

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

**ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ**

**ΔΙΑΡΚΕΙΑ ΤΕΤΡΑΜΗΝΟΥ:** 13 εβδομάδες

**ΣΥΝΟΛΟ ΠΕΡΙΟΔΩΝ ΔΙΔΑΣΚΑΛΙΑΣ:** 26

**ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ:** 2

**ΜΗ ΕΞΕΤΑΖΟΜΕΝΟ**

**Διδακτικά εγχειρίδια-Βιβλιογραφία:** OXFORD DISCOVER FUTURES 3 Student's Book  
OXFORD DISCOVER FUTURES 3 Workbook

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

**ΓΕΝΙΚΟΣ ΣΚΟΠΟΣ**

- Ο Γενικός Σκοπός του μαθήματος των Αγγλικών περιγράφεται στην ιστοσελίδα του Υπουργείου Παιδείας, Αθλητισμού και Νεολαίας (ΥΠΑΝ):  
[http://archeia.moec.gov.cy/sm/114/ap\\_genikos\\_skopos\\_mathimatos.pdf](http://archeia.moec.gov.cy/sm/114/ap_genikos_skopos_mathimatos.pdf)  
[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)

**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).  
<http://anqlm.schools.ac.cy/index.php/el/material/cefr>

**ΔΕΙΚΤΕΣ - ΕΝΟΤΗΤΕΣ**

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

**ΑΞΙΟΛΟΓΗΣΗ – ΜΟΡΦΕΣ ΑΞΙΟΛΟΓΗΣΗΣ**

- Ένα γραπτό προειδοποιημένο διαγώνισμα διάρκειας σαράντα πέντε λεπτών (45΄)
- 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+ (Intermediate) CEFR DESCRIPTORS**  
**CLASS B 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 standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.
- 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 recorded material about familiar subjects.

**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 read with a large degree of independence, adapting style and speed of reading to different texts.

**WRITING**

**Overall written production:** (*Notes, messages and forms, creative writing, correspondence, reports 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.
- Can write clear, detailed texts on a variety of subjects related to his field of interest.

**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.

**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, Spoken fluency*)

- 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 communicate with some confidence on familiar routine and non-routine matters related to his/her interests.
- Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
- Can express thoughts on more abstract, cultural topics.
- Can take an active part in informal discussion in familiar contexts.

## 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.
- Can use a variety of strategies to achieve comprehension, including listening for main points.

## INTERACTION

### Co-operating:

- Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.
- Can summarise the point reached in a discussion and so help focus the talk.
- Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.

### Planning:

- Can work out how to communicate the main point(s) he/she wants to get across.
- Can plan what is to be said and the means to say it.

## WORKING WITH TEXT

### Processing text:

- Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.

## 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 long 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, discussion, interview or documentary (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.
- Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.

**Vocabulary control:**

- Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.

**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 and punctuation are reasonably accurate but may show signs of mother tongue influence.

**Sociolinguistic appropriateness:**

- Can express him or herself appropriately in situations and avoid crass errors of formulation.
- Can with some effort keep up with and contribute to group discussions.