Implementation of the stars project in a Spanish English class

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Introduction

This chapter has a dual purpose: primarily, it reflects on the experience of a group of fifty-nine, nine-year-old Spanish pupils learning English in the 4th grade who participated in the stars project. Secondly, by reflecting on the experience, step-by-step procedures to be taken in realising such a project are provided for readers interested in setting up similar projects.

The pupils attend *Buenaventura González School* in Bezana, a village which has developed from a rural to a suburban area, just 9 km away from the capital of the region, Santander. Children come from the 8 villages that belong to the municipality of Santa Cruz de Bezana. Most children come from an urban background and their families have recently moved to the many estates built in this area in the last ten years. Since they have no roots in the place most families are willing to develop a sense of community through the school. The majority collaborate with the school authorities and have positive attitudes. The main problem is that the population has grown too rapidly for the capacity of the school. There were less than 200 pupils in 1982 when it was inaugurated. Nowadays there are 488. There is an urgent need to enlarge the existing building. In addition, a new school should be built nearby. Overcrowded classes are the main problem currently to be dealt with. On the other hand, pupils are extraordinarily eager to learn and they willingly come to school to enjoy a friendly atmosphere.

Innovative, international projects are welcome. From a linguistic perspective, international projects offer a valuable opportunity to improve levels of achievement, giving the pupils a real communicative need. Moreover, they provide a framework to broaden their minds in terms of tolerance and understanding differences. In this context the stars project was tried out in the pilot phase and followed up during the school year 2001-2002 with the 59 pupils in 4th grade.

Adults' support: presentation of the project to colleagues, educational authorities and parents

Investing time in introducing the project to the school staff, the educational authorities and the parents is essential. Colleagues are the first ones to be involved, as their support is indispensable. Collaborating teachers help when it is necessary to divide the class into small groups, re-arrange timetables or where the English teachers cannot cope with ICT tools very well. Understanding from the educational community is important for the support given to the pupils' work.

With the increase in the usage of computers in daily activities, children are far more familiar with computers than the teachers. There is always at least one child who knows how to annoy adults by changing the screen configuration, adding "dirty" websites to "favourites", clicking on gambling games, e-mailing or chatting to strangers. Although the teacher is constantly monitoring children, it is safer to use passwords and shields to protect children from undesirable intruders. For these reasons it is indispensable to rely on an expert for technical tips. Contacting the webmaster is the first option. However, where one lacks familiarity with technical English, it is quicker and easier to ask somebody in one's mother tongue. Colleagues or parents may willingly help in this field if they are aware of the problems. In addition, authorities should supply essential aid to the schools involved, providing requisites to support the project.

Parents' involvement is an equally essential requirement. The support they give to the project is fundamental to its success. It is very motivating for children to show their parents what they have accomplished in class. In this particular project children could show their work even to the relatives and friends living far away, via WWW. It is helpful for parents to see the work their children are doing in the classroom. Parents are usually surprised by what their children have achieved. They are usually eager to collaborate when they can easily check the results.

When the various stakeholders commit themselves, they contribute to the success of the project. An appealing presentation is a good strategy a teacher can use to get extra help and persuade stakeholders of the educational value linked to participating in projects.

Pupils' involvement

Participating children also need to be aware of the importance of their contribution as individuals as well as members of a group. Children should feel proud of their participation since they are representing their country in an international project, giving them the opportunity to belong to a wider community. The more they develop this sense of community (along with their teachers) the stronger their commitment will be. It is important to make them responsible for their own success. To increase children's

commitment, each child can be given the responsibility of monitoring one participating country, becoming a "web watcher". Working in groups is another way to encourage them to fulfil their obligations. Giving them clear tasks makes their involvement easier.

Planning the project for one's class

To guarantee success it is important to choose clear objectives matching the needs of a particular class, which would encourage shy or lazy children and give them motivation towards learning and participation. Children have to be assisted in developing more accurate vocabulary and grammar; learning strategies to use new tools such as on-line dictionaries, word processors, spelling tools; writing accurately as they become aware of people living in other countries. Encouraging attitudes of autonomous learning, enjoyment of learning and broadening minds to communicate with different people are crucial points in order to succeed.

It is necessary to consider the methodological changes and evaluate the difficulties one would have to face, especially in very traditional schools. It is also necessary to evaluate the ICT resources and one's own ability to work with them, taking into account when computers can be used, the classroom and its furniture, the number of children in the class, as well as the possible collaboration of "voluntary helpers" (other teachers, parents).

The National Curriculum and the language teaching approach

National Curricula obviously differ from one country to another, but for foreign language teaching most of them have a point in common: they closely follow the guidelines of major ELT publishers. This being the case in Spain, it was not difficult to incorporate the project into the requirements of the curriculum. All suggested topics match the stars' interests and "personality" in one way or another.

The English programme in Spain is based on the communicative approach and it tries to provide a meaningful context to achieve long-lasting learning.[1]

In the Spanish class where the project was carried out, *New Stepping Stones 2*[2] was used as a textbook. The main objectives in the *New Stepping Stones* series can be summarised as follows:

- Instil the idea of the fun of language learning

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1 See Appendix I (Objectives of foreign language teaching in the Spanish curriculum) and II (Common topics in the EFL class in primary school and how they were adapted to the Stars project).

2 ASHWORTH, J. & CLARK, J.: New Stepping Stones. Longman Group Ltd. UK

- Train the pupils to be able to communicate successfully

- Establish a foundation for later learning of structures, vocabulary, functions and study techniques

- Train the pupils to use English for a purpose and to consider it as a means for real communication

- Help the pupils to become more independent by teaching them specific techniques

- Encourage the children to develop their linguistic aptitudes outside the classroom

New Stepping Stones 2 is divided into four topic-centred units (clothes, food, animals and homes) easily adaptable to the requirements of the stars project. The contents in this book have been designed to fulfil the specific needs of 8 to 9 year-old children, bearing in mind their cognitive and social development. Structures and vocabulary are regularly recycled to assure the maximum profit for all pupils. Thus a textbook could be helpful and useful for a project which can fit in with the project demands.[1]

Lesson planning and activities

When planning lessons it was important to keep in mind:

- Aims and objectives in terms of concepts, procedures and attitudes

- Timetables, furniture arrangement, teaching techniques, and everything related to the classroom organisation

- Available resources such as stationery, board games, reference books, dictionaries and ICT tools

- Clear and well defined tasks to accomplish

- Criteria to assess pupils' progress

Tasks were defined in flexible terms and adapted to each group of pupils. For instance, the task of getting information about a specific country in the project assigned to individuals meant that all children had to get information about partners in the website. Each child had to pay attention to the postings of a particular country and inform the class about their findings. Problems arose when countries dropped out of the project. It was disappointing for the children in charge of those countries not to have news to report and it was necessary to re-allocate countries and re-define jobs. This was possible because such an activity was sufficiently flexible. All activities allowed for differences in the pupils' knowledge and abilities. Whereas all could participate,

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1   See appendix III: Lesson Planning

activities allowed for a range of learning styles and a variety of techniques to allow children to develop their abilities to the maximum.

An example of lesson planning

UNIT 1: Welcome back to school – Autumn festivals ("Magosta" & Halloween)

Time: 20th September- 2nd November 2001

Star: Nosy: lots of interests in life. Favourite hobby: finding out about people and making friends. Another pastime: talking and communicating with people in their own language.

Communicative objectives: be able to express simple facts about oneself, as well as to understand similar texts.

Contents			Cross-curricular contents	Assessment criteria	Tasks & activities
Concepts	Skills	Attitudes			
Functions: Introducing oneself Speaking about oneself Speaking about school and traditions	Making comparisons Searching for relevant information on a text Browsing the site for specific purposes	Listening to others Broadening minds Awareness of differences and similarities	Knowledge of different countries and their customs Autumn celebrations at home and abroad Timetables ICT skills Art: "Spanosy" design	Able to understand short texts about personal information Able to write a short text giving information about themselves	Welcome party Writing a personal profile Reading about other children Comparing timetables and other schools' information Writing about our class and school Singing Halloween songs Drawing Nosy Learning a poem about autumn in mother tongue & English Getting information about the country in the project that every child is allocated.
Target language: My name's… I'm …years old I live in… My favourite…is… I like… My school is…					
Vocabulary Personal information School Halloween/ Magosta					

Spanosy was made by three children in 4A, according to the designs of the other participating classes, with some help from their class teachers Mª Ángeles and Conchita. This first "guest star" visited the school and was introduced to all classes. Spanosy participated in all school celebrations. She ate chestnuts at the "Magosta" (a kind of harvest festival), and went on a "Trick or treat" round the school.

Classroom arrangement

Before implementing the project in one's class there are some practical aspects to consider. Things will be very different if the class has 10 children or 30. It is necessary to take into consideration the number and age of the pupils, the possible ways of grouping, timetables, classroom physical conditions and furniture, access to the computer and to the Internet, financial problems and possible solutions, school staff involvement and parental support.

The fifty-nine children involved in the Spanish school were divided into three groups. They had three English lessons per week, each of one hour's duration. They used *New Stepping Stones 2* (Longman) as a class book and workbook in addition to some readers to reinforce learning. The topics in these books are very flexible and consequently matched the stars' characters easily. Children also had a 45 minute session a week on ICT.

Pupils usually worked in their own classroom, except for the ICT lessons, when they went to the computer room. There are no computers in the classrooms. In the computer lab there are 14 PCs, all with access to the Internet. There is also a scanner, a printer and a small web cam, useful for taking pictures on the spot. Children used the computers in pairs. Each pair of children always used the same computer and had the same partner. Children were responsible for any misuse that could have occurred. Pair work is very useful in this case if the teacher organises balanced pairs. Sometimes "weak" pupils are surprisingly skilful at ICT.

In an attempt to make the most of so little time in front of the computer, substantial amounts of work used to be done in the classroom prior to the ICT session. The texts (e-mails or other pieces of writing from other schools, stars' introductions, stories, etc) were printed beforehand, read and discussed in class. The texts and drawings produced by the pupils were also corrected in class most of the time, although sometimes they typed and corrected their own texts directly using the word processor.

In the computer lab children browsed the website and chose the texts and information they considered interesting for their class work and then printed these selections. They also posted their own messages and pictures thus finding out about the functions of different ICT tools, such as e-mail and scanner.

The following tables illustrate the steps taken in class to introduce the star and the follow-up activities which were carried out leading up to the star's departure.

STAGE 1: Preparation

Cross-curricular approach	Activities
	Divide the class into mixed-ability teams/ pairs
Language	Reading comprehension – Background story Vocabulary work Prepare questions to be answered in mother and/or foreign tongue to check global comprehension
English & handcrafts	Create the first star (to be sent away) Draw previous sketches according to the personality Describe how children imagine the star (physically) Decide and list the material needed to make it Make the star Invent other features (physical and/or psychological – likes and dislikes …)

STAGE 2: First star at school

Cross-curricular approach	Activities
Language	Brainstorm: "What can we offer our guest?" Organisation of the visit: decide whether the children can take the star home or not (considering the number of pupils, special events such as birthdays, etc.) Distribute responsibilities to the teams Photos, pictures, charts, art work and writing
Music & PE	Prepare "welcome party": songs, music, dances …

STAGE 3: First star at school: developing activities

Cross-curricular approach	Activities
Social studies, maths, sciences	Collect relevant information from and for the star Look for information on the WWW
Art & craft, ICT	Record the activities (photos, drawings …) Use digital cameras, scanner …
Language	Write down the pieces of information (co-operative handwriting first, then using a word processor) Correct the texts in class

STAGE 4: First star at school: communication on the Internet

Cross-curricular approach	Activities
Social studies, maths, sciences …	Learn about other people on the Web
Art & craft, ICT	Take records of the activities (photos, drawings …) Use digital cameras & scanner
Language	Interaction with other classes and countries: read carefully and look at what they have done. Prepare guessing games and other activities for your partners to do Select your texts and pictures Decide whether you (the class) put the texts in the star's scrapbook or in the class profile and why. Post messages and pictures

STAGE 5: First star's farewell: evaluation

Cross-curricular approach	Activities
Art & craft	Pack the stars together with "souvenirs"
Language	Involve children in reflection
	Keep records: Reflective notes on the web page
	Individual diaries of children to commemorate the star's visit (stories about the visit, drawing, cartoons)

Assessment and evaluation

Pupils must know that they are going to be assessed. As a result of their participation in the project they are supposed to improve their:

- awareness of the differences between the oral and written language

- ability to associate oral production and written language

- understanding of the global meaning of a text with visual support

- understanding and response to written instructions

- ability to grasp specific information from a simple text

- capability to interpret different codes: maps, graphics, symbols

- reproduction of short written texts at word level and sentence level

- ability to label pictures and realia in context

- ability to complete the information required in a text.

- production of short, modelled texts.

Presentation, accuracy and clarity in children's productions are as important as their linguistic aptitudes, so every child individually and the class as a whole can be assessed according to the mentioned criteria. Other factors to take into account are participation, eagerness for communication, motivation, group work and collaboration, peer learning, improvement of intercultural knowledge, development of learning strategies, mastery of ICT and commitment.

The project itself must be analysed and evaluated in terms of efficacy and efficiency. Apart from the continuous assessment in class, some tools have been created in an

attempt to quantify the pupils' improvement, such as tests based on the website, interactive games on the site and even a class diary.[1]

Conclusion

Working in this project was very rewarding for both children and teachers. Children enjoyed and appreciated this project very much. They considered it to be an exciting way to learn, and it did not represent any extra work. Every activity on the website was carefully designed to have something to do with the work in the "normal" curriculum, trying to avoid "overdose" of work. So the lessons were planned to incorporate the web activities.

"Our class" (class profiles) was the most productive section as it included relevant texts to read and personal information to share. The star toys and their albums constituted the most successful part of this project. Children got highly involved because of the feelings towards the toys.

It's difficult for children of this age to communicate without a concrete reason, an "excuse", like solving a puzzle, a guessing game or something similar. Interactive activities gave them that reason. Class activities became purposeful and meaningful, with the overall aim being that of transferring these activities to others via the website. When working in groups of 20 children, it was difficult to focus on technical aspects, as priority was given to the linguistic and communicative aspects. However children learnt (or at least became familiar with) using a word processor, scanning pictures, logging in, e-mailing, taking pictures with a very simple digital camera, re-sizing the pictures.

Nevertheless one has to be aware of some risks to face up to when using the Internet. Some children, having more experience than their teachers in "surfing" the WWW, know how to access "censored" sites. Help and advice from the experts to avoid pornography, violence and/or gambling games in class are absolutely essential in this case.

Despite the above mentioned difficulties, the global evaluation is very positive, not only because the results in the exams at the end of the school year were better than in previous years, but also because of the positive change in the children's attitude towards language learning.

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1   See Appendix IV: "Stars" class record , Appendix V: Evaluation sheet and Appendix VI: Continuous assessment grid

References

ASHWORTH, J. & CLARK, J., *New Stepping Stones* (Primary courses with teacher's guides). UK: Longman, 1997.

ASHWORTH, J. & CLARK, J., *Top Class* (Primary courses with teacher's guides). Oxford: OUP.

Appendix I: Objectives of foreign language teaching in the Spanish curriculum

By the end of the second cycle (8 to 9 years old) pupils should be able to:

1. Understand easy oral and written texts about objects and situations close to the pupils, using specific and general information.

2. Use a foreign language to communicate with the teacher and with other pupils in normal class activities and demonstrate a respectful attitude to everybody's contributions.

3. Produce written texts about familiar topics applying the basic rules of written language.

4. Read comprehensively texts about activities in the classroom and personal experiences, knowledge or interests in order to find the required information.

5. Recognise and appreciate the communicative value of foreign languages and the ability to learn how to use them showing an attitude of understanding and respect towards the others, their languages and cultures.

6. Understand and use linguistic and non-linguistic patterns used by the speakers of the foreign language in daily situations and so facilitate a smooth communication.

7. Use, in the process of learning the foreign language, the previous knowledge and experiences and to develop strategies of autonomous learning.

8. Establish relationships between meaning, pronunciation and graphic representation of words and easy sentences of the foreign language and to recognise its proper rhythm, sound patterns and intonation.

9. Use extra-linguistic resources (gestures, body language, sounds) to communicate in the foreign language.

MINISTERIO DE EDUCACIÓN Y CIENCIA. – Documentos para la Reforma de la E. Primaria. Área de Lenguas Extranjeras. Madrid 1992

Appendix II: Common topics in the E.F.L. class in primary school and how they were adapted to the "STARS" project

NOSY STAR

Family & friends

- Nº of brothers/ sisters
- Ages and birthdays
- Old people in the family
- Types of families
- Other relatives sharing homes

Pets

- The pets we have/would like to have

Homes

- Types of housing
- Nº of rooms
- Plan and furniture

Festivals

- Halloween, Christmas, Easter, local celebrations.
- Dates, calendars.

BRAINY

School

- Nº of pupils & teachers
- Classrooms
- Holidays
- Timetables

Animals

- Animals in danger
- Top ten animals

Towns

- Inhabitants
- Surface measurement
- Shapes
- Maps
- Shops and facilities

BRIGHTY

Clothes & weather

🌧 Temperatures

🌦 Rainfalls / sunny days

Money

💰 Pocket money

💰 Currency

Opposites

ᴬA Comparisons: taller, younger, longer hair than …

BOUNCY

Body

🍸 Physical features: height/weight; eyes colour; hair colour

Food & drink

🍽 Top ten favourite foods

🍽 Healthy breakfast

🍽 Packed lunch/ canteen/ home

Spare time

🚲 Collections

🚲 Sports: records, favourites, super-stars

Television (time)

🕐 Favourite programmes

🕐 N° of hours watching TV

Appendix III: Lesson planning – an example

UNIT 2: Weather and clothes – Christmas

Time: 5th November-20th December 2001

Star: Brainy is rather quiet and she enjoys reading, looking up information on the internet, trying out new experiments. Also interested in new inventions which will help conserve our planet. She also wants to learn about weather and climates and how it affects people's lives.

Communicative objectives: be able to express simple facts about oneself, as well as to understand similar texts.

Contents			Cross-curricular contents	Assessment criteria	Tasks & activities
Concepts	Skills	Attitudes			
Functions: Making sentences about what someone is wearing Asking about favourite clothes Speaking about Christmas traditions Speaking about the climate in their region	Browsing the site to make comparisons about the climate Writing a short description of what they are wearing Swapping information to solve guessing games (What is that child wearing …?)	Showing interest towards other people's customs Enjoying creating clothes for Brainy Awareness of social and cultural aspects of clothes and fashion	Knowledge of different climates and clothes Christmas celebrations at home and abroad Temperature and weather ICT skills Art: fashion design for Brainy	Able to solve guessing games about people wearing some clothes Able to write a short text describing clothes Able to match clothes and weather conditions	Welcome party: Brainy's new clothes Writing a personal description on what they are wearing Reading about other children Comparing weather conditions at home and in other countries Writing about our climate Singing a Christmas carol ("Twinkle little star") Drawing Brainy's clothes Getting and giving information about the country in the project that every child is allocated
Target language: Whose is this/are these? Possessives I like wearing… I'm wearing… In winter we wear… **Vocabulary** Clothes Weather Christmas					

Brainy participated in a kind of "fashion show" in class, modelling some nice clothes on the catwalk. She also celebrated Christmas at school, performing the "Twinkling Little Star" at the crib.

Appendix IV: "STARS" class record

Here are some examples of the class work done during the first term. Besides that, every child who took a star home must write some sentences about what they've done together. The class kept a file with this kind of short texts, most of them plenty of grammar and spelling mistakes, but understandable in the context of this particular group, although unsuitable to be published on the website.
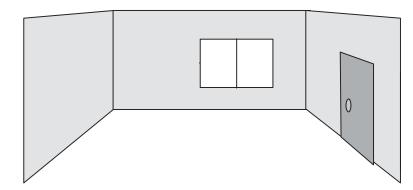
4-10-2001 *Print and photocopy main story*	PROJECT INTRODUCTION TO THE CLASS: story reading and understanding
11-10-2001 *Print and photocopy Nosy's introduction*	CHOOSING NAMES: For the group (a nickname: Dragons, Cockatoos, Tigers…) and for the first star (Spanosy, Bezanosy …) READING COMPREHENSION: draw Nosy, according to the description given in the text. Make models and start sewing the puppet.
18-10-2001 *Welcome party for Nosy*	WRITING: a short text introducing themselves. Type and correct them using WinWord tools.
25-10-2001 *Take pictures of everyone individually.*	POSTING MESSAGES: post their introductions to the site. DRAWING: "What's Nosy doing?"
8-11-2001 *Send Nosy to Poland*	BROWSING: searching for texts of children in the same circuit (Poland, Andorra, France).
15-11-2001 *Allot a country to each pupil*	BROWSING: look for information about the allocated country. ART: make a poster to share information about the countries in the project.
22-11-2001 *Print and photocopy Brainy's introduction*	READING: information about Brainy. WRITING: about the climate and appropriate clothes in the region.
29-11-2001 *Take pictures of groups (in fours)*	WRITING: "I'm wearing…" guessing game.

11-12-2001 *Game "Who is who?"*	READING AND WRITING: e-mails (check the answers to the game).
18-12-2001 *Sending & getting Xmas greetings*	CHECKING the countries that are posting something. WRITING season's greetings.
10-1-2002 *Scan drawings*	WRITING & DRAWING: "Brainy's wearing…"

Appendix V: Evaluation sheet

NAME **CLASS**

1 – Introduce yourself

2 – What are you wearing?

3 – Draw Aljaz's room

Do you like my room? My room is a very nice place. There is my bed and my furniture. I've also got a desk, a chair, a wardrobe, a television and posters. I've got a computer and a desk lamp. There is a window too.

Aljaz, 5.b class, II.OS Rogaska Slatina, Slovenia, 31 January 2002

4 – Write these children's names

Our class. We are class VB group 2:

1. I'm Dominika. My favourite animal is a parrot.

2. I'm Ewelina. My favourite sport is volleyball and I like horses.

3. I'm Joanna. I love skating.

4. I'm Bartek. I'm a good footballer.

5. I'm Magda. I'm crazy about dogs.

6. I'm Sylwia W. I like basketball and all animals.

7. I'm Damian. I eat quite often and quite a lot.

8. I'm Krzys. I'm a small boy.

Kasia, 15 January 2002

5 – Ask five questions to Carmen's best friend

My best friend. Hi! My best friend's name is Heleri. She is ten years old. Her eyes are light blue. Her hair is light orange. Her nickname is Hellu. She isn't very tall and fat. She likes roller-skating, singing and good jokes. Her favourite colour is light and dark blue. She always help me and I help her too. Her favourite band is "The Corrs". Her favourite season is summer. Her mother's name is Helen and her father's name is Peep. Her mother is 30 and father is 32.That is all about Heleri.

Carmen, Kuninga Basic School Form 4S, Estonia 28 November 2001

1 _____

2 _____

3 _____

4 _____

5 _____

6 – Circle the ingredients
  you need to make this
  recipe

Blueberry Buttermilk Muffins. This is a favourite recipe of our teacher ELISA-BETH:

Ingredients: 2½ cups flour, 1 cup sugar, 1 cup buttermilk, ⅛ kg butter, 2 teaspoons baking powder, ¼ teaspoon salt, 2 eggs (beaten), 1½ cup fresh or frozen blueberries

7 – Find two mistakes in
  this text

Hello! Here we are in class with Nosy. It's our favourite class: Music. We are playing the piano.

Appendix VI: Continuous assessment grid

Age: 9 years old

Level: Beginners

Number of students in the class: 20

Country: Spain

Curriculum: Learner-centred and Cross-curricular approach

Syllabus: Based on the development of the communicative competence.

Teacher:	**Key:** 1 – Not yet covered
Class:	2 – More experience needed
Topic/Unit:	3 – Secure understanding
Date: from .... to	4 – Can apply and extend

Attainment targets	PUPILS						
	1	2	3	...	18	19	20
Listening							
1- Recognises onomatopoeic and situational sounds and phonemes.							
2- Reproduces rhythm patterns and chunks.							
3- Understands the key words in a text.							
4- Follows basic instructions in context.							
5- Understands the global meaning of a story with visual support.							
6- Understands the global meaning of limited texts in context.							
7- Grasps specific information from simple texts.							

Attainment targets	PUPILS						
	1	2	3	⋮	18	19	20
Reading							
1- Is aware of the differences between the oral and written language.							
2- Associates oral production with written language.							
3- Follows visually the oral reading of a written text.							
4- Understands the global meaning of a text with visual support.							
5- Understands and responds to written instructions.							
6- Grasps specific information from a simple text.							
7- Can interpret different codes: maps, graphics, symbols, etc.							
8- Reads simple texts with appropriate pronunciation and intonation.							
Speaking							
1- Can use body language to communicate.							
2- Uses expressions of social interaction.							
3- Reproduces brief messages with appropriate intonation and pronunciation.							
4- Uses the most common classroom language: instructions, requests , etc.							
5- Can produce short modelled oral messages and descriptions.							
6- Can ask and answer simple questions in context.							
7- Can produce original oral messages.							

Attainment targets	PUPILS						
	1	2	3	⋮	18	19	20
Writing							
1- Reproduces short written texts at word level and sentence level.							
2- Labels pictures and realia in context.							
3- Completes the information required in a text.							
4- Produces short modelled texts.							
Learning skills							
1- Can make predictions in context.							
2- Uses previous knowledge and applies it to new situations.							
3- Uses reference sources: displays and visuals, picture dictionaries, etc.							
4- Uses paralinguistic strategies to communicate.							
5- Can work independently of the teacher.							
6- Can select and carry out own work activities.							
7- Can reflect on own performance and progress.							
8- Uses different strategies for problem-solving.							
Attitudes							
1- Co-operates with the classmates and the teacher.							
2- Pays attention to classwork.							
3- Shows interest in learning English.							
4- Finishes his/her tasks.							
5- Behaves according to the classroom rules.							
6- Shows tolerance and respect to his/her classmates.							
7- His/her productions are tidy and neat.							
8- Shows interest in and respect for other life styles and cultures.							