

1 Complete the dialogue with the words below.

costs Could Do expensive how like map wondering

(TIO = Tourist information officer)

Henri Excuse me, I was ¹_____ if you could give me some information.

TIO Yes, of course. How can I help?

Henri I'd ²_____ to know where the museum is.TIO It's next to the library. Have you got a ³_____ ?

Henri No, I haven't.

TIO Here – take this one.

Henri Thank you. Is it ⁴_____ to get into?TIO Not really. It ⁵_____ £5.50 for adults and £3.50 for children under 14.Henri Oh, that's good. ⁶_____ you know what time it opens?

TIO It's open from 9.30 to 5.30.

Henri ⁷_____ you tell me if there's a bus from the museum to the train station?

TIO Yes, there are lots of buses. The 45A and the 52 go directly from the museum to the station.

Henri OK, and ⁸_____ much does a bus ticket cost?

TIO It's £1.50 for a single, and £2.20 for a return.

Henri Thank you so much.

2 Act out the dialogue in pairs.

3 **SPEAKING** Work in pairs.**Student A** You are a tourist. You want to visit the castle. Find out:

- where it is.
- how much it costs.
- how to get there.
- if you can have a map.
- what other things you can do in the town.

Student B You are the tourist information officer. Think about your answers to Student A's questions. Practise your dialogue and then perform it to the class.

6 Functional Language

Practice: Asking for information

Aims: To practise using language to ask for information.
This draws on the language in Lesson 6G.

Time: 15–20 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout and ask them look quickly at the dialogue. You could elicit the first two answers as examples.

KEY

1 wondering 2 like 3 map 4 expensive 5 costs
6 Do 7 Could 8 how

Exercise 2

- Students work in pairs to act out the completed dialogue. Encourage them to use intonation and sentence stress to make their dialogue more interesting.

Exercise 3

- Students work in different pairs to role-play another dialogue between a tourist and a tourist information officer. Give students time to read through their instructions and think about their questions and answers before they start their dialogue. Ask one or two confident pairs of students to perform their dialogues to the class.