobe**.



4

Practice

Nicky's co-worker Max is checking into the hotel too. Choose the best word from the box to complete the dialogue.

at downstairs hot drinks in laundry
on outside through wi-fi

Staff: Right, this is your key and you're _____¹ Room 313.

Max: Great, thanks. I've got an important meeting tomorrow, and I need to do some work. What's the _____² password?

Staff: All the information about Internet and business services is on the shelf in the room, next to the TV.

Max: Right, fine. And where can I get a coffee?

Staff: There are _____³ available here at Reception, _____⁴ those doors. Or you can get a coffee and something to eat _____⁵ the restaurant.

Max: Where's that?

Staff: It's _____⁶ the second floor.

Max: OK. The hotel has a _____⁷ facility, right? I need to look good for my presentation tomorrow.

Staff: That's right. Just leave your dirty clothes _____⁸ your room, in the corridor.

Max: Just one more thing. Where's the gym?

Staff: The gym is _____⁹. It's open until 10:00. Enjoy your stay!

Max: Thanks very much.



5 Speaking

Work in A/B pairs. A is checking in to the Hotel Sol, B is staff. Look at the plan and make a dialogue.

A. Find out your room number and floor. Ask about three facilities.

B. Tell A about his/her room number and floor. Answer A's questions about three facilities.

Hotel Sol Floor Plan	
4th floor	bar, restaurant
3rd floor	rooms 21-40
2nd floor	rooms 1-20
1st floor	reception, coffee shop
0	gym, pool
other facilities	free wi-fi, laundry service, lift

Then change roles and make a new dialogue with different information.

6 Extra practice/homework

Max and Nicky are talking on the phone at the hotel. They want to meet. Put their dialogue in order.

M: Hi Nicky! That would be great. Where can we meet? 2

M: I really need a coffee before we start work. ____

M: I think there's a restaurant downstairs on the second floor. ____

M: Perfect, I'll be at the restaurant in ten minutes. ____

N: Hi Max! It's Nicky. Are you ready to meet up to talk about your presentation? 1

N: See you then! ____

N: We can get a hot drink at Reception. But it's not a good place to work. ____

N: Well, we can meet here. I'm in Room 503. ____

N: Yes, there is. You go through the doors next to the pool. ____



7

Extension

Did you know? If you're travelling in the UK or the US, you will see some differences in the names of floors:

UK		US
second floor		third floor
first floor		second floor
ground floor	street level: where you enter the building	first floor
basement		basement

These words are used for hotels, public buildings, office buildings, apartment buildings and houses. The building in the diagram has 4 floors, or storeys. It is a four-storey building.

1. Which system do you use in your country?
2. Think about the building where you live. How many storeys does it have?
3. What floor do you live on?
4. What's the best floor to live on?
5. Think about the building where you work or study. How many storeys does it have?
6. What floor do you study/work on?
7. What's the best floor to work on?



Transcripts

2. Listening

Nicky: Hi! I've got a reservation for tonight. Here's my credit card.

Staff: Ah yes, Nicky Brooks, for three nights.

Nicky: Yes, that's right.

Staff: That's fine. Here's your key, you're in room 503, on the fifth floor.

Nicky: Thanks. I have a couple of questions. First, where's the pool?

Staff: The pool is upstairs on the second floor. It's open from midday until 9:00 o'clock tonight.

Nicky: Great. Are there towels in the room?

Staff: Yes, there are, on the shelves in the bathroom. You can use those at the pool.

Nicky: OK. Is there a mini-bar in the room too?

Staff: Sorry, no, but there is a bar on the roof terrace on the tenth floor. It opens at 7:00.

Nicky: But is there a lift?

Staff: Yes, there is ... but I'm afraid it's not working at the moment. The stairs are at the end of the corridor, through these doors. Enjoy your stay!



Key

1. Warm up

5 mins.

Work with the whole class to match the words and pictures. You could elicit or explain the meaning of *facilities* (or even translate if appropriate) - these are equipment or services in a place provided for people to use. Drill the pronunciation of all the items. Wi-fi can be tricky to pronounce - both vowel sounds are the same as in the word *why*. Pose the follow-up questions one by one and nominate a student to answer each question.

1. bar
2. gym
3. pool
4. restaurant
5. hot drinks
6. wi-fi
7. lift
8. laundry

Answers:

you want to exercise - gym, pool;

you have dirty clothes - laundry;

you have to do some work - wi-fi, hot drinks;

you want to meet some friends in the evening - bar, restaurant;

your room is on the 15th floor - lift/elevator.

2. Listening

10 mins.

The listening text recycles some of the facilities vocabulary and introduces the language point. Students will listen twice. The first time, they are recycling vocabulary from the Warm Up. Play the recording and then go over the answers. Before listening for the second time, ask students to work in pairs to look at questions 1-5 to see if they can recall any of the answers. They then listen again to check their ideas and complete the exercise.

Answers:

They talk about the pool, the bar and the lift.

The lift is not working.

- | | | |
|-----------------------------------|---------------|---------------|
| 1. three nights | 2. room 503 | 3. at 9:00 pm |
| 4. on the shelves in the bathroom | 5. at 7:00 pm | |

3. Language point

10 mins.

Have students focus on the sentences. Elicit that the photo shows a *corridor*. Students often make mistakes with prepositions - it may help if you explain that we often use *in* for what we think of as more general or larger spaces, *on* for more specific places, and *at* for very specific places. It may be helpful to use translation to establish the



7. Extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. Go over the introduction and the diagram and elicit the difference between the US/UK systems. Students can then work in pairs or small groups to discuss the questions. If your class is multinational, place students from different countries together in a group and focus on differences in practice between countries. After a few minutes, round up the discussion by asking a couple of students to report on what another person in their group said and if they agree or disagree. Encourage them to speak in full sentences.