High school life!

In this unit, you are going to have a short dialogue about the life in your school with a newcomer. You will be able to interact with another person about your school and you will use the appropriate strategies to hold up the conversation.

A new student has arrived at our school. He speaks English but not Catalan. The teacher in the Newcomers’ Classroom (Aula d’Acollida) has asked us to show him / her the school. What can we do?

Write down your ideas here.

_______________________________________________________________________
_______________________________________________________________________

Compare your ideas with your partner’s. Add more ideas. Choose two ideas to tell all the class.

_______________________________________________________________________
_______________________________________________________________________

Let’s get ready to show him / her the school!

1.- SCHOOL

What’s your school like? What type of school is it?

Do you like it? Why?

What’s your favourite subject? And your least favourite subject?

1.- Let’s practise and revise some vocabulary. Answer this crossword and fill in these sentences. Write down new words here for you to learn them.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

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2. Which actions do you do at school? Fill in the gaps with the correct verb and then write down the actions here.

______________________  ______________________
______________________  ______________________
______________________  ______________________
______________________  ______________________
______________________  ______________________

3. Some superheroes need to go to school to learn special skills. Read and listen to a story about a school for superheroes. Put these actions in order.

- They go to the flying class
- Peter changes clothes in a phone box
- They arrive at Superhero High
- They go to the dining room for lunch.
- They go to see the headmaster’s office
- Raina tries to see through walls

Which subjects do you think superheroes need? Do they need Physical Education? Or Social Studies? What about becoming invisible? Write down the subjects they need.

Flying, Seeing through walls, ____________________________
__________________________
__________________________

LEARNING TIP: Listening

Don’t try to understand every single word.
Concentrate on what you DO understand!
4- Joshua goes to school in Japan. Listen to his conversation and answer the questions there. What is your score? _________________

5.- Listen to Lily talking about her school and answer these questions:
   a.- Does she like school? ________________________________________________
   b.- Does she wear a uniform? ____________________________________________
   c.- What’s her favourite subject? _________________________________________
   d.- Which is her least favourite subject? _________________________________
   e.- How many children are there in Lily’s school? __________________________
   f.- Does she get a lot of homework? _______________________________________

Do you like Lily’s school? Why?
___________________________________________________
________________________________________________________________________

6.- Underline your school subjects

<table>
<thead>
<tr>
<th>Art</th>
<th>Religious education (R.E.)</th>
<th>Technology</th>
<th>Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education (P.E.)</td>
<td>Science</td>
<td>History</td>
<td>German</td>
</tr>
<tr>
<td>English</td>
<td>French</td>
<td>Latin</td>
<td>Music</td>
</tr>
<tr>
<td>Computer studies</td>
<td>Geography</td>
<td>Maths</td>
<td>Greek</td>
</tr>
<tr>
<td>Spanish</td>
<td>Catalan</td>
<td>Literature</td>
<td>Ethics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Handicrafts</td>
<td>Economics</td>
<td>Biology</td>
</tr>
</tbody>
</table>
7.- Read this description about a High School in Lleida. **Underline everything that is similar to your school.**

**MY SCHOOL**

My school is the best! It’s called Joan Oró after a very famous scientist born in Lleida in. He worked for the NASA in the USA.

My high school is big and a bit old. It was built in 1972. It’s got five floors and a huge playground, with a race track, two basketball courts, a football field and two volleyball courts. We also have a sports hall where we do PE when it’s raining or too cold outside.

In my school there are about 35 classrooms, 3 computer rooms, a lab for science, a lab for chemistry and a lab for physics, a workshop for technology, two music classrooms and two foreign language classrooms. The library is big and it has some computer we can use at break time. In the canteen we have breakfast and lunch. The food is good there!

There are 65 teachers in my school. They are very nice and patient. There are 400 students in my school. Some study Secondary Education, some study Batxillerat and others study vocational training courses. I like my school, with all the students inside.

The text mentions some of the rooms you can find in a school but there are others. Write down the one you are going to show the newcomer and **translate them into English**:

<table>
<thead>
<tr>
<th>Catalan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taller tecnologia</td>
<td></td>
</tr>
<tr>
<td>Sala de conferències</td>
<td></td>
</tr>
<tr>
<td>Consergeria</td>
<td></td>
</tr>
<tr>
<td>Aula d’acollida</td>
<td></td>
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<tr>
<td>Secretaria</td>
<td></td>
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<tr>
<td>...</td>
<td></td>
</tr>
</tbody>
</table>
Analyse how the description is written. Are these statements true (T) or false (F).

a.- The description is divided into paragraphs. ____________
b.- The text is full of spelling mistakes. ____________
c.- The description does not have a title. ____________
d.- The description starts with a catchy sentence. ____________
e.- There is no ending in the description. It just ends. ____________
f.- There is a picture of the school. ____________

Match the paragraph and the topic of each paragraph:

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Teachers and students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 2</td>
<td>Rooms at school</td>
</tr>
<tr>
<td>Paragraph 3</td>
<td>Origin of the name</td>
</tr>
<tr>
<td>Paragraph 4</td>
<td>Physical aspect</td>
</tr>
</tbody>
</table>

Write a description of your school. Follow Institut Joan Oró description as a model.

MY SCHOOL

.....

Check your composition with your answers to the true and false exercise above.
II.- A KID’S LIFE IN ...

1.- Read these three text

**a)** Caroline form Kenya

“Caroline form Kenya

A Day in the Life
What’s it like to live in Kenya? Find out from a real expert. 13-year-old Caroline knows all about it.

Caroline is a secondary school student in Kenya. She is a good student but she has no time for hobbies. Here she tells us about her typical day.

6:15 a.m.
I wake up and wash up. For breakfast, I have a cup of hot tea, sometimes I eat a snack. [Kenyans are fond of banana pancakes.]

6:15 a.m.
I get up. School doesn’t begin at 8 a.m., so I’ve got plenty of time to have a shower, comb my hair... that sort of thing. I have my breakfast in the kitchen. It’s the same every day:
- 8 a.m.
I have my breakfast in the kitchen. It’s the same every day:
- 8 a.m.
I have my breakfast in the kitchen. It’s the same every day:
- 8 a.m.
I have my breakfast in the kitchen. It’s the same every day:

**b)** Scarlet from Mexico

**c)** Robert from America

**Compare their lives** by filling in the table

<table>
<thead>
<tr>
<th></th>
<th>Caroline from Kenya</th>
<th>Scarlet from Mexico</th>
<th>Robert from America</th>
</tr>
</thead>
<tbody>
<tr>
<td>She / He gets up at ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School starts at ...</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Subjects at school are ...</td>
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<td></td>
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</tr>
<tr>
<td>Lunch is at ...</td>
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<tr>
<td>Lunch consists in ...</td>
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<tr>
<td>School ends at ...</td>
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<tr>
<td>In the evening she / he ...</td>
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<tr>
<td>Dinner is at ...</td>
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<tr>
<td>Bedtime is at ...</td>
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</tbody>
</table>
2.- In the three texts you can find useful language for talking about your routine (in the first person) and about another person’s routine (third person singular). Complete the sentences from the text.

Scarlet: I ____________________ my breakfast to school with me in a lunch box.
Scarlet: After lunch; I ________________ out of my school uniform.
Caroline: Homework ________________ me busy!
Caroline: She ________________ drinks a glass of milk before school.
Caroline: After lunch, we ________________ Religion.

What do you notice about the forms of the present simple? Is it the same for I and we? Is it the same for I and she? What happens in Catalan? Find more examples in the texts.

What’s the rule?

To form the present simple, we use:

* the ___________________ of the verb for I / you / we / They
* the base form of the verb + __________ for he / she / it.

Practice “the simple present” tense.

Write down something about your school life that you want to tell the newcomer. Follow Caroline’s or Scarlet’s descriptions as models.

A DAY IN THE LIFE OF ...

.....
III.- CONVERSATIONS

1.- What’s the difference between a conversation and an oral presentation? **Write down some differences.**

<table>
<thead>
<tr>
<th><strong>A Conversation</strong></th>
<th><strong>An oral presentation</strong></th>
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</thead>
<tbody>
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</tbody>
</table>

Which is more difficult for you? Why?

2.- Go to [How to Hold a Conversation by Connor](#) and write down the things he mentions about how to hold a conversation

**HOW TO HOLD A CONVERSATION by Connor**

1

2

3

4

5

6

3.- In groups of three **write down the qualities of a good dialogue.** Classify your ideas under these heading. You can start with the ideas in the video you watched.

<table>
<thead>
<tr>
<th>Communicative strategies</th>
<th></th>
</tr>
</thead>
</table>
4.- Get in pairs and perform your dialogue. One is going to be the newcomer and the other one is going to be himself. This is what you need to do:

a) Decide who is the newcomer and who is the student showing the school.

The newcomer should ask questions about the school and about anything that the student mentions. You should show the newcomer the school (rooms, people, etc) and you should also tell him/her about school life.

b) Start the dialogue explaining something about the name of the school and then go on talking about the school and the life in it for at least 4 minutes.

c) Remember the pieces of advice you wrote above.

5.- Work in pairs and try to improve your dialogue.

<table>
<thead>
<tr>
<th>Communicative Strategies</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Do I use other words when I do not know a word?</td>
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<tr>
<td>* Do I ask when I do not understand what my partner said?</td>
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<td></td>
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<tr>
<td>* Do I ask when I am not sure if my explanation was clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Can I explain something using other words if it is necessary?</td>
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<td></td>
</tr>
<tr>
<td>* Do I use fillers or hesitations?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Text
* Does the dialogue start and end?
* Are there no pauses or the pauses are short?
* Do I respect turns (can I listen to the other person, can I signal when I would like to talk or when I would like to stop talking, etc.)?
* Are the questions and answers related? Does the dialogue flow smoothly?
* Can the newcomers get an idea of what your school is like and what your school life is like?

Language Use
* Do I use the school vocabulary accurately?
* Do I use the present simple correctly most of the time?
* Do I use adjectives and/or adverbs to make the dialogue more interesting?
* Can people understand my intonation and pronunciation?
* Do I speak naturally? Is the dialogue not read or learnt by heart?

Body Language
* Do I look at my partner’s eyes?
* Do I move my head to show enthusiasm about my partner’s talk?
* Am I not too near and not too far apart from my partner?
* Is my body posture appropriate?

If your answer is YES to all these questions, you are done. If not, perform the dialogue again.

6.- Perform your dialogue and record it. Use Audacity. Don’t forget to save your recordings in mp3 format.

攫 Add your recording to the dossier in your portfolio. Don’t forget to include the date and your evaluation.