ΠΛΑΙΣΙΟ ΜΑΘΗΣΗΣ
ΑΓΓΛΙΚΑ Γ΄ ΛΥΚΕΙΟΥ
ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2024-2025 - Β΄ ΤΕΤΡΑΜΗΝΟ

ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ	
ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ: 2	**ΜΗ ΕΞΕΤΑΖΟΜΕΝΟ**
ΔΙΑΡΚΕΙΑ ΤΕΤΡΑΜΗΝΟΥ: 13 εβδομάδες	**ΣΥΝΟΛΟ ΠΕΡΙΟΔΩΝ ΔΙΔΑΣΚΑΛΙΑΣ:** 26

Διδακτικά εγχειρίδια-Βιβλιογραφία:

Wildman, J. & Beddall, F. (2020) *Oxford Discover Futures 4, Student book.* Oxford University Press

Lansford, L. (2020) *Oxford Discover Futures 4, 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 B2 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

- 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

B2 CEFR DESCRIPTORS

CLASS C LYCEUM – 2 PERIODS
2024-2025

LISTENING

Overall listening comprehension:

- Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage may impede understanding.
- Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.

Listening as a member of a live audience:

- Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.

Listening to announcements & Instructions:

- Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

Listening to radio audio, recordings and films:

- Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
- Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.
- Can understand most TV news and current affairs programmes.
- Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.

READING

Overall reading comprehension:

- Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
- Can understand in detail lengthy, complex texts, provided he/she can reread difficult sections.

Reading correspondence:

- Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.

Reading for orientation:

- Can scan quickly through long and complex texts, locating relevant details.
- Can quickly identify the content and relevance of news items, articles and reports.

Reading for information and argument:

- Can understand articles and reports concerned with contemporary problems.
- Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
- Can obtain information, ideas and opinions from highly specialised sources within his/her field.

Reading instructions:

- Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.

WRITING

Overall written production:

- Can write clear, detailed texts on a variety of subjects related to his field of interest., synthesising and evaluating information and arguments from a number of sources.

- Can write clear, well-structured texts of complex subjects, expanding and supporting points of view at some length and rounding off with an appropriate conclusion.

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.
- Can express news and views effectively in writing.

Correspondence

- Can write letters/emails conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.

Creative writing:

- Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
- Can write clear, detailed descriptions on a variety of subjects.
- Can write a review of a film, book or play.

Reports and Essays:

- Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- Can evaluate different ideas or solutions to a problem.
- Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.

SPEAKING

Overall spoken interaction:

- Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.
- Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.
- Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.

Conversation:

- Can convey degrees of emotion and highlight the personal significance of events and experiences.
- Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.
- Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.

Informal/Formal discussion:

- Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
- Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
- Can keep up with an animated discussion between native speakers. Can identify accurately arguments supporting and opposing points of view.

Goal-oriented co-operation:

- Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages.
- Can understand detailed instructions reliably.

Information exchange:

- Can synthesise and report information and arguments from a number of sources.
- Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.

Transactions to obtain goods and services:

- Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.

Interviewing and being interviewed:

- Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.

- Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.

Overall spoken production:

- Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

Sustained monologue:

- Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.
- Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.

PRODUCTION STRATEGIES

Planning:

- Can plan what is to be said and the means to say it, considering the effect on the recipient/s.

RECEPTION STRATEGIES

Identifying cues & inferring:

- Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

INTERACTION

Online Interaction

- Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.
- Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.
- Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.

Goal-oriented transactions and collaboration

- Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.

INTERACTION STRATEGIES

Turntaking

- Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking.
- Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly.
- Can use stock phrases (e.g. “That’s a difficult question to answer”) to gain time and keep the turn while formulating what they want to express.

Co-operating:

- Can give feedback on and follow up statements and inferences and so help the development of the discussion. Non-existent in the companion

- Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.
- Can summarise the point reached at a particular stage in a discussion and propose the next steps.

Asking for clarification:

- Can ask for explanation or clarification to ensure they understand complex, abstract ideas.
- Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated.

WORKING WITH TEXT

Note taking:

- Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.

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 work collaboratively with people from different backgrounds, creating a positive atmosphere by providing support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop others' ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within their fields of professional, academic and personal interest.

Processing text in speech or sign:

- Can synthesise and report (in Language B) information and arguments from a number of sources (in Language A).
- Can summarise (in Language B) the important points made in longer, complex texts (in Language A) on subjects of current interest, including their fields of special interest.
- Can summarise (in Language B) the plot and sequence of events in a film or play (in Language A).

Processing text in writing:

- Can summarise in writing (in Language B) the main content of complex texts (in Language A) on subjects related to their fields of interest.

COMMUNICATIVE LANGUAGE COMPETENCE

Linguistic range:

Vocabulary range:

- Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.

Linguistic control:

Grammatical accuracy:

- Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
- Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

Vocabulary control:

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

Phonological control:

- Has a clear, natural, pronunciation and intonation.

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.

Sociolingistic appropriateness:

- Can express himself or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
- Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.