







Scan to review worksheet

Expemo code: 15R8-I7J8-UR15



## Warm up

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

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



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 <u>out</u>side your door/<u>in</u>side the wardrobe.







## **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	l you're1	Room 313.		
Мах:	Great, thanks. I've got an important meeting tomorrow, and I need to do some wo What's the2 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 are3 available here at Reception,4 those doors Or you can get a coffee and something to eat5 the restaurant.				
Max:	Where's that?				
Staff:	It's6 the second floor.				
Мах:	OK. The hotel has a <sup>7</sup> facility, right? I need to look good for my presentation tomorrow.				
Staff:	That's right. Just leave yo	ur dirty clothes	8 your room,	in the corridor.	
Max:	Just one more thing. Where's the gym?				
Staff:	The gym is <sup>9</sup> . 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?
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.







## **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





meaning of the prepositional phrases but make students aware that English prepositions tend not to have a one-to-one correspondence with other languages. Drill the students in the five example sentences in the language point. The pronunciation (and spelling) of *through*  $/\theta ru$ :/ may require some attention.

1. in

2. on

3. at

## 4. Practice

10 mins.

Explain the task, which is a gap-fill exercise to review vocabulary and grammar from the lesson so far. Students can work alone to complete the text. Then they can check answers in pairs, before you go over the answers with the class. If you have time, students can then work in pairs to read the dialogue out loud, to re-enforce the pronunciation.

NOTE: If students are finding this difficult, either do the variation of the speaking stage or skip it altogether for now and do the extra practice/homework exercises in class for additional support

1. in

2. wi-fi

3. hot drinks

4. through

5. at

6. on

7. laundry

8. outside

9. downstairs

## 5. Speaking

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a speaking activity. Go over the instructions for the activity and encourage students to use the previous two dialogues as a model. The information they need is in the floor plan.

Monitor and support students as necessary. You could finish this stage by asking pairs to perform for the class or by correcting any errors with the target language that you heard while monitoring, including pronunciation. Variation: if your students are ready to try the dialogue but need a bit of support, ask pairs to work together to write one dialogue, which they can then perform for you/the class.

## 6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these in class, you could extend the activity by asking students to read out the dialogue in pairs. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students and they can check their own answers.

- 1. N: Hi Max! It's Nicky. Are you ready to meet up to talk about your presentation?
- 2. M: Hi Nicky! That would be great. Where can we meet?
- 3. N: Well, we can meet here. I'm in Room 503.
- 4. M: I really need a coffee before we start work.
- 5. N: We can get a hot drink at Reception. But it's not a good place to work.
- 6. M: I think there's a restaurant downstairs on the second floor.
- 7. N: Yes, there is. You go through the doors next to the pool.
- 8. M: Perfect, I'll be at the restaurant in ten minutes.
- 9. N: See you then!





## 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.

