

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.

MY FIRST MESSAGE
TO A PEN PAL

Leah

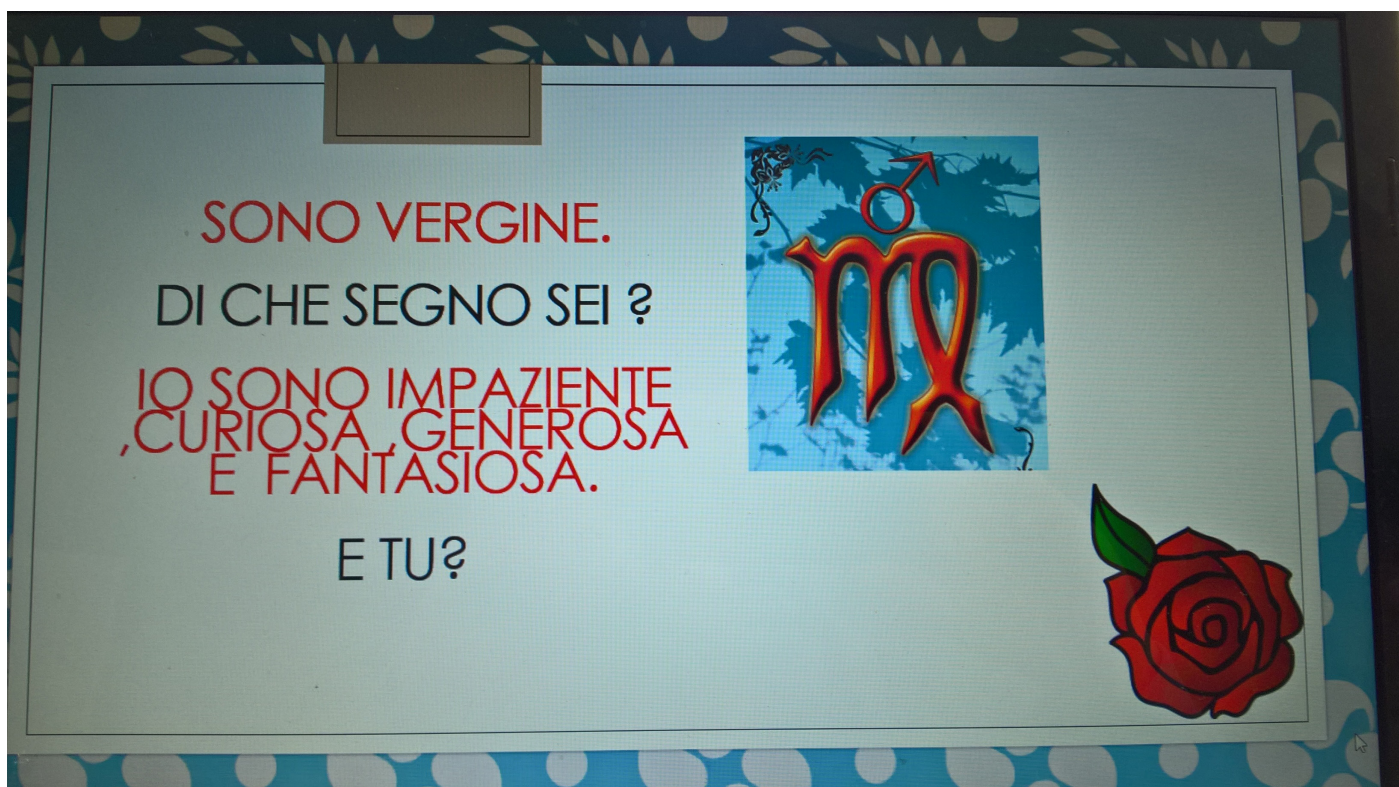
CIAO, MI CHIAMO LEAH
COME TI CHIAMO ?

HO TREDICI ANNI
QUANTI ANNI HAI ?





SONO IRLANDESE
DI DOVE SEI ?



ME STESSA
SONO BASSA
SONO DI CORPORATURA MEDIA
SONO BELLA
SONO GIOVANE
HO I CAPELLI LUNGHİ BIONDI E MOSSA
HO GLI OCCHI AZZURRO
E TU?



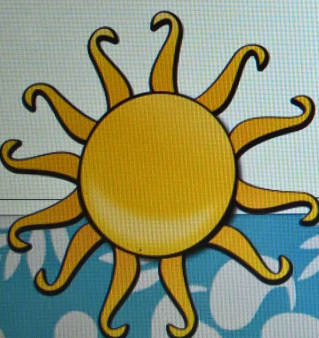


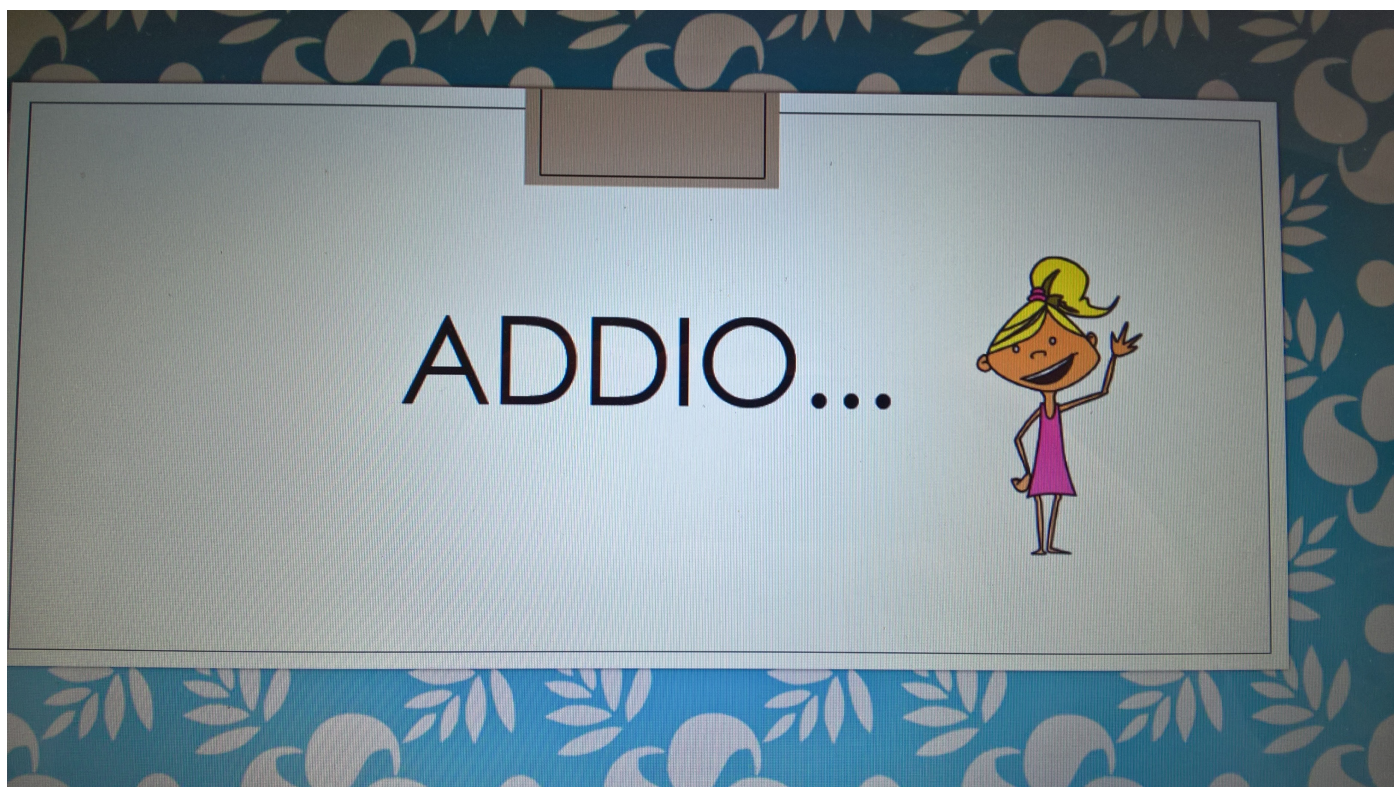
SONO VERGINE.
DI CHE SEGNO SEI ?
IO SONO IMPAZIENTE
,CURIOSA, GENEROSA
E FANTASIOSA.
E TU?

		<p>IL MIO SPORT PREFERITO È: NUOTO, PING PONG E TENNIS.</p> <p>E TU?</p>
		

NEL MIO TEMPO LIBERO MI PIACE: NUOTARE, BALLARE,
GUARDARE LA TV E RITROVO CON LA MIA FAMIGLIA E
GLI AMICI...

E TU?





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 slideshow. The format looks quite attractive and most of the pictures chosen illustrate the topics covered. The greeting and information about the student are presented clearly and accurately, except the unusual choice of “*addio*” to sign off.
- SC2:** Physical description is well-structured and detailed using rich vocabulary. Personality is very well described. A native speaker would understand all the information. A rich variety and range of vocabulary and grammatical structures is evident, including excellent use of the infinitive. A small number of adjectives do not agree in number with the noun they describe (“*mosso*” and “*azzurro*”). Personality is very well described.
- SC3:** The extra information provided is: star sign, favourite sports & pastimes. Despite some mistakes (the lack of plurals regarding sport, “*ritrovo*”) meaning is not in doubt. There’s a natural flow, and a variety of structures and vocabulary throughout.
- SC4:** Questions were interspersed within the text. while in other instances there is repetition of: “*e tu?*” meaning “*and you?*” which is not always used appropriately. Questions were well placed within the text, effectively linked to student’s statements about themselves. However, in four cases the full, correct and direct question is used very effectively.

OVERALL JUDGEMENT



IN LINE WITH EXPECTATIONS



Exceptional



Above expectations



In line with expectations



Yet to meet