



## Getting to know you – Guess who. Video chat.

## TASK SUMMARY

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                                                             | Getting to know the partner class.                                                                                                                                                                                                                                                                                                                                                                  |
| Target group<br>CEFR level                                                        | Primary school learners, synchronous exchange<br>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<br>(intercultural, linguistic, technological and pedagogical) | <ul style="list-style-type: none"> <li>• Getting to know each other</li> <li>• Practising conversation skills               <ul style="list-style-type: none"> <li>o Talking about oneself</li> <li>o Asking and answering simple questions</li> <li>o Listening and recording answers</li> </ul> </li> <li>• Being able to create a presentation (e.g. in Powerpoint or equivalent)</li> </ul>     |
| Final product (expected outcome)                                                  | Learners correctly match the remote peers who are introducing themselves with their ID cards.                                                                                                                                                                                                                                                                                                       |
| Tool suggestion                                                                   | Presentation slide software: Powerpoint<br>File sharing platform: Wetransfer<br>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 | <p>The teacher introduces the virtual exchange project and explains the task.</p> <p>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.</p> |
| Familiarisation with task topic           | <p>Introduction of language structures:</p> <ul style="list-style-type: none"> <li>• <i>I'm __ years old.</i></li> <li>• <i>I have (a) ____ brother(s) and (a) ____ sister(s). I'm an only child.</i></li> <li>• <i>My favourite ____ is (a) ____.</i></li> <li>• <i>I like _____. I don't like _____.</i></li> </ul>                                                                                                                                                             |



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

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <ul style="list-style-type: none"> <li>• <i>After school/ at the weekend, I like to _____.</i></li> </ul> <p>Introduction of question structures:</p> <ul style="list-style-type: none"> <li>• <i>How old are you?</i></li> <li>• <i>Do you have any brothers or sisters?</i></li> <li>• <i>What's your favourite _____?</i></li> <li>• <i>What are your hobbies?</i></li> <li>• <i>Are you _____? (Yes I am/ No I'm not).</i></li> </ul> <p>Introduction of conversation management structures:</p> <ul style="list-style-type: none"> <li>• <i>I didn't understand.</i></li> <li>• <i>Could you repeat please?</i></li> <li>• <i>Can you speak more slowly please?</i></li> </ul> <p>Teacher organizes small groups of 4 learners. Learners can practice asking and answering questions to introduce themselves within the groups.</p> <p><b>Task differentiation:</b> Depending on level, learners could introduce them with written support / with visual support.</p> |
| Familiarisation with tools | <p>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.</p> <p>An introduction to the videoconferencing software including webcam, sound and text chat settings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

### TASK PERFORMANCE (INTERACTION)

| Task elements<br>(steps of the interaction)              | Description of activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre-interaction preparation                              | <p>Teachers exchange the digital ID cards via email or a file sharing platform.</p> <p>Teachers prepare for the partner class a listening grid for learners to record information based on the ID cards (see example below).</p> <p>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.</p> <p><b>Task differentiation:</b> 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.</p> |
| Learners' familiarize themselves with the listening grid | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                  |
| Interaction in small groups – Guess who is who           | <p>The learners use the videoconferencing in small groups 4:4.</p> <p>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.</p> <p>After each of the four pairs has interacted, the learners try to guess in who is who in each group.</p>                                                                                                                                                                                            |

### POST-TASK

| Task elements | Description of post-task activities |
|---------------|-------------------------------------|
|---------------|-------------------------------------|

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

Introducing their partner group to the class

In groups of 4, the learners can present the remote peers with whom 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 talked to 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



**All about me**

My name is Mélanie

I'm 8 7 8 9

I live in Saint-Germain-Champagne

I have 1 brothers and 1 sisters.

My favourite number is 6

My favourite colour is pink

My favourite animal is horse

I like muggets but I don't like sausage

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 | Orange | Red | Yellow | White | Purple | Pink |
|      |       |        |     |        |       |        |      |

His/her favourite animal is:

|         |       |       |           |        |
|---------|-------|-------|-----------|--------|
| A horse | A dog | A cat | A hamster | A fish |
|         |       |       |           |        |

His/her favourite number is \_\_\_\_\_

His/her favourite food is:

|           |         |          |         |        |
|-----------|---------|----------|---------|--------|
| Chocolate | Burgers | Chips    | Nuggets | Cheese |
| Sausages  | Cake    | Biscuits | Pizza   | Pasta  |
|           |         |          |         |        |

S/he doesn't like:

|           |            |        |          |          |
|-----------|------------|--------|----------|----------|
| Tomatoes  | Courgettes | Soup   | Broccoli | Chips    |
| Ice cream | Chicken    | Apples | Fish     | Sausages |
|           |            |        |          |          |

His/her hobby is

|          |         |               |                   |
|----------|---------|---------------|-------------------|
| Football | Dancing | Basketball    | Swimming          |
| Reading  | Drawing | Playing music | Watching cartoons |
|          |         |               |                   |