

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

<b>ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ</b>	
<b>ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ:</b> 4	<b>ΜΗ ΕΞΕΤΑΖΟΜΕΝΟ</b>
<b>Διδακτικά εγχειρίδια-Βιβλιογραφία:</b> PIONEER B1 – Student’s Book PIONEER B1 – Workbook	
<b>Υλικά και μέσα που θα χρησιμοποιήσουν οι μαθητές κατά τη διδασκαλία του μαθήματος:</b> Coursebooks, Online Pack/ Online multimedia resources for students, Interactive whiteboard material, Class CDs/ DVD, 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</b>	
<b>ΓΡΑΠΤΗ</b>	<b>ΠΡΟΦΟΡΙΚΗ / ΣΥΝΤΡΕΧΟΥΣΑ</b>
<b>ΜΟΡΦΗ</b>	<b>ΜΟΡΦΗ</b>
Διαγώνισμα	<ul style="list-style-type: none"> <li>i. Συμμετοχή μαθητή/τριας στην τάξη (συνέπεια, καθημερινές εργασίες-δραστηριότητες/ατομικά, ομάδα, ολομέλεια)</li> <li>ii. Κατ’ οίκον εργασία</li> <li>iii. Μικρή γραπτή προειδοποιημένη άσκηση στην τάξη</li> <li>iv. Ατομική ή ομαδική δημιουργική εργασία μελέτης (project) που προετοιμάζεται κατόπιν ανάθεσης και με την καθοδήγηση του/της διδάσκοντα/διδάσκουσας</li> <li>v. Δραστηριότητες διάκρισης ή/και εθελοντική εργασία που σχετίζονται με το μάθημα πέραν της διδασκαλίας στην τάξη (εντός ή και εκτός τάξης)</li> <li>vi. Άλλες μορφές εναλλακτικής αξιολόγησης</li> </ul>

**B1 (Pre- Intermediate) CEFR DESCRIPTORS**  
**CLASS B' TECHNICAL AND VOCATIONAL SCHOOLS – 4 PERIODS**  
**2023-2024**

**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/emails 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.

**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.

**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.

**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.

**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.

### **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.

## **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.

**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.

**MEDIATION****Overall mediation:**

- 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. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.