

Is there a printer I can use?

LEARNING OUTCOME

learn how to ask about facilities in a place of study

WARMER

Ask students where they study when they are not in class or at home. Compare answers around the class. Ask students if they have ever studied in England and, if so, what type of place they studied in before or after class. Elicit the answers *library* and/or *self-access centre*. Establish that self-access centres are usually found in language schools around the world. Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to ask for information about study facilities.

Everyday life

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

Answers

The girl is in a municipal library in a city or in a self-access centre, which is usually part of a language school. A self-access centre usually provides information and resources for students, online and off-line. These may include computers, books, magazines, newspapers, and audiovisual resources.

Everyday vocabulary

- 2 Draw students' attention to the list of items you may expect to find in a library or self-access centre. Then ask students to complete the words in the list with vowels *a*, *e*, *i*, *o* or *u*. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

books; computers; copiers; headphones; journals; librarian; literature; magazines; movies; music; newspapers; printers

Dialogue

- 3 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Juliet and the facilitator in a language school self-study centre. 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 what Juliet wants to use the centre for. Ask students to check their answer in pairs, before checking as a class.

Answer

She is interested in practising her listening and wants to watch some films.

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

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one: Juliet or the facilitator. Ask students to think about the meaning of each expression. Check answers as a class and write some good sentences on the board for students to practice.

Answers

What time does (the centre) open? (Juliet)
 We have (exam practice materials). (facilitator)
 What types of (materials) do you have? (Juliet)
 I will give you (your log in details). (facilitator)
 Why don't you have a look around? (facilitator)
 Do you have any (films)? (Juliet)
 You just fill in (a short form). (facilitator)
 Is there always someone who can help me? (Juliet)

Over to you!

- 5 Students work in pairs and decide who will be the student and who will be the facilitator. Ask them to read the instructions and follow the steps. Tell students they can ask whatever questions they like about items in the list in 2. Facilitators can decide what facilities are available. Remind students to use expressions from the Toolkit and the dialogue in 4. Students can then swap roles and do the role-play again. 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: In pairs, students search on the Internet for a language school in a city of their choice. They take it in turns to ask and answer about the facilities, what time it opens, and who they can ask for help.