Language and Literature Educational Area
Foreign Language Education
(English, German, French, Spanish and Other Languages)

Year 1-2

(105 study hours per year)

Mandatory learning outcomes	Expected learning outcomes (Pre-A1)
1. "Listening Comprehension" Content Line	
Understands short, very simple questions, statements, requests/instructions and reacts verbally and non-verbally	Student: ● reacts to short, very simple questions, statements, requests/instructions if they are delivered slowly and clear, and accompanied by visuals or manual gestures; ● recognises everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context.
Recognises familiar words and phrases when listening	Student: ● recognises numbers, prices, dates and day of the week in familiar context, if they are delivered slowly and clear.
2. "Reading Comprehension" Content Line	
Recognises familiar words accompanied by visuals	Student: ● recognises familiar words accompanied by visuals; ● understands short, very simple instructions in familiar context; ● deduces the meaning of a word from an accompanying picture or icon.
3. "Spoken Interaction" Content Line	
Asks and answers questions about him/herself and daily routines, using short expressions and relying on gestures to reinforce the information	Student: ● asks and answers questions about him/herself and daily routine; ● greets and takes leave of people; ● clarifies the information.
4. "Spoken Production" Content Line	
Produces short phrases about themselves	Student: ● produces simple words and short phrases about him/herself and his/her experience;

	● says how he/she is feeling using simple words, accompanied by body language.
5. "Written Interaction" Content Line	
Writes short phrases to give basic information about him/herself in a written form (a note, a questionnaire)	Student: ● writes short phrases to give basic information, with the use of visuals, models; ● uses very simple polite forms of greeting, gratitude, farewell in a note.
6. "Written Production" Content Line	
Writes short phrases about him/herself	Student: ● writes short phrases about him/herself with the use of visuals, model; ● writes simple words to describe his/her feelings (sadness, joy) and preferences.
7. "Online Interaction" Content Line	
Posts short phrases with the use of a dictionary if needed	Student: ● establishes basic social contact online by using the simplest everyday polite forms of greetings and farewells; ● posts simple online greetings, using basic formulaic expression; ● post online short simple statements about him/herself (e.g. relationship status, nationality, occupation), provided he/she can select them from a menu and/or refer to an online translation tool.
Proposed Content	

The scope of topics of situational communication and lexical range:
Me, my family and friends (family members, numbers to 20, age of younger family members and friends,
daily routine).
Leisure (colours, toys, actions, days of the week, walk, hobby).
Nature (pets, seasons, wild and domestic animals).
Holidays and traditions of Ukraine and the countries of the studied language (names of holidays, greetings, birthday, time (hours), holiday menu).
Human (parts of the body, clothes).
Food (simple menu, fruit, vegetables, drinks, price).
School (stationary, school furniture, my classroom)
Language Functions:
- greeting
- saying good-bye
- apologizing
- thanking

- introducing oneself/someone
- naming/describing someone/something
- asking and answering questions
- understanding and following simple guidelines/instructions/commands
- understanding simple information signs
- congratulating on a holiday
- expressing one's mood

Language inventory (vocabulary and grammar) is tentative.

Its selection is carried out in accordance with the communicative situation, the needs of students and the principle of concentric learning. It is not the purpose of learning, so it is not considered as separate lexical or grammatical topics, instead, we study it in the context of the subject of situational communication. The acquiring of grammatical material is mostly at the level of lexical units: students learn certain grammatical phenomena in language samples without explaining the morphological and syntactic relations between parts of speech or structural units included in the sample.

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