

## 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.

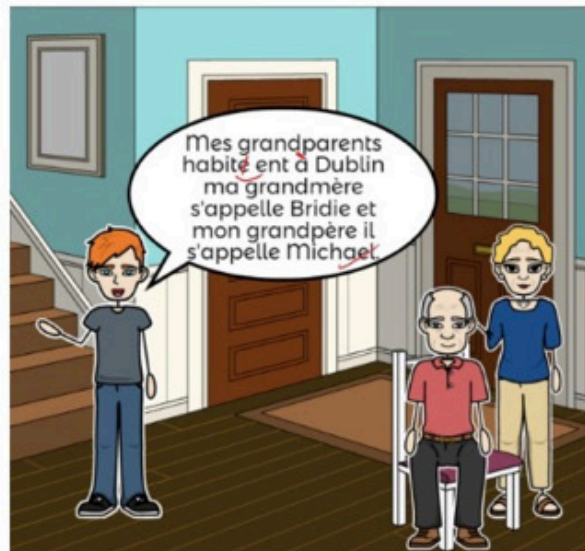
### TASK

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.



## 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 successfully introduces himself and a wide range of family members, stating some ages, and one birthday (this is understandable given that he's an only child). The student's work extends beyond immediate family members and in some instances uses language in a sophisticated way e.g. *j'aime bien les* +infinitive. There is some evidence of language awareness. The student chose a written format and therefore basic errors in spelling and grammar must be taken into consideration, but they do not impede communication.
- SC2:** The student shows excellent understanding of the possessive adjectives, using the masculine, feminine and plural forms correctly on every occasion, including use of third person ('*sa femme*'). The student correctly uses the feminine noun and possessive adjectives for '*ma chienne*.'

OVERALL JUDGEMENT



EXCEPTIONAL



Exceptional



Above expectations



In line with expectations



Yet to meet