

Show our visitor around

LESSON A | Suggest places and explain your choices.

1 Look and choose. Which place would you enjoy? Tell a partner why.



Town Museum

Local history · £6 per person

Visit: 60 minutes · Open until 5 p.m.



Riverside Park

Space to talk · Free

Walk: 45 minutes · Open all afternoon



Town Library

Local photos · Free · Speak quietly

Visit: 30 minutes · Closes at 2 p.m.



Station Café

Space to talk · Drink and snack: £5

Visit: 30 minutes · Open until 4 p.m.

All places and prices in this lesson are fictional. Each place is open from 1 p.m.

2 Complete the conversation

Use **could** · **I'd** · **because**. Then read it with a partner.

A: What can we do with our visitor?

B: We _____ visit the museum.

A: _____ choose the café _____ we can talk there.

Useful language

could + verb = a suggestion: We could visit the museum.

I'd (= I would) + verb = my choice: I'd choose the park. Give a reason with **because**.

Make the afternoon work

LESSON A | Agree a plan, then adapt it.

Your visitor

Your visitor wants to learn about the town and have time to talk. Meet at the station at **1 p.m.** and return there by **4 p.m.** Budget: **£12 per person.** Rain is possible. Allow **10 minutes for each journey:** station → first place → second place → station.

3 Choose two places together

- Work in pairs. Each suggest two places from page 1 and explain why.
- Agree two places in order. Check the opening times, visit lengths, travel and cost.
- If you choose the park, choose an indoor alternative for rain. Check that it also fits.

Our plan (arrival and leaving times)

First place: _____ From _____ to _____

Second place: _____ From _____ to _____

Back at the station: _____ Total cost per person: _____

Why it suits our visitor: _____

Rain plan: _____

4 A different visitor

Choose **one** card below. Keep the original visitor's wishes, then add this new detail. Change your plan if necessary. Tell another pair or your teacher what you agreed.

A · More time outside

The visitor wants one outdoor activity if it stays dry.

B · A smaller budget

The visitor can spend only £6 per person.

C · An earlier train

You must be back at the station by 2:30 p.m.

Listeners: ask one question. Check the cost, the travel or the rain plan.

5 Where would you take us?

Choose two questions. Ask a follow-up question about each answer.

- Which local place do visitors often miss? What is special about it?
- Do you prefer a planned day out or deciding as you go? Why?
- What makes a day out enjoyable for people with different interests?

Follow up: What can you do there? / When did you last go? / What would you avoid?

Our booking has changed

LESSON B | Read the message and ask for missing information.

1 Before you read. A tour is cancelled. What would you need to know next?

MAIL

Inbox / Museum bookings

From: Museum bookings <bookings@townmuseum.example>

To: You

Subject: Your Saturday tour - change of booking

Hi,

Our museum tour on **Saturday at 2 p.m.** has been cancelled. We can offer **Sunday at 11 a.m.** instead. Please tell us by **Friday at 5 p.m.** whether you want the new time or a refund. Your booking is for **four people**. The price stays the same.

Thanks,

Museum team

2 Check what you know

Read the email. Complete the notes, then compare with a partner.

- Cancelled day and time: _____
- New day and time: _____
- Last day and time to reply: _____
- Choose: a new time or _____ Group size: _____
- Is the tour longer or shorter than an hour? **We know / We need to ask**

3 Ask a polite question

Direct: How long **does the tour last?**

Polite: Could you tell us how long **the tour lasts?**

After **Could you tell us ...**, put the subject before the verb, as in a statement.

Keep the question word. Do not use **do / does / did** to make this part a question.

Choose the correct ending.

a. Could you tell us when **does it start / it starts?**

b. Could you tell us where **we meet / do we meet?**

c. Change this question: How much does it cost?

Could you tell us _____?

Reply, check and speak

LESSON B | Confirm the details and solve another change.

4 Send a clear reply

All four people can attend on Sunday at 11 a.m. Accept the new time. Confirm the **day, time and number of people**. Ask how long the tour lasts so you can plan the rest of your day. Write a short email.

To: Museum bookings

Subject: Re: Your Saturday tour - change of booking

Help if needed: Thank you for ... / Sunday ... / Please confirm ... / Could you tell us ...?

Partner check: Is every detail correct? Is the question word order correct?
Suggest one improvement, then make it.

5 Another change - make a phone call

A: read card A. B: read card B. Cover the other card.

A explains the change. B accepts and asks a question. A answers and confirms.

A · Art workshop

Cancel: Saturday at 10 a.m.

Offer: Monday at 6 p.m., for 2 people.

Reply deadline: Sunday at noon.

Room: 3. Price stays the same.

B · Customer

You booked for 2 people.

You can both attend on Monday.

Accept and confirm the details.

Ask which room the workshop is in.

Swap roles. New customer: Monday is impossible; ask for a refund.

Staff member: offer a full refund to the same bank card within 5 working days.

6 When plans change

Choose two questions and ask for details or an example.

- When would you accept a new booking time? When would you want a refund?
- A friend is late. How long would you wait, and what would you say?
- What makes a helpful message when someone changes a plan?

Teacher notes and answers

QP1 | Two separate lessons | Adults and older teens | 2-6 learners

Use one lesson at a time. Lesson A: pages 1-2. Lesson B: pages 3-4. Student-only and separate lesson files are supplied. No recording is needed. Read the tasks and key, choose the support your group needs and keep the final speaking task.

Lesson A · Show our visitor around

Sequence: name the places and share preferences; complete and read the conversation; check could / I'd; agree a plan; adapt it for one visitor card; present and discuss. In 4-6 learners, use 2-3 pairs and give each pair a different visitor card. Partners both suggest a place and explain a reason. A listening pair asks one practical question. With 2 learners, you ask the checking question.

Key: 2: could; I'd; because. 3: several plans work. Example: leave station 1 p.m.; museum 1:10-2:10; café 2:20-2:50; station 3 p.m.; £11 each. Both places are indoors. Park plus museum also fits (£6); choose a café instead of the park if it rains (£11 total).

Visitor cards: A: museum + park, with café as rain alternative. B: museum + park (£6), or library + café (£5). Rain alternative for museum + park: library first, then museum (£6). C: library 1:10-1:40; café 1:50-2:20; station 2:30; £5. These are examples. Check each plan against all conditions. All places open at 1 p.m.; allow three journeys. The library must be finished by 2 p.m.

Lesson B · Our booking has changed

Sequence: predict the information needed; read and check facts; practise polite questions; write, check and improve an email; make the calls; discuss. In larger groups, pairs write independently before checking each other's replies. In a one-to-one lesson, take the other role. Online, share one page at a time; accept a spoken reply before writing.

Key: 2a Saturday 2 p.m.; b Sunday 11 a.m.; c Friday 5 p.m.; d refund, 4 people; e We need to ask. Price unchanged; duration unknown. 3a it starts; b we meet; c how much it costs. 5: Monday 6 p.m.; 2 people; reply by Sunday noon; room 3. Refund: full amount, same bank card, within 5 working days. These last details belong only to the workshop, not the museum.

Possible email: Hi, Thank you for letting us know. Sunday at 11 a.m. works for all four of us. Please confirm our booking for four people at the new time. Could you tell us how long the tour lasts? Thanks.

Phone help: Could you tell us which room the workshop is in?

Support and extension: keep models visible for A2. At B1, cover them for a fresh attempt. For 3 or 5 learners, one pair has two people sharing a role; swap the speaker after the first call. Finish with questions 5 (A) or 6 (B), asking for reasons and follow-ups.