

**ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2023-2024**  
**ΠΛΑΙΣΙΑ ΜΑΘΗΣΗΣ Α΄ ΛΥΚΕΙΟΥ - Β΄ ΤΕΤΡΑΜΗΝΟ**

<b>ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ</b>	
<b>ΔΙΑΡΚΕΙΑ ΤΕΤΡΑΜΗΝΟΥ:</b> 13 εβδομάδες	<b>ΣΥΝΟΛΟ ΠΕΡΙΟΔΩΝ ΔΙΔΑΣΚΑΛΙΑΣ:</b> 26
<b>ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ:</b> 2	<b>ΜΗ ΕΞΕΤΑΖΟΜΕΝΟ ΣΤΙΣ ΟΜΠ:</b> 1,2,3,5
<b>Διδακτικά εγχειρίδια-Βιβλιογραφία:</b> OXFORD DISCOVER FUTURES 2 Student's Book OXFORD DISCOVER FUTURES 2 Workbook	
<b>Υλικά και μέσα που θα χρησιμοποιήσουν οι μαθητές κατά τη διδασκαλία του μαθήματος:</b> Coursebooks, Interactive software, Oxford University Press Site, Extra relevant resources/material	
<b>ΓΕΝΙΚΟΣ ΣΚΟΠΟΣ</b>	
<ul style="list-style-type: none"><li>Ο Γενικός Σκοπός του μαθήματος των Αγγλικών περιγράφεται στην ιστοσελίδα του Υπουργείου Παιδείας, Αθλητισμού και Νεολαίας (ΥΠΑΝ): <a href="http://archeia.moec.gov.cy/sm/114/ap_genikos_skopos_mathimatos.pdf">http://archeia.moec.gov.cy/sm/114/ap_genikos_skopos_mathimatos.pdf</a> <a href="http://archeia.moec.gov.cy/sm/114/ap_genikos_skopos_kata_taxi.pdf">http://archeia.moec.gov.cy/sm/114/ap_genikos_skopos_kata_taxi.pdf</a></li></ul>	
<b>ΑΝΑΜΕΝΟΜΕΝΑ ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ</b>	
<ul style="list-style-type: none"><li>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). <a href="http://anglm.schools.ac.cy/index.php/el/material/cefr">http://anglm.schools.ac.cy/index.php/el/material/cefr</a></li></ul>	
<b>ΔΕΙΚΤΕΣ - ΕΝΟΤΗΤΕΣ</b>	
<ul style="list-style-type: none"><li>Τα πλαίσια μάθησης και οι δείκτες (CEFR Descriptors) βρίσκονται στην ιστοσελίδα του ΥΠΑΝ: <a href="http://anglm.schools.ac.cy/index.php/el/english/scheme-of-work">http://anglm.schools.ac.cy/index.php/el/english/scheme-of-work</a> και στις επόμενες σελίδες.</li><li>Ο προγραμματισμός του μαθήματος βρίσκεται στην ιστοσελίδα του ΥΠΑΝ: <a href="http://anglm.schools.ac.cy/index.php/el/english/course-outline">http://anglm.schools.ac.cy/index.php/el/english/course-outline</a></li></ul>	
<b>ΑΞΙΟΛΟΓΗΣΗ = ΜΟΡΦΕΣ ΑΞΙΟΛΟΓΗΣΗΣ</b>	
<ul style="list-style-type: none"><li>Ένα γραπτό προειδοποιημένο διαγώνισμα διάρκειας σαράντα πέντε λεπτών (45΄)</li><li>Συμμετοχή μαθητή/τριας στην τάξη (συνέπεια, καθημερινές εργασίες-δραστηριότητες/ατομικά, ομάδα, ολομέλεια)</li><li>Κατ' οίκον εργασία</li><li>Μικρές γραπτές προειδοποιημένες ασκήσεις στην τάξη</li><li>Ατομική ή ομαδική δημιουργική εργασία μελέτης (project) που προετοιμάζεται κατόπιν ανάθεσης και με την καθοδήγηση του/της διδάσκοντα/διδάσκουσας</li><li>Δραστηριότητες διάκρισης ή/και εθελοντική εργασία που σχετίζονται με το μάθημα πέραν της διδασκαλίας στην τάξη (εντός ή και εκτός τάξης)</li><li>Άλλες εναλλακτικές μορφές αξιολόγησης</li></ul>	

**B1 (Pre- Intermediate) CEFR DESCRIPTORS**  
**CLASS A LYCEUM – 2 PERIODS**  
**2023-2024**

**LISTENING**

**Overall listening comprehension:** *(Listening to radio audio, recordings and films)*

- 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.

**READING**

**Overall reading comprehension:** *(Reading correspondence, Reading for orientation, Reading for information and argument)*

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

**SPEAKING**

**Overall spoken interaction and production:** *(Conversation, Informal discussion, Formal discussion, Goal-oriented co-operation, Information exchange, Interviewing and being interviewed, Sustained monologue: describing experience putting a case in a debate, Addressing audiences, Spoken fluency)*

- 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 (e.g. family, hobbies, travel and current events).
- Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests.
- Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.
- Can express thoughts on more abstract, cultural topics such as films, books, music etc.

**WRITING**

**Overall written production:** *(Notes, messages and forms, Creative writing, correspondence and essays)*

- 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.

## COMMUNICATION STRATEGIES

### Identifying cues & inferring:

- Can identify unfamiliar words from the context on topics related to his/her field and interests.
- Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.

## INTERACTION

### Co-operating:

- Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.
- Can summarise the point reached in a discussion and so help focus the talk.
- 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.

### 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.

## 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.

### Processing text in speech or sign:

- Can summarise (in Language B) the main points made in texts (in Language A) on topics in their fields of interest, provided they can check the meaning of certain expressions.
- Can summarise (in Language B) a short narrative or article, talk or discussion (in Language A).

### Processing text in writing:

- Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.

## 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.