Ask, check and choose

A2-B1 · Adults and teens · Ask questions and plan a day out

1a. Your class wants a day out. Which activity would you choose? Why?

A. City walk

B. Cooking workshop

C. Museum visit

1b. What do you need to know before choosing? Think of three questions.

Useful questions

What time does it start? / **How much does it cost?**
Use **does + it + base verb**: does it start, not does it starts.
When do we meet? / **Where do we go?**
Use **do** with I / you / we / they; **does** with he / she / it.
With **be**: **Where is the meeting point?** / **Are tickets included?**
Check a detail: **Did you say ...?** / **So it starts at ..., right?**

1c. Complete the questions. Use do, does, is or start.

a. What time ____ the walk start?
b. Where ____ the meeting point?
c. How much ____ the tickets cost?
d. What time does it ____?
e. Where ____ we meet?
f. How long ____ the visit last?

1d. Ask your partner two questions about a place or activity they enjoy.
Ask one more question about each answer. You can invent your answers.

A: Where do you go on a free afternoon? B: I often go to the park.
A: What do you do there? B: I walk and listen to a podcast.

2. Choose together: A takes student page 3; B takes student page 4.
Read only your own page. Complete the A/B task before turning to page 2.

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A change of plan

A2-B1 · Use this page after the A/B task

3a. Read the email. Can you keep your original choice?

EMAIL | Sunday class outing

From: Priya, class organiser
To: The class
Subject: Sunday update - please choose again

Hi everyone,

The museum will be closed on Sunday. Heavy rain is forecast, so please choose an **indoor activity**. Good news: the cooking workshop is now **£14 per person**, including ingredients. It still runs from **14:00 to 16:00** at the community kitchen. Please bring an apron.

Our £15 budget and 16:00 finish still apply. What do you suggest?
Thanks, Priya

3b. Agree on a new plan. Write a short reply together. Include the activity, day, start and finish times, price and one reason for your choice.

3c. Tell another pair your plan. They ask a question to check a detail.

4. And what about you?

Choose three questions. Take turns and ask follow-up questions.
a. What makes a day out good value for you?
b. What activity would you like to try? What would you ask before booking?
c. When did you last change a plan? What happened?
d. Which place near your home would you recommend? Why?
e. Who is good at organising things? What do they do well?

Optional homework

Complete: a. When ____ it start? b. Where ____ we meet?
c. Where ____ the museum? d. What time does it ____?
Then write three questions about an activity you would like to book.

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Choose a day out: A

A2-B1 · Your information page · Give the other page to your partner

Your class plan

You are free on **Sunday between 10:00 and 16:00**. Spend **no more than £15 per person**. Choose an activity lasting **no more than two hours**. All event details are fictional.

2a. Ask and answer. Fill the gaps without showing your page.
A asks first; B answers and then asks a question. Keep taking turns.

City walk

Sunday 10:00-11:30 · Price: £_____
Meet: Town Hall steps · Outdoors

Cooking workshop

Sunday · Start/finish: _____
£18 per person · Meet: community kitchen · Indoors

Museum visit

Sunday 11:00 · Finish: _____ · Price: £_____
Meet: _____ · Indoors

Ask: When is it? · What time does it start / finish? · How much does it cost?
Where do we meet? · Is it indoors or outdoors? · Did you say ...?

2b. Which activities fit all three conditions? Choose your favourite. Give reasons. You do not need to choose the cheapest option.

Our choice: _____ Reason: _____

Now use student page 2 together.

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Choose a day out: B

A2-B1 · Your information page · Give the other page to your partner

Your class plan

You are free on **Sunday between 10:00 and 16:00**. Spend **no more than £15 per person**. Choose an activity lasting **no more than two hours**. All event details are fictional.

2a. Ask and answer. Fill the gaps without showing your page.
A asks first; B answers and then asks a question. Keep taking turns.

City walk

Sunday · Start/finish: _____
£5 per person · Meet: _____ · Outdoors

Cooking workshop

Sunday 14:00-16:00 · Price: £_____
Meet: community kitchen · Indoors

Museum visit

Sunday 11:00-12:30 · £10 per person
Meet: museum main entrance · Indoors

Ask: When is it? · What time does it start / finish? · How much does it cost?
Where do we meet? · Is it indoors or outdoors? · Did you say ...?

2b. Which activities fit all three conditions? Choose your favourite. Give reasons. You do not need to choose the cheapest option.

Our choice: _____ Reason: _____

Now use student page 2 together.

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Say it clearly

A2-B1 · Optional pronunciation extension · Teacher-led

Look at the pictures. What can you see? Explain one picture to a partner.

A. Fixing a pipe under a cupboard

B. Travelling to an island

5a. Listen for the strong part

Your teacher will say each word. Underline the part that sounds strongest.
Example: rePORT. Capitals show stress here; use normal spelling in everyday writing.

report	**decide**	**island**	**cupboard**	**plumber**

5b. Which letter is silent?

Listen again. Cross out one letter you do not hear in each of these words.

island cupboard plumber

Match them to: a person who repairs pipes / land surrounded by water / furniture for storing things.

5c. Listen, guess and use it

Choose one word from 5a. Explain its meaning without saying it. Your partner guesses, then uses it in a sentence. Swap roles.
Earn one shared point for a clear clue and one for an understandable sentence.

A: This person repairs broken pipes.
B: A plumber! We need a plumber for the kitchen.

Finish: What is one job at home you would like to learn to do? Why?

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