

DIDACTIC UNIT: IF YOU ARE HAPPY (TRADITIONAL SONG)ç

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DIDACTIC UNIT: IF YOU ARE HAPPY (TRADITIONAL SONG)

1. JUSTIFICATION

1.1. MATERIAL CHOSEN IN CONNECTION WITH THE AGE

Although the Didactic Unit has been designed for 3rd cycle primary school students, it could also be applied to first and second cycle primary school students depending on the difficulty of the activities we propose.

We have chosen particularly this song because it is going to help our children's language and physical development, it is short enough for the age-group to remember, it requires active participation of the students, it is quite repetitive, it is an authentic material, it provides examples of 'real' language and help to bring the 'real' world into the classroom. Songs contribute to encourage learners' interest to study the language, and they are useful to establish a warm and relaxing atmosphere in the classroom.

The language in traditional songs is rich and colourful and extends the children's vocabulary beyond the limited range of their own day-to-day experiences. The use of rhyme encourages children to explore the sounds of words, and the use of imagery enriches their perception of the world and their ability to express what they feel.

One of the linguistic advantages of songs is that learners will happily repeat the same structure, even the same words, over and over again without getting bored. Songs are particularly useful in a stressed-timed language such as English because the rhythm forces us to put the stress on the right syllables and to observe the strong and weak forms. At the same time pronunciation is improved as the students are concentrating on sound rather than meaning. Students at this age are excellent mimics. They are particularly good at copying intonation.

Songs also help teachers to establish a friendly atmosphere in the classroom in order to create a feeling of respect and cooperation, and to encourage their self-esteem.

2. FINAL TASK

The students will recite the song by heart. They will also have to act it out by means of gestures at the same time they sing it aloud.

* It is advisable to record the final task on video to be shown to other classmates in the future to show them what they have to learn, and to be watched by the students themselves.

3. OBJECTIVES OF THE DIDACTIC UNIT

- 3.1. The students will be able to understand specific oral language, related to the song *If you are happy* as used by the teacher and their classmates.
- 3.2. The students will be able to use oral language fluently and competently, using linguistic and non-linguistic resources related to the song *If you are happy*, showing respect for, and interest in understanding and being understood.
- 3.3. The students will be able to use autonomous learning strategies developed from previous language learning experiences, related to other language study methods.
- 3.4. The students will be able to recognise and appreciate the communicative value of foreign languages, and their own capacity to learn and use them, encouraging spontaneity, overcoming their sense of the ridiculous and showing understanding and respect towards other languages, their speakers and their cultures.
- 3.5. The students will be able to establish links between meaning, pronunciation and the spelling of some foreign language words and simple sentences, not forgetting rhythm and intonation.

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5. RESOURCES

- 5.1. Flashcards
- 5.2. Photographs
- 5.3. The blackboard
- 5.4. Masks
- 5.5. Tape recorder
- 5.6. Video recorder
- 5.7. Computer
- 5.8. A video projector
- 5.9. The programmes: Word 2000, Hot Potatoes, PowerPoint
- 5.10. If we want to record the final task, a TV set, a video recorder and a video tape will be required.

6. TIMING

Three teaching periods will be devoted to completing this Didactic Unit.

7. ASSUMED KNOWLEDGE

- 7.1. Spelling words out
- 7.2. Simple Present of the verb *to be*
- 7.3. Simple Present
- 7.4. The Imperative
- 7.5. Present Continuous
- 7.6. Possessive adjectives
- 7.7. Qualifying adjectives
- 7.8. Irregular plurals
- 7.9. *Wh-questions*
- 7.10. Pronunciation of vowel and consonant sounds

8. ANTICIPATED PROBLEMS

- 8.1. Difficulty in spelling words out
- 8.2. Difficulty in reading phonetic transcriptions properly
- 8.3. Irregular plurals

9. ACTIVITIES

9.1. FIRST SESSION

- 9.1.1. How to get and hold our students' attention? As a warming-up activity, the students will be asked about some different classroom objects and famous characters they are familiar with:



What's this? What colour is it? What's it like? Is it long / short?



Who's this? What's her job? Where is she from? What's she like? How old do you think she is?

What I want them to do is to revise their previous knowledge mainly focused on qualifying adjectives. We'll work with adjectives such as: HAPPY/SAD, BIG / SMALL, NOISY / QUIET, TALL / SHORT, FAT / THIN, BEAUTIFUL / UGLY, INDUSTRIOUS / LAZY, LONG / SHORT. As we always want to work with sounds, the phonemic vowel sound transcription of each word will be written down next to each word.

/æ/	H <u>A</u> PPY	/æ/	F <u>A</u> T
/ɪ/	B <u>I</u> G	/u:/	BEA <u>U</u> TIFUL
/ɔɪ/	NO <u>I</u> SY	/ʌ/	INDU <u>S</u> TRIOUS
/ɔ:/	T <u>A</u> LL	/ɔ/	L <u>O</u> NG

9.1.2. Once we have written down the list of adjectives and their phonemic transcriptions, we will add next to each word words which rhyme with them. Once we have worked with words which rhyme, we will add next to each word their opposites and their phonemic vowel sound transcriptions.

/æ/	H <u>A</u> PPY	/æ/	SAD	/æ/	F <u>A</u> T	/ɪ/	THIN
/ɪ/	B <u>I</u> G	/ɔ:/	SMALL	/u:/	BEA <u>U</u> TIFUL	/ʌ/	UGLY
/ɔɪ/	NO <u>I</u> SY	/aɪ/	QUIET	/ʌ/	INDU <u>S</u> TRIOUS	/eɪ/	LAZY
/ɔ:/	T <u>A</u> LL	/ɔ:/	SHORT	/ɔ/	L <u>O</u> NG	/ɔ:/	SHORT

* This exercise is recommended to be done as a whole class activity. The students might also be distributed in pairs to think about words which rhyme with the qualifying adjectives presented, and then to gather all the words all the groups have thought about together.

9.1.3. GAME: GUESS WHAT!

In order to introduce the *if conditional* the teacher introduces – one by one – actions they have to guess. First, the teacher claps his/her hands and invite them to guess what he/she is doing.

Teacher: *What do you think I am doing?*

If they do not know the verb *to clap*, and they say the word in Spanish it does not matter. What we have to do is to say the word aloud, and to invite the students to repeat the word aloud. They are also asked to think about words which rhyme with the word *to clap*.

Teacher: *So I'm clapping my ... (and we show them our hands) what do you think I'm clapping?*

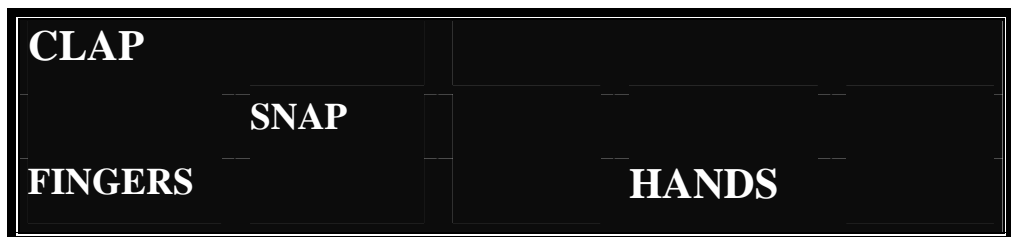
And the SS have to say *hands* aloud.

Teacher: *So I'm clapping my hands.*

Once we have practiced enough and the students have got familiar with the word *to clap* in connection with the parts of the body, the word *to clap* and the word *hands* will be written down on the blackboard, but not next to each other.



Now we introduce the verb *to snap* and the word *fingers*. The same steps as the ones followed above are recommended to follow.



9.1.4. GAME: SIMON SAYS

Once we have introduced the first two action verbs and their direct objects, we encourage them to play a game. It is similar to the well known game *Simon Says*, but instead of saying the magic word *Simon Says* they are asked to pay attention to the clause *If you are happy and you know it*. If the teacher says the clause *If you are happy and you know it* and immediately afterwards the command *clap your hands* what they have to do is to clap their hands. We will try as many times as necessary until they get familiar with the game.

Now we introduce the verb *to slap* and the word *legs*. The same steps as the ones followed above are recommended to follow. And then the game continues, but with three action verbs and their respective direct objects.

Now we introduce the verb *to stamp* and the word *feet*. The same steps as the ones followed above are recommended to follow. And then the game continues, but with three action verbs and their respective direct objects.

Now we introduce the verb *to say* and the word *okay*. The same steps as the ones followed above are recommended to follow. And then the game continues, but now with five verbs and their respective direct objects.

Now we introduce the verb *to do* and the words *all five*. The same steps as the ones followed above are recommended to follow.

As we want our students all play the game from the beginning to the end, the students who do not perform the action properly, or perform the action which does not have to be performed, they will be given the opportunity to follow the game by asking them a question based on aspects they are supposed to know, let's say *what is the capital city of France?* If they guess the answer they are allowed to continue to play, and if they do not, they are told to continue to play, but from then on they will stand up opposite the rest of the class.

According to the distribution of space, the central part of the classroom will be kept clear of tables and chairs and the students will place within the central circle occupying the whole classroom.

As regards the role of the teacher, he/she will have to take the place of an animator, guide, and observer of the teaching learning process. The students are required to take active participation.

9.2. SECOND SESSION

9.2.1. MATCHING EXERCISE

	CLAP		DO		SLAP
STAMP	SNAP		LEGS	OKAY	SAY
FINGERS			FEET	HANDS	ALL FIVE

Once we have written all the on the blackboard, the students are given a photocopy on which they will have to underline the verbs, and then all the nouns. In order to do this properly, they will have to associate the questions given in the first column of the chart and the answers written on the blackboard. (Whole class work activity, individual work activity).

Matching exercise

SLAP	HANDS
SNAP	LEGS
SAY	FEET
CLAP	FINGERS
STAMP	OKAY

Match the items on the right with the items on the left.

If there were 16 students the class could be divided up into groups of 4, and they would check their answers in groups. Once they have finished filling in the answers, the class would be reorganized again and each student of each group would be the representative of their group in the other groups. They would check their answers again and, if there were any changes, these would be explained to the others. Finally, at random, one from each group would be the speaker and as a whole class activity the questions would be corrected. The students are asked to sing the song in order to complete and correct the exercise.

3	SLAP	→	HANDS
2	SNAP	→	LEGS
5	SAY	→	FEET
1	CLAP	→	FINGERS
4	STAMP	→	OKAY

The students will be distributed in small groups and they will be asked to practice and perform the song. The ten last minutes of the class will be devoted to performing the song in groups to the rest of their classmates.

9.3. THIRD SESSION

Once our students get familiar with the song and practice it they are given a chart to fill in as the one given below.





All the students are going to participate in a contest where the best pictures will be chosen. All the pictures will be displayed on a mural which will be stuck in class. The chart chosen, or the best individual pictures, will be presented in PowerPoint.

Individually and with the help of their own charts they are asked to sing the song. The students are again distributed in groups and told to sing and perform the song.

In order to increase the difficulty of the song the individual pictures are rearranged and shown to the students by the teacher. The song is sung again by all the students. The pictures are shown to the students at random.

*** IF YOU ARE HAPPY (Traditional)**

If you are happy and you know it
Clap your hands,
If you are happy and you know it
Clap your hands,
If you are happy and you know it
And you really want to show it,
If you are happy and you know it
Clap your hands.

If you are happy and you know it
Snap your fingers,

If you are happy and you know it
Stamp your feet,
If you are happy and you know it
Stamp your feet,
If you are happy and you know it
And you really want to show it,
If you are happy and you know it
Stamp your feet.

If you are happy and you know it
Say: 'O.K.',

If you are happy and you know it
Snap your fingers,
If you are happy and you know it
And you really want to show it,
If you are happy and you know it
Snap your fingers.

If you are happy and you know it
Slap your legs,
If you are happy and you know it
Slap your legs,
If you are happy and you know it
And you really want to show it,
If you are happy and you know it
Slap your legs.

If you are happy and you know it
Say: 'O.K.',
If you are happy and you know it
And you really want to show it,
If you are happy and you know it
Say: 'O.K.'.

If you are happy and you know it
Do all five,
If you are happy and you know it
Do all five,
If you are happy and you know it
And you really want to show it,
If you are happy and you know it
Do all five.

10. ASSESSMENT

Apart from evaluating the Didactic Unit as a whole, and above all the final task, it is important to evaluate every single component the didactic unit is based on; including suitability of the objectives, timing, linguistic and non linguistic resources, presentation of the activities, interaction of the teacher with the SS and among the SS, involvement of the SS, interest in the topic on the part of the SS, etc. We do not have to wait for the end of the didactic unit to evaluate it. In Primary Education it is important to evaluate through direct observation.

Evaluation is going to help us to improve our lessons, and, above all, to help our SS learn individually. Evaluation is a fundamental element in getting information about the way the teaching-learning process is developing. It must provide constant feedback during the whole process of teaching and learning. For effective evaluation must include initial evaluation, to get information about the situation of the students with respect to the topic, a constructive evaluation throughout the process in order to show us how the group works and the relevant difficulties, and finally summative evaluation, to know if the didactic objectives have been achieved

Activities in this context allow the teacher to observe and collect information, enabling him or her to reflect on the learning and teaching process. Therefore, instead of designing activities solely to evaluate, we propose to select activities which, as well as being a part of our didactic units, allow us to observe and collect different information about:

1. using rhythmic patterns
2. quality of pronunciation

3. applying the appropriate socio-communicative rules in specific situations
4. level of oral comprehension
5. level of oral production
6. attitudes (collaboration with the other participants of the group, assessment of student's own learning and attitude to the English language, etc.);

The information collected by means of these activities will allow us to reflect on our students' learning processes and results, and to make decisions about:

The point at which to intervene didactically and how.

Students who require more direct and systematic pedagogic assistance.

Different learning strategies to assure the desired understanding by the whole group.

The planning of new ideas or proposals which include linguistic or formative elements requiring greater attention.

The information collected by means of these activities will allow us to reflect on our students' learning processes and results, and to make decisions about:

The point at which to intervene didactically and how.

Students who require more direct and systematic pedagogic assistance.

Different learning strategies to assure the desired understanding by the whole group.

The planning of new ideas or proposals which include linguistic or formative elements requiring greater attention.

Evaluation is not only a question of results. The entire teaching-learning process needs to be continually assessed. The development of classes as a whole, the achievement of objectives, and individual learning progress and attitudes are evaluated. Special emphasis should be placed on acquiring strategies and attitudes to develop self-evaluation as well as mutual evaluation processes on the part of the teacher as well as the pupils. In order to develop our students' self-evaluation I will propose some materials elaborated with the help of the programme Hot Potatoes. I recommend *gap-fill exercises, matching exercises, and mixed-up exercises.*

1. Gap-fill exercise

SONG: IF YOU ARE HAPPY

Gap-fill exercise

If you are happy and you know it
[] your [],
If you are happy and you know it
[] your [],
If you are happy and you know it
And you really want to show it,
If you are happy and you know it
[] your [].

If you are happy and you know it
[] your [],
If you are happy and you know it
[] your [],
If you are happy and you know it
And you really want to show it,
If you are happy and you know it
[] your [].

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

2. Matching-exercise

<input type="button" value="CLAP"/>	<input type="button" value="LEGS"/>
<input type="button" value="SNAP"/>	<input type="button" value="HANDS"/>
<input type="button" value="SNAP"/>	<input type="button" value="FINGERS"/>
<input type="button" value="STAMP"/>	<input type="button" value="FEET"/>
<input type="button" value="SAY"/>	<input type="button" value="ALL FIVE"/>
<input type="button" value="DO"/>	<input type="button" value="OKAY"/>

Match the items on the right with the items on the left.

3. Mixed-up exercise

Mixed-up sentence exercise

Check Hint Restart

If you are happy and you know it Clap your hands If you are happy and you know it
Clap your hands If you are happy and you know it And you really want to show it
Clap your hands If you are happy and you know it

Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

11. REINFORCEMENT ACTIVITIES

11.1. GAME: GUESS WHAT

All the students are told to draw on a piece of paper they have been given one of the actions we have worked in class. They are told that nobody is allowed to see the drawing they have chosen, because it is going to be a secret.



One of the students who did not achieve the objectives mentioned is asked to stand by the blackboard, and he/she is asked by his/her classmates the action he/she chose: “*Are you clapping your hands?*” “*No, I’m not. I’m not going clapping my hands.*” They continue to ask him/her until someone guesses correctly. The one who guesses is given 1 point, and he takes the place of his/her classmate. One of the rules they have to follow is that an action cannot be repeated twice.

12. EXTENSION ACTIVITIES

12.1. GAME: REARRANGE THE STANZAS TO TASTE

The students are given the lyrics of the song, and, in groups, what they have to do is to rearrange the four first stanzas to taste. Once the different groups have reached a consensus on the order the four first stanzas are to appear, they have to rehearse the song before it is performed to the rest of the class. The groups not performing the song are encouraged to participate. All groups are told to give points - 1 to 5 – to the other groups. The ones that are given more points are the winners and they will be given a sticker different from the ones given to the rest of the class.

WINNER

WELL DONE

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14. APPENDIX A: Table of Contents

It is clear that if we want our SS to learn properly, we as teachers will have to use the appropriate procedures, which will help them acquire concepts and, above all, develop positive attitudes.

Contents depend on the objectives we want to attain. The contents must fulfill a series of requisites. They must be valid (useful to attain the objectives), significant (they must have a logical internal structure), suitable (adapted to the cognitive competence of the students). They may refer to three different fields: conceptual, procedural and attitudinal. Conceptual contents are concepts, events and principles; attitudinal contents include values and rules. They foster favourable attitudes towards learning and facilitate social relationships inside and outside the classroom; procedural contents activate mental strategies and work techniques to develop the learning process. Procedures are the basis of all the activities. The same didactic material can be worked in different levels following different procedure. The activities will vary according to the procedure we use.

	PROCEDURES	CONCEPTS	ATTITUDES
ORAL AND WRITTEN COMPREHENSION	<u>ORAL RECEPTIVE PROCEDURES:</u> 1. TO PERCEIVE OR PAY ATTENTION TO THE INFORMATION PROVIDED 1.1. TO RECOGNIZE OR IDENTIFY 1.1.1. linguistic elements	1.1.1. such as vocabulary related to action verbs, parts of the body, qualifying adjectives, Possessive adjectives, Qualifying adjectives, Irregular plurals; grammatical	1.1.1. showing respect and interest in understanding; recognizing the communicative value of foreign languages to communicate with people from different cultures, and to participate

	<p>1.1.2. non-linguistic</p> <p>1.1.3. socio-cultural elements</p> <p>2. TO DEVELOP STRATEGIES OF MEANINGFUL CONCEPTUALIZATION AND MEMORIZATION</p> <p>2.1. To associate</p> <p>2.2. to classify</p> <p>2.3. to build up</p> <p>3. TO ANALYZE</p> <p>3.1. To extract global oral information.</p> <p>3.1.1. To activate</p>	<p>structures found in the song, like the Simple Present of the verb <i>to be</i>, the Simple Present, the The Imperative, the Present Continuous, <i>Wh-questions</i>, phonology, communicative functions, etc.;</p> <p>1.1.2. such as pictures, gestures, postures, stress, elements intonation, etc.;</p> <p>1.1.3. involved in the song</p> <p>2.1. mental images with sounds, words, phrases, expressions and linguistic patterns</p> <p>2.2. lexical elements;</p> <p>2.4. lexical fields.</p> <p>3.1.1. previous knowledge through linguistic and non-linguistic elements, helping our students to predict the</p>	<p>in different international contexts; recognizing the richness offered by different languages for the understanding of our experience and interpersonal relationships.</p>
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	<p>3.1.2. to listen globally to</p> <p>3.1.3. to associate</p> <p>3.1.4. to infer</p> <p>3.1.5. to activate</p> <p>3.2. To extract specific oral information.</p> <p>3.2.1. To identify</p> <p>3.2.2. to locate</p> <p>3.3. To identify the topic of an oral text.</p>	<p>contents;</p> <p>3.1.2. the song to familiarize them with it; identifying linguistic and non-linguistic elements;</p> <p>3.1.3. mental images with sounds, words, phrases, expressions and linguistic patterns, taking context as a point of reference;</p> <p>3.1.4. the global information of the song from the context and socio-cultural elements;</p> <p>3.1.5. previously learnt linguistic patterns.</p> <p>3.2.1. the sort of text and information to be taken from the text;</p> <p>3.2.2. in the text the information required;</p> <p>3.3.1. key words;</p>	
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	<p>3.3.1. To identify 3.3.2. to associate</p> <p><u>WRITTEN RECEPTIVE PROCEDURES</u></p> <p>1. TO PERCEIVE OR PAY ATTENTION TO WRITTEN INFORMATION PROVIDED</p> <p>1.1. TO RECOGNIZE OR IDENTIFY</p> <p>1.1.1. linguistic elements such as vocabulary, grammatical structures, communicative functions, etc.;</p> <p>1.1.2. socio-cultural</p>	<p>3.3.2. meaning with the information identified, taking the context as a point of reference;</p> <p>1.1.1. such as vocabulary related to action verbs, parts of the body, qualifying adjectives, Possessive adjectives, Qualifying adjectives, Irregular plurals; grammatical structures found in the song, like the Simple Present of the verb <i>to be</i>, the Simple Present, the The Imperative, the Present Continuous, Wh-questions, phonology, communicative functions, etc.;</p> <p>1.1.2. elements;</p>	<p>1.1.1. recognizing the importance of reading as a source of information, enjoyment and leisure, and as a means of access to other cultures.</p>
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	<p>2. TO DEVELOP STRATEGIES OF MEANINGFUL CONCEPTUALIZATION AND MEMORIZATION</p> <p>2.1. to classify</p> <p>2.2. to build up lexical fields.</p> <p>2.3. To use the dictionary.</p> <p>2.3.1. To identify</p> <p>2.3.2. to infer</p>	<p>2.1. lexical elements;</p> <p>2.2. lexical fields.</p> <p>2.3.1. the spelling of words;</p> <p>2.3.2. the appropriate meaning of the word according to the context.</p>	
<p>ORAL AND WRITTEN PRODUCTION</p>	<p><u>ORAL PRODUCTIVE PROCEDURES:</u></p> <p>1. TO REPRODUCE</p> <p>1.1. to reproduce</p> <p>2. TO PRACTISE</p> <p>2.1. To interact meaningfully in a controlled and semi-controlled way;</p> <p><u>WRITTEN PRODUCTIVE PROCEDURES</u></p> <p>1. TO REPRODUCE</p> <p>1.1. To reproduce</p> <p>2. TO PRACTISE</p>	<p>1.1. sounds, rhythmic and linguistic patterns;</p> <p>1.1. linguistic patterns;</p>	<p>1.1. showing respect and interest in understanding and being understood; recognizing the importance of writing as a source of information; recognizing the communicative value of foreign languages to communicate with people from different cultures, and to participate in different international contexts.</p> <p>1.1. recognizing the richness offered by different languages for the understanding</p>

	<p>2.1. To interact meaningfully in a controlled and semi-controlled way;</p>		<p>of our experience and interpersonal relationships. showing curiosity and respect for the other members of the Community, and recognizing the communicative value of foreign languages to communicate with people from different cultures, and to participate in different international contexts.</p>
<p>SOCIOCULTURAL ASPECTS</p>	<p>1. TO ANALIZE</p>	<p>1. the song <i>if you are happy</i> as a cultural authentic element used by children from other countries</p>	<p>1. showing curiosity and respect for other people's traditions.</p>

15. APPENDIX C: ASSESSMENT REPORTS**DIDACTIC UNIT ASSESSMENT REPORT**

	1 (-)	2	3	4	5 (+)
1. MOTIVATING					
2. SUITABILITY OF THE DISTRIBUTION OF TIME					
3. ADEQUACY OF THE ROLE OF THE TEACHER					
4. ADEQUACY OF THE ROLE OF STUDENTS					
5. CLASSROOM ATMOSPHERE					
6. SUITABILITY OF OBJECTIVES					
7. SUITABILITY OF THE FINAL TASK					
8. INTERACTION TEACHER - STUDENTS					
9. INTERACTION STUDENTS - STUDENTS					
10. ADEQUACY OF RESOURCES					
11. INTEREST IN THE TOPIC ON PART OF STUDENTS					
12. INVOLVEMENT OF STUDENTS					
13. APPROPRIATENESS OF ACTIVITIES					

INDIVIDUAL ASSESSMENT REPORT

	1 (-)	2	3	4	5 (+)
1. ACHIEVEMENT OF FINAL TASK					
2. LEVEL OF ORAL COMPREHENSION					
2.1. RECOGNIZES THE PHONEMES, RHYTHMS AND PATTERNS OF ENGLISH					
2.2. CAN GRASP THE OVERALL SENSE OF SIMPLE MESSAGES IN CONTEXT					
2.3. CAN FOLLOW SIMPLE ORAL INSTRUCTIONS IN CONTEXT					
2.4. CAN IDENTIFY SIMPLE DETAILS IN ORAL TEXTS					
2.5. CAN GRASP THE OVERALL SENSE OF LESS CONTEXTUALIZED MESSAGES					
3. LEVEL OF ORAL PRODUCTION					
3.1. CAN REPRODUCE BRIEF MESSAGES WITH APPROPRIATE PRONUNCIATION AND INTONATION					
3.2. CAN USE SIMPLE SOCIAL EXPRESSIONS					
3.3. CAN REPRODUCE SHORT, MODELLED ORAL MESSAGES AND DESCRIPTIONS					
3.4. CAN PRODUCE ORIGINAL ORAL MESSAGES					
4. LEVEL OF READING COMPREHENSION AND WRITTEN PRODUCTION					
4.1. CAN INTERPRET THE WRITTEN CODE 1) AT WORD LEVEL, AND 2) AT SIMPLE PHRASE/SENTENCE LEVEL					
4.2. CAN GRASP THE OVERALL SENSE OF BRIEF WRITTEN TEXTS					
4.3. CAN EXTRACT SPECIFIC INFORMATION FROM BRIEF WRITTEN TEXTS					
4.4. CAN FOLLOW SIMPLE WRITTEN INSTRUCTIONS					

4.5. CAN PRODUCE MODELLED WRITTEN INFORMATION 1) AT WORD LEVEL, AND 2) AT PHRASE/SENTENCE LEVEL					
4.6. CAN PRODUCE ORIGINAL WRITTEN TEXTS					
5. SOCIO-AFFECTIVE SKILLS					
5.1. GETS INVOLVED IN THE CLASS DYNAMICS					
5.2. SHOWS POSITIVE ATTITUDE TOWARDS THE TOPIC					
5.3. PARTICIPATES ACTIVELY					
5.4. COLLABORATES					
5.5. SHOWS POSITIVE ATTITUDE TOWARDS THE ENGLISH LANGUAGE					
5.6. SHOWS RESPECT FOR HIS/HER CLASSMATES					
5.7. SHOWS RESPECT FOR OTHER LIFESTYLES					
5.8. SHOWS INTEREST IN OTHER LIFESTYLES					

ATTAINMENT TARGETS

	1 (-)	2	3	4	5 (+)
1. LEARNING SKILLS					
1.1. CAN WORK INDEPENDENTLY OF THE TEACHER					
1.2. CAN REFLECT ON AND ASSESS OWN PERFORMANCE AND PROGRESS					
1.3. CAN MAKE USE OF REFERENCE SOURCES					
2. SOCIAL SKILLS					
2.1. PARTICIPATES ACTIVELY					
2.2. COLLABORATES					
2.3. SHOWS RESPECT FOR OTHER LIFESTYLES					
2.4. SHOWS INTEREST IN OTHER LIFESTYLES					
2.5. SHOWS RESPECT FOR HIS/HER CLASSMATES					
2.6. SHOWS POSITIVE ATTITUDE TOWARDS THE ENGLISH LANGUAGE					
3. LEVEL OF ORAL COMPREHENSION					
3.1. RECOGNIZES THE PHONEMES, RHYTHMS AND PATTERNS OF ENGLISH					
3.2. CAN GRASP THE OVERALL SENSE OF SIMPLE MESSAGES IN CONTEXT					
3.3. CAN FOLLOW SIMPLE ORAL INSTRUCTIONS IN CONTEXT					
3.4. CAN IDENTIFY SIMPLE DETAILS IN ORAL TEXTS					

3.5. CAN GRASP THE OVERALL SENSE OF LESS CONTEXTUALIZED MESSAGES					
4. LEVEL OF ORAL PRODUCTION					
4.1. CAN REPRODUCE BRIEF MESSAGES WITH APPROPRIATE PRONUNCIATION AND INTONATION					
4.2. CAN USE SIMPLE SOCIAL EXPRESSIONS					
4.3. CAN REPRODUCE SHORT, MODELLED ORAL MESSAGES AND DESCRIPTIONS					
4.4. CAN PRODUCE ORIGINAL ORAL MESSAGES					
5. LEVEL OF READING COMPREHENSION AND WRITTEN PRODUCTION					
5.1. CAN INTERPRET THE WRITTEN CODE 1) AT WORD LEVEL, AND 2) AT SIMPLE PHRASE/SENTENCE LEVEL					
5.2. CAN GRASP THE OVERALL SENSE OF BRIEF WRITTEN TEXTS					
5.3. CAN EXTRACT SPECIFIC INFORMATION FROM BRIEF WRITTEN TEXTS					
5.4. CAN FOLLOW SIMPLE WRITTEN INSTRUCTIONS					
5.5. CAN PRODUCE MODELLED WRITTEN INFORMATION 1) AT WORD LEVEL, AND 2) AT PHRASE/SENTENCE LEVEL					
5.6. CAN PRODUCE ORIGINAL WRITTEN TEXTS					