

Booking a Hotel Room

Booking a hotel room using 'would like' and 'would like to'.

1. Warm up

A. Discuss the following with a partner.

1. How often do you stay in a hotel?
2. When did you last stay in a hotel?
3. What do you like/dislike about staying in hotels?





















Photo by Pixabay

B. With your partner, choose the top 5 places you would like to visit.

- | | | |
|--------------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Greece | <input type="checkbox"/> New Zealand | <input type="checkbox"/> Rome |
| <input type="checkbox"/> Iceland | <input type="checkbox"/> Barcelona | <input type="checkbox"/> Hawaii |
| <input type="checkbox"/> The Bahamas | <input type="checkbox"/> Costa Rica | <input type="checkbox"/> Las Vegas |
| <input type="checkbox"/> New York | <input type="checkbox"/> Sydney | <input type="checkbox"/> Hong Kong |
| <input type="checkbox"/> London | <input type="checkbox"/> Paris | |

2. Vocabulary

A. Read the hotel facilities and amenities. Tick/check the most important ones for you.

- | | | |
|--|---|---|
| <input type="checkbox"/>  single room | <input type="checkbox"/>  parking | <input type="checkbox"/>  laundry service |
| <input type="checkbox"/>  twin room | <input type="checkbox"/>  fitness center/gym | <input type="checkbox"/>  air conditioning |
| <input type="checkbox"/>  double room | <input type="checkbox"/>  swimming pool | <input type="checkbox"/>  airport pick-up/drop-off |
| <input type="checkbox"/>  restaurant | <input type="checkbox"/>  wheelchair access | <input type="checkbox"/>  pet friendly |
| <input type="checkbox"/>  bar | <input type="checkbox"/>  late checkout | <input type="checkbox"/>  room service |
| <input type="checkbox"/>  free WiFi | <input type="checkbox"/>  elevator | <input type="checkbox"/>  concierge service |

B. Compare your choices with a partner and discuss why they are important to you. Do you have any in common?

3. Reading

A. Role-play the conversations between a hotel reception desk and a guest. Underline any vocabulary you find from Part 2A.

Conversation 1

- A Good afternoon. Banff Luxury Hotel and Spa. How may I help you?
- B Good afternoon. This is Michael Smith speaking. I'd like to book a single room for five nights from May 16th please.
- A Of course Mr Smith. Let me book that for you. Will you be requiring a late checkout?
- B Yes, please. Also, what is the WiFi connection like?
- A We have high-speed WiFi throughout the hotel and rooms.
- B Perfect! Is there a gym?
- A Yes, there is. We have a 24-hour fitness center for all guests.
- B That's wonderful. Thank you.
- A My pleasure. See you on the 16th Mr Smith.

Conversation 2

- A Good afternoon. Hollywood Hills Bed and Breakfast. How can I help you today?
- B Good afternoon. Do you have any rooms available July 3rd to the 17th?
- A One moment please. Let me check... We have several rooms available on those dates. Would you like a single, twin, or double room?
- B Do you have connecting rooms? One double and one twin?
- A Yes, we do. Would you like me to book those for you?
- B Yes, please. Also, do you have a pool?
- A We have two pools. We have an indoor and an outdoor pool.
- B Excellent! I would also like to arrange an airport pick-up please.
- A Not a problem. What time would you like that for?
- B Well, our plane lands at 7 p.m. at LAX, so let's say 8 p.m.
- A Okay. That's all booked for you.
- B Thank you very much.

B. Answer the questions about the conversations.

Conversation 1

1. What kind of hotel is Banff Hotel?
.....
2. What type of room did the guest book?
.....

3. What dates will the guest check-in and check-out?

.....

4. What two things did the guest ask about?

.....

Conversation 2

1. What dates will the guest check-in and check-out?

.....

2. What type of room did the guest book?

.....

3. What did the guest want to arrange?

.....

4. What time does their flight arrive?

.....

4. Would like / Would like to

A. Review the sentence and question patterns to use when talking and asking about things.

	Subject		Infinitive without to	Noun	
1.	I	want		a single room.	formal / informal
2.	I	would like		a single room.	formal / informal
3.	I	want to	to book	a single room.	formal / informal
4.	I	would like to	to book	a single room.	formal / informal
	Modal	Subject	Want / like	Noun	
5.	Do	you	want	a single room?	formal / informal
6.	Would	you	like	a single room?	formal / informal
			Want to / like to	Infinitive without to	
7.	Do	you	want to	to order?	formal / informal
8.	Would	you	like to	to order?	formal / informal

B. Decide if the sentences and questions above are formal or informal English. Circle the correct alternative.

C. Find and underline the different forms of 'would like' in the conversations in Part 3A.

5. Conversation

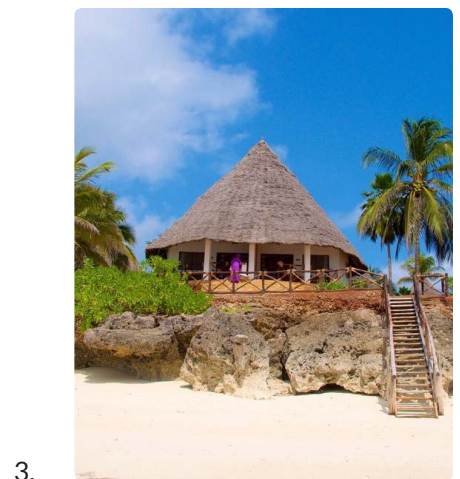
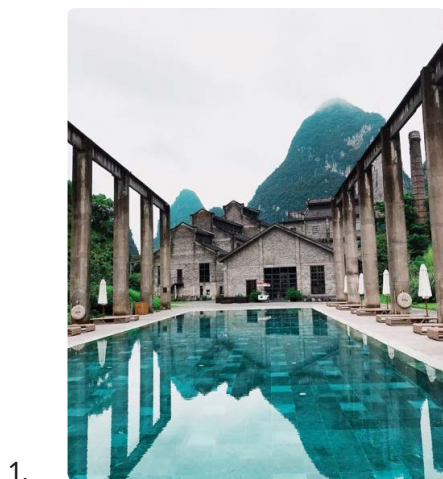
A. Read the conversation parts and circle reception or guest for each part. Put the conversation parts in the correct order (1-12).

- ___ a. See you then. Goodbye. reception / guest
- ___ b. Do you have a double room with an ocean view? reception / guest
- ___ c. Yes, there is. It's a combination lock safe. reception / guest
- ___ d. Great! Thank you so much for your help today. reception / guest
- ___ e. Yes, they are. All our rooms have air conditioning and complimentary WiFi. reception / guest
- ___ f. Hello. I'd like to book a room for two weeks from March 31st, please. reception / guest
- ___ g. Of course, no problem. What type of room would you like? reception / guest
- ___ h. Yes, we do. Each room has a private terrace overlooking the ocean. reception / guest
- ___ i. Can we book that room please? Oh, is there a safe in the room? reception / guest
- ___ j. That sounds beautiful. Are the rooms air conditioned? reception / guest
- ___ k. It was my pleasure. See you on the 31st. reception / guest
- ___ l. Thank you for calling The Oberoi, Mauritius. How may I help you? reception / guest

B. Role-play the conversation. Change roles and practice again.

6. Role-play

A. Look at the pictures of three hotels. Discuss which you would like to stay at, what type of room you would like to stay in, and things you would like to do there.



B. Choose one of the hotels and role-play a conversation between the hotel reception and a guest booking a room.

Booking a Hotel Room



Level: Elementary: A2
Pre-Intermediate: A2+

Updated: Jul 1, 2022

Language: Function: Asking and answering questions. Expressing needs or likes.
Forms: Modal and auxiliary verbs. Verb forms.

Teaching time: 120 minutes.

Overview: Students learn vocabulary for hotel facilities and amenities and how to ask about them using 'would like' and 'would like to' forms. Students practice role-playing a conversation between hotel reception and a guest booking a hotel room.

1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

- A. In pairs, students discuss the questions. Elicit responses to share with the class.
- B. In pairs, students choose the top five places they would like to visit and put them in order 1-5. Encourage students to think of reasons for their choices in their discussion. Elicit results and reasons from student pairs.

2. VOCABULARY

- A. As a class, read the list of hotel facilities to model pronunciation and have students repeat after you. Individually, students tick/check the most important facilities/amenities they consider when looking for a hotel.
- B. In pairs, students compare their choices and discuss their reasons. Elicit from students the most important to them and reasons why. Higher-level students can tell the class about their partner's most important hotel facilities/amenities and reasons why.

3. READING

- A. In pairs, students role-playing each conversation. Students change roles and practice again. Encourage students to underline any vocabulary from Part 2A that they find. Answer any questions that arise as students work through the activity.
- B. Individually or in pairs, students answers the questions about the conversations. You might choose to assign one conversation to Student A and the other to Student B. Students can then ask and answer the questions with each other.

Conversation 1

Vocabulary: double room, late checkout, WiFi, fitness center, gym

- 1. Banff Hotel is a luxury spa hotel.
- 2. He booked a single room.
- 3. He will check-in on May 16th and check-out on May 21st.
- 4. The guest asked the receptionist what the WiFi was like and if the hotel has a gym.

Conversation 2

Vocabulary: single/twin/double room, pool, airport pick-up

- 1. He will check-in on July 3rd and check-out on July 17th.
- 2. The guest booked a connecting double and twin room.
- 3. The guest wanted to arrange an airport pick-up.
- 4. Their flight arrives at 7 p.m.

4. WOULD LIKE / WOULD LIKE TO

- A. As a class, discuss the sentence and questions patterns to use when talking and asking about things. When talking about things we want we can use:

would like + noun or would like to + infinitive without to + noun.

want + noun or want to + infinitive without to + noun.

'Would like' is considered formal English, whereas 'want' is informal or casual. Something that is formal doesn't necessarily mean that it is polite. Formal means structured, codified speech or behavior. Polite means not offensive. Answer any questions students have about the patterns.

- B. Individually, students decide if each sentence and question in Part 4A is formal or informal English and circle the correct alternative. Students can compare their answers with a partner and discuss any differences or check answers as a class.
 - 1. informal
 - 2. formal
 - 3. informal
 - 4. formal
 - 5. informal
 - 6. formal
 - 7. informal
 - 8. formal

- C. In pairs, students highlight the different forms of 'would like' in the conversations in Part 2A. Elicit answers from students.

- 1. I **would like to** book a single room.
- 2. **Would you like** a single, twin, or double room?
- 3. **Would you like me to** book those for you?
- 4. I **would also like** to arrange an airport pickup.
- 5. What time **would you like** that for?

5. CONVERSATION

- A. In pairs, students read the conversation parts and decide which part is the reception and which is the guest. Students then put the conversation in the correct order numbering each part 1-12. Other combinations are also possible.

1. l. Thank you for calling The Oberoi, Mauritius. How may I help you?
2. f. Hello. I'd like to book a room for two weeks from March 31st, please.
3. g. Of course, no problem. What type of room would you like?
4. b. Do you have a double room with an ocean view?
5. h. Yes, we do. Each room has a private terrace overlooking the ocean.
6. j. That sounds beautiful. Are the rooms air conditioned?
7. e. Yes, they are. All our rooms have air conditioning and complimentary WiFi.
8. i. Can we book that room please? Oh, is there a safe in the room?
9. c. Yes, there is. It's a combination lock safe.
10. d. Great! Thank you so much for your help today.
11. k. It was my pleasure. See you on the 31st.
12. a. See you then. Goodbye.

B. Students take turns role-playing the conversation. Students change roles and practice again. You might choose to have each student pair present their conversation to the class.

6. ROLE-PLAY

- A. In pairs, students look at the three hotels and discuss which they would like to stay at, what type of room they would like to have, and what they would like to do there. Elicit full sentences and ideas from students using 'want to' or 'would like to'. Discuss where the hotels might be located.
- B. In pairs, students choose one of the hotels and role-play a conversation between the hotel reception and a guest. Lower-level students could write a conversation together. Higher-level students could role-play their conversation without preparation. You might choose to have students present their role-plays to the class.