

Can you help me?

LEARNING OUTCOME

learn how to ask for and offer help

WARMER

Ask students which type of computers they own and what they mostly use them for (e.g. mobile: social networking; desktop/laptop: work/studies/surfing the Internet, etc.). Compare answers around the class.
Ask students if they have ever set up a website, either on their computer or another computer. Ask if they could do it on their own or if they had to ask for help.
Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to ask for and offer help.

Everyday life

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

Answers

The girl is in a self-access centre/library or maybe at work, starting a new job. She is learning how to use some equipment/machines.
She would need to learn how to use the centre's computers/printers, and how to connect to the Internet.

Everyday vocabulary

- 2 Ask students to work in pairs to complete the webpage-related vocabulary. They then match each one to its meaning.

Answers

- 1 *newsfeed* a service providing continuous news updates
 - 2 *profile* personal details of a person who uses social media
 - 3 *homepage* the page of a website on which the contents are listed
 - 4 *connect* to communicate using a telephone or computer network
 - 5 *domain name* 'www' address that appears in your browser window
 - 6 *password numbers/letters* you enter to get access to a webpage
 - 7 *username* the name you use when you are online
 - 8 *site name* the name of your website, i.e. at the top of your homepage.
- 3 Ask students to work in pairs and brainstorm any other webpage-related words or expression they know and add them to the list. Ask pairs to share their ideas with the class. Check answers and write the words on the board.

Possible answers

browsing: looking at websites on the Internet at random;
chat room: an area on the Internet where people exchange messages

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between two students, Farah and Lars, and Paul, who is in charge of the self-access 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 problems Farah and Lars have in setting up their webpage. Ask students to check their answer in pairs, before checking as a class.

Answer

They couldn't get an Internet connection; the mouse didn't work properly; they didn't know the password; the connection was very slow; the computer broke down completely.

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

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one. Ask students to think about the meaning of each expression, and to decide which ask for help and which offer it (directly or indirectly). Check answers as a class and write some good sentences on the board for students to practice.

Answers

Can you help us, please? (Farah asking directly)
I'll be with you in a moment. (Paul offering indirectly)
Let's see what the problem is. (Paul offering directly)
Sorry ... but this ... doesn't work. (Lars asking indirectly)
I think there's a problem. (Lars asking indirectly)

Over to you!

- 6 Students work in pairs and decide who will be the student and who will be the person in charge. Ask them to read the instructions and follow the steps. 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.

Extension: Students think of another scenario where they might need to ask for help and use some expressions in the Toolkit to act out a dialogue (*example scenarios*: a broken-down vehicle; a smartphone not working).