

INTRODUCTIONS

LEARNING OUTCOMES IN FOCUS

Students should be able to:

1.10 convey simple descriptions, presentations or announcements on familiar topics.

OR

1.22 produce and edit texts and interact with others in writing using appropriate digital technologies.

AND

2.5 compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate.

3.10 compare and contrast the use of numbers in the target language country/countries and in their own, with regard to familiar topics such as prices, age, dates, seasons.

LEARNING INTENTIONS

We are learning to:

- state age and birthdays as a French speaker would.
- understand the difference between the use of the correct form of the possessive adjectives in French and English.
- create and share information about ourselves and our families using digital technology.

TEACHING AND LEARNING CONTEXT

This task is given to 1st years. So far, they have been encouraged to speak and write about themselves in the target language. The students have learned the vocabulary of the family members, numbers to 100, the present tense of the verbs *avoir* (focusing on its use for age), *être* and *s'appeler*, as well as the possessive adjectives *mon*, *ma*, *mes*. The students use netbooks in class and all work is accessed through technology.

TASK

Students create a presentation to introduce themselves and describe their family members.

SUCCESS CRITERIA

I can:

- SC1** give information about myself and my family which includes name, age, and birthday in an appropriate format.
- SC2** discuss my family members using possessive adjectives correctly.



Listen to this audio at www.curriculumonline.ie

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 student fulfils most of this success criteria however there are errors in pronunciation that impact on the clarity of the message. The student chose an oral delivery and therefore errors in pronunciation of elements outlined in the success criteria must be taken into consideration. In some cases the mispronunciation might be influenced by the rap format chosen (e.g. 'fa-me-lee').

SC2: The student uses some possessive adjectives correctly.

OVERALL JUDGEMENT



IN LINE WITH EXPECTATIONS



Exceptional



Above expectations



In line with expectations



Yet to meet