MY FIRST MESSAGE TO A PEN-PAL

LEARNING OUTCOMES IN FOCUS

Students should be able to:

1.19 **create texts about aspects of their lives and topics that interest them such as family** and friends, school, holidays, **leisure activities**, fashion, **sport,** celebrities.

2.1 recognise, describe and **use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions.**

3.6 select process and **present information using appropriate technologies.**

LEARNING INTENTIONS

We are learning to:

• greet potential pen pals and provide basic information about ourselves (name, nationality, age, physical appearance, personality etc.) using appropriate digital technology.

• ask questions to obtain similar information from our pen-pals in their reply.

• use digital technology appropriately and creatively to communicate with pen-pals.

TEACHING AND LEARNING CONTEXT

This task is given to first years. They can give basic personal information, as well as describe their physical appearance and personality, favourite hobbies and sports. They can also provide information about their family. A partnership with a school from abroad has been facilitated.

TASK

Students creatively design an introduction to their pen-pal using a digital technology of their choice.

SUCCESS CRITERIA

I can:

SC1 make good use of digital technology to greet and introduce myself appropriately to an Italian pen-pal.

SC2 use adjectives appropriately to describe my appearance and personality clearly enough to be understood by my pen-pal.

SC3 clearly provide further information about my life.

SC4 ask my pen pal questions about their life.

Descrizione fisica...

- Sono alta e magra
- Sono bella e giovane
- Ho i capelli rossi, lunghi, e ricci
- Ho gli occhi castani

DOMANDE:

Come sei?

Personalitá

Sono sagittario

Io sono:
- Vivace
- Ambiziosa
- Curiosa
- Ottimista
- Fantasiosa

DOMANDE:
- Di che segno sei?
- Come ti descriveresti?

La mia famiglia

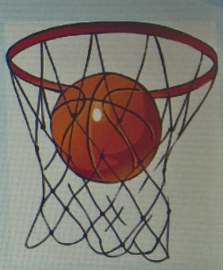Madre – capelli rossi corti. Bella

Padre – capelli neri corti. Alto

Fratello – capelli castani corti. Bello.
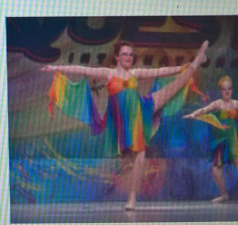
DOMANDE:
- Come é la tua famiglia?

Passatempi...

- Di solito non gioco sport, ma se dovessi svolgere sport giocherei a pallacanestro!
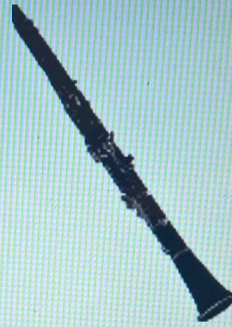- Quale sport ti piace o giochi?

- Mi piace cantare e ballare!
- Ti piace cantare e ballare?

Fatti su di me.

- Io gioco il clarinetto
- Vado a una scuola superiore
- Come si chiama la tua scuola?
- Ci sono fatti su di te?

Ciao !!!!

- Io spero tu ti sia divertito leggendo di me e spero che possiamo diventare amici penna!!

Da Hannah!!

NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

TEACHER ANNOTATIONS USING THE SUCCESS CRITERIA

The annotations capture observations by the teacher, using the success criteria, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.

SC1: The text was created as a slide presentation. The format looks quite attractive and colourful and all the topics covered are well illustrated by pictures. There are clear headings introducing the different topics, making it easy to immediately identify all different points. Questions are also introduced by the heading *"domande"*).

SC2: Physical description is provided, along with personality traits. Full sentences including correct verbs are used in both sections.

SC3: The student provided a wide range of extra information: age; gender; nationality; home town; star sign; family members with a brief physical description; favourite sport and pastimes. The student also included a list of curious facts and a closing formula addressing the prospect pen pal. Grammar mistakes are very rare: one is the verb *"gioco"* used with the meaning of "do" before the word for sports, which in this case should have been replaced by *"faccio"*; *"gioco"* is also used as a translation of "I play", when *"suono"* should have been used. These are very common mistakes and are due to the multiple possible translations of the English *"to play"*. The last mistake was the absence of the word *"di"* in the translation of *"pen pals"*. The meaning is however never in doubt despite these mistakes.

SC4: Questions were interspersed within the text. All the questions were present and formulated with highly accurate grammar. The student was also able to create some questions based on grammar rules learnt in class, as well as using what already present in their language portfolio.

OVERALL JUDGEMENT ≣ **EXCEPTIONAL**

≣ Exceptional ≣ Above expectations ≣ In line with expectations ≣ Yet to meet