

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

Year 3-4

(105 study hours per year)

Mandatory learning outcomes	Expected learning outcomes (A1)
1. "Listening Comprehension" Content Line	
Defines the information when listening on familiar topics encountered in everyday life	Student: <ul style="list-style-type: none"> recognises the main idea of an oral message in a familiar situation; performs instructions, understands the information related to the object location; recognises the meaning of cardinal and ordinal numerals (price, date, time) in oral announcements.
Understands the meaning of simple conversation in everyday context	Student: <ul style="list-style-type: none"> understands concrete information on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech; deduces the meaning of a word from the context of an oral message.
2. "Reading Comprehension" Content Line	
Recognises familiar names/words/simple phrases in short, simple texts	Student: <ul style="list-style-type: none"> recognises familiar words and simple phrases; deduces the main idea of a text from an accompanying picture or icon.
Defines the information when reading on familiar topics encountered in everyday life	Student: <ul style="list-style-type: none"> finds and understands basic information in short simple texts; identifies specific information in short simple texts in accordance with an outlined task.
3. "Spoken Interaction" Content Line	
Communicates on familiar topics, reacts to simple statements about meeting urgent needs and expresses these needs	Student: <ul style="list-style-type: none"> asks and answers simple questions about familiar topics; initiates and verbally reacts to simple statements about urgent needs and familiar topics; takes part in a conversation on a predictable topic.

4. "Spoken Production" Content Line	
Produces short isolated phrases about people, places and routine, and expresses his/her attitude	<p>Student:</p> <ul style="list-style-type: none"> describes simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance; describes his/her feelings and emotions and feeling and emotions of an interlocutor.
5. "Written Interaction" Content Line	
Asks for and passes on personal information in written form, using simple words, short sentences and basic expressions	<p>Student:</p> <ul style="list-style-type: none"> uses simple words, short sentences and basic expressions for writing short simple messages to friends to give them a piece of information or to ask them a question; asks friends (in written form) for basic personal information; writes short, simple letters and postcards.
6. "Written Production" Content Line	
Gives information in writing about him/herself, people, places and routine, using simple words and phrases	<p>Student:</p> <ul style="list-style-type: none"> uses simple words, basic expressions to describe certain everyday object; writes simple phrases and sentences about him/herself and others.
7. "Online Interaction" Content Line	
Writes simple messages as a series of short sentences in a real-time situation	<p>Student:</p> <ul style="list-style-type: none"> exchanges elementary written messages, for example, about daily routine, family, hobbies and preferences, using auxiliary means; posts elementary online messages, uses simple forms of media texts; completes an online application under the supervision of adults, providing basic information about him/herself (such as name, e-mail address or telephone number).
Proposed Content	
<p>The scope of topics of situational communication and lexical range: Me, my family and friends (family members, numbers to 100, age of older family members, place of residence, chores, inhabited localities). Leisure (hobbies and entertainment, sport, favourite children's characters, stores and shopping). Human (appearance, professions, hygiene, health). Housing (types of houses, house, apartment, my room, furniture) Food (kitchenware, food names). Nature and environment of Ukraine and the countries of the studied language (weather and clothing selection, environment, natural phenomena).</p>	



Travelling around Ukraine and the countries of the studied language (holiday trip, means of transport, names of capitals and localities)

Holidays and traditions of Ukraine and the countries of the studied language (months, place, date and time, holidays, events, a party in a cafe).

School (school subjects, timetable, favourite subject, school events).

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 preferences
- expressing one's mood

Language inventory

Language inventory (vocabulary and grammar) is tentative and selected in view of a communicative situation, the needs of students and the principle of concentric learning. It is not the purpose of training, so it is not considered as separate lexical or grammatical topics, instead, we study it in the context of the subject of situational communication. Grammatical material is presented mainly at the level of lexical units: students learn certain grammatical phenomena in speech samples without explaining the morphological and syntactic relations between parts of speech or structural units included in the sample.

