ΠΛΑΙΣΙΟ ΜΑΘΗΣΗΣ

ΑΓΓΛΙΚΑ Α΄ ΛΥΚΕΙΟΥ

ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2024-2025 - Α΄ ΤΕΤΡΑΜΗΝΟ

ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ	
ΔΙΑΡΚΕΙΑ ΤΕΤΡΑΜΗΝΟΥ: 16 εβδομάδες	**ΣΥΝΟΛΟ ΠΕΡΙΟΔΩΝ ΔΙΔΑΣΚΑΛΙΑΣ:** 64
ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ: 4	**ΕΞΕΤΑΖΟΜΕΝΟ ΣΤΙΣ ΟΜΠ:** 4

Διδακτικά εγχειρίδια-Βιβλιογραφία:

Wetz, B. & Hudson, J. (2020) *Oxford Discover Futures 2 Student book.* Oxford University Press

Hardy-Gould, J. (2020) *Oxford Discover Futures 2 Workbook.* Oxford University Press

Υλικά και μέσα που θα χρησιμοποιήσουν οι μαθητές κατά τη διδασκαλία του μαθήματος:
Coursebooks, Interactive software, Oxford University Press Site, Extra relevant resources/material

ΓΕΝΙΚΟΣ ΣΚΟΠΟΣ

- Ο Γενικός Σκοπός του μαθήματος των Αγγλικών περιγράφεται στην ιστοσελίδα του Υπουργείου Παιδείας, Αθλητισμού και Νεολαίας (ΥΠΑΝ): https://sch.cy/sm/114/ap_genikos_skopos_mathimatos.pdf

ΑΝΑΜΕΝΟΜΕΝΑ ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ

- Οι μαθητές με την ολοκλήρωση του μαθήματος θα πρέπει να είναι σε θέση να ανταποκρίνονται στους Δείκτες (Can Do Statements) όπως περιγράφονται στο επίπεδο B1 του Common European Framework of Reference for Languages (CEFR). https://anglm.schools.ac.cy/index.php/el/material/cefr

ΔΕΙΚΤΕΣ - ΕΝΟΤΗΤΕΣ

- Τα πλαίσια μάθησης και οι δείκτες (CEFR Descriptors) βρίσκονται στην ιστοσελίδα του ΥΠΑΝ: https://anglm.schools.ac.cy/index.php/el/english/scheme-of-work και στις επόμενες σελίδες.
- Ο προγραμματισμός του μαθήματος βρίσκεται στην ιστοσελίδα του ΥΠΑΝ: https://anglm.schools.ac.cy/index.php/el/english/course-outline

ΑΞΙΟΛΟΓΗΣΗ – ΜΟΡΦΕΣ ΑΞΙΟΛΟΓΗΣΗΣ

- Δύο γραπτά προειδοποιημένα διαγωνίσματα που διεξάγονται κατά τη διάρκεια του τετραμήνου
- Συμμετοχή μαθητή/τριας στην τάξη (συνέπεια, καθημερινές εργασίες-δραστηριότητες/ατομικά, ομάδα, ολομέλεια)
- Κατ' οίκον εργασία
- Μικρές γραπτές προειδοποιημένες ασκήσεις στην τάξη
- Ατομική ή ομαδική δημιουργική εργασία μελέτης (project) που προετοιμάζεται κατόπιν ανάθεσης και με την καθοδήγηση του/της διδάσκοντα/διδάσκουσας
- Δραστηριότητες διάκρισης ή/και εθελοντική εργασία που σχετίζονται με το μάθημα πέραν της διδασκαλίας στην τάξη (εντός ή και εκτός τάξης)
- Άλλες εναλλακτικές μορφές αξιολόγησης

B1 CEFR DESCRIPTORS

CLASS A LYCEUM – 4 PERIODS

2024-2025

LISTENING

Overall listening comprehension:

- Can understand straightforward factual information about common topics, identifying both general messages and specific details.
- Can understand the main points of clear standard speech on familiar matters including short narratives.

Listening to radio audio, recordings and films:

- Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest.
- Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects.
- Can follow many films and TV programmes in which visuals and action carry much of the storyline.

READING

Overall reading comprehension:

- Can read straightforward factual texts on subjects related to his/her interests with a satisfactory level of comprehension.
- Can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc.

Reading correspondence:

- Can understand basic types of standard routine letters/mails and faxes on familiar topics and find relevant information in everyday material, such as letters, brochures and short official documents.

Reading for orientation:

- Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

Reading for information and argument:

- Can recognise the line of argument in the treatment of the issue presented.
- Can identify the main conclusions in clearly signalled argumentative texts.

WRITING

Overall written production:

- Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.

Overall written interaction:

- Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.

Notes, messages and forms:

- Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.

Correspondence:

- Can write personal letters/emails describing experiences, feelings and events in some detail.
- Can write personal letters/emails giving news and expressing thoughts about abstract or cultural topics such as music, films.

Creative writing:

- Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.
- Can write a description of an event, a recent trip – real or imagined.
- Can narrate a story.

Essays:

- Can write short, simple essays on topics of interest.

SPEAKING

Overall spoken interaction:

- Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.
- Can express thoughts on more abstract, cultural topics such as films, books, music etc.
- Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
- Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

Conversation:

- Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.

Informal / formal discussion:

- Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.
- Can express his/her thoughts about abstract or cultural topics such as music, films.
- Can express belief, opinion, agreement and disagreement politely.

Goal-oriented co-operation:

- Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.
- Can invite others to give their views on how to proceed.

Information exchange:

- Can find out and pass on straightforward factual information.
- Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
- Can describe how to do something, giving detailed instructions.
- Can ask for and follow detailed directions.

Interviewing and being interviewed:

- Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.

Sustained monologue:

- Can describe experience

Overall spoken production:

- Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

PRODUCTION STRATEGIES

Planning:

- Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.

RECEPTION STRATEGIES

Identifying cues & inferring:

- Can make basic inferences or predictions about text content from headings, titles or headlines.
- Can listen to a short narrative and predict what will happen next.
- Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).

- Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes)

INTERACTION

Online conversation and discussion

- Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.
- Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.

Goal-oriented online transactions and collaboration

- Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership.
- Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.
- Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online

INTERACTION STRATEGIES

Taking the floor (Turntaking)

- Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

Co-operating

- Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
- Can invite others into the discussion.

Asking for clarification

- Can ask someone to clarify or elaborate what he or she has just said.

MEDIATION

Overall mediation:

- Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions.
- Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views.

Processing text in speech or sign:

- Can summarise (in Language B) the main points made in clear, well-structured texts (in Language A) on subjects that are familiar or of personal interest, although lexical limitations cause difficulty with formulation at times.
- Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided people articulated clearly.

Processing text in writing:

- Can summarise in writing (in Language B) the main points made in straightforward, informational texts (in Language A) on subjects that are of personal or current interest, provided oral texts are clearly articulated.

COMMUNICATIVE LANGUAGE COMPETENCE

Linguistic range Vocabulary range:

- Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.

Linguistic control:

Grammatical accuracy:

- Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
- Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.

Vocabulary control:

- Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.

Phonological control:

- Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Orthographic control:

- Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

Sociolinguistic appropriateness:

- Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.