

Would you like me to help?

LEARNING OUTCOME

learn how to offer help with a school publication

WARMER

Ask students if they read newspapers, magazines or blogs. Ask students if their school has a magazine or website and if they read it.

Ask students to look at the learning outcome. Elicit the meaning of *publication*. Explain that in this lesson they will learn how to offer to help someone with a school publication.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Answers

The people are in a school. They are looking at the school noticeboard. They are probably looking at notices about different events, clubs, information, etc.

Everyday vocabulary

- 2 Tell students that the words 1–7 are connected to newspapers. Ask them to match the words to their definitions. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

1 c 2 d 3 f 4 e 5 g 6 b 7 a

- 3 Ask students to add any other words they know connected to newspapers to the list.

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between two students, Mike and Vicki. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out how Mike can help with the newsletter. Ask students to check their answer in pairs, before checking as a class.

Answer

Mike can write an article about the football team and can help with the text (on the front page). He can bring his laptop to the meeting.

- 5 Ask students to look at the dialogue on the page and complete gaps 1–6 with the missing sentences a–f. They check answers in pairs, then listen to the dialogue again and check.

Answers

1 d 2 a 3 f 4 b 5 c 6 e

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and listen to the dialogue. Ask students to write down the order in which the phrases are said and who says each one: Mike or Vicki. Ask students to check in pairs. Play the recording again if necessary. Check the answers as a class. Ask students to practice saying the expressions.

Answers

- [1] Would you like me to help? (Mike)
- [3] I have about five hours a week. (Mike)
- [4] I can write an article about the football team. (Mike)
- [9] Shall I bring my laptop? (Mike)

Asking about abilities

- [2] How much free time have you got? (Vicki)
- [5] Can you take some photographs? (Vicki)
- [7] Do you know how to put big text and images on a page? (Vicki)

Talking about abilities

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

Over to you!

- 6 Students work in pairs. One is the editor of a publication, the other is a student offering to help. Ask students to read the instructions and follow the steps. Tell them to start by using the first advert. When they change roles they will use the second advert. Remind students to use expressions from the Toolkit and the dialogue in 4. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students think of a real situation where they need help, e.g. with some homework or a school project. Students explain their situation to three other students and ask for help. The other students say how they can help. The student with the problem decides who would be the best person to help them and why. Students could present their choice to the class.