My new school

Level: 1º E.S.O.
Grammar: Personal pronouns. Present simple of to be.
Cardinal and ordinal numbers. Sentence order. Use of the indefinite article.
Functions: Exchanging personal information; describing places and talking about one's hobbies and interests
Vocabulary: Things in a classroom and parts of a school
Phonetics: Pronunciation of a /an

The didactic unit deals with school life and the vocabulary related to it, and the functions studied are mainly exchanging information and talking about oneself, appropriate topics for 1º ESO. Students at this age have to face their new school and may need the vocabulary and functions here introduced.

The unit consists of three parts where the student is faced with the different activities in a way which isn't necessarily linear, since the characters are the same in all the sections but the situations don't tell a story. This allows a flexible use and display of the different exercises and activities according to the needs of the teacher or group.

Most of the screens have got the instructions included on the exercise screen, but where this is not the case, there is a "task" button. The students are also helped by a "glossary" and a button called "help", where they can find a revision of the grammar and structures used in the lesson.

The structure of the unit is as follows:

PART 1 - My school

1 Edward: This is a short introduction where the narrator introduces himself telling the reader/listener some data about himself. In order to listen to the character pupils have to click on the student, when this is done a screen displays the full audio script in order to help the students understand.

2 Vocabulary - the school: In this screen the names of the different parts of a school are written and students must click on them to listen to their correct pronunciation. Simultaneously, a picture of the place is shown, to reinforce the learning of the word.

3 Match words and pictures: This exercise revises the vocabulary learned on the previous one by asking the student to match the words previously heard and their pictures.

4 Match sounds and pictures: This is again a revision of the words and sounds where the matching associates sounds with pictures.

5 Definitions: In the following two pages, there is a multiple choice exercise, students are asked to chose which of the words suggested fits the definition given above.
6  **Write the names:** This is a fill in the gaps exercise where the students must write the name of the place in the picture given. There are six screens on the whole.

**PART 2 - My classroom**

1  **Classroom vocabulary:** Here Edward, the student, introduces the exercise and gives the instructions. Students must click on the objects drawn in the picture to listen to the sounds of the words used to name them.

2  **The indefinite article a/an (1):** The following exercise revises the use of the indefinite article *a/an*. Students may click on the "help" icon in order to revise the theoretical explanation and then drag the words using *a* or *an* into the correct column.

3  **The indefinite article a/an (2):** This exercise revises both the use of the article and its correct pronunciation. Here students must listen to the correct pronunciation of the words given in the list and then they should record their own voices in order to improve their pronunciation.

4  **My timetable:** This exercise is mainly a listening activity, students listen to a description of the timetable as they are reading it in order to help understanding.

5  **Numbers:** This screen is in fact a menu which allows the student to chose which of the following topics they'll revise and, when clicked on, each of the possibilities leads you to one of the following activities:
   - cardinals: revises the spelling and pronunciation of cardinal numbers and offers the possibility of recording the student's own voice and contrasting it with the examples given.
   - ordinals: is the very same exercise, but on ordinal numbers.
   - practice: leads you to a series of exercises to revise both ordinal and cardinal numbers. There are:
     - three exercises where students are asked to write the names of the numbers given.
     - two exercises where they must listen to a number and write it as in a dictation.
   these exercises follow the criterion of increasing difficulty, so the more advanced exercises may be used as "further practice" for those students who need extra material or are more advanced

6  **Describing the classroom:** Here Edward talks about his class and his teacher. The audio is complemented again with the audio script, which may be displayed by clicking on the student as in former exercises or may remain hidden if preferred.

7  **True or false:** In this exercise, students must decide which of the sentences about the previous text are true and which are false, they may listen to the text again by clicking on the audio icon if they need extra help or cannot remember some data.
PART 3 - Teacher and pupils

1  **The teacher:** This screen introduces the teacher. Students must click on his picture to listen to some information about him.

2  **The pupils:** In this exercise, students have to click on the pictures of four students who introduce themselves. They can decide whether to have a written version of the audio or not by clicking on the "no text" button.

3  **Listening:** Here students must complete a chart on the characters introduced previously and they can listen to them again if necessary.

4  **Match the information:** The same pictures must be matched with certain data (age, brothers and sisters, etc) thus revising the information given before.

5  **Sentence order:** This is a drag and drop exercise which revises word order and structures. Students must tidy up the words given to write correct sentences.

6  **Interview:** In this exercise, students listen to and then read an interview where the teacher asks Edward a number of questions about himself.

7  **Match questions and answers:** As a revision of the previous, pupils must match questions with answers by clicking on the first column and dragging the arrow which will appear onto the correct answer.

8  **My personal details:** This is a writing exercise. Because an unguided composition may turn out to be too difficult on this level, students are simply asked to fill in the gaps, print their composition and then, if they want to, they may record their own voices reading the composition to improve their pronunciation.

9  **Hangman 1:** This is a modern version of the classical "hangman", students have to guess the word given by clicking on the right letters. If they make a mistake the sand clock indicates it. If they find it too difficult they may listen to the word, clicking on the picture of the tape recorder.

10  **Hangman 2:** This is again the same exercise, but here extra help consists of a picture which gives a clear hint on the word hidden.
My New School - Answer key

PART 1 - My school

6 Write the names:
   First part: 1. classroom  2. gym  3. laboratory  4. library  5. toilets  6. staffroom
   Second part: 1. classroom  2. toilets  3. laboratory  4. library  5. staffroom  6. gym

PART 2 - My classroom

1 Classroom vocabulary: blackboard map window book chair schoolbag desk

2 The indefinite article a/an (1):
   a: pencil / dictionary / ruler / bag / table
   an: apple / ice-cream / eraser

5 Numbers - Practice:
   Screen one:
   fifty-three / three hundred and seventy-two / six hundred and eighty-one /
   one thousand, two hundred and ninety-seven.

   Screen two:
   thirty-seven / four hundred and sixty-two / thirteen thousand, one hundred and fourteen /
   one hundred and eighty-six thousand, five hundred and ninety-one.

   Screen three:
   thirteen / eighty-five / eight hundred and ninety-four /
   three thousand, six hundred and seventy-nine /
   one million, six hundred and twenty-three thousand and forty-four.


PART 3 - Teacher and pupils

3 Listening:
   Peter: twelve / two / one /red / fourteen / reading / hamburgers.
   Lisa: twelve / one / zero/ blue / thirty / riding horses / beef
   Alex: thirteen / zero / two / yellow / one hundred / sports / omelette
   Pam: thirteen / zero / zero / pink / four / writing poems / pizza.

4 Match the information:
   Screen one: Lisa: 12 / Alex: 13 / Peter: 12 / Pam: 13
   Screen two: Alex: 0 / Peter: 2 / Lisa: 1 / Pam:0
   Screen three: Lisa: 0 / Alex: 2 / Peter: 1 / Pam:0
5 Sentence order:

Screen one:
1. They are in the classroom.  
2. The teacher is very tall.  
3. I study at secondary school

Screen two:
1. I am thirteen years old.  
2. My favourite colour is blue.  
3. I have got three brothers.

7 Match questions and answers:

What's your name? - My name is Edward
How old are you? - I'm thirteen
What are your parents' name? - Tim and Margaret
Have you got any brothers or sisters? - I've got one brother and one sister.
Where do you live? - I live near the football pitch.
What are you favourite subjects? - My favourite subjects are Maths and History.

9 Hangman 1:
Words: classroom / laboratory / gym / blackboard / pencil case / staffroom.

10 Hangman 2:
Words: bag / sharpener / pencil / notebook / pencil case.
PART 1 - My school

1 Edward:
   Hello! My name is Edward. I'm twelve years old and today is my first day at Secondary School. This is my new school. If you want we can learn together. Come on!

PART 2 - My classroom

1 Classroom vocabulary:
   Hi! This is my classroom. Now we are in the classroom. Click on the different things and listen to the sounds.

4 My timetable:

6 Describing the classroom:
   In my classroom, there is one teacher and there are twenty five pupils. There is a map, a big chair and table for the teacher. Each pupil has got one pencil, five books, one pencil case, three notebooks and one ruler. There are two windows and one door.

PART 3 - Teacher and pupils

1 The teacher:
   Good morning, I am Mr Smith. Today is your first day in secondary school and I am your teacher. I would like to know something about you. I am here to help you and for us to teach and learn together.

2 The pupils:
   Hi! My name is Lisa. I'm twelve years old. My favourite colour is blue and my lucky number is thirty. I've got one brother and no sister. I like riding horses. My favourite food is beef.

   My name is Alex. I'm thirteen years old. I've got two sisters. My lucky number is one hundred. My favourite food is omelette and my favourite colour is yellow. I like sports.
Hello! My name is Peter. I'm twelve years old. I've got two brothers and one sister. My favourite colour is red and my lucky number is fourteen. I like reading comics. My favourite food is hamburgers.

My name is Pam. I'm thirteen years old. I've got no brothers and no sisters. My favourite colour is pink and my lucky number is four. My favourite food is pizza. I like writing poems.

6 Interview:

Mr Smith: Good morning, boy.
Edward: Good morning, Mr Smith.
Mr Smith: What’s your name?
Edward: My name is Edward.
Mr Smith: How old are you, Edward?
Edward: I’m thirteen.
Mr Smith: What’s your parent’s name?
Edward: My father’s name is Tim and my mother’s name is Margaret.
Mr Smith: Have you got any brothers and sisters?
Edward: I've got one brother and one sister.
Mr Smith: Where do you live?
Edward: I live near the football ground.
Mr Smith: What are your favourite subjects?
Edward: My favourite subjects are Maths, PE. and History.
Mr Smith: OK, Edward, thank you for your answers.
Edward: It’s a pleasure.
Mr Smith: Bye, Edward.
Edward: Bye, Mr Smith.