





Getting to know you – Guess who. Video chat.

TASK SUMMARY	
Topic	Getting to know the partner class.
Target group CEFR level	Primary school learners, synchronous exchange A1-A2
Summary of activities	The learners prepare short identification cards to introduce themselves to a partner. These are exchanged in the pre-task phase between schools. During the live interaction, learners introduce themselves in small groups and their partner school peers record information on a listening grid to compare information with the ID cards and guess the name of the partner school's class member.
Learning objectives (intercultural, linguistic, technological and pedagogical)	 Getting to know each other Practising conversation skills Talking about oneself Asking and answering simple questions Listening and recording answers Being able to create a presentation (e.g. in Powerpoint or equivalent)
Final product (expected outcome)	Learners correctly match the remote peers who are introducing themselves with their ID cards.
Tool suggestion	Presentation slide software: Powerpoint File sharing platform: Wetransfer Videoconferencing platform: BigBlueButton
Has the task been tested?	Yes
Author(s)/institution(s)	Ecole des Volcans (FR), Santo Ángel (ES), Université Clermont Auvergne (FR)

TASK PREPARATION				
Task elements	Description of pre-task activities			
Preparing for the meeting with VE partner	The teacher introduces the virtual exchange project and explains the task.			
	Learners individually prepare their ID cards. A template is provided below but the categories could be changed. For example: Name, age, family members, favourite colours, favourite number, food preferences, favourite animals, hobbies. Learners create digital ID cards on a slide. For example, adding a photo of themselves and pictures to illustrate their personal information.			
Familiarisation with task topic	Introduction of language structures:			
	• I'm years old.			
	• I have (a)brother(s) and (a) sister(s). I'm an only child.			
	• My favourite is (a)			
	• I like I don't like			





E-LIVE task: Getting to know you - Guess who

E EITE WAR ! Getting to know you	Guess willo
	After school/ at the weekend, I like to Introduction of question structures:
	How old are you?
	• Do you have any brothers or sisters?
	• What's your favourite?
	• What are your hobbies?
	• Are you? (Yes I am/ No I'm not).
	Introduction of conversation management structures:
	• I didn't understand.
	• Could you repeat please?
	• Can you speak more slowly please?
	Teacher organizes small groups of 4 learners. Learners can practice asking and answering questions to introduce themselves within the groups.
	Task differentiation: Depending on level, learners could introduce them with written support / with visual support.
Familiarisation with tools	The learners will need to be able to create a new slide in the presentation software, import images/ photos, changing background theme and save their work.
	An introduction to the videoconferencing software including webcam, sound and text chat settings.

TASK PERFORMANCE (INTERACTION)

IASK FERTORMANCE (INTERACTION)	
Task elements (steps of the interaction)	Description of activities
Pre-interaction preparation	Teachers exchange the digital ID cards via email or a file sharing platform.
	Teachers prepare for the partner class a listening grid for learners to record information based on the ID cards (see example below).
	Teachers exchange names of the learners in each group and prepare the ID cards into packs of 4 depending on group composition. Optionally, they could be printed.
	Task differentiation: Depending on the small groups' abilities, a listening grid could be created just for their partner group or with information from the partner's entire class.
Learners' familiarize themselves with the listening grid	The teacher explains the listening grid. Learners can illustrate this: e.g. colour in the colours, draw images of the animals and foods. Alternatively, the teacher could add illustrations during the pre-interaction preparation.
Interaction in small groups – Guess who is who	The learners use the videoconferencing in small groups 4:4.
	In turn, a pair of learners take it in turns to ask and answer questions about themselves (without stating their name). The other three learners from the remote school record the information given on the listening grid.
	After each of the four pairs has interacted, the learners try to guess in who is who in each group.

POST-TASK					
Task elements	Description of post-task activities				

E-LIVE task: Getting to know you - Guess who

	In groups of 4, the learners can present the remote peers with whor			
١	they interacted with to their class. The ID cards could be projected			
	on the board. Third person language structures introduced and each			
-	learner share one or two elements with their class. E.g. <i>I talked to</i>			
-	Louise. She is 7 years old. Her favourite food is chocolate and she			
	plays football.			

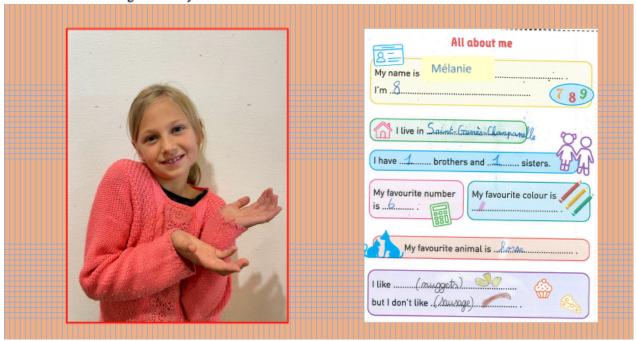
Disclaimer: This project is funded by the European Commission within the Erasmus+ programme. This material reflects the views only of the authors, and the Commission cannot be held responsible for any use that may be made of the information contained therein.



SAMPLE RESOURCES TO SUPPORT THE TASK

1) Sample ID card

E-LIVE task: Getting to know you - Guess who



ID card adapted from Réussir en anglais, Editions RETZ.

2) Sample listening grid

He/she is: 7 / 8 / 9

He/she has _____ brother(s) and _____ sisters. He/she is an only child.

E-LIVE task: **Getting to know you – Guess who** His/her favourite colour is:

Blue	Green		Red	Yellow	White	Purple	Pink	
blue	Green	Orange	Red	renow	vviiite	Furple	Pliik	
His/her favou	urite animal is	s:						
A horse	A do		A cat		A hamster	A fish		
		5						
His/her favou	urite number	is						
His/her favou	urite food is:							
Chocolate	Burg	gers	Chips		Nuggets	Cheese	9	
Sausages	Cak	 e	Biscuits		Pizza	Pasta		
04404955		Sake		,	1 .223			
	191							
S/he doesn't			- Icama		In	China		
Tomatoes Co		ırgettes	Soup		Broccoli	Chips	Cnips	
Ice cream Chic		ken Apples		i	Fish		Sausages	
						L		
His/her hobb	oy is							
Football	•	Dancing		Basketba	all	Swimming		
 Reading		Drawing		Playing n	ousic	Matching ca	rtoons	
Ineauiiig		Diawing		li layirig ii	Playing music		Watching cartoons	
1								