ΠΛΑΙΣΙΟ ΜΑΘΗΣΗΣ

ΑΓΓΛΙΚΑ Α΄ ΤΕΣΕΚ

ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2024-2025 – Α΄ ΤΕΤΡΑΜΗΝΟ

ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ	
ΔΙΑΡΚΕΙΑ ΤΕΤΡΑΜΗΝΟΥ: 16	**ΣΥΝΟΛΟ ΠΕΡΙΟΔΩΝ ΔΙΔΑΣΚΑΛΙΑΣ:** 32
ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ: 2	**ΜΗ ΕΞΕΤΑΖΟΜΕΝΟ**

Διδακτικά εγχειρίδια-Βιβλιογραφία:

Mitchell, H. Q. & Malkogianni, M. (2015) *Pioneer Pre-Intermediate Student's book.* MM Publications

Mitchell, H. Q. & Malkogianni, M. (2015) *Pioneer Pre-Intermediate Workbook.* MM Publications

Υλικά και μέσα που θα χρησιμοποιήσουν οι μαθητές κατά τη διδασκαλία του μαθήματος:
Coursebooks, Online Pack/ Online multimedia resources for students, Interactive whiteboard material, Class CDs/ DVD, 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 A2+ 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

i. Ένα γραπτό προειδοποιημένο διαγώνισμα κατά τη διάρκεια του τετραμήνου

ii. Συμμετοχή μαθητή/τριας στην τάξη (συνέπεια, καθημερινές εργασίες-δραστηριότητες/ατομικά, ομάδα, ολομέλεια)

iii. Κατ' οίκον εργασία

iv. Μικρές γραπτές προειδοποιημένες ασκήσεις στην τάξη

v. Ατομική ή ομαδική δημιουργική εργασία μελέτης (project) που προετοιμάζεται κατόπιν ανάθεσης και με την καθοδήγηση του/της διδάσκοντα/διδάσκουσας

vi. Δραστηριότητες διάκρισης ή/και εθελοντική εργασία που σχετίζονται με το μάθημα πέραν της διδασκαλίας στην τάξη (εντός ή και εκτός τάξης)

vii. Άλλες εναλλακτικές μορφές αξιολόγησης

A2+ CEFR DESCRIPTORS
CLASS A TECHNICAL SCHOOLS – 2 PERIODS
2024-2025

LISTENING

Overall listening comprehension: (*Listening to announcements & instructions, radio audio, recordings, TV and films)*

- Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
- Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
- Can catch the main point in short, clear, simple messages and announcements.
- Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
- Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
- Can identify the main point of TV news items reporting events etc. where the visual supports the commentary.
- Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.

READING

Overall reading comprehension: (*Reading correspondence, Reading for orientation, Reading for information and argument, Reading instructions, Identifying cues and Inferring)*

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- Can understand the main points of clear standard input on familiar matters regularly encounteredin school, leisure, etc.
- Can understand basic types of standard routine emails, letters and faxes (enquiries, orders, lettersof confirmation etc.) on familiar topics.
- Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
- Can understand everyday signs and notices.
- Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
- Can recognise the line of argument in the treatment of the issue presented, though not necessarilyin detail.
- Can understand regulations, for example safety, when expressed in simple language. Reading instructions.
- Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words/signs from the context.
- Can exploit their recognition of known words/signs to deduce the meaning of unfamiliar words/signs in short expressions used in routine everyday contexts.

RECEPTION STRATEGIES

Identifying cues and inferring (spoken, signed and written):

- Can use an idea of the overall meaning of short texts and utterances on everyday topics of a

concrete type to derive the probable meaning of unknown words/signs from the context.

- Can exploit their recognition of known words/signs to deduce the meaning of unfamiliar words/signs in short expressions used in routine everyday contexts.

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.*

- Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- 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, work, travel and current events).
- Can establish social contact: greetings and farewells; introductions; giving thanks.
- Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.
- Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.
- Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.
- Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.
- Can give or seek personal views and opinions in discussing topics of interest.
- Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).
- Can express belief, opinion, agreement and disagreement politely.
- Can find out and pass on straightforward factual information.
- Can ask for and follow detailed directions.
- Can obtain more detailed information.
- Can describe how to do something, giving detailed instructions.
- Can summarise and give his or her opinion about a short story, article, talk, discussion interview,or documentary and answer further questions of detail.
- Can narrate a story.
- Can give detailed accounts of experiences, describing feelings and reactions.

WRITING

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

- Can write a series of simple phrases and sentences linked with simple connectors.
- Can write a description of an event, a recent trip - real or imagined.
- Can narrate a story.
- Can write accounts of experiences, describing feelings and reactions in simple connected text.

- Can write about everyday aspects of his environment e.g. people, places, a job or study experiencein linked sentences.
- Can write straightforward connected texts on a range of familiar subjects within his/her field of interest.

Creative writing:

- Can describe everyday aspects of their environment e.g. people, places, a job or study experience in linked sentences.
- Can give very short, basic descriptions of events, past activities and personal experiences.
- Can tell a simple story (e.g. about events on a holiday or about life in the distant future).

Overall written interaction:

- Can write personal emails/ letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
- Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
- Can write personal letters describing experiences, feelings and events in some detail.
- Can write notes conveying simple information of immediate relevance to friends.

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 extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.
- Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.

INTERACTION

Goal-oriented co-operation:

- Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when they do not understand.
- Can discuss what to do next, making and responding to suggestions, and asking for and giving directions.

Online conversation and discussion

- Can introduce themselves and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that they interact with one interlocutor at a time.
- Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.
- Can comment on other people's online postings, provided they are written/signed in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.

Goal-oriented online transactions and collaboration:

- Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses).
- Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are visual aids such as images, statistics or

graphs to clarify the concepts involved.

INTERACTION STRATEGIES

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 indicate when he/she is following.

Asking for clarification:

- Can ask very simply for repetition when he/she does not understand.
- Can ask for clarification about key words or phrases not understood using stock phrases.

MEDIATION

Overall mediation:

- Can play a supportive role in interaction, provided other participants speak/sign slowly and that one or more of the participants helps them to contribute and to express their suggestions.
- Can convey relevant information contained in clearly structured, short, simple, informational texts, provided the texts concern concrete, familiar subjects and are formulated in simple everyday language.

COMMUNICATIVE LANGUAGE COMPETENCE

Linguistic range

Vocabulary range:

- Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.

Linguistic control

Grammatical accuracy:

- Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.
- Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

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 generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

Orthographic control:

- Spelling, punctuation and layout are accurate enough to be followed most of the time.

Sociolinguistic appropriateness:

- Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.