

Ask for a detail and join in

Learner page 1 | A short start before the pair task

Welcome back. Today we will ask for information and choose a visit together. You can use the phrases below, write first or ask for help.

1 Try a question

Ask your teacher what time the library opens. Listen and note the answer. A short question is fine.

My question and the answer

2 Use a phrase if you need it

A short question	A polite request
What time does the gym open?	Could you tell me what time the gym opens?
How much does a ticket cost?	Could you tell me how much a ticket costs?
Is it free?	Could you tell me if it is free?

After Could you tell me, use the normal word order: the gym opens. Do not add does. For a yes or no question, use if: if it is free.

To ask again: Could you repeat that, please? | To check: Did you say ten?

3 Try a different question

Now ask your teacher what time the park opens. You may keep the phrases visible. Note the answer.

4 Join the pair task

Your teacher will give you card A or B. Keep your card private. Ask for a missing detail and give your partner an answer. Then say which visit you prefer and why.

I would choose ... because ... | What do you think? | We could ... if it rains.

One thing I can do now: _____

One thing I still need help with: _____

Choose a morning visit

Partner A | Learner page 2 | Do not show this card to B

You and your partner are planning a visit for a friend. Your friend is free tomorrow from 10 am to 12 noon. They want a relaxed visit and time to talk. Rain is possible. Travel is already arranged and fits the time available. All details are fictional.

Your information

Place	Opening hours
Library	10 am to 5 pm
Park	9 am to 6 pm

Your partner knows what you can do at each place and whether it costs anything. You know the opening hours. Answer from your card; do not invent extra details.

1 Find the missing information

Ask about both places. Listen and complete your notes.

Place	Cost	What can we do there	Anything to remember
Library			
Park			

Help if needed: Could you tell me if the library is free? What can we do there? Could you repeat that, please?

2 Compare your ideas

Both people must suggest a place and give a reason. Ask your partner one follow-up question. Agree a visit and a plan for rain.

I would choose ... because ... | What about ...? | I agree, but ...

Our place and reason

If it rains, our plan is

3 Say it again

Listen to one correction or helpful phrase from your teacher. Repeat your recommendation using it. Then ask a new question without reading the phrase bank if you are ready.

Choose a morning visit

Partner B | Learner page 3 | Do not show this card to A

You and your partner are planning a visit for a friend. Your friend is free tomorrow from 10 am to 12 noon. They want a relaxed visit and time to talk. Rain is possible. Travel is already arranged and fits the time available. All details are fictional.

Your information

Place	Cost and activities
Library	Free entry. See local photographs indoors. Keep your conversation quiet.
Park	Free entry. Walk and talk outdoors. There is no indoor shelter.

Your partner knows the opening hours. You know the cost and activities. Answer from your card; do not invent extra details.

1 Find the missing information

Ask when each place opens and closes. Listen and complete your notes.

Place	Opens	Closes
Library		
Park		

Help if needed: Could you tell me what time the library opens? What time does it close? Did you say five?

2 Compare your ideas

Both people must suggest a place and give a reason. Ask your partner one follow-up question. Agree a visit and a plan for rain.

I would choose ... because ... | What about ...? | I agree, but ...

Our place and reason

If it rains, our plan is

3 Say it again

Listen to one correction or helpful phrase from your teacher. Repeat your recommendation using it. Then ask a new question without reading the phrase bank if you are ready.

A small practice task for later

Learner page 4 | Optional follow-up | About 5 minutes

Agree with your teacher when you will try this. Use it to practise one useful pattern. You do not need to repeat the whole missed lesson.

1 Put the words in order

Start each request with Could you tell me. Use every word group once.

a opens / what time / the cafe

b a drink / costs / how much

c serves sandwiches / if / the cafe

2 Ask about this cafe

Cafe information	Details
Opens	8 am
A drink	£2
Food	Sandwiches

Say your three requests. Give the answer to each one. Then ask someone to repeat an answer.

My request for repetition

3 Check and try again

Ask your teacher for the key. Check one thing, cover the key and say a request again. If you are alone, record it or say it aloud. Do not send a recording unless you agree to.

Next lesson, your teacher will give you different details. Ask a new question before looking at the phrase bank.

Make the next step manageable

I will practise on _____ for _____ minutes.

The phrase I want to use more easily is

I would like help with

Help a learner return to class

Teacher page 5 | Preparation and a bounded entry routine

CU1 | Suggested A2-B1 | Adults and teens | 5-minute entry plus 12-15-minute pair task; optional 5-minute follow-up. Timings are estimates. The aim is one useful information question, a response and a reasoned choice, with the support needed to join today.

Print and share

Give page 1 to the returning learner only if useful. Give each pair one A card on page 2 and one B card on page 3. Keep partner cards separate; do not project both. Page 4 is optional learner follow-up. Pages 5-6 are teacher-only. No recording is required.

Keep the class moving

When	What to do
Before class	Choose the essential contribution. Give the rest of the class their own A or B card to read and questions to prepare independently.
0-1 minute	Welcome the learner quietly. Ask for a library opening-time question. Give 10 am as the answer. Note the actual question and any support used.
1-3 minutes	If needed, show the gym model on page 1, explain one pattern and rehearse a request. A peer may show one step; they do not reteach a missed lesson.
3-5 minutes	Ask for a park opening-time question; answer 9 am. Accept an accurate direct question. Keep support visible if needed, then join the pair task.
Next 12-15 minutes	Partners exchange their missing details, choose a visit and plan for rain. Hear a contribution from each learner. Give one useful language point and ask for a second attempt.

Two ways to develop the same task

Follow an interesting preference with Why? or What would your friend enjoy? Or prepare a short rehearsal and fade the phrase frame. Both routes return to an individual question, answer and reason. Do not make a confident learner responsible for all the explaining.

Online and one to one

Send A and B privately or use separate links. Share page 1 only with learners who need it. One to one: take the other card; keep your facts private. Permit writing before speaking, larger text or a shorter accurate question. Do not require learners to explain their absence publicly.

This is an entry routine, not proof that missed learning has been replaced. If the learner still cannot begin, simplify their contribution and agree targeted help separately.

Answers and the next check

Teacher page 6 | Keep this page private

Entry questions and completed partner notes

Library: What time does the library open? / Could you tell me what time the library opens? It opens at 10 am. Park: the equivalent question; it opens at 9 am. Accept other accurate forms. The page 1 model is a reference, so do not call its visible use independent performance.

A learns: library free, local photographs indoors, quiet conversation; park free, walking and talking outdoors, no indoor shelter. B learns: library 10 am-5 pm; park 9 am-6 pm. Both places are open throughout the 10 am-12 noon window.

Either choice can be justified. Library suits rain but requires quiet voices. Park allows relaxed outdoor conversation; a reasonable rain plan is to switch to the library and speak quietly. Do not accept invented shelter, cafes, bookings or events as supplied facts.

Page 4 key

a Could you tell me what time the cafe opens? It opens at 8 am.

b Could you tell me how much a drink costs? It costs £2.

c Could you tell me if the cafe serves sandwiches? Yes, it does.

Repetition: Could you repeat that, please? Accept equivalent natural requests.

A fresh check next lesson

Keep this source unseen until needed: a different cafe opens at 9 am; a drink costs £3; it does not serve food. First ask the learner for an opening-time request and a food question without a model. Give the facts when asked. Then ask them to tell you the details. If needed, restore the frame and note that support.

Possible requests: Could you tell me what time the cafe opens? Could you tell me if the cafe serves food? Direct questions are valid for participation; if independent polite requests are the remaining goal, record that distinction. A new request on a new card offers a small recheck, not evidence of lasting progress on its own.

Keep a short record

Record	Fictional example or your own note
Essential contribution	Ask an opening-time question and give one reason.
What happened and help used	With the frame: accurate polite request. Without it: accurate direct question.
Remaining gap	Polite request word order without the model.
Agreed follow-up and check	Page 4 for 5 minutes; fresh cafe check next lesson.
My learner and next step	_____

Editorial checks completed on 20 October 2026. Classroom timing, interest and learning outcomes still need observing in use.