

## Would you like me to help? **LEARNING OUTCOME** learn how to offer help with a school publication

### Everyday life

#### 1 Look at the photo and answer the questions.

Where are the people and what are they doing?  
What kind of things do people put on a school noticeboard?



### Everyday vocabulary

#### 2 Match the words (1–7) with the definitions (a–g).

- |              |  |
|--------------|--|
| 1 newsletter | a the person who checks and corrects the text in a newspaper |
| 2 advert     | b how big or small something is                              |
| 3 text       | c a document with news and information for a group of people |
| 4 article    | d information about a job or product                         |
| 5 images     | e a piece of writing in a newspaper or magazine              |
| 6 size       | f words in a newspaper or book                               |
| 7 editor     | g pictures, drawings or photos                               |

#### 3 Add any other words connected to newspapers to the list in 2.

### Dialogue

#### 4 05 Listen to the dialogue. How can Mike help with the newsletter?

Vicki is making a school newsletter and she needs some help.

**Mike:** What are you doing, Vicki?

**Vicki:** I'm putting up an advert for students to help with our school newsletter.

**Mike:** Really? Would you like me to help?

**Vicki:** Yes, of course! (1) .....

**Mike:** I have about five hours a week. I can write an article about the football team if you like.

**Vicki:** Great! (2) .....

**Mike:** I'm sorry. I can't take good photos. I'm terrible! How about asking Dave?  
(3) .....

**Vicki:** Good idea. We also need help with the text on the front page. Do you know how to put big text and images on a page?

**Mike:** I know how to change the size of text but I don't know anything about images.  
(4) .....

**Vicki:** That's fine.

**Mike:** How long have I got to write the article?

**Vicki:** (5) ..... We are going to meet on Thursday in Class 10 at lunchtime.

**Mike:** OK. Shall I bring my laptop?

**Vicki:** That would be great

**Mike:** One question, Vicki, what do you do?

**Vicki:** (6) .....

#### 5 Read and complete the dialogue with the phrases (a–f). Then listen again and check.

- |  |                                    |
|--|------------------------------------|
| a Can you take some photographs?           | d How much free time have you got? |
| b Sorry.                                   | e I'm the editor!                  |
| c Can you finish your article by Thursday? | f He loves taking photos.          |

### **EVERYDAY ENGLISH TOOLKIT: OFFERING TO HELP / TALKING ABOUT ABILITIES**

Look at the expressions from the dialogue.

Who says each one: Mike or Vicki?

Number the sentences 1–9 so that they are in the correct order.

**Offering help**

- ☐ Would you like me to (help?)
- ☐ I have about (five hours) a (week).
- ☐ I can (write an article about the football team).
- ☐ Shall I (bring my laptop?)

**Asking about abilities**

- ☐ How much free time have you got?
- ☐ Can you (take some photographs?)
- ☐ Do you know how to (put big text and images on a page?)

**Describing abilities**

- ☐ I can't (take good photos.)
- ☐ I know how to (change the size of text) but I don't know anything about (images).

### Over to you!

#### 6 Work in pairs. One of you is the editor of a school publication and the other is a student offering to help. Follow the steps below and role-play a conversation. Use the expressions in the Everyday English Toolkit. Then change roles using the second advert.

Editor: Ask the student if they want to help and how much free time they have got. Ask the student about their abilities.

Student: Answer the editor's questions and offer to help. Describe your abilities.

