

# Black Swan Hotel

## A Warmer

Imagine you are staying in a hotel. Which of these is the worst problem? Which of these isn't so important?

For each problem, put between *1 and 5 stars*.

\*\*\*\*\* - this is a terrible problem.  
 \* - this isn't very important.



- ❖ Your room is on the 2<sup>nd</sup> floor. The elevator doesn't work.
- ❖ There isn't a towel in the bathroom.
- ❖ Your door doesn't lock.
- ❖ There's a spider in the bath.
- ❖ Your bedside lamp doesn't work.
- ❖ There's a coffee mark on the pillowcase.
- ❖ The window in your room is cracked.

## B Information

The Black Swan Hotel is quite an expensive hotel near London, England. Look at the information about this hotel below:

- ❑ **Number of rooms:** 158
- ❑ **Other facilities:** Swimming pool, library, internet café, 2 restaurants, gymnasium.
- ❑ **Breakfast:** 7.00 – 10.00a.m.
- ❑ **Lunch:** 12.30 – 2.30p.m.
- ❑ **Dinner:** 7.00 – 10.00p.m.
- ❑ **Staff:** 14



Look at the information for one minute.

Then, listen to your teacher's questions about the Black Swan Hotel and try and remember what you read.

**C** Dialogue



Read the following conversation between the manager of the Black Swan Hotel, Anne, and the hotel's repairman, Stephen.



What three problems are there in the hotel?

**Anne:** Hi, Stephen. Is that you?

**Stephen:** Hi Anne. How are you today?

**Anne:** Great. Look, there's a few things I want you to do today. Where are you now?

**Stephen:** I'm in the restaurant. The chef wants to speak to me.

**Anne:** OK, that's the first problem. Go and speak to him immediately. The oven isn't working correctly. Call the gas company if necessary.

**Stephen:** Fine. What's next?

**Anne:** Go to the third floor storeroom. Get another fire extinguisher. Put it on the first floor near the elevator. Do you understand?

**Stephen:** OK, no problem. I can do it after I leave the kitchen. Is there anything else?

**Anne:** Yes. The guest in room 126 says his door isn't closing properly. Repair the door and tell the front desk when you finish.

**Stephen:** Right. See you later on.

**Anne:** Thanks Stephen. Bye.

**D** Grammar

Which verb form does the manager, Anne, use to tell Stephen what to do? Make a list of all the verbs that she uses:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**D** Grammar

Complete the rule:

When we want to tell somebody to do something, we use the \_\_\_\_\_ form of the verb. This is called the **imperative**.

Use a verb from the box to complete these sentences using the imperative.

run          write          speak          be          pass  
                 ask          give          clean

1. \_\_\_\_\_ me the salt please. I need it for my soup.
2. If you want to see David tonight, \_\_\_\_\_ him to come to see a movie with you.
3. \_\_\_\_\_ this address down so you don't forget it.
4. \_\_\_\_\_ quietly! I'm trying to work here.
5. \_\_\_\_\_ those windows before your mother arrives home. They're very dirty.
6. Hey, don't worry, \_\_\_\_\_ happy!
7. \_\_\_\_\_ me more potatoes. I'm absolutely starving!
8. You're going to miss the bus. \_\_\_\_\_!

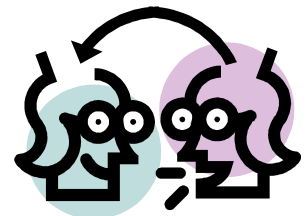
What is the difference between:

- Pass me the salt, please.
- Could you pass me the salt?

**E** Game

Your teacher will give you some cards. Pass around the class reading your card to the other students. Decide which is the best suggestion.

When a student reads his/her card to you, give a suggestion using the imperative form.



*Example:*

**Student A:** My back hurts!

**Student B:** Go to the doctor.

## Teacher Notes

**Target Language:****Imperatives, giving instructions and advice.****Duration:****65 minutes**

### 1 Structure and Timing (all times approximate)

- A. Warmer (10 minutes)
- B. Information (10 minutes)
- C. Dialogue (15 minutes)
- D. Grammar (15 minutes)
- E. Game (15 minutes)

**Total: 65 minutes.**

### 2 Procedure

#### A. Warmer

This is a lesson on the imperative based around everyday problems in a hotel and, in the final game, in your students' day to day lives. In this first part of the lesson, give your class a few minutes to grade each problem from one to five stars depending on how serious they consider each one.

There may be some vocabulary worth going on such as: *to lock, bedside lamp, mark, pillowcase, cracked.*

#### B. Information

This serves to give some background information and as a basic reading comprehension. After your students have looked at it for one minute, ask questions similar to the following:

*How many rooms are there in the Black Swan Hotel?*

*Is there a swimming pool?*

*Is there a cinema?*

*What time do they stop serving breakfast?*

...and so on.

You can even turn it into a game with scoring and teams if you think this would make it more enjoyable for your class.

#### C. Dialogue

After giving your students a chance to look through the dialogue, ask them to help you make a list on the board of the three problems there are in the hotel today.

Having done this, read out the dialogue with one of the stronger students in the role of either Anne or Stephen. If you want, you can divide the class into pairs and have them practice reading out the different roles. This is a good opportunity to do some intonation work for questions, for example.

## Answer Key

The three problems are:

1. The oven isn't working properly.
2. There isn't a fire extinguisher on the first floor near the elevator.
3. The door of room 126 isn't closing properly.

## D. Grammar

The dialogue shows a slightly exaggerated use of the imperative and without having to explain this, it's a good idea to draw your students' attention to the final question in the grammar section about the differences between polite forms such as *would you mind* and *could you* and the imperative, which can sound a little impolite if used without *please* or with a severe tone of voice.

Either working with another student or together as a class, your students shouldn't have a problem coming up with a list of imperative form verbs: *go, speak, call, get, repair and tell*.

Try and allow your students to *discover* the form of the imperative. Self discovery is always the best way for students to learn about grammar.

Put them into pairs or small groups to work their way through the fill-the-spaces exercise.

## Answer Key

**Rule:** When we want to tell somebody to do something, we use the **infinitive** form of the verb. This is called the imperative.

1. Pass me the salt please. I need it for my soup.
2. If you want to see David tonight, ask him to come to see a movie with you.
3. Write this address down so you don't forget it.
4. Speak quietly! I'm trying to work here.
5. Clean those windows before your mother arrives home. They're very dirty.
6. Hey, don't worry, be happy!
7. Give me more potatoes. I'm absolutely starving!
8. You're going to miss the bus. Run!

## E. Game

In this game, students need to use the imperative to respond to the prompts on the flashcards which you distribute among your students. If necessary, you can do a couple of demonstrations.

You will find the cards for this game on the final page of the lesson plan.

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### Cards for Game

Cut up and distribute equally among your students.

|                                      |                                       |                                 |
|--------------------------------------|---------------------------------------|---------------------------------|
| I'm bored                            | There's nothing on television tonight | I have toothache                |
| I can't sleep                        | My dog is ill                         | It's Saturday and it's raining! |
| I feel really tired                  | I'm late for work                     | I'm so hot!                     |
| I don't like my job                  | I have a headache                     | I'm very hungry                 |
| I don't understand this English word | I want to learn Chinese               | My friend is angry with me      |
| I need \$50 tonight                  | I found \$100!                        | I lost my cat!                  |