ΠΛΑΙΣΙΟ ΜΑΘΗΣΗΣ

ΑΓΓΛΙΚΑ Γ΄ ΤΕΣΕΚ

ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2024-2025 - Β΄ ΤΕΤΡΑΜΗΝΟ

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

Διδακτικά εγχειρίδια-Βιβλιογραφία:

Mitchell, H. Q. & Malkogianni, M. (2016) *Pioneer Intermediate B1+ Student's book.* MM Publications
Mitchell, H. Q. & Malkogianni, M. (2016) *Pioneer Intermediate B1+ 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 B1+ 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
- 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+ CEFR DESCRIPTORS

CLASS C TECHNICAL AND VOCATIONAL SCHOOLS

2024-2025

LISTENING

Overall listening comprehension:

- 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 follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

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 recorded material about familiar subjects.
- 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 a large part of many TV programmes on topics of personal interest.

READING

Overall reading comprehension:

- Can read straightforward factual texts on subjects related to his/her interests with a satisfactory level of comprehension.
- Can read with a large degree of independence, adapting style and speed of reading to different texts.

Reading correspondence:

- Can understand basic types of standard routine letters/mails 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.
- Can identify the main conclusions in clearly signalled argumentative texts.
- Can understand articles and reports concerned with contemporary problems.

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.
- 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.
- Can express news and views effectively in writing.

Correspondence

- Can write personal emails describing experiences, feelings and events in some detail or giving news and expressing thoughts about abstract or cultural topics.

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 clear, detailed descriptions on a variety of subjects related to his/her field of interest.
- Can narrate a story.

Reports and Essays:

- Can write short, simple essays on topics of interest.
- Can write an essay 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 summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.

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.
- Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
- 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.

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.
- Can convey degrees of emotion and highlight the personal significance of events and experiences.

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 belief, opinion, agreement and disagreement politely.
- Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
- 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.

Goal-oriented co-operation:

- Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages.
- 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.
- Can invite others to give their views and give brief comments on the views of others.

Information exchange:

- Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
- Can pass on detailed information reliably.
- Can ask for and follow detailed directions.

Transactions to obtain goods and services:

- Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.

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.

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

Sustained monologue:

- Can describe experience.
- Can give straightforward descriptions on a variety of familiar subjects within his field of interest.

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.

PRODUCTION STRATEGIES

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.
- Can rehearse and try out new combinations and expressions, inviting feedback.

RECEPTION STRATEGIES

Identifying cues & inferring:

- Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation in order to better understand the argumentation in a text.
- Can identify the meaning of unfamiliar words from the context on topics related to his/her field and interests.
- Can extrapolate the meaning of a section of a text by taking into account the text as a whole.
- 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

Online conversation and discussion

- Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.
- Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.

Goal-oriented online transactions and collaboration

- Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary.
- Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks.

INTERACTION STRATEGIES

Turntaking

- Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.

Co-operating:

- Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.
- 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~~ argument.

Asking for clarification

- Can ask for further details and clarifications from other group members in order to move a discussion forward.

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

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).
  Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else

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.