Chapter XIV. Foreign Languages - General Part and Standards

Article 67. Foreign Languages - General Part

Introduction

Georgia as an integrated into the Council of Europe country is a member of the linguistic and culturally diverse space. Without knowledge of foreign languages it is impossible to integrate into this space and fully realize own personal capabilities, so the National Curriculum of General Education envisages teaching two or three foreign languages.

Goals and objectives of teaching foreign languages

Priority goals for teaching foreign languages are:

- To enrich language awareness and increase the level of linguistic education in that way;
- Teaching skills (listening, reading, writing, speaking) at least in two foreign languages;
- Developing successful communication skills with other cultural representatives;
- Establishment of positive attitudes towards linguistic and cultural diversity;
- Development of understanding of different cultural contexts and texts;
- Development of the ability to work with representatives of various linguistic and cultural identities;
- Development of learning skills effectively.

Based on these educational goals, teaching foreign languages in the school envisages solving specific tasks, which are divided into three categories:

1. **Acquiring of different types of knowledge:**
   - Grammatical, lexical knowledge;
   - Knowledge of the basic norms of spelling and correct educated speech;
   - Introduce socio-cultural and culture of foreign countries;
   - Knowledge of text types and their characteristics.

2. **Development of different types of skills:**
   - Speech skills;
   - Linguistic skills;
   - Strategic skills;
   - Civil skills.

3. **Establishment of attitudes:**
   - Appreciation and respect for individual diversity;
   - Feeling the linguistic and cultural property;
   - Estimating and respecting the uniqueness of the cultural environment, its inimitability;
Positive attitudes towards both cultural and individual diversity and the perception of its private manifestation of the diversity of the world;

Interest to the foreign world.

**Arrangement of teaching of foreign languages**

Distribution of foreign languages according to the levels. With regard to the National Curriculum, it is compulsory to teach two foreign languages. Thus, the first and second foreign languages belong to the number of compulsory subjects.

The third foreign language can be taught on the intermediate level as an elective subject (see National Curriculum, Administrative Section, List of Elective Subjects).

**The first foreign language.** The first foreign language is the English language and is taught from the second semester from I class including XII.

**The second foreign language.** The second foreign language is taught from class V to XII. The second foreign language can be any language that the school will offer to pupils by considering the interests of their resources, parents and pupils themselves.

If the school has a proper human and financial resource, it can offer different parts of classes different languages in consequence of the interest of parents and students.

The third foreign language. From a secondary level, a school can offer a third foreign language as a student choice. The third foreign language can be any language that the school will offer to its pupils by considering the interests of their resources, parents and pupils.

**Standard levels and levels of mastering the language defined by the Council of Europe**

The Department of Educational Language Policy of the Council of Europe compiled and issued a united European recommendation framework for language learning and evaluation of foreign languages. The goal of this framework is to create a common base for member-countries to determine the qualification of language knowledge and promote the agreed action of teachers, programmers, organizations issuing certificates and administrators of foreign languages.

The unified European recommendation framework of languages defines three basic levels of language mastering:

1. **A** - language elementary mastering (using the language on the elementary level)
2. **B** - mastering the language independently (using the language independently)
3. **C** - mastering the language fluently (using the language in the professional purposes)
These three levels are divided into six branches: A1, A2; B1, B2; C1, C2. For the purpose of adapting the school context, the National Curriculum divides each level into the following sub-sects:

![Diagram of language levels]

The table below presents the orientating correspondence between the first, second and third foreign languages’ standards and the levels of language mastering of the Council of Europe.

<table>
<thead>
<tr>
<th></th>
<th>The first foreign language</th>
<th>The second foreign language</th>
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<td>Listening and reading</td>
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<td>A1.1</td>
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<tr>
<td>V-VI class</td>
<td>A2.2</td>
<td>A2.1</td>
<td>A1.2</td>
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<tr>
<td>standard</td>
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<td>VII – IX class</td>
<td>B1.1</td>
<td>A2.3</td>
<td>A2.2</td>
</tr>
<tr>
<td>standard</td>
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<tr>
<td>X-XII class</td>
<td>B1.4</td>
<td>B1.1</td>
<td>A2.3</td>
</tr>
<tr>
<td>standard</td>
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</table>

The table shows the correspondence between the levels and the standards for each foreign language.
As the table shows, for each language the receptiving (reading and listening) and productive (speaking and writing) skills are separated from each other, as the development of productive skills requires more time and, therefore, the requirements and achievements of the pupils can not be equal in this ability.

The graduates of the General Educational schools of Georgia are required to master the levels: B1.4 in the first foreign language (English), and A2.3 / B1.1- in the second foreign language.

**Evaluations in foreign languages**

**Evaluation in the first foreign language**

Components of evaluation in foreign languages

Components of the current (home and class) tasks

The following skills and knowledge can be evaluated:

**Language Knowledge and Skills**

1. Lexical knowledge;
2. Grammatical knowledge;
3. Lexical and grammatical skills;
4. Pronunciation;
5. Spelling.

**Communicative skills**

1. Reading and understanding;
2. Loud reading;
3. Listening-understanding;
4. Oral communication;
5. Written communication.

**Culture**

1. Knowledge of the studied issues;
2. Recognizing and analyzing cultural peculiarities.
**Vital skills**

1. Creativity;
2. Cooperation (with a partner, group members);
3. Intelligible use of training strategies (reading, writing, listening and speech);
4. Intelligible use of strategies for promoting educational activities;
5. Quality of participation in training activities.

**Skills are evaluated by the following tasks:**

1. Different types of grammar and lexical exercises (recognizing the correct form, transforming the shape / structure according to the sample, the proper shape of the context, identifying mistakes, correction, synonyms and antonyms, inserting words in the short text, etc.);
2. Various types of reading and auditing tasks (underline if it is correct or not; find the right sequence; find the unknown words according to the context, evaluate your mate’s / own written test, evaluate the speakers, etc.);
3. Perform a variety of oral activities independently, with a partner or group (share the roles and play with a partner, take an interview from your classmate, represent your group’s work before the class, submit your opinion and substantiate it, discuss, characterize, tell and so forth);
4. Create a variety of texts, independently, with a partner or group (write a letter about a summer holidays, prepare a group article about the famous actor, draw your biography, complete the story, divide into the groups and draw up a movie advertisement / tourist guide; write your opinion towards this issue, and so forth);

**5. Project implementation.**

Note: In the primary classes, special attention will be paid to the following skills:

1. Loud reading;
2. Silent reading (solving simple reading task independently);
3. Writing skills;
4. Copying;
5. Writing with a dictation.
The component of summary tasks

The component of the summary evaluation is related to the study-teaching results. This component should evaluate the results achieved through the study and processing of one study section (topic, chapter, paragraph, issue). Upon completion of a particular study unit, the pupil should be able to demonstrate the knowledge and skills defined by the standard of foreign languages. Consequently, the summary evaluations should examine the results defined by the standards of foreign languages.

Types of summary tasks

To implement the standard requirements, it is recommended to use the various forms of summary tasks. Types of summary tasks for foreign languages can be:

1. To understand- comprehend the text;
2. Composing various texts defined by the standard;
3. Participation in simulative situations in role playing games;
4. Interaction around a specific issue / topic;
5. Talk about a specific topic / issue;
6. Oral report;
7. Implemented project;
8 and so forth.

The requirements, which should satisfy the summary evaluations

1. Each type of task should be attached by a general rubric of evaluation. (If in a reception way (reading-listening) is a task, then the evaluation scheme would be attached by each test question);
2. General rubric should be specified in accordance with the condition and learned material;
3. 10 points must be distributed on the criteria of the rubric;
4. It should be indicated those standard results, examining of which is implemented by a summary task.
Evaluation in the second foreign language

Components of evaluation in foreign languages

Components of the current (home and class) tasks

The following skills and knowledge can be evaluated:

**Language knowledge and skills:**

1. Lexical knowledge;
2. Grammatical knowledge;
3. Lexical and grammatical skills;
4. Pronunciation;
5. Spelling.

**Communicative skills**

1. Reading and understanding;
2. Loud reading;
3. Listening-understanding;
4. Oral communication;
5. Written communication.

**Culture**

1. Knowledge of the studied issues;
2. Recognize and analyze cultural peculiarities.

**Vital skills**

1. Creativity;
2. Cooperation (with a partner, group members);
3. Intelligible use of training strategies (reading, writing, listening and speech);
4. Intelligible use of strategies for promoting educational activities;
5. Quality of participation in training activities.
Skills are evaluated by the following tasks:

1. Different types of grammar and lexical exercises (recognizing the correct form, transforming the shape / structure according to the sample, the proper shape of the context, identifying mistakes, correction, synonyms and antonyms, inserting words in the short text, etc.);

2. Various types of reading and auditing tasks (underline if it is correct or not; find the right sequence; find the unknown words according to the context, evaluate your mate’s / own written test, evaluate the speakers, etc.);

3. Perform a variety of oral activities independently, with a partner or group (share the roles and play with a partner, take an interview from your classmate, represent your group's work before the class, submit your opinion and substantiate it, discuss, characterize, tell and so forth);

4. Create a variety of texts, independently, with a partner or group (write a letter about a summer holidays, prepare a group article about the famous actor, draw your biography, complete the story, divide into the groups and draw up a movie advertisement / tourist guide; write your opinion towards this issue, and so forth);

5. Project implementation.

Note: In the primary classes, special attention will be paid to the following skills:

1. Loud reading;

2. Silent reading (solving simple reading task independently);

3. Subscribing;

4. Copying;

5. Writing with a dictation.

The component of summary tasks

The component of the summary evaluation is related to the study-teaching results. This component should evaluate the results achieved through the study and processing of one study section (topic, chapter, paragraph, issue). Upon completion of a particular study unit, the pupil should be able to demonstrate the knowledge and skills defined by the standard of foreign languages. Consequently, the summary evaluations should examine the results defined by the standards of foreign languages.
Types of summary tasks

To implement the standard requirements, it is recommended to use the various forms of summary tasks. Types of summary tasks for foreign languages can be:

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5. Talk about a specific topic / issue;
6. Oral report;
7. Implemented project;
8 and so forth.

The requirements, which should satisfy the summary evaluations

1. Each type of task should be attached by a general rubric of evaluation. (If in a reception way (reading-listening) is a task, then the evaluation scheme would be attached by each test question);
2. General rubric should be specified in accordance with the condition and learned material;
3. 10 points must be distributed on the criteria of the rubric;
4. It should be indicated those standard results, examining of which is implemented by a summary task.

Article 68. The first foreign language (the English Language) standard

The English language on the primary level

Introduction

The priority objectives for learning and teaching the foreign language on the primary level are, as follows:

1. Development of language awareness of the pupil;
2. Enrich the linguistic and cultural experiences;
3. Development of language learning skills.
The main task of learning and teaching on the primary level is to raise the motivation of each pupil. Minors should love the learning process of foreign language, foreign language itself and culture. Methodology should be based on learning pedagogics and oriented towards the development of each pupil.

**Description of directions**

Foreign language teaching on the primary level will be conducted to four directions: 1. Oral speech (listening and speaking), 2. Written speech (reading and writing), 3. Interculture 4. Learning studies.

**Direction 1 - Oral speech** (listening and speaking)

This direction combines two speech activities (listening / listening-watching and speaking) and the strategies attached to these speech activities, which make it easy for the pupil to achieve communicative objectives.

**Listening/listening/watching.** On this level listening, as the main channel of mastering the foreign language would be given priority importance. Special attention should be paid to the skill to distinguish by listening sounds, words, simple sentences in the chain of the word; to the ability of hearing the sounds, which are characteristic for the foreign language for the purpose of understanding the correct pronunciation and this is the basis of successful interaction. The development of phonetic hearing should be made in contextual texts. The texts must be followed by rich material (images, objects, pictures, photos, etc.) and for the specific contexts-by sound indicators (some noise, clearly expressed intonations, etc.), based on which the pupil will have a possibility to understand the text easier.

**Speaking** - On the first level the training strategy should be directed towards reproduction. Reproduction is aimed for forming a correct pronunciation and enriching /confirming the lexical stock. Poems, calculations (for children), songs, dialogues, sketches are used for reproduction.

Production is in very limited form - pupils will put/answer the questions by using the studied lexical material and play simple episodes according to the samples.

**Direction 2 - Written Speech** (Reading and Writing)

**Reading** - When teaching reading on a primary level, special attention must be paid to the development of phonethical skills in order to establish phonemic consciousness (ability to perceive and use oral syllables, sounds). The development of phonemic consciousness is important for the pupil to understand the alphabetical principle (a letter, or the graphical unit related to the sound). I
and II classes are intended to prepare a pupil for reading, and the offering of the systemic course of reading will be started from the third class.

Writing – teaching on the primary level will be mainly based on reproduction. Like reading, development of writing skills will be conducted by a deliberate temp simultaneously with the development of reading ability. Special attention will be paid to establish technical-motor skills of writing in pupils: the pupil will write down letters and learned words.

On the primary level it is important to offer diverse, funny contextual contexts.

**Direction 3 - Interculture**

Study of foreign language means entering a foreign world, finding different rules of life, traditions, understanding of different values. The pupils' attention will be paid to the peculiarities of foreign culture. Pupils will be able to draw parallels between their own cultural experience and environment. This kind of activities will deepen the pupils' feeling of cultural property, enable them to realize cultural diversity, teach to appreciate own and foreign culture.

On the given level, pupils will individually or in groups implement projects on the topic relevant to the age. Implementation of the project will let the pupils use the acquired language knowledge and skills in the substantial context and connect them with own experience. In addition, the pupil will acquire the initial skills of planning and implementation of complex, multilateral work, as well as group work. While implementing projects, the main value belongs to the process of product creation but not the received product itself. Such kind of work will let the pupils acquire and strengthen knowledge and skills, and develop attitudes.

**Direction 4 – Learning studies**

On the given level for the pupils it is important to acquire an initial ability of management for training activities independently. Therefore, it is necessary to pay their attention to the factors and conditions, which affect the learning process. It will help them to realize, that they themselves are able to create facilitating conditions, which will help them to improve the achievements.
The standard of I-IV classes

A) The results to be achieved at the end of the IV class

Definition of indices

Each outcome of the standard on the primary level is preceded by the index, which indicates the subject, the level of teaching and the number of the standard results; for example, I for.pr(I).

- „I for.” - refers to the subject "The First Foreign Language (the English Language)"
- "pr. " - indicates the primary level;
- "(I)" - indicates that the standard includes I-IV classes;
- "1" - indicates the standard result number.

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<tr>
<th>First Foreign Language (English Language) Standard (I-IV Classes)</th>
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<td>The index of results</td>
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<td>I for.pr.(I).2.</td>
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<td>I for.pr.(I).4.</td>
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<tr>
<td><strong>Direction 2. Written Speech (Reading and Writing)</strong></td>
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<td>The index of results</td>
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<td>I for.pr.(I).5.</td>
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<tr>
<td>I for.pr.(I).6.</td>
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<tr>
<td>I for.pr.(I).7.</td>
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<tr>
<td><strong>Direction 3. Interculture</strong></td>
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<tr>
<td>The index of results</td>
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<tr>
<td>I for.pr.(I).8.</td>
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<td>I for.pr.(I).9.</td>
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<tr>
<td>Direction 4. Learning Studies</td>
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<tr>
<td>The index of results</td>
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</tbody>
</table>

**B) content**

The results will be based on the following content:

1. **Subject matter**

   1. individ: personal data, origin, body, appearance, clothing;
   
   2. individ surroundings: family, relatives, friends; animal / bird world; toys, fairy tales; nature / nature events; place of residence, city, village; household things; school / school things; food; holidays and celebrations.
   
   3. activities: daily activities, schedule, fun, hobby, sport, games;
   
   4. orientations: seasons, months, days of the week; day and night;
   
   5. features: color, size, shape, quantity.

2. **Socio-culture and culture**

   1. holidays and traditions: important holidays, their peculiarities, decorations, traditional dishes, characters and etc.;
   
   2. food: the usual breakfast of a minor;
   
   3. free time / entertainment / rest: typical activities;
   
   4. school subjects, school week schedule;
   
   5. imitate with voice (Onomatopoeia): animals, the usual noise (for example, cock crowing, sneezing, knocking sounds);
   
   6. own names and dimimutive forms;
   
   7. state symbols: flag;
   
   8. capital city / and some of its sights.
3. Text Types

A) pragmatic texts:
1 list, poster, lesson table, day schedule, child TV program, kids catalogue, open card, message, card with personal data, instruction;

B) Texts made for (didactic) educational purposes:
1 thematic dialogues / monologues, simple narrative or descriptive texts; informational texts;

C) multimedia texts:
1 adapted comics, animated films, children's songs, audio-video learning resources on program themes, kids play, advertisement.

D) children's literature:
1 poems, calculations, language breaks, fairy tales.

4. Language means

Taking into consideration the age peculiarities of the I-IV classes, linguistic issues should be carried out with practical activities without abstract terms, rules and theoretical explanations.

4.1. Speech acts

1 Interaction in social relations: greetings, farewell, acquaintance, pay gratitude, congratulation;

2 Interaction to get information: personal data exchange, description of human / object, understanding of weather, request for permission;

3 Interaction on opinions and attitudes: like/dislike, expression of desire, positive and negative assessment;

4 Interaction on emotions and feelings: expressing emotions (joy, anger, anxiety, surprise, fear) and feelings (cold, heat);

5 Interaction on time and space: indicating time, location and direction.

4.2. Grammar - students automatically remember and use simple and often grammatical constructions and forms based on fun activities;

4.3. Vocabulary - frequently used word combinations, antonyms;
4.4. **Phonetics** - sounds, sounding techniques, vowels, consonants, syllables, stress, rhythm, intonation;

4.5. **Orthography** - letters, letter combinations, capital/non-capital letters, abbreviated forms of words, punctuation, and elementary rules of spelling.

5. **Concepts and terms:**

Like linguistic issues, understanding of terms and concepts should be carried out with practical activities without abstract terms, rules and theoretical explanations. The concepts are mainly delivered in their native language. It is desirable to stick up a poster of the most commonly used expressions and words on it in two languages in the classroom.

- Text structure: text, paragraph, line, word, sentence, title, dialogue, monologue, appeal, signature;
- Decipher: alphabets, letters, sounds, words, sound words, written words, sound (verbal) syllables, written syllables, printed letters, alphabet, vowel, consonant, transcription;
- Punctuation signs: point, comma, interrogative mark, exlamatory mark, hyphen, double dots.

**V-VI classes standard**

A) The results to be achieved at the end of the IV class of primary level

**Definition of indices**

Each outcome of the standard on the primary level is preceded by the index, which indicates the subject, the level of teaching and the number of the standard results; for example, I for.pr(II).:

"I for." - refers to the subject "The First Foreign Language (the English Language)";

" pr. " - indicates the primary level;

"(II)" - indicates that the standard includes I-IV classes;

"1" - indicates the standard result number.
### First Foreign Language (English Language) Standard (V-VI Classes)

**Direction 1. Oral speech (listening and speaking)**

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<tr>
<th>The index of results</th>
<th>A pupil should be able to:</th>
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<tr>
<td>Ifor.pr.(II).1.</td>
<td>listen/listen-watch and understand small texts defined by the standard.</td>
</tr>
<tr>
<td>Ifor.pr.(II).2.</td>
<td>participate in a simple interaction, say a monologue with a few sentences.</td>
</tr>
<tr>
<td>Ifor.pr.(II).3.</td>
<td>based on the communication situation, use the elementary linguistic skills.</td>
</tr>
<tr>
<td>Ifor.pr.(II).4.</td>
<td>use appropriate strategies for oral speech tasks.</td>
</tr>
</tbody>
</table>

**Direction 2. Written Speech (Reading and Writing)**

<table>
<thead>
<tr>
<th>The index of results</th>
<th>A pupil should be able to:</th>
</tr>
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<tr>
<td>Ifor.pr.(II).5.</td>
<td>read fluently.</td>
</tr>
<tr>
<td>Ifor.pr.(II).6.</td>
<td>read and understand the texts defined by the standard.</td>
</tr>
<tr>
<td>Ifor.pr.(II).7.</td>
<td>recognize structural and linguistic characteristics of different types of simple texts.</td>
</tr>
<tr>
<td>Ifor.pr.(II).8.</td>
<td>write a small text according to the sample.</td>
</tr>
<tr>
<td>Ifor.pr.(II).9.</td>
<td>preserve written text structure, use elementary language skills.</td>
</tr>
<tr>
<td>Ifor.pr.(II).10.</td>
<td>use appropriate strategies for written speech tasks.</td>
</tr>
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</table>

**Direction 3. Interculture**

<table>
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<tr>
<th>The index of results</th>
<th>A pupil should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ifor.pr.(II).11.</td>
<td>compare the learned socio-cultural contexts with each other, draw parallels between phenomena of foreign and native culture.</td>
</tr>
<tr>
<td>Ifor.pr.(II).12.</td>
<td>Make up and implement educational projects with peers and teachers</td>
</tr>
</tbody>
</table>

**Direction 4. Learning Study**

<table>
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<th>The index of results</th>
<th>A pupil should be able to:</th>
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<tbody>
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<td>Ifor.pr.(II).13.</td>
<td>manage activities, think about the learning process, promot his/her advancement and actively participate in the process of study and improvement.</td>
</tr>
<tr>
<td>Ifor.pr.(II).14.</td>
<td>sensibly use the facilitating learning strategies and various types of educational resources (print and multimedia resources, information and communication technologies).</td>
</tr>
</tbody>
</table>
B) Content

The results will be based on the following content:

1. **Subject matter**
   
   1. **individ**: personal data, origin, activity, interest, appearance, clothing, health / illness, future plans, emotional reactions;
   
   2. **individ surroundings**: family, relatives, friends; animal / bird world; toys, fairy tales; nature / nature events; place of residence, city, village; household things; school / school things; food; holidays and celebrations.
   
   3. **activities**: daily activities, schedule, fun, hobby, sport, games;
   
   4. **Orientations**: seasons, months, days of the week; day and night;
   
   5. **Features**: color, size, shape, quantity.

2. **Socio-culture and culture**

   1. **holidays and traditions**: important holidays, their peculiarities, decorations, traditional dishes, characters and etc.;
   
   2. **food regime**: the usual breakfast of a minor;
   
   3. **school subjects, school week schedule**; free time / entertainment / rest: typical activities; school subjects, school week schedule;
   
   4. **English language countries, capitals / towns, sightseeings, money units.**

3. **Text Types**

   A) **pragmatic texts**:
   
   - instruction, instruction; condition of the exercise, the rules of the game, public inscription (warning inscription of the stop /shop/ public building, memorial board, poster), card, week schedule, lesson table, business card, ticket, catalogue, mini plan, menu, culinary recipe, open card, friendly letter, simple message, weather forecasts;
   
   B) **Texts made for (didactic) educational purposes**:
   
   - thematic dialogues / monologues, simple narrative or descriptive texts; informational texts;
   
   C) **information and cognitive texts**:
adapted articles from children's magazine, newspaper, encyclopedia and others;

D) multimedia texts:
adapted comics, animated films, audio-video resources, children’s program, kids play and so forth.

4. Language means

4.1. Speech acts

1 Interaction during the social interrelation: greetings, farewell, submission / acquaintance, gratitude, apology, congratulation, good wishes, encouragement /praising offer, asking for help, requesting/ permission, inviting, interaction at the table;

2 Interaction for obtaining information: exchange of personal data (identity, origin, age, address, telephone number); description of the person/thing; date, activity, health, weather knowing; interact when doing shopping;

3 Interaction about opinions and attitudes: like/ dislike; expressing desire and interest; positive and negative assessment; acceptance, denial, prohibition; expression of opinions, attitudes, positions;

4 Interaction about emotions and feelings: expressing emotions (joy, anger, anxiety, surprise, fear) and feelings (pain, thirst, hunger, cold, heat);

5 Interaction about time and space: indicating time, determining intensity (chronology, frequency, duration); indicating location and direction.

1.2. Grammar

In the given phase of the primary level, the linguistic issues and grammatical concepts are taught in practical activities, based on specific communicative situations and examples. In this phase of teaching, theoretical teaching of grammar rules and linguistic laws is not advisable.

From the context the pupils learn and use the main necessary language means for the purpose of implementing communication:

1 expressions appropriate to the communicative situation, clichés, linguistic structures, polite and familiar formulas of speech;

2 Verb and noun group forms (verbs, nouns, adjectives, adverbs, pronouns);

3 Simple linguistic expressions of time / location (preposition, adverbs);

4 Forms of the present, past, and future of the verbs, (e.g. verb forms, present / past / future tenses,);

5 Sentences of various type (affirmative, interrogative, negative);

6 Word formation in a sentence with appropriate modalities (eg SVO / subject, verb, object word order);
7 Sentences according to the structures - simple, complex and compound (simple, compound, complex);
5 Syntactic relationships between simple sentences (e.g. subject-verb agreement);
6 Rules of orthography, punctuation marks.

Chapter XXII. Foreign languages - Annual programs according to classes

Article 85. Annual Programs of the First Foreign Language (English Language)

The first foreign language (English language) on the primary level

I class

<table>
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<tr>
<th>Direction 1. Oral speech (listening and speaking)</th>
<th>the results to be achieved</th>
<th>I class grade indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ifor.pr.(I).1. A pupil should be able to listen</td>
<td>A pupil:</td>
<td>I for.pr. (I).1. A pupil should be able to listen / listen/watch and understand small texts defined by the standard.</td>
</tr>
<tr>
<td>listen/watch and understand small texts</td>
<td>➢ Learns the teacher’s instructions;</td>
<td>➢ Recognizes characters in the illustrated texts; specific information (e.g. actions, objects and their characteristics - color, size).</td>
</tr>
<tr>
<td>defined by the standard.</td>
<td>➢ Follows the corresponding intonation, stresses and rhythmic segments.</td>
<td>Ifor.pr.(I).2. A pupil should be able to pronounce the words, sentences and texts in accordance with the appropriate intonation or stresses.</td>
</tr>
<tr>
<td>Ifor.pr.(I).2. A pupil should be able to</td>
<td>A pupil:</td>
<td>➢ Reads orally poems, calculations, language breaks, performing songs;</td>
</tr>
<tr>
<td>pronounce the words, sentences and</td>
<td>➢ Follows the corresponding intonation, stresses and rhythmic segments.</td>
<td>➢ Follows the corresponding intonation, stresses and rhythmic segments.</td>
</tr>
<tr>
<td>texts in accordance with the appropriate</td>
<td></td>
<td>Ifor.pr.(I).3. The pupil should be able to participate in a simple interaction with a familiar subject, talk about familiar topics.</td>
</tr>
<tr>
<td>intonation or stresses.</td>
<td></td>
<td>➢ Answers the simple questions with one word on the learned topic or has a reaction concerning them with non-verbal means (e.g. what color is this ball? – red; where is the car? - indicates the appropriate picture);</td>
</tr>
<tr>
<td>Ifor.pr.(I).3. The pupil should be able to</td>
<td></td>
<td>Recommendations</td>
</tr>
<tr>
<td>participate in a simple interaction with a</td>
<td></td>
<td>The activities can be based on the following types of texts:</td>
</tr>
<tr>
<td>familiar subject, talk about familiar topics.</td>
<td></td>
<td>A) Listening to the illustrated texts, thematic mini dialogues / monologues, simple descriptive text;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) Multimedia texts: videogames for mastering linguistic structures and lexical units, illustrated cards, thematic resources.</td>
</tr>
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<tr>
<td>Recommendations</td>
<td>The question-answer can be based on the following topics:</td>
<td>Family, body parts, toys, animals, colors, sizes, clothes, daily activities</td>
</tr>
<tr>
<td></td>
<td>Samples of activities:</td>
<td>➢ Connecting the word / short sentence with relevant illustrations;</td>
</tr>
<tr>
<td></td>
<td>➢ Connecting the named character, animal, subject with the appropriate drawing;</td>
<td>➢ Expressing /drawing a word by gesticulation;</td>
</tr>
<tr>
<td></td>
<td>➢ Expressing /drawing a word by gesticulation;</td>
<td></td>
</tr>
</tbody>
</table>
According to the characteristic features referencing /outlining the appropriate illustration (e.g. round, large, small);
- Coloring paintings according to the indicated color;
- Imitation of the character, animal, and action;
- Uttering/ singing a poem corresponding to the nonverbal speech (intonation, mimic-gesticulation, rhythmical movements);
- Uttering the poem by changing the timbre and temp (producing a very low (bass) sound/ very high sound, slow / fast temp, whisper / loud);
- Repetition of the sounds, which characterize the foreign language uttered by the teacher and others.

Direction 2. Written Speech (Reading and Writing)

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>I class grade indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ifor.pr.(I).4. A pupil should be able to decipher the words and sentences; decrypt and understand various types of texts.</td>
<td>A pupil:</td>
</tr>
<tr>
<td></td>
<td>➢ Directly identifies the orthographical image of the words commonly used (without decryption) (recognizing the whole word without decryption, in the so-called direct way, when the pupil has an orthographical image of the specific word in the memory, i.e. the sequence of the letters in it, and as soon as he sees it, immediately connects the very image with the meaning of the word).</td>
</tr>
<tr>
<td>Ifor.pr.(I).5. A pupil should be able to protect the calligraphic norms; create different types of simple texts by model.</td>
<td>A pupil:</td>
</tr>
<tr>
<td></td>
<td>➢ &quot;Draws again the words, observes and displays the letters in different ways.</td>
</tr>
</tbody>
</table>

Recommendations

The activities can be based on the following types of texts:

A) Adapted comics, an illustrated story / fairy tale;
B) Texts drawn up for educational purposes.

Samples of activities:
➢ Connect the drawings with the corresponding printed words;
➢ Finding and referring the beginning and end of the sentences, paragraphs in the children’s book or textbook;
➢ In the paragraph counting the number of the sentences, the words in the sentences;
➢ According to the concrete referring in the appropriate paragraph looking for a sentence or word (e.g. find and show me a short sentence in the second paragraph; show me the longest word in this sentence, etc.);
➢ Drawing the own name again;
➢ Depicting the shape of the known letter by the hand movement using a string, plasticine;
➢ Painting the familiar word from the board for drawing next to it the appropriate illustration and so forth.
### Direction 3. Interculture

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>I class  grade indices</th>
</tr>
</thead>
</table>
| Ifor.pr.(I).6. The pupil should be able to recognize His own and foreign culture realities in the illustrations and texts, compare socio-cultural contexts with each other. | A pupil:  
- In the textbook or the children's media / multimedia texts recognizes realities of culture and socio-cultur (fairy tale characters depicted in illustrations); |

**Recommendations**  
The activities can be based on the following types of texts:  
Audio-video learning resources, adapted comics, animated films, illustrated children's books.

### Direction 4. Learning Studies

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>I class  grade indices</th>
</tr>
</thead>
</table>
| Ifor.pr.(I).7. The pupil should be able to think about the learning process with the help of the teacher for promoting his advancement; actively participate in the process of learning for its improvement. | A pupil:  
- Cares about bringing the necessary things, disciplining training things; writes down the tasks; thinks of the order according to which have a possibility to implement the task; |

### II class

#### Direction 1. Oral speech (Listening and Speaking)

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>II class  grade indices</th>
</tr>
</thead>
</table>
| Ifor.pr.(I).1. A pupil should be able to listen / listen/watch and understand small texts defined by the standard. | A pupil:  
- Understands the teacher’s indications and simple instructions;  
- Recognizes the characters, their emotions and retorts;  
- Recognizes characters and actions, objects and their qualities;  
- Finds the location of things (e.g. on the table, in the bag, under the chair);  
- Recognizes the sequence of actions. |
| Ifor.pr.(I).2. A pupil should be able to pronounce the words, sentences and texts in accordance with the appropriate intonation or stresses. | A pupil:  
- Says orally poems, calculations, language breaks, performing songs;  
- Follows the corresponding intonation, stresses and rhythmical segments. |
| Ifor.pr.(I).3. The pupil should be able to participate in a simple interaction with a familiar subject, talk about familiar topics. | A pupil:  
- Answers the simple questions concerning the learned topic or has a reaction towards them with non-verbal means (e.g. about himself-what does he has got? what is his name? what does he want? what does he do? etc.); |
### For.pr.(I).4. The pupil should be able to use reasonably the strategies in the process of implementing the action of the written speech.

- Possesses the necessary phonological skills to read: divides the words into syllables, syllables into phonemes / sounds, unifies the divided phonemes in words (word analysis and synthesis).

A pupil:
- When listening to the record or direct speech, based on non-verbal elements (e.g. voice timbre, different types of noise, intonation, mimic and gesticulation) tries to recognize independently unknown words and expressions.

### Recommendations

The activities can be based on the following types of texts:

- **A**) Listening texts compiled for educational purposes, including illustrations: thematic dialogues / monologues, simple story, simple descriptive text, simple instructions.
- **B**) Multimedia texts: videogames for language linguistic and lexical units, animated film, advertising.
- **C**) Fiction: poems, calculations, language breaks, songs;
- **D**) Texts drawn up for educational purposes - thematic dialogues / monologues;
- **E**) Multimedia texts: kids play.

The question-answer can be based on the following topics:

- Personal data, toys, animals world, colors, size, family, body parts, clothing, city, village; seasons of year, day and night, daily activities, color, size, form, quantity.

### Samples of activities:

- Keeping the things onto the place indicated by the teacher;
- Find the hidden object in accordance with the reference;
- In the correct sequence making the numbers on the illustrations expressing the actions;
- Connecting the retort with relevant illustrations;
- Connecting the named character, animal, subject with the appropriate drawing;
- Drawing / personifying the word with gesticulation;
- Personifying the named character’s, animal’s action;
- Recognizing the quantities of syllables and phonemes in the word;
- Recognizing the words containing the sounds/syllables indicated in advance;
- Recognizing the location of the indicated syllables the word (in the beginning, in the middle, at the end.);
- To identify the words presented by the drawings or listed by the teacher, which are begun/ or ended with the sound, indicated in advance.
- Sorting the words presented by the drawings or listed by the teacher in groups with a preceeding sound.
- Underlining the words in the sentence and identifying the number of them
- And so forth.
Direction 2. Written Speech (Reading and Writing)

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>II class grade indices</th>
</tr>
</thead>
</table>
| Ifor.pr.(I).5. The pupil should be able to decipher the words and sentences; decrypt and understand various types of short texts. | A pupil:  
- In the direct way (without decryption) recognizes the orthographic image of the most frequently used words (recognition of the whole word without dividing into syllables/fragments, so called, in the direct way, when the pupil has a orthographic image of a specific word in his memory, or the arranged sequence of the letters in it, at seeing it he immediately connects the very image with the meaning of the word);  
- Dismembers the learned letter in the word;  
- Understands the connection between the sounds and the letters/letter connections;  
- Loudly (with all words or into syllables) reads the familiar words;  
- Recognizes the general content of the microtext based on the familiar words and illustrations;  
- Finds specific details.  
- Reveals the basic habits of the working on the book and text (recognizes the structural units of foreign texts: title, text, paragraph, line, sentence, word, letter; selects the verbal and non-verbal parts of the text.). |
| Ifor.pr.(I).6. The pupil should be able to maintain calligraphy norms; create different types of simple texts by the model. | A pupil:  
- „Draw a copy” of the words;  
- Maintains the direction of drawing the letter, writes down the learned letters (the alphabet period will be over in the third class) and the words created by the learned letters. |
| Ifor.pr.(I).7. The pupil should be able to use reasonably the strategies in the process of the written speech. | Recognizes the type of text based on the peculiarities of structural organization;  
- When reading the words, identifies the familiar letter-connections. |

Recommendations

The activities can be based on the following types of texts:
- Pragmatic texts: poster, list, catalogue;  
- Didactic texts: mini dialogues, descriptive texts;  
- Videogames on the word reading-identifying;  
- Fiction: poems, calculations, language breaks, songs;  
- Texts drawn up for educational purposes - thematic dialogues / monologues;  
- Multimedia texts: kids play.

Samples of activities:  
- Connecting the drawings with the corresponding printed words;  
- Finding the named in the list of words or in the picture;  
- Finding and outlining the letter-connections in the list of words;  
- Comparison of the letters and sounds of the word and the appropriate conclusion (e.g. more letters and fewer sounds because one letter is not read or two letters are pronounced in one sound);
- Analyzing the other words based on the memorized words, identifying in them similar letters / letter-connections and link them to the relevant sounds.
- Comparison and recognition of pragmatic texts – poster, list, and catalogue on the basis of the peculiarities of structural organization, nomination an assignment of each of them;
- Entitling the picture;
- Composing the words with the movable alphabet using the learned letters;
- Description of the upper / lower / middle parts of the letter (e.g. where the correct line, the arc, in what side the arc is rounded, the quantity of the arc, etc).

**Direction 3. Interculture**

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>II class grade indices</th>
</tr>
</thead>
</table>
| Ifor.pr.(I).8. The pupil should be able to recognize his own and foreign culture realities in the illustrations and texts, compare socio-cultural contexts with each other. | A pupil:
- Compares the foreign language with his native one and finds similarities and differences between them (e.g. words, characters and their names, diminutive forms, imitating words of animal voice in the foreign and native languages).
- In the textbook or in the children's media / multimedia texts recognizes realities of culture, socio-culture (attributes of the holiday displayed in the illustrations; compares it with his native one and finds similarities and differences. |

**Recommendations**

The activities can be based on the following types of texts:
Audio-video study resources, adapted comics, animated films, illustrated books.

**Direction 4. Learning Studies**

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>II class grade indices</th>
</tr>
</thead>
</table>
| Ifor.pr.(I).9. The pupil should be able to think about the learning process with the help of the teacher for promoting his advancement; actively participate in the process of learning for its improvement. | A pupil:
- Cares about bringing the necessary things, disciplining training things; writes down the tasks; thinks of the order according to which have a possibility to implement the task;
- Appreciates the learning process: finds out in what aspect succeeds, describes/ names it;
- Keeps the material describing his advancement in the portfolio (e.g. the early and later writings showing how he has improved to write letters, words, old and new audio or video records from which it can be seen how has improved pronunciation or saying a certain poem). |
The pupil should be able to learn how to support learning strategies and various types of educational resources (printing and multimedia resources, information-communicative technologies).

A pupil:
- According to the model creates operational resources and uses them (e.g. simple schemes, illustrated dictionaries, illustrated alphabet and others);
- Learns and uses textbook resources (illustrations, dictionaries, contents, logos, designer samples).

### III class

#### Direction 1. Written Speech (Listening and Speaking)

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>III class grade indices</th>
</tr>
</thead>
</table>
| **Ifor.pr.(I).1.** The pupil should be able to listen / listen and understand small texts defined by the standard. | A pupil:  
- Finds a topic of discussion;  
- Recognizes the characters, their emotions and retorts;  
- Finds specific information (appearance of characters, features of objects);  
- Finds the location of the subject (e.g. in front of / back / on the side; up / down, near / far);  
- Recognizes the sequence of actions. |
| **Ifor.pr.(I).2.** The pupil should be able to participate in a simple interaction with a familiar subject, talk about familiar topics. | A pupil:  
- Orally plays the dialogues, scenes;  
- Orally reads poems, calculates, says language breaks and performs songs;  
- Makes a correspondence nonverbal speech to the content of the texts; |
| **Ifor.pr.(I).3.** The pupil should be able to participate in a simple interaction with a familiar subject, talk about familiar topics. | A pupil:  
- Answers the questions concerning the specific classroom situations (e.g. have you finished? Yes / no);  
- Answers the questions concerning the known topic;  
- Describes the picture. |
| **Ifor.pr.(I).4.** The pupil should be able to use reasonably the strategies in the process of implementing the action of the written speech. | A pupil:  
- When listening to the record or direct speech, based on nonverbal elements (e.g. voice timbre, different types of noise, intonation, mimic and gesticulation) tries to recognize independently unknown words and expressions. |

**Recommendations**

The activities can be based on the following types of texts:
A) listening texts compiled for educational purposes, which include illustrations: thematic dialogues / monologues, simple story, instruction;
B) adapted illustrated tale;
C) multimedia texts: video games for mastering language linguistic and lexical units, animated film, advertising.

**Interaction can be based on the following topics:**
Family members, nature / nature events, colors, size, body parts, clothing, City, village; seasons of year, daily activities, color, size, shape, count; classroom; school things.

**Samples of activities:**
- Keeping things in the place indicated by the teacher;
- Finding a hidden object based on reference;
- Making the numbers on the illustrations expressing the actions in the correct sequence;
- Indicating /outlining the proper illustrations according to the described features (e.g. long / short, triangular / rectangular);
- Creating / painting / completing a picture according to the text;
- Connecting the advertisement with the relevant object;
- Competition with classmates / pairs; speaking / in the quick and correct utterance of calculation/ language breakings;
- Putting the things into the school bag (the name of the things in sequence) and expressing the the actions with the words: "I have put the book, notebook, pencil... into the bag";
- Embodied emotion: "angry", "funny", "sad" ...;
- To repeat a poem or song with rhythmic movements, changing temp and timbre, and so forth.

**Direction 2. Written Speech (Reading and Writing)**

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>III class grade indices</th>
</tr>
</thead>
</table>
| **I for.pr. (I).5.** The pupil should be able to decipher the words and sentences; decrypt and understand various types of short texts. | **A pupil:**
- Recognizes all the capital and non-capital letters;
- Decrypts and loudly reads the familiar words and short sentences created by the familiar words;
- Understands the general content;
- Finds specific information in pragmatic texts;
- Finds factual information (what / who, how much, what kind) |
| **I for.pr. (I).6.** A pupil should be able to protect the calligraphic norms; create different types of simple texts by model. | **A pupil:**
- Writes down all the capital and non-capital letters of the alphabet;
- Writes down the words, sentences;
- Selects the appropriate vocabulary, words and expressions;
- Appropriately uses punctuation marks;
- Draws inscriptions for illustrations. |
| **I for.pr. (I).7.** The pupil should be able to use reasonably the strategies in the | **A pupil:**
- Finds text type according to structural features. |
process of implementing the action of the written speech.

- In the native language describes how he had to solve the problem given in the activity of a particular subject;
- Compares the method selected by others and makes the conclusion about the fact, which approach was more appropriate / effective and why.

**Recommendations**

**The activities can be based on the following types of texts:**
A) poems, language breaking;
B) Pragmatic texts: poster, list, catalogue, greeting card;
C) Didactic texts: dialogue, story; descriptive text (e.g. room description, description of family members);
D) Simple cognitive text (e.g. description the body parts of an animal and its behaviors);
E) Adapted comics.

**Samples of activities:**
- Finding familiar words in the text according to the instructions given in advance (e.g. names of characters, words denoting toys or animals, etc.);
- Implementing a specific action based on the information given in the text (illustrate the drawing, finding the proper illustration, table filling, numbering the pictures and so on);
- Preparation of greeting / invitation cards with inscriptions and drawings;
- Composing a list of different types (e.g. members of the team, shopping, things for holiday, food ingredients, etc.);
- Creating a design of the text containing the different topics with drawings / photos and inscriptions (e.g. "My Family"). In this text may be used the different aspects from the learned materials, such as appearance, profession / activity, clothing, etc. The same type of activity can be done on topics like "my yard", "my favorite thing", "my house", "my room", "my pet friend" and so on.

**Direction 3. Interculture**

**the results to be achieved**

<table>
<thead>
<tr>
<th>Ifor.pr.(I).8. The pupil should be able to recognize his own and foreign culture realities in the illustrations and texts, compare socio-cultural contexts with each other.</th>
<th>III class grade indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>A pupil:</td>
<td></td>
</tr>
<tr>
<td>In the textbook or in the children's media / multimedia texts recognizes realities of culture, socio-culture;</td>
<td></td>
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<tr>
<td>2 when compares finds similarities and differences between them;</td>
<td></td>
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</tbody>
</table>

**Recommendations**

**The activities can be based on the following types of texts:**
Audio-video study resources, adapted comics, animated films; Illustrated children's books.

**Interaction can be based on the following topics:**
Capital and some of its sights, traditional fairy tales characters, their names, school building, school things, etc.
**Direction 4. Learning Studies**

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>grade indices</th>
</tr>
</thead>
</table>
| Ifor.pr.(I).9. The pupil should be able to think about the learning process with the help of the teacher for promoting his advancement; actively participate in the process of learning for its improvement. | A pupil:  
- Appreciates the learning process: fills the schemes appropriate to the age;  
- Finds out in what aspect succeeds, describes/names it;  
- Keeps the material describing his advancement in the portfolio (e.g. coped out sentences; two types of work, describing obviously his advancement; the earlier and later schemes of evaluations audio or video records);  
- Realizes and expresses the weak points and refers to the possible ways of improvement (e.g. how should he/she behave not to leave the school items at home; which methods should he/she use to memorize the lexical units). |
| Ifor.pr.(I).10. The pupil should be able to learn how to support learning strategies and various types of educational resources (print and multimedia resources, information-communicative technologies). | A pupil:  
- Creates operational resources and uses them (e.g. lotto, simple schemes, illustrated dictionaries, illustrated alphabets, boxes for information, material sorting, etc.);  
- Effectively utilizes manual resources (illustrations, dictionaries, contents, logos, designer samples);  
- Finds information/ training material by information-communicative technologies (ICT). |

**IV class**

**Direction 1. Oral speech (Listening and Speaking)**

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>IV class grade indices:</th>
</tr>
</thead>
</table>
| Ifor.pr.(I).1. The pupil should be able to listen / listen and read the small texts defined by the standard. | A pupil:  
- Finds a conversation topic, context, collocutors;  
- Distinguishes familiar and respectable formulas;  
- Recognizes different types of specific details (e.g. emotions, location, color, shape, number);  
- Finds the stages of story development (how it started, what happened, how it finished), the sequence of events; |
According to the behavior of the characters, makes a conclusion of their nature, the qualities (e.g. good, evil, miserly, brave, coward and lazy).

<table>
<thead>
<tr>
<th>for.(l).2.</th>
<th>A pupil:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pupil should be able to speak the words, sentences and texts in accordance with the appropriate intonation or stresses.</td>
<td>Orally plays out the dialogues, scenes; Orally reads poems, language breaks, performs songs; Makes the correspondence of the texts contents with the nonverbal speech.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>for.(l).3.</th>
<th>A pupil:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pupil should be able to participate in a simple interaction with a familiar subject, talk about familiar topics.</td>
<td>Puts / answers the questions or asks for permission concerning a specific classroom situation (e.g. can I take this book?) ...and the like; Participates in a simple interaction based on the familiar topic (e.g. what does he like? what does he know? what kind of person is his friend? what has he got in the bag, where is the thing, etc.); Answers the simple questions raised about the content of the text, which is learned (e.g. what does he have? who presented him and with what? what color? how much? when has he left? where has he gone? who gave him and what? etc.); Describes the illustrations; Participates in a simulated situation;</td>
</tr>
</tbody>
</table>

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<tr>
<th>for.(l).4.</th>
<th>A pupil:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pupil should be able to use reasonably the strategies in the process of implementing the action of the written speech.</td>
<td>Expresses assumptions based on the title and illustrations; For understanding the content uses the non-verbal elements (e.g. timbre, intonation, mimic-gesticulation).</td>
</tr>
</tbody>
</table>

**Recommendations**

The activities can be based on the following types of texts:

A) Listening texts compiled for educational purposes, which include illustrations: thematic dialogues / monologues, simple story, instruction;
B) Adapted illustrated tale / story;
C) Multimedia texts: animated film, advertisement, children's advertisements, videogames for mastering language constructs and lexical units;
D) Fictional text / literature: poems, songs, adapted tales;
E) multimedia texts: children's play, audio-video texts, play games.

Interaction can be based on the following topics:
School subjects, school week schedule, day regime, household items, shopping, food, shops; amusement, hobby, sport, games; nature / nature events, colors, size, body parts, daily activities, birthday, gifts, etc.

**Samples of activities:**

- To outline the correct answer;
- Grouping and sorting the information from the text;
- To make numbers on the illustrations in the correct sequence;
- To indicate/outline the relevant illustration, described according to the features (e.g. long / short, triangular / rectangular);
- Imitation of the behavior of the character, animal;
- To make a scene of the story with a pantomime following the narration of the teacher;
- To play the game "cold / hot" / "winter / summer" (finding the hidden thing by the teacher);
- Explaining the word / item / subject, which is thought in advance, for the team or class in a single word (game "association");
- Recognition and naming the character, animal or subject according to classmates gestures;
- To get an interview from a classmate / peer (what is your name? how old are you?);
- What mistake has the painter made? To name the difference between the two illustrations;
- To change the colored cards according to the indicated color for gathering the cards of the same color ("Give me a blue", "here it is a white card" and so on).

### Direction 2. Written Speech (Reading and Writing)

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>IV class grade indices</th>
</tr>
</thead>
</table>
| **Ifor.pr.(I).5.** The pupil should be able to decipher the words and sentences; decrypt and understand various types of texts. | **A pupil:**
  - Reads (decrypts) the familiar and unknown words, sentences, small texts;
  - Recognizes the text communicative situation (author, addressee, topic, purpose);
  - Identifies factual / explanatory information (when, where, who, how and what, how mane/much, what kind of);
  - Recognizes the character’s features;
  - Recognizes the sequence of actions;
  - Recognizes the causal-result connections between the events;
  - Finds time and place of the ction. |
| **Ifor.pr.(I).6.** The pupil should be able to maintain calligraphy norms; create different types of simple texts by model. | **A pupil:**
  - Writes accurately;
  - Writes the learned words and sentences by the dictationation;
  - Writing text appropriately utilizes the learned vocabulary, word combinations and expressions;
  - Indicates the specific details;
  - Appropriately uses the punctuation marks;
  - Draws up the inscriptions on the illustrations; |
| **Ifor.pr.(I).7.** The pupil should be able to use reasonably the strategies in the          | **A pupil:**
  - Finding the unknown words based on the familiar elements (context, illustration);    |
process of implementing the action of the written speech.

- Observes the text structure, organizational elements (e.g. headline, rubric, table structure and data, illustration, inscription, logo, typographic characteristics (e.g. large print and other) and finds the necessary information based on it;
- Understands the methods used in the reading process.

**Recommendations**

**The activities can be based on the following types of texts:**
A) Pragmatic texts: day schedule, catalogue, children's TV program, lesson table, greetings card, message (notification), form with the personal data, open card, menu;
B) Didactic texts: dialogue, story;
C) Small sized texts on the familiar topics;
D) Adapted comics, advertisements.

**Samples of activities:**
- Finding the words in the text according to the instructions given in advance (e.g. the names of the characters, the words indicating toys or animals, etc.);
- To find the relevant part appropriate to the illustration;
- To implement a specific action based on the information given in the text (finishes the drawing, finds a proper illustration, fills in the table, makes the numbers on the pictures, and so on);
- Comparison of various types of text according to structural organization (e.g. toys catalogue and TV program), naming of the differences and similarities (e.g. pictures and information are given over there in the catalogue, in the TV program – it is not given the above-mentioned; a list is given according to the hours; in the catalogue there is not indicated an hour at all, etc);
- To write the used methods on the board by the pupils for comparing and evaluating them; which of the methods made it easier to solve the problematic task;
- Copying the words, sentences from the board or other printed source;
- To write a warning poster;
- Drawing up a favorite TV program;
- Sending open post cards to each other using the "mailbox" prepared in the class;
- Drawing up a morning breakfast menu;
- To create different texts (e.g."School", "My Friend", "My Favorite Subject", "My Birthday", etc.) with drawings / pictures and their inscriptions.

**Direction 3. Interculture**

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>IV class grade indices</th>
</tr>
</thead>
</table>

31
| Ifor.pr.(I).8. The pupil should be able to recognize his own and foreign culture realities in the illustrations and texts, compare socio-cultural contexts with each other. | **A pupil:**  
- In the textbook or the children's media / multimedia texts recognizes realities of culture and socio-culture;  
- When comparing them, finds similarities and differences between them. |
|---|---|
| Ifor.pr.(I).9. The pupil should be able to plan and implement educational projects with peers and teacher on socio-cultural and cultural realities of target country / countries. | **A pupil:**  
- Formulates the criteria for successful implementation of the project with the teacher;  
- Plans stages of project implementation with the team members and teacher stages of project implementation;  
- Defines and distributes functions with the help of the team members and teacher;  
- Implements the function assigned to him with each member of the team;  
- Improves and performs the project with the help of the teacher. |

**Recommendations**

**Project Ideas:**
Genealogical tree making, fairy tale/sketch creation and presentation, arrangement of celebration, exhibition of paintings, preparation of a poster for the favorite fairy tale/animated film, compilation of desirable TV programs week etc.

**Direction 4. Learning Studies**

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>IV class grade indices</th>
</tr>
</thead>
</table>
| Ifor.pr.(I).10. The pupil should be able to think about the learning process with the help of the teacher, to promote his advancement and actively participate in the process of learning and its improvement. | **A pupil:**  
- Evaluates the learning process: fills in the schemes of evaluation appropriate to the age;  
- Notices in what aspect he succeeds and describes / names it; keeps the material describing his advancement in the portfolio (e.g. the early and later writings showing how he has improved to write letters, words, old and new audio or video records, which show his/her oral activity);  
- Knows and understands weaknesses and points out the ways to correct them (e.g. how to behave in order not to leave the study items at home, how to memorize lexical units). |
**Ifor.pr.(l).11.** The pupil should be able to sensibly use the learning facilitating strategies and various types of educational resources (print and multimedia resources, informative-communicative technologies).

<table>
<thead>
<tr>
<th><strong>A pupil:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Creates operational resources and uses them (e.g. lotto, simple schemes, illustrated dictionaries, boxes for information, for material sorting, etc.).</td>
</tr>
<tr>
<td>➢ Uses ICT for creating / processing a certain material / text;</td>
</tr>
<tr>
<td>➢ Effectively utilizes manual resources (illustrations, dictionaries, contents, logos, table of contents, designer samples);</td>
</tr>
<tr>
<td>➢ Finds information / training material through the informative-communicative technologies (ICT).</td>
</tr>
</tbody>
</table>
I can speak English:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I should say, what is my name</td>
</tr>
<tr>
<td>2.</td>
<td>Ask him/her what is his/her name</td>
</tr>
<tr>
<td>3.</td>
<td>I should say, what pet I have got</td>
</tr>
<tr>
<td>4.</td>
<td>I should count up to ten</td>
</tr>
<tr>
<td>5.</td>
<td>I should make a list of the school items I have got</td>
</tr>
</tbody>
</table>

I should improve: ________________________________

for that: ________________________________

signature: ________________________________
### Direction 1. Oral Speech (Listening and Speaking)

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>V class grade indices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ifor.pr.(II).1.</strong> The pupil should be able to listen / listen-watch and hear the</td>
<td>A pupil:</td>
</tr>
<tr>
<td>different types of text specified by the standard.</td>
<td>➢ Finds a conversational topic, context, collocutors;</td>
</tr>
<tr>
<td></td>
<td>➢ Distinguishes the familiar and respectable formulas;</td>
</tr>
<tr>
<td></td>
<td>➢ Finds specific details (where, when, how and what, how many/much etc.);</td>
</tr>
<tr>
<td></td>
<td>➢ Finds the stages of the story development (how it started, what happened, how it ended);</td>
</tr>
<tr>
<td></td>
<td>➢ Determines the time and place of action;</td>
</tr>
<tr>
<td></td>
<td>➢ Recognizes the characters' emotions, attitudes;</td>
</tr>
<tr>
<td></td>
<td>➢ Based on the behavior of the characters, makes a conclusion of their character, features;</td>
</tr>
<tr>
<td></td>
<td>➢ Distinguishes modality of the uttered phrase expressed with the intonation (request, question, order).</td>
</tr>
<tr>
<td><strong>Ifor.pr.(II).2.</strong> The pupil should be able to participate in a simple interaction</td>
<td>A pupil:</td>
</tr>
<tr>
<td>to utter a monologue with a few sentences.</td>
<td>➢ Plays simple dialogues and scenes; defines the corresponding intonation and rhythm while telling texts;</td>
</tr>
<tr>
<td></td>
<td>➢ Participates in simple interaction; asks / answers the questions about a particular classroom situation;</td>
</tr>
<tr>
<td></td>
<td>➢ Puts / answers the simple questions about the familiar topics of the subject, the content of the text that is learned;</td>
</tr>
<tr>
<td></td>
<td>➢ Participates in a simulated situation (e.g. in the shop, meeting with a peer / an old person in the street / park);</td>
</tr>
<tr>
<td></td>
<td>➢ Describes the environment (room, street, picture);</td>
</tr>
<tr>
<td></td>
<td>➢ Tells the seen or heard story with a simple language;</td>
</tr>
<tr>
<td></td>
<td>➢ Speaks about the familiar topics for him (e.g. family, relatives / friends, spare time and so on).</td>
</tr>
<tr>
<td><strong>Ifor.pr.(II).3.</strong> The pupil should be able to use elementary language skills based on</td>
<td>A pupil:</td>
</tr>
<tr>
<td>the communicative situation.</td>
<td>➢ When interacting, choses forms, expressions, clichés, linguistic constructions, appropriate to the communicative situation;</td>
</tr>
<tr>
<td></td>
<td>➢ Protects the corresponding intonation during the sentences of various modealities;</td>
</tr>
<tr>
<td></td>
<td>➢ Uses simple linguistic means expressing the place-situation;</td>
</tr>
<tr>
<td></td>
<td>➢ Protects elementary syntactic relationships between the parts of the sentence (the subject and the predicate in person and number);</td>
</tr>
<tr>
<td></td>
<td>➢ Uses properly the learned lexical units.</td>
</tr>
</tbody>
</table>
### Ifor.pr.(II).4. The pupil should be able to use the appropriate strategies for verbal communication.

<table>
<thead>
<tr>
<th>A pupil:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses the opinion about the content based on the title, illustrations and unverbal elements;</td>
</tr>
<tr>
<td>Tries to recognize independently the significance of unknown words, expressions, and sentences based on familiar elements (e.g. context, illustration, etc.);</td>
</tr>
<tr>
<td>In the native language, describes what method / way has been used by him/her to solve the audible task.</td>
</tr>
</tbody>
</table>

### Recommendations

**The activities can be based on the following types of texts:**

A) Audible illustrated texts, thematic dialogues / monologues, simple story, instruction, road route drawn up for educational purposes;

B) Adapted illustrated story;

C) Multimedia texts: animated film, advertising, children's advertisements, videogames in order to learn linguistic structures and lexical units, audio-video material about program topics;

D) Texts compiled for study purpose, adapted stories;

E) Simple cognitive texts;


**Interaction can be based on the following topic:**

School weekly scheme, school subjects, family, friends, amusement, hobby, sport, food, daily activities, place of residence and more.

**Samples of activities:**

- To answer the questions based on text content;
- Selecting the right / wrong information from the given options;
- Interconnecting the characters and retorts;
- Making the numbers on the relevant illustrations in the chronological order according to the heard text;
- Filling in the omitted places in the exercise with the appropriate words / phrases according to the text;
- Filling in some of the advertisements according to the heard text;
- Having mini-interviews with classmates around familiar topics (e.g. holidays, place of residence, friends, favorite celebration, etc.);
- Playing the simulative dialogues according to the described situations;
- Guessing the hidden subject, thought word based on the question-answer;
- To speak about the similarity-difference of the two images;
- Description of place of residence, city, family, etc... according to the visual picture;
- Description of the road reaching to school or home;
- "Chain narrative": to repeat the listened phrases and continue the text with one word / sentence (in the chain of the pupils) and so forth.
**Direction 2. Oral Speech (Listening and Speaking)**

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>V class grade indices:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ifor.pr.(II).5.</strong> The pupil should be able to read fluently.</td>
<td>A pupil:</td>
</tr>
<tr>
<td></td>
<td>- Reads loudly the smallest familiar texts by using the appropriate intonation and pauses.</td>
</tr>
<tr>
<td></td>
<td>- Adequately corresponds the content of the text with the non-verbal speech.</td>
</tr>
<tr>
<td><strong>Ifor.pr.(II).6.</strong> The pupil should be able to read and understand the texts defined by the standard.</td>
<td>A pupil:</td>
</tr>
<tr>
<td></td>
<td>- Recognizes the text communicative situation (author, addressee, topic, purpose);</td>
</tr>
<tr>
<td></td>
<td>- Finds the information given explicitly in the text according to the reading tasks;</td>
</tr>
<tr>
<td></td>
<td>- Recognizes the sequence of events and actions; including causal-resulting connections;</td>
</tr>
<tr>
<td></td>
<td>- Recognizes the emotions and attitudes of the characters, the motives of their behavior (for example, why he is sad, why did behave so, etc.);</td>
</tr>
<tr>
<td></td>
<td>- Distinguishes the words of the author and characters in the text;</td>
</tr>
<tr>
<td></td>
<td>- Outlines the development of the sceneary stages.</td>
</tr>
<tr>
<td><strong>Ifor.pr.(II).7.</strong> The pupil should be able to identify structural and linguistic characteristics of different types of simple text.</td>
<td>A pupil:</td>
</tr>
<tr>
<td></td>
<td>- Recognizes the structural characteristics of different types of simple text;</td>
</tr>
<tr>
<td></td>
<td>- Compares different texts to each other according to the composite structure (e.g. lesson table and open card), names differences, similarities;</td>
</tr>
<tr>
<td></td>
<td>- Recognizes appropriate expressions, cliches, linguistic constructions (e.g. greetings, regards, invitations, etc.) to the communicative situation;</td>
</tr>
<tr>
<td></td>
<td>- Recognizes syntactic relationships between the parts of simple sentences, the forms of the verb expressing the present, past and future tenses, adverbs and simple linguistic means, modifying place-situation and time (adverbs and prepositions).</td>
</tr>
<tr>
<td><strong>Ifor.pr.(II).8.</strong> The pupil should be able to write a small text according to the sample.</td>
<td>A pupil:</td>
</tr>
<tr>
<td></td>
<td>- Sequentially narrates the facts, events;</td>
</tr>
<tr>
<td></td>
<td>- Describes / characterizes people, animals, objects;</td>
</tr>
<tr>
<td></td>
<td>- Defines the required details;</td>
</tr>
<tr>
<td></td>
<td>- Expresses his/her own attitudes, feelings, and desires.</td>
</tr>
</tbody>
</table>
| Ifor.pr.(II).9. The pupil should be able to maintain the written text structure, use elementary language skills. | **A pupil:**

- Uses the corresponding formulas of the communicative situation;
- Follows the written text structure;
- Uses simple linguistic means (adverb, preposition) of place;
- Follows the elementary syntactic relationships between the parts of the sentence (e.g. the correspondence of the subject and predicate in number and person);
- Selects the appropriate forms of the verb;
- Follows the sequence of the words in the affirmative, interrogative and negative sentences;
- Follows the rules of orthography, using the correct punctuation marks. |

| Ifor.pr.(II).10. The pupil should be able to use the appropriate strategies for written speech. | **A pupil:**

- Based on illustrations and title expresses supposition about the text content in the native language;
- Based on the familiar elements (e.g. context, illustration, familiar basis) independently recognizes the importance of unknown words and sentences;
- Observing the entire text, finds specific information (title, rubric, illustration, inscription, paragraph, column, logo, typographic features / e.g. large print / etc) with the help of its verbal and non-verbal organizational elements;
- In the native language describes, in what way he/she have managed to implement this or that task;
- Learns and uses he methods selected by others, makes a conclusion about the fact, which approach was more effective for him/her and why.
- Finds and prepares essential educational resources (e.g. dictionary, sample, necessary language materials, etc.);
- Writes a draft variant;
- Rereads a draft variant and based on the study resource, checks and writes mistakes;
- Makes a fair copy. |

**Recommendations**
The activities can be based on the following types of texts:

A) Pragmatic texts: open card, personal letter (manuscript or electronic form), day schedule, lesson table, invitation card, menu, culinary recipe and more;
B) Didactic texts: dialogue, simple narrative or descriptive texts, road routes;
C) Informative, small-sized cognitive texts;
D) Adapted comics, advertisements, audio-video material on program topics.

Samples of activities:

- Participation in the dialogue, reading sketch with the team.
- Putting a sound track on the comics characters according to the text content;
- Sorting in the correct sequence the fragments of the text (narrative, cognitive) given in the mixed form;
- Titling the text or its separate episode;
- Suppling the information in the text;
- Drawing up the text from the individual parts according to illustration or plan;
- Sorting the information in the text (e.g. origin of the characters, professions, geographical places, etc.);
- Selection of dishes for festive parties from different menu / culinary recipes book;
- Filling in the omitted places in the letter/open card, which is intended for a friend, close person, teacher;
- To make up an invitation card for inviting a friend to the party;
- Description of the picture;
- Description of your own room;
- To write a personal letter according to the data;
- To make up a summary of the learned text.
- Filling in the given form with different content (e.g. characterizing the hero on the contrary to his/her nature);
- Sending messages concerning the "hidden treasure" to each other using the mailbox prepared by the pupils;
- To complete the story based on the illustrations;
- To make up the text based on the words / illustrations / titles
- And others.

Direction 3. Interculture

The results to be achieved

Ifor.pr.(II).11. The pupil should be able to compare socio-cultural contexts with each other, draw parallels between phenomena of foreign and native culture.

V class grade indices

A pupil:

- A pupil is interested in cultural differences; draws parallels between foreign and native cultural and socio-cultural contexts and finds similarity-differences.
- Expresses his/her own opinions about attitudes, similarity and differences;
- Finds additional information;
| **Ifor.pr.(II).12.** The pupil should be able to plan and implement various types of projects together with his/her peers and the teacher. | **A pupil:**  
- Together with the teacher and team members, establishes the successful implementation of criteria of the project, plans the phases of implementation of the project;  
- Performs the function assigned to him, in determining-distributing of which all the team members participate with the help of the teacher;  
- Finds appropriate resources with the help of a teacher, parent or other person;  
- With his/her team members and the help from the teacher’s side, selects, works out the found material, improves and implements the project. |

**Recommendation**

**Design Ideas:** drawing up an illustrated dictionary, a text for an illustrated book; staging the story; making remarkable cards for Christmas / Mother's Day; creating an advertisement for a favorite movie / book / subject.

<table>
<thead>
<tr>
<th><strong>Direction 4. Learning Studies</strong></th>
<th><strong>the results to be achieved</strong></th>
<th><strong>V class grade indices</strong></th>
</tr>
</thead>
</table>
| **Ifor.pr.(II).13.** The pupil should be able to manage the learning activities, think about the learning process, promote his/her advancement and actively participate in the process and improvement of the learning process | **A pupil:**  
- Makes a plan of his/her own business;  
- Participates in evaluating the learning process, fills in the self-evaluating schemes, which are appropriate to the age;  
- Observes the evaluating results, understands and explains the reasons of advancement and retreat;  
- Creates a personal portfolio for the materials depicting his/her own progress (evaluation schemes, video and audio records, project materials);  
- Tries to overcome the difficulties independently;  
- Understands and names the reasons of hindering his/her advances, indicates possible ways to correct them (e.g. which method should be used to memorize lexical material). |
| Ifor.pr.(II).14. The pupil should be able to use appropriate strategies and different types of educational resources (printing and multimedia resources, informative-communicative technologies). | A pupil:  
- Uses different ways to master lexical material (e.g. reading or writing several times, associating with something, using in the context, grouping according to one topic, etc.); systematically repeats the learned lexical material; picks out the lexical units mastered with difficulties and works out them;  
- Uses various strategies for finding out grammatical constructions: recognizes and uses linguistic mechanisms by observing specific examples; compares the grammatical constructions of foreign and native languages; uses schemes, tables, classifications, structural models;  
- Creates operational resources (e.g. alphabetical / thematic dictionaries, posters, simple schemes, questionnaires, etc.) and uses them;  
- Effectively utilizes manual resources (e.g. vocabulary, structural designs, grammatical references, illustrations, etc.);  
- Effectively uses age-appropriate educational programs, electronic dictionaries through informative-communicative technologies (ICT);  
- Creates and processes the text, uses photos and tables according to the internet resources found by the teacher |

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**VI class**

**Direction 1. Oral Speech (Listening and Speaking)**

<table>
<thead>
<tr>
<th>the results to be achieved</th>
<th>VI class grade indices</th>
</tr>
</thead>
</table>
| Ifor.pr.(II).1. The pupil should be able to listen and listen/watch and understand the different types of the text defined by the standard. | A pupil:  
- Recognizes the communicative situation (topic, characters / inter collocutors);  
- Identifies simple relationships between inter collocutors and characters; |
Based on the remarks, makes concrete conclusions about inter collocutors (e.g. about their wishes, plans, interests, activities, attitudes);
- Recognizes specific details (at the time of action, place, etc.);
- Finds the line of development of the story;
- Finds the sequence of actions;
- Finds the modification of the uttered phrase expressed with the intonation (ask, request and order).

**Ifor.pr.(II).2.** The pupil should be able to participate in a simple interaction with a monologue consisting of a few sentences.

<table>
<thead>
<tr>
<th>A pupil:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks / answers questions about his familiar topic (e.g. in a city / village, favorite activity / entertainment, favorite shows, etc.);</td>
</tr>
<tr>
<td>Expresses his/her own attitude, emotion towards a particular issue;</td>
</tr>
<tr>
<td>Gives the examples from personal experience;</td>
</tr>
<tr>
<td>Participates in a simulated situation (e.g. road from school to home, agreement about the meeting; in the café; a visit to the doctor, selecting a gift, etc.);</td>
</tr>
<tr>
<td>Narrates a brief summary of the read text according to the plan;</td>
</tr>
<tr>
<td>Speaks about familiar topics for him (e.g. holidays, plans, plans, amusement, favorite activities, etc.).</td>
</tr>
</tbody>
</table>

**Ifor.pr.(II).3.** The pupil should be able to use elementary language skills, based on the communicative situation.

<table>
<thead>
<tr>
<th>A pupil:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When interacting, chooses the forms, expressions, clichés, linguistic constructions, which are appropriate to the communicative situation;</td>
</tr>
<tr>
<td>Follows the corresponding intonation during the utterance of the sentences of various modality;</td>
</tr>
<tr>
<td>Uses simple linguistic means expressing place-situation;</td>
</tr>
<tr>
<td>Follows the elementary syntactic relationships between parts of the sentence;</td>
</tr>
<tr>
<td>Uses properly the learned lexical units.</td>
</tr>
</tbody>
</table>

**Ifor.pr.(II).4.** The pupil should be able to use the appropriate strategies to the tasks of oral speech.

<table>
<thead>
<tr>
<th>A pupil:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses the opinion about the content based on the title, illustrations and nonverbal elements;</td>
</tr>
<tr>
<td>Tries to recognize the significance of the unknown words, expressions and sentences independently based on the familiar elements (e.g. context, intonation, illustration, etc.);</td>
</tr>
<tr>
<td>Describes in the native language, what method has been used by him/her to solve the audible task.</td>
</tr>
</tbody>
</table>

**Recommendations**

The activities can be based on the following types of texts:
A) For study purpose, the composed listening illustrated texts, thematic dialogues / monologues, simple story, instruction;
B) Adapted illustrated story;
C) Pragmatic text - simple forecasts of weather, rout scheme, simple notification;
D) Multimedia texts: animated film, children's advertisements, advertisement, videogames for mastering the linguistic structures and lexical units, audio-video material on program topics;
E) Texts compiled for study purpose, adapted stories;
F) Informative and cognitive texts;

**Interaction can be based on the following topics:**
Activities, health, clothing, games, shops, shopping, countries, capitals, sightseeing, holidays, celebrations, sights, nature / nature events, etc.

**Samples of activities:**
- Substantiating the text thematic in the result of listening sentences or fragments;
- Completing the listened story according to the beginning of the text, comparing it with the audio record;
- Filling in the table according to the listened dialogue: Who / Where / When? Why etc.;
- Recognizing the speakers' feelings in the dialogue according to the retorts / intonation (e.g. sad, frightened, angry);
- Connecting capitals and sightseeing with each other according to the heard text;
- Taking notes about the appropriate data to the information indicating the atmospheric events and temperature of the geographical sides according to the listened weather forecast (e.g. in the north...);
- Filling in the form with the data of the participants (interview respondent or the main character) in the radio program and others.
- Playing simulating situations, e.g. in the store, cinema, showing the way to the traveler, etc.
- Making mini-interviews with classmates around the familiar topics (e.g. travel, favorite city, impressions about the excursions, amusement, etc.);
- Narrating the content by using the familiar lexical-grammatical units and keywords or describing the illustration;
- Thinking of the ending of the heard text / episode and tell it;
- Narrating the story of the seen performance;
- Talking over the similarity-difference of the two listened stories;
- Finding the grouping, similarity-difference and comparison among the flags, sights, souvenirs, national symbols, monetary image unit, given in the form of illustrations.

**Direction 2. Written Speech (Reading and Writing)**

<table>
<thead>
<tr>
<th>the results to be achieved:</th>
<th>VI class grade indices:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ifor.pr.(II).5. The pupil should be able to read fluently.</td>
<td>A pupil:</td>
</tr>
<tr>
<td></td>
<td>✓ Fluently reads the familiar words and phrases;</td>
</tr>
<tr>
<td></td>
<td>✓ Fluently reads the familiar short texts with the appropriate intonation and pauses;</td>
</tr>
<tr>
<td></td>
<td>✓ Adequately corresponds the content of the text with the non-verbal speech.</td>
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<tr>
<td>Ifor.pr.(II).6. The pupil should be able to read and understand the texts defined by the standard.</td>
<td>A pupil:</td>
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<td></td>
<td>✓ Recognizes the text communicative situation (author, addressee, topic, purpose);</td>
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<tr>
<td>Task</td>
<td>Achievements</td>
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</table>
| **Ifor.pr.(II).7**. The pupil should be able to identify structural and linguistic characteristics of different types of a simple text. | **A pupil:**  
- Finds specific information in the text according to the task objectives;  
- Recognizes the sequence of events and actions; reason-result connections between them;  
- Recognizes the emotions and attitudes of the characters, the motives of their behavior (for example, why he/she is sad, why he/she has behaved so, etc.);  
- Distinguishes the words of the author and characters in the text;  
- Outlines the development of the story stages. |
| **Ifor.pr.(II).8**. The pupil should be able to write a short text according to the sample. | **A pupil:**  
- Sequentially narrates facts, events;  
- Describe / characterizes people, animals, objects;  
- Establishes the required details;  
- Expresses his/her own attitudes, feelings, and desires. |
| **Ifor.pr.(II).9**. The pupil should be able to maintain written text structure and use elementary language skills. | **A pupil:**  
- Uses the corresponding formulas with the communicative situation;  
- Follows the structure of the written text, possesses the worked out basic linguistic skills and uses them.  
- Uses simple linguistic means for expressing place-situation (e.g. preposition, adverb)  
- Follows the elementary syntactic connections between the parts of the sentences (e.g. the correspondence of the subject with predicate in number and person);  
- Follows the sequence of the words in the affirmative, interrogative and negative sentences;  
- Follows the rules of orthography, using the correct punctuation marks. |
**Ifor.pr.(II).10.** A pupil should be able to use the appropriate strategies to the tasks of the written speech.

**A pupil:**
- Based on the illustrations and title expresses supposition about the text content in the native language;
- Based on the familiar elements (e.g. context, illustration, familiar basis) independently recognizes the importance of unknown words and sentences;
- Observing the entire text, finds specific information (title, rubric, illustration, inscription, paragraph, column, logo, typographic features / e.g. large print / etc) with the help of its verbal and non-verbal organizational elements;
- In the native language describes, in what way he/she have managed to implement this or that task; learns and uses the methods used by others and makes a conclusion about the fact, that which approach is effective for him/her and why.

### Recommendations

The activities can be based on the following types of texts:

A) Pragmatic texts: game rules, public inscriptions, rout scheme, catalogue, children's TV program, greetings card, message (notification), form with the personal data and more;
B) Didactic texts: dialogue, simple narrative or descriptive texts;
C) Informative, short-sized cognitive texts;
D) Adapted comics, advertisements, audio-video material on program topics.

### Samples of activities:
- Competition in loud reading with a comics partner when reading the roles in monologue, dialogue, text, comic book (individually, with classmates and team members);
- To read the text title and by observing the illustrations; to express an opinion concerning the content;
- To listen to the text fragment and find it in the text, which is intended for reading;
- Making up a plan of the read text;
- In the result of reading the annotation of films / cartoons to recognize their posters;
- Dividing the tasks appropriate to the rules of the game;
- Restoration of the order of the game (the rules of the game) according to illustrations;
- Drawing up the necessary instruction for the preparation of thematic learning resources (e.g. the illustrated poster of the rout scheme): the necessary facilities, materials, actions and so on;
- Working on the text: a) division of the text into the paragraphs; B) connecting the paragraphs with the illustrations; C) numbering the illustrations; D) corresponding the inscriptions to the illustrations;
- To use the punctuation marks in the text; outline/mark the vowels / consonants, which that are not read;
- To congratulate a birthday to a friend with an open card, accurately define the details of the composition and select appropriate forms for it;
- To correct the greetings-farewell forms in the open card taking into consideration different addressees (peer, senior man);
To write a letter to a peer about the holiday with the maximum protection of typical formalities for the type of the text;

Correcting the letter given with the mistakes;

To complete the text/story based on the illustrations;

Making up the day schedule, lesson table, public inscriptions, business card; a catalogue of the school items, sample of the program;

Making up a text according to the sample of own hobby and interests;

Characterizing the favorite character, sportsman, actress, singer, etc. according to the description of the given character in the text book; finding his/her photo/picture and presenting it.

To think a story and create a comic with a few illustrations according to it: a) to add a text to the illustrations of the comic; B) to draw up a text and illustrations for the comic and so forth.

### Direction 3. Interculture

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<th>the results to be achieved</th>
<th>VI class grade indices</th>
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**Ifor.pr.(II).11.** The pupil should be able to compare socio-cultural contexts with each other, draw parallels between phenomena of foreign and native culture.

**A pupil:**

- The pupil is interested in cultural differences;
- Draws parallels between foreign and native cultural and socio-cultural contexts and finds similarities-differences (e.g. state symbols, national currency, traditional dress, souvenirs, legends, etc.);
- Expresses its opinions about attitudes and differences and similarity;
- Finds additional information;
- Finds a similar analogy of the learned proverb in the native language and compares the peculiarities of the content expression.

**Ifor.pr.(II).12.** The pupil should be able to plan and implement various types of projects together with his/her peers and the teacher.

**A pupil:**

- Together with the teacher and team members, establishes the successful implementation of criteria of the project, plans the phases of implementation of the project;
- Performs the function assigned to him, in determining-distributing of which all the team members participate with the help of the teacher;
- Finds appropriate resources with the help of a teacher, parent or other person;
- With his/her team members and the help from the teacher’s side, selects, works out the found material, improves and implements the project.

### Recommendations
The Project Ideas
Creating a small size informational booklet about animals, seasons of a year; creating a favorite dishes book; making up a profile of an unknown person according the picture (name-surname, activity, place of residence, favorite business, etc.); drawing up an electronic reference on a variety of subjects (e.g. holidays and celebrations of foreign countries, money units, etc.); drawing up and presenting a plan of the residential street / school, a place nearby school.

Direction 4. Learning Studies

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<tr>
<th>the results to be achieved</th>
<th>VI class grade indices</th>
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</table>
| **Ifor.pr.(II).13.** The pupil should be able to manage the learning activities, think about the learning process, promote his/her advancement and actively participate in the process and improvement of the learning process. | **A pupil:**
- Makes a plan of his/her own business; participates in evaluating the learning process, fills in the self-evaluating schemes, which are appropriate to the age; observes the evaluating results, understands and explains the reasons of advancement and retreat;
- Creates a personal portfolio for the materials depicting his/her own progress (evaluation schemes, video and audio records, written materials);
- Tries to overcome the difficulties independently; understands and names the reasons of hindering his/her advances, indicates possible ways to correct them (e.g. which method should be used to understand grammar constructions and recognize various lexical material). |
| **Ifor.pr.(II).14.** The pupil should be able to use appropriate strategies and different types of educational resources (printing and multimedia resources, informative-communicative technologies (ICT)). | **A pupil:**
- Uses different ways to master lexical material (e.g. reading or writing several times, associating with something, using in the context, grouping according to one topic, etc.);
- Systematically repeats the learned lexical material; picks out the lexical units mastered with difficulties and works out them;
- Uses various strategies for finding out grammatical constructions: recognizes and uses linguistic mechanisms by observing specific examples; compares the grammatical constructions of foreign and native languages; uses schemes, tables, classifications, structural models;
- Creates operational resources (e.g. alphabetical / thematic dictionaries, posters, simple schemes, questionnaires, etc.) and uses them; |
Article 69. The Second Foreign Language Standard

The Second foreign language on the primary level

Introduction

The priority aims of study-teaching of the foreign language on the primary level are, as follows:

- Development of language learning by a pupil;
- Development of language-communicative skills of the second foreign language;
- Enriching the linguistic and cultural experiences;
- Development of language learning skills.

Description of the directions

To ensure the achievement of the set goals, the language teaching should be conducted in three directions: 1. Oral speech (listening / listening-watching and speaking) 2. Written speech (reading and writing), 3. Interculture.

1. Direction: Oral speech

This direction combines two closely connected speech behaviors - listening / listening-watching and speaking and the strategies that accompany these speech activities, which would simplify a pupil to reach the communicative goals.

In the frames of the very direction there are used the kinds of texts and content characteristic for oral speech, which with the difficulty correspond to the level required by the standard. These kinds of texts are: a thematic dialogue, monologue, interview, sketch, rhythmic text, rap and so on.

To develop and the skills of listening, re-productivity and productivity, pupils need to work on texts of the same content and kinds in the process of listening and speaking.

2. Direction: Written Speech

This direction, as well, combines two closely connected speech behaviors - reading and writing and the accompanying strategic activities, which facilitate pupils to achieve communicative objectives.

In the frames of the very direction there are used the kinds and types of texts characteristic for written speech, which with the difficulty correspond to the level required by the standard. These types of texts are: different types of schedule, friendly letter, blog, story, menu, diary, culinary recipe, movie annotation, reference, etc.
When working on the reading skills, pupils will master two types of skills - reading fluently, or the technique of reading and understanding of the read material.

The texts intended for the process of reading are used to develop either the linguistic or written communicative skills. On the one hand, the pupil will observe the linguistic mechanisms presented in these texts and train to product them. On the other hand, he uses these texts as the models, with which he will be guided to create a similar product.

3. Direction: Interculture

Learning the foreign language means entering a foreign world, finding different rules of life, finding traditions, different values, mentality. Thus, successful communication depends not only on the skills of the teaching, but also the ability to understand and respect different cultural contexts. This is the very direction - interculture, which facilitates the development of the above-mentioned abilities and attitudes.

Pupils will be able to identify the peculiarities of foreign culture, express their attitude, evaluate and draw parallels with their own cultural experience or environment. This kind of activities will enhance the sense of cultural affiliation, enable the pupils to understand cultural diversity, teach them to appraise their own and foreign culture.

The standard of V-VI classes

A) The results to be achieved at the end of the primary level

Definition of indices

Each outcome of the standard on the primary level is preceded by the index, which indicates the subject, the level of teaching and the number of the standard results; for example, II for.pr.(II).1 :

"I for." - refers to the subject "The First Foreign Language (the English Language)";

"pr." - indicates the primary level;

"(II)" - indicates that the standard includes V-VI classes;

"1" - indicates the standard result number.
### Second Foreign Language Standard (V-VI Classes)

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<td><strong>The index of results</strong></td>
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<th>Direction 3. Interculture</th>
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<td><strong>The index of results</strong></td>
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<td><strong>II for.pr.</strong>(II)10.</td>
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### B) The Content

The results will be based on the following content:

1. **Subject matter**
   - Indiv: personal data, origin, activity, interest, appearance, clothing, health / illness, future plans, emotional reactions;
Individual surroundings: family, relatives, friends; animal / bird world; toys, fairy tales; nature / nature events; place of residence, city, village; household things; school / school things; food; holidays and celebrations.

Activities: daily activities, schedule, fun, hobby, sport, games;

Orientations: seasons, months, days of the week; day and night;

Features: color, size, shape, quantity.

2. Socio-culture and culture

- holidays and traditions: important holidays, their peculiarities, decorations, traditional dishes, characters and etc.;
- food regime: the usual breakfast of a minor;
- school subjects, school week schedule; free time / entertainment / rest: typical activities; school subjects, school week schedule;
- English language countries, capitals / towns, sightseeings, money units.

3. Text Types

A) pragmatic texts:

instruction, instruction; condition of the exercise, the rules of the game, public inscription (warning inscription of the stop / shop / public building, memorial board, poster), card, week schedule, lesson table, business card, ticket, catalogue, mini plan, menu, culinary recipe, open card, friendly letter, simple message, weather forecasts;

B) Adapted texts made for (didactic) educational purposes:

- thematic dialogues / monologues, simple narrative or descriptive texts; informational texts;
- adapted articles from children's magazine, newspaper, encyclopedia and others;

C) Children’s literature: poetry, tongue-twister, adapted fairytales.

D) multimedia texts:

adapted comics, animated films, audio-video resources, children’s program, kids play and so forth.
4. Language means

4.1. Speech acts

- Interaction during the social interrelation: greetings, farewell, submission / acquaintance, gratitude, apology, congratulation, good wishes, encouragement / praising offer, asking for help, requesting / permission, inviting, interaction at the table;
- Interaction for obtaining information: exchange of personal data (identity, origin, age, address, telephone number); description of the person/thing; date, activity, health, weather knowing; interact when doing shopping;
- Interaction about opinions and attitudes: like / dislike; expressing desire and interest; positive and negative assessment; acceptance, denial, prohibition; expression of opinions, attitudes, positions;
- Interaction about emotions and feelings: expressing emotions (joy, anger, anxiety, surprise, fear) and feelings (pain, thirst, hunger, cold, heat);
- Interaction about time and space: indicating time, determining intensity (chronology, frequency, duration); indicating location and direction.

4.2. Grammar

Learning of language issues on the primary level is carried out with practical activities without the terms and theoretical explanations. The pupils should be able to identify and use the following grammatical constructions for implementing the communicative objectives:

- The forms expressing of tenses and moods of the verbs;
- The easy linguistic expressions of the place, direction and time (e.g. adverb, preposition, word combination);
- The syntactical connections between simple sentences (e.g. the correspondence of the verb to the noun in number and person; the correspondence of the noun and adjective in number/gender).
- Following the sequence of words in simple extended and unextended sentences.

A detailed description of linguistic means according to the languages can be found in the enclosure: "Recommended content for foreign languages, V-VI classes".
## Article 86. Annual Programs of the Second Foreign Language

### The Second foreign language on the primary level

#### V class

<table>
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<tr>
<th>Direction 1. Oral Speech (Listening / Listening-Watching and Speaking)</th>
<th>the results to be achieved</th>
<th>V class grade indices</th>
</tr>
</thead>
</table>
| **Ilfor.pr.(II)1.** The pupil should be able to understand the small texts containing the thematic defined by the standard. | **A pupil:** | - Distinguishes individual words / word combinations in the stream of the words;  
- Finds the importance of phrases / expressions;  
- Reacts to the teacher’s instructions and simple instructions;  
- Finds a topic of dialogue / monologue;  
- Recognizes characters / interlocutors;  
- Distinguishes a formal form the polite one in the dialogue;  
- Recognizes the emotions expressed by the intonation (joy, surprise, angry, etc.);  
- Picks up the factual information (where, when, how many, what kind of and why) from the text. |
| **Ilfor.pr.(II)2.** The pupil should be able to utter the words, sentences and texts distinctly with following the appropriate intonation or stresses. | **A pupil:** | - Imitates the sonority of the listened sounds, words;  
- Imitates the intonation, utterance, which is typical for the foreign language;  
- Play the scenes, dialogues; says language breakings and poems with rhythm, pauses, intonation. |
| **Ilfor.pr.(II)3.** Make an interaction and monologue with a few sentences in a simple language concerning the topic defined by the standard. | **A pupil:** | - Puts and answers the questions about familiar topics;  
- Tries to express in a foreign language his/her opinion concerning the problems in the learning process (e.g. "I cannot understand"); "What does that mean?"; "I have left a notebook at home"; "Lend me a pencil!");  
- Selects the familiar and polite forms when interacting in correspondence to the communicative situation;  
- Participates in simple simulative situations (such as meeting, acquaintances, etc.);  
- Reacts correctly to the interlocutor’s retorts, questions;  
- Speaks about him/herself, relatives. |
| **Ilfor.pr.(II)4.** Use the oral speech strategies according to the purpose. | **A pupil:** | - Uses the knowledge and experience obtained in the first foreign language; |
- Expresses assumptions concerning the content of the text on the basis of the title and illustrations;
- Uses non-verbal elements (voice timbre, intonation, mimic, gesticulation, different types of noise, logical stresses) to understand a live speech / record;
- Recognizes the importance of the unknown words, expressions, and sentences based on the familiar elements (context, intonation, illustration, etc.);
- Gathers the resources necessary for conducting oral communication (e.g. models, sentences, expressions, clichés);
- Asks for explanation, slow and clear utterance, repetition, in case of misunderstanding.

**Recommendations**

**Listening texts types:**
A) A teacher’s instructions, conditions of exercise, simple notification;
B) Thematic mini-dialogues, monologues, illustrated texts of simple descriptive character and others;
C) Poems, songs, language breakings, calculations;
D) Various audio and video materials (e.g. study and authentic materials, animated films, etc.).

**Types of the text for reproduction:** small poems, calculations, language breakings, etc.;

**Text types and topics defined for production:**
- Easy dialogue, monologue; simple narrative or descriptive texts and more;
- Family, place of residence, school, free time and activities, friends, weather, colors, favorite items, animals, amusement and more.

**Samples of activities:**
- Personifying a character or particular action by using mimic and gesticulation;
- Imitating the voice timbre, intonation of the character of the listened text;
- Connecting the listened sentences with relevant illustrations;
- Choosing the correct sentences based on the listened text;
- Marking the familiar words heard in the text in the list of the words given in advance;
- Finishing the illustration according to the listened text;
- Filling in the proper cell of a list according to the auditory tasks and supplying the text, which is not given completely;
- Recognizing the internationalisms in the text and naming them;
- Repeating the sounds, words and short phrases spoken by the teacher or heard in the record;
- Having an interview with a partner / classmate (e.g. what is your name? how old are you?);
- Presentation of the information received through the interview (e.g. Maya is 10 years old and has one sister and the like);
- Describing with a simple language his/her family members, friends, favorite fairy-tale hero, comic character;
- Speaking based on the photos and illustrations, forms and questionnaires;
- Playing a simple situation according to the learned topic with the classmates, and so forth.
### Direction 2. Written Speech (Reading and Writing)

<table>
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<th>the results to be achieved</th>
<th>V class grade indices</th>
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| **Ilfor.pr.(II)5.** The pupil should be able to read fluently. | A pupil:  
- Recognizes all capital and non-capital printed / written letters;  
- Utters the letters, letter combinations, syllables;  
- Loudly and clearly reads the learned words, expressions, sentences. |
| **Ilfor.pr.(II)6.** The pupil should be able to read and understand the texts defined by the standard. | A pupil:  
- Recognizes the topic of the exercise;  
- Understands the public inscriptions (e.g. warning inscription, name of the street, station, store, public building);  
- Finds the general content of the text;  
- Finds factual information;  
- Finds out the necessary information. |
| **Ilfor.pr.(II)7.** A pupil should be able to make up short stories according to the particular means about the learned topics. | A pupil:  
- Follows the elementary norms of calligraphy and spelling;  
- Writes the learned words and sentences by dictating;  
- Uses the learned lexical units and appropriate elements when making up a text;  
- Indicates the specific details;  
- Follows the learned syntactical connections among the parts of the sentence (e.g. corresponds the noun and adjective in the number / gender; the verb and noun in the person and number);  
- Follows the consequence of the words in the interrogative and negative sentences; |
| **Ilfor.pr.(II)8.** The pupil should be able to use the appropriate strategies for written speech. | A pupil:  
- Observes the text and its verbal and non-verbal elements in general to find specific information (e.g. headlines, rubrics, illustrations, inscriptions, paragraphs, columns, logos, typographical characteristics - large print and etc.) and uses them as the basic facilities;  
- Recognizes the importance of the words and expressions of the familiar elements (such as illustrations, familiar basis, context), with the help of the foreign words established in the native language, (e.g. phone, bananas, taxis);  
- Finds and prepares necessary training resources before writing (e.g. vocabulary, grammar, sample, necessary linguistic material, etc.);  
- Writes a draft variant and based on the study resources, examines it, corrects the mistakes and makes a fair copy. |

### Recommendations

**Types of text reading:**
A) Instructions, a topic of the exercise, public inscriptions (warning inscription, naming a station / store / public building), form, card, open card, simple message, weather forecasts and more;  
B) Thematic mini dialogues, simple monologues; simple narrative or descriptive texts, comics and more.  
C) Poems, language breakings, puzzles and more.

**Types of the text made up by the model:**
Easy Correspondence (open card, easy message), card, daily schedule, lessons table, list and more.

**Samples of activities:**
- Reading the texts loudly and expressly;  
- Finding and concluding a specific word, sentence in the text;  
- Connecting the public inscriptions with the relevant situation / dialogue / illustration;  
- Connecting the whole text or specific information with the illustrations;  
- Filling in the simple tables with the information found in the text;  
- Filling in the dialogue lacking some elements according to the weather forecasts;  
- Filling in the questionnaire based on the information given in the text;  
- Identification of the relevant addressee / addressers relevant of the open card;  
- Sorting in the correct order the fragments of the text given in the mixed form;  
- Marking the correct answer among the hypothetical variants;  
- Confirming or denying the given information according to the text;  
- Finding specific information in the text (who, when, where and why);  
- Copying out the words or sentences from the board or printed source;  
- Making up a genealogical tree of the own family and writing the proper names of the members of it under the pictures;  
- Filling in the questionnaire, lessons table, weekly schedule with the own data according to the sample;  
- Filling in the questionnaire with the data of the character of the story or invented by the pupil him/herself (name, surname, origin, place of residence, activity and etc.);  
- Creating a simple informative text according to the questionnaire;  
- Making up invitation cards and designing decoratively them;  
- Making up the relevant inscriptions on the illustrations;  
- Completing the sentences by the illustrations;  
- Description of the subject or person according to the sample;  
- Drawing up a list of items / products needed for a particular event (arrangement) and etc.

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**Direction 3. Interculture**

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| **Ilf0.pr.(II)9.** Recognize the own and foreign culture realities and compares the socio-cultural contexts. | A pupil:  
- Observes and recognizes state symbols, cultural realities (e.g. flag, monument, etc.) described in the illustrations / texts;  
- Finds specific similarities and differences in the study material (e.g. festive decorations, usual breakfasts, etc.). |
**Ilfor.pr.(II)10.** The pupil should be able to plan and implement various types of projects together with the peers and teacher.

<table>
<thead>
<tr>
<th>A pupil:</th>
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<tbody>
<tr>
<td>➢ Establishes the successful implementation of the project with the teacher and team members;</td>
</tr>
<tr>
<td>➢ Determines and plans the stages for implementation, establishes the terms of it with the teacher and team members;</td>
</tr>
<tr>
<td>➢ Defines his/her functions with the team members, by helping of the teacher;</td>
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<tr>
<td>➢ Finds, selects and processes he information with the team members;</td>
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<tr>
<td>➢ Works out the project's draft variant together with the team members;</td>
</tr>
<tr>
<td>➢ Improves and implements the project with the team members taking into consideration the remarks of the teacher and classmates;</td>
</tr>
<tr>
<td>➢ Participates in the presentation of the project results together with the teacher and classmates;</td>
</tr>
<tr>
<td>➢ Uses the informative communicative technologies while working on the project.</td>
</tr>
</tbody>
</table>

**Recommendations**

**Samples of activities:**

- Filling in the table with the Georgian and foreign names and surnames and finding similarities/differences between them (e.g. Mathieu, Matthieu, Matthäus, Матвей);
- Finding the foreign words penetrated in the native language and comparing the phonetic units with those of the foreign-language;
- Drawing the parallels between the lesson tables of the Georgian and foreign pupils and talking about similarities and differences;
- Grouping the foreign and Georgian New Year’s attributes and photos according to the countries, talking about similarities and differences between them;
- Comparing the foreign and Georgian traditions of celebrating New Year and talking about similarities and differences between them;
- Finding the flag of a foreign country and Georgia, naming the colors, comparing with each other and coloring them;
- Creating a classmate's photo album with the inscriptions and presenting it before the class;
- Drawing up and presenting a desirable lessons table;
- Staging and presenting a tale / sketch;
- Preparing a favorite movie poster;
- Holding the evening of the children's songs;
- Exhibition of the congratulation cards dedicated to Mother's Day;
- Arrangement of the Georgian-foreign poetry evening and etc.
Direction 1. Oral Speech (Listening / Listening-Watching and Speaking)

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</table>
| **Ilfor.pr.(II)1.** The pupil should be able to understand the small texts containing the thematic defined by the standard. | A pupil:  
- Recognizes the topic (characters / inter collocutors, events, etc.) while listening / listening -watching;  
- Finds the factual information (who, where, when, how many/much, what and etc.)  
- When listening recognizes the emotions expressed by the intonation (joy, surprise, angry, etc.);  
- Distinguishes the familiar and polite forms of speech in the dialogue. |
| **Ilfor.pr.(II)2.** The pupil should be able to utter the words, sentences and texts distinctly with following the appropriate intonation or stresses. | A pupil:  
- Correctly and clearly utters the words and phrases;  
- Adequately tries to provide non-verbal speech to the contents of the texts;  
- Protects the corresponding intonations, stresses, rhythmic segments while telling the text. |
| **Ilfor.pr.(II)3.** Make an interaction and monologue with a few sentences in a simple language concerning the topic defined by the standard. | A pupil:  
- Asks / answers the simple questions in the class or simulative situations around the familiar topics (e.g. introduction / submission, interviewing, meeting in the cafe, ordering, telephone dialogues, etc.);  
- Tells the story about the problems, which arise in the learning process of the foreign language (e.g. "I do not understand"; "What does this mean?" "I have left a notebook at home"; "lend me a pencil!");  
- Speaks about familiar topics;  
- Selects the polite and familiar forms, expressions, clichés, language constructions while interacting appropriate to the communicative situation;  
- Properly uses a sentence with different content (affirmative, interrogative, negative, exclamatory);  
- Uses the simple language facilities expressing a place and time; |
- Protects elementary syntactic connections between the parts of the sentence (using the verb in the appropriate person and number);
- Uses properly lexical units.

**II for. (II) 4. Use the oral speech strategies according to the purpose.**

**A pupil:**
- Expresses assumptions concerning the content of the text, based on the title and illustrations;
- Uses non-verbal elements (sound timbre, intonation, mimic, gesticulation, different types of noise, logical stresses) to understand live speech / record;
- Identifies the importance of unknown words, expressions and sentences based on the familiar elements (context, intonation, illustration, etc.) independently;
- In case of misunderstanding, requires interpretation, utterance in a slow way, repetition;
- Uses essential resources (e.g. models, sentences, expressions, clichés,) to communicate;
- Uses compensatory means (e.g. mimic, gesticulation, paraphrasing / describing the meant subject or indicating what it is used for/in and etc.) in case of forgetting / not knowing the word;
- Finds and corrects mistakes of his/her/others in the process of oral speech.

### Recommendations

**Listening texts types:**
- A) Instructions, condition of the exercise, simple notification, weather forecasts;
- B) Thematic dialogue, monologue, simple descriptive texts and others;
- C) Poems, adapted tales;
- D) Children's songs, various audio-video materials (e.g. study and authentic materials, animated films, children's programs, etc.).

**The defined types of the text for reproduction:** Poems, calculations, language breaks, adapted tales and more;

**Text types and topics defined for production:**
- Thematic simple dialogue, monologue; simple narrative text;
- Family, village and city, friends, free time and activities, hobby, weather, favorite item, animals, route and more.

**Samples of activities:**
- Marking the dialogue participants on the illustrations;
- Substantiating the text subject in the result of listening the sentences or fragment;
- Marking the correct / incorrect answers in the result of listening;
- Inserting the omitted places in the exercise after hearing the text fragment;
- Inserting the respondent's data of interview in the questionnaire according to the record;
- Choosing such illustrations, which most of all describes the content of the heard text;
- Filling in the table according to the listened dialogue: Who? Where? When? For what purpose? How long?
- Arranging mini-interviews with the schoolmates on the familiar topics (e.g. holidays, place of residence, friends, favorite holidays and others);
- Putting the simple questions about the familiar topics and answering them;
- Describing place of residence, city, village, family and etc. based on the pictures;
- Playing simple dialogues based on the familiar situations and using polite and familiar forms;
- Participating in any conversation concerning adventure, daily schedule, spent weekend, holidays and etc.;
- Speaking about weather based on the weather forecasts;
- Think of the end of the listened text, watched movie or the play (or their episodes) and etc.

<table>
<thead>
<tr>
<th>Direction 2. Written Speech (Reading and Writing)</th>
<th>the results to be achieved</th>
<th>VI class grade indices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ilfor.pr.(II)5.</strong> The pupil should be able to read fluently.</td>
<td>A pupil:</td>
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<td></td>
<td>➢ Fluently reads the known words and phrases.</td>
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<td></td>
<td>➢ Fluently reads short stories about the known topics with using the appropriate intonation and pauses.</td>
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<td><strong>Ilfor.pr.(II)6.</strong> The pupil should be able to read and understand the texts defined by the standard.</td>
<td>A pupil:</td>
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<td></td>
<td>➢ Recognizes and implements the instructions given in the condition of the exercise;</td>
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<td>➢ Recognizes the text communicative situation (author, addressee, topic, purpose);</td>
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<td></td>
<td>➢ Finds time and place of actions;</td>
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<tr>
<td></td>
<td>➢ Finds factual / explicative information (who, how much, what kind of etc.);</td>
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<td></td>
<td>➢ Recognizes the character’s features in the short text;</td>
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<td></td>
<td>➢ Recognizes the sequence of actions;</td>
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<td></td>
<td>➢ Recognizes the reason-resulting connections between the events.</td>
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<td><strong>Ilfor.pr.(II)7.</strong> A pupil should be able to make up short stories according to the model and the particular means about the learned topics.</td>
<td>A pupil:</td>
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<td>➢ Determines the communicative situation (addressee, purpose, thematic) and uses the appropriate vocabulary and verbs;</td>
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<td></td>
<td>➢ Establishes the ideas;</td>
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<td>➢ Arranges the information gradually;</td>
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<td></td>
<td>➢ Indicates the concrete details;</td>
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<td></td>
<td>➢ Expresses feelings and emotions, the own attitude;</td>
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<td></td>
<td>➢ Protects elementary syntactic connections between the parts of the sentence (using the verb in the appropriate person and number);</td>
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<td></td>
<td>➢ Selects the appropriate forms of verb;</td>
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<td></td>
<td>➢ Uses simple linguistic means for expressing place-situation (e.g. adverbs, prepositions, and so on);</td>
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</tbody>
</table>
Follows the order of the words in the affirmative, interrogative and negative unextanded sentences;  
Follows the rules of orthography, correctly uses the punctuation marks;  

Ilfor.pr.(II)8. The pupil should be able to use the appropriate strategies for written speech.  

A pupil:  
- Observes the whole text, its verbal and non-verbal organizational elements for the purpose of finding specific information;  
- Identifies the importance of unknown words and expressions by the help of familiar elements;  
- Finds and prepares necessary training resources before writing;  
- Writes a draft variant based on a study resource examines the written work, corrects the mistakes and makes a fairy copy of it.

Recommendations  

Types of reading text:  
A) instruction, exercise condition, questionnaire, daily/weekly schedule, card, visit card, ticket, catalogue, rout plan, menu, culinary recipe, open card, personal letter, simple message, weather forecasts and more.  
B) Thematic dialogue, monologue, simple narrative or descriptive texts and others;  
C) Adapted articles from the children's magazine, newspaper, encyclopedia and others;  
D) Comics, adapted tales and more.

Types of the text made up by model:  
Card, daily / weekly schedule, ticket, catalogue, questionnaire, menu, culinary recipe, simple notification, simple correspondence (open card, personal letter) and more.

Samples of specific activities:  
- Arranging a competition with different parameters in a loud (hardest) reading (e.g. the fastest reader, having the best pronunciation, the most desirous one, etc.);  
- Reading remarks, poems in a constant and expressing manner;  
- Examining the assumptions expressed about the content of the text based on the illustrations or text title;  
- Dividing the read text into the paragraphs and naming the paragraphs;  
- Connecting the paragraphs with the illustrations;  
- Filling in the omitted places with the words corresponding to the text content;  
- Sorting the given mixed fragments of the text in the correct sequence;  
- Associating the information with each other and the text illustrations according to the reading task (for example, connects the title with the text; individual paragraph of the plan - relevant paragraph; rubric or individual section of the text / episode with the relevant illustration, etc.);  
- Filling in the questionnaire according to the given sample;  
- Drawing up a daily schedule according to the sample;  
- Drawing up the inscriptions for the illustrations;  
- Filling in the given structure with the different content;  
- Filling in the dialogue with unfinished remarks; making up the questions according to the answers and on the contrary;
- Making up the menu;
- Drawing up a culinary recipe of the favorite dish;
- Making up a personal letter / open card / invitation card according to the sample;
- Making up a text about the personal hobby and interests according to the sample;
- Description of the favorite character, sportsman, actor, singer according to the sample given in the text book;
- Filling in the crosswords;
- Creating personal dictionaries;
- Completing the story / changing the given end of it based on his/her own imagination or the illustration etc.

### Direction 3. Interculture

<table>
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<tr>
<th>the results to be achieved</th>
<th>VI class grade indices</th>
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| თვით.მან.პრ. (II)9. The pupil should be able to recognize the realities of native and foreign culture and compare socio-cultural contexts. | **A pupil:**
- Observes and recognizes state symbols depicted in illustrations / texts, cultural realities (e.g. flag, monument, etc.);
- Recognizes the etiquette of behavior characteristic for the foreign culture and while performing the simulated situations, protects the norms typical for the foreign socio-cultural environment;
- Puts the questions in the own language / asking for the definition of specific socio-cultural issues;
- Correctly expresses his/her own idea, opinion, and attitudes while discussing the peculiarities of cultures. |

| Ilfor.pr. (II)10. The pupil should be able to plan and implement various types of projects together with the peers and teacher. | **A pupil:**
- Establishes the successful implementation of the project with the teacher and team members;
- Determines and plans to accomplish stages, substantiates the terms of implementation with the teacher and team members;
- Defines the own functions with the team members and the help of the teacher;
- Finds, selects and processes the information with the team members;
- Works out the project's draft variant together with team members;
- Refines and implements the project with the team members, taking into consideration the remarks of the teacher and classmates;
- Works out a fairy copy version of the project together with the team members and submits it to the audience;
- Uses the informative-communicative technologies with the purpose of finding simple information as well as placing it on the school's website. |
### Recommendations

**Samples of activities:**

- Finding the state symbols / sightseeing shown in the illustrations / texts;
- Recognition and comparison of the characters of the Georgian and foreign fairy tales / story / movie;
- Comparing the foreign peer’s breakfast, dinner and supper with his/her own ones and finding similarities and differences between them;
- Grouping the Georgian and foreign dishes given on the illustrations according to the countries and expressing the own opinion concerning the national dishes;
- Holding a class / theme evening (New Year, Spring Season and others);
- Staging a learned fairy tale;
- Decorating the story (fairy tale, album and the like) with the pictures / illustrations made in the classroom and presenting them;
- Creating a calendar of the classmates' birthdays and sticking up them in the classroom;
- Preparation of dishes according to the learned recipes and arrangement an exhibition;
- Drawing up desirable weekly TV program and etc.