

Improving learning outcomes for English language learners



## **SCHEME OF WORK**

English as a Foreign Language

Cyprus Upper-Secondary Schools (Lycea)

2018 - 2019



## TABLE OF CONTENTS

1. A´ class lyceum (Common Core – 2 periods)	pages 3-6
2. A´ class lyceum (Optional – 4 periods)	pages 7-11
3. B´ class lyceum (Common Core – 2 periods)	pages 12-16
4. B´ class lyceum (Optional – 6 periods)	pages 17-20
5. C´ class lyceum (Common Core – 2 periods)	pages 21-25
6. C´ class lyceum (Optional – 6 periods)	pages 26-30
7. References	page 31-32

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**CLASS A' LYCEUM (COMMON CORE) 2 PERIODS  
(CEFR B1 – B1+)**

**DESCRIPTION OF INDEPENDENT USER B1**

“Can understand the main points of clear standard input on familiar matters regularly encountered at work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans” (CEFR, Table 1, p.24)



**LEARNING OUTCOMES**

**LISTENING COMPREHENSION**

Learners will be able to:

- understand the main points of discussion on familiar topics in everyday situations when people speak clearly in the target language.
- understand the target language main points and specific details in TV programmes, announcements and other recorded material on familiar topics when the delivery is relatively slow and clear.
- understand simple technical information, such as operating instructions for familiar types of equipment in the target language.
- understand straightforward information about everyday topics, identifying both general messages and specific details provided people speak clearly in a familiar accent in the target language.
- follow clearly spoken, straightforward short talks on familiar topics in the target language.

**SPEAKING**

Learners will be able to:

- start, maintain and close simple face-to-face conversation in the target language on topics that are familiar or of personal interest.
- give or seek personal opinion in the target language in an informal discussion with friends, agreeing and disagreeing politely.
- help to solve practical problems saying what they think and asking others what they think.
- manage unexpected things that could happen on a holiday e.g needing a doctor.
- make arrangements on the telephone or in person .e.g booking flights, hotels, restaurants etc.
- have simple telephone conversations with people they know.
- give descriptions on a variety of familiar subjects related to their interests.
- talk in detail about their experiences, feelings and reactions.
- briefly explain and justify their opinion.

## READING COMPREHENSION

Learners will be able to:

- understand the main points in straightforward factual texts on subjects of personal or professional interest.
- find and understand the information they need in brochures, leaflets, signs, tables and other short texts relating to their interests.
- understand the main points in short newspaper and magazine articles about current and familiar topics.
- understand simplified versions of novels and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary.
- understand private letters about events, feelings and wishes.

## WRITING

Learners will be able to:

- write simple texts about experiences or events e.g about a trip, describing their feelings and reactions.
- write very brief reports with factual information on matters relating to their field.
- write emails, faxes or text messages to friends relating news and giving or asking for simple information.
- express opinion and draw conclusions on everyday social issues and world problems.
- write a story, describe events, experiences, goals and future plans in a simple-structured text.

(adapted from CEFR / EAQUALS)

Overall, a selection of at least 6 themes/topics is to be covered. Preferably, 2-4 in each semester.

## COURSE BOOKS:

Student's book: Life Pre-Intermediate B1

Workbook: Life Pre-Intermediate B1

Dictionary: Oxford Wordpower Dictionary

CLIL Readers: *Carnivorous plants* (Express Publishing)

## SUPPLEMENTARY MATERIAL/OTHER SOURCES (see Appendix A)

Coursebook material needs to be selected, adapted and/or supplemented to satisfy the students' needs and interests.

Additional material or activities may be added at the teacher's discretion.

## DICTIONARIES

The dictionary, in print and electronic form, provides students with opportunities to expand their vocabulary, develop their word building techniques, improve their pronunciation and test their language skills.

## RECOMMENDED TEACHING METHODOLOGIES

Communicative Language Teaching (CLT) and Task Based Approach (TBL).

## ASSESSMENT

Assessment should include all three formats: Diagnostic, Formative and Summative.

### Suggested Tools and Techniques:

**A. Diagnostic:** KWL charts, Mind map, student survey, quizzes, etc.

**B. Formative:** Projects, Exit cards/Admit cards, Graphic Organizers (KWL charts, Mind map, Concept map, Event sequence or Chain of events, Cause and effect, Venn diagram to compare and contrast events/experience), Discussion, Observations, Questioning (by teachers and students), Oral presentations, Rubrics, Self-assessment, Peer assessment, Verbal feedback, Checklists, Conferencing (individual or small group), Anecdotal records, Think-Pair-Share, Four Corners labeled as *Strongly Agree, Agree, Disagree, Strongly Disagree*, Reflection journal, Portfolio, Individual whiteboard, etc.

**C. Summative:** Tests (End of Unit), quizzes, etc.

## SEMESTER A SEMESTER B

### THEMES/TOPICS

- 1. HEALTH AND WELL-BEING**  
1.1 Health  
1.2 Food/ Eating disorders  
1.3 Sports  
1.4 Leisure activities and hobbies

### MATERIAL/SOURCES

**For all units**, there is supplementary material at [www.mylife.com](http://www.mylife.com) and other sources (see Appendix A).

**C.B/W.B**  
Unit 1  
Unit 2

<b>2. TRAVEL AND HOLIDAYS</b> 2.1 Culture, customs and traditions 2.2 Lifestyle 2.3 Learning languages 2.4 Travel and Holiday destinations 2.5 Adventure 2.6 Transport	<b>C.B/W.B</b> Unit 3 Unit 6 Unit 10 Unit 11
<b>3. WORK</b> 3.1 Jobs	<b>C.B/W.B</b> Unit 7
<b>4. MODERN LIFE</b> 4.1 Technology/Mass Media 4.2 News, current Affairs/Issues 4.3 Language learning 4.4 Fashion	<b>C.B/W.B</b> Unit 8 Unit 9
<b>5. THE ENVIRONMENT</b> 5.1 Environmental problems 5.2 Alternative means of energy 5.3 Volunteerism	<b>C.B/W.B</b> Unit 5 Unit 12 CLIL Readers: Carnivorous plants
<b>6. LITERATURE</b> 6.1 short stories/fables/myths	<b>C.B/W.B</b> Unit 4
<b>7. CITIZENSHIP</b> 7.1 Human Rights 7.2 Diversity 7.3 Global Issues	
More/Other themes and topics can be included at the teacher's discretion according to the students' needs and interests.	

**CLASS A LYCEUM (OPTIONAL) 4 PERIODS**  
**(CEFR B1 – B1+)**

**DESCRIPTION OF INDEPENDENT USER B1**

“Can understand the main points of clear standard input on familiar matters regularly encountered at work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans” (CEFR, Table 1, p.24)



**LEARNING OUTCOMES**

**LISTENING COMPREHENSION**

Learners will be able to:

- understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity of repetition in the target language.
- understand the main points of discussion on familiar topics in everyday situations when people speak clearly in the target language.
- understand the target language main points and specific details in TV programmes, announcements and other recorded material on familiar topics when the delivery is relatively slow and clear.
- understand straightforward information about everyday topics, identifying both general messages and specific details provided people speak clearly in a familiar accent in the target language.
- follow clearly spoken, straightforward short talks on familiar topics in the target language.

**SPEAKING**

Learners will be able to:

- start, maintain and close simple face-to-face conversation in the target language on topics that are familiar or of personal interest.
- give or seek personal opinion in the target language in an informal discussion with friends, agreeing and disagreeing politely.
- help to solve practical problems saying what they think and asking others what they think.
- manage unexpected things that could happen on a holiday e.g needing a doctor.
- make arrangements on the telephone or in person .e.g booking flights, hotels, restaurants etc.
- have simple telephone conversations with people they know.
- give descriptions on a variety of familiar subjects related to their interests.
- talk in detail about their experiences, feelings and reactions.
- briefly explain and justify their opinion.

## READING COMPREHENSION

Learners will be able to:

- understand the main points in straightforward factual texts on subjects of personal or professional interest.
- find and understand the information they need in brochures, leaflets, signs, tables and other short texts relating to their interests.
- understand the main points in short newspaper and magazine articles about current and familiar topics.
- follow simple instructions, e.g a game, using familiar types of equipment or cooking a meal.
- understand simplified versions of novels and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary.
- understand private letters about events, feelings and wishes.

## WRITING

Learners will be able to:

- write short, comprehensible connected texts on familiar subjects.
- write simple texts about experiences or events e.g about a trip, describing their feelings and reactions.
- write emails, faxes or text messages to friends relating news and giving or asking for simple information.
- express opinion and draw conclusions on everyday social issues and world problems.
- write a story, describe events, experiences, goals and future plans in a simple-structured text.
- give details about themselves in the form of a short biographical note e.g Curriculum Vitae(CV) etc.

(adapted from CEFR / EAQUALS)

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## WRITING SKILLS

- Paragraph development
- Friendly letters/email
- Description on animal, person, building, place
- Narrative – description of personal experiences, short stories
- Expressing opinion
- Summary

**Suggested Writing Approach: Process Oriented Writing** (Planning/pre-writing, organizing, drafting/redrafting, revising, editing)

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Overall, a selection of at least 10 themes/topics is to be covered. Preferably, 4-6 in each semester.

**COURSE BOOKS:**

Student's book: Life Pre-Intermediate B1

Workbook: Life Pre-Intermediate B1

Dictionary: Oxford Wordpower Dictionary

CLIL Readers: *Carnivorous plants* (Express Publishing)

**SUPPLEMENTARY MATERIAL/OTHER SOURCES (see Appendix A)**

Coursebook material needs to be selected, adapted and/or supplemented to satisfy the students' needs and interests.

Additional material or activities may be added at the teacher's discretion.

**DICTIONARIES**

The dictionary, in print and electronic form with, provides students with opportunities to expand their vocabulary, develop their word building techniques, improve their pronunciation and test their language skills.

**RECOMMENDED TEACHING METHODOLOGIES**

Communicative Language Teaching (CLT) and Task Based Approach (TBL).

**ASSESSMENT**

Assessment should include all three formats: Diagnostic, Formative and Summative.

**Suggested Tools and Techniques:**

**A. Diagnostic:** KWL charts, Mind map, Student survey, quizzes, etc.

**B. Formative:** Projects, Exit cards/Admit cards, Graphic Organizers (KWL charts, Mind map, Concept map, Event sequence or Chain of events, Cause and effect, Venn diagram to compare and contrast events/experience), Discussion, Observations, Questioning (by teachers and students), Oral presentations, Rubrics, Self-assessment, Peer assessment, Verbal feedback, Checklists, Conferencing (individual or small group), Anecdotal records, Think-Pair-Share, Four Corners labeled as *Strongly Agree, Agree, Disagree, Strongly Disagree*, Reflection journal, Portfolio, Individual whiteboard, etc.

**C. Summative:** Tests (End of Unit), quizzes, Examination etc.

**SEMESTER A****SEMESTER B****THEMES /TOPICS****MATERIAL/SOURCES**

For all units, there is supplementary material at [www.mylife.com](http://www.mylife.com) and other sources (see Appendix A).

**1. HEALTH AND WELL-BEING**

- 1.1 Health
- 1.2 Food/ Eating disorders
- 1.3 Sports
- 1.4 Leisure activities and hobbies

**C.B/W.B**

- Unit 1
- Unit 2

**2. TRAVEL AND HOLIDAYS**

- 2.1 Culture, customs and traditions
- 2.2 Lifestyle
- 2.3 Learning languages
- 2.4 Travel and Holiday destinations
- 2.5 Adventure
- 2.6 Transport
- 2.7 Tourism (Types of tourism, Catering etc)

**C.B/W.B**

- Unit 3
- Unit 10
- Unit 11

**3. WORK**

- 3.1 Jobs
- 3.2 Skills for the workplace
- 3.3 Managing correspondence

**C.B/W.B**

- Unit 7

**4. MODERN LIFE**

- 4.1 Technology/Mass Media
- 4.2 News, Current Affairs/Issues
- 4.3 Language learning
- 4.4 Fashion

**C.B/W.B**

- Unit 8
- Unit 9

**5. THE ENVIRONMENT**

- 5.1 Environmental problems
- 5.2 Alternative means of energy

**C.B/W.B**

- Unit 5
- Unit 12

5.3 Volunteerism	
<b>6. LITERATURE</b> 6.1 Short stories/fables/myths	<b>C.B/W.B</b> Unit 4 CLIL Readers: <i>Carnivorous plants</i>
<b>7. CITIZENSHIP</b> 7.1 Human Rights 7.2 Diversity 7.3 Global Issues	
<p style="text-align: center;">More/Other themes and topics can be included at the teacher's discretion according to the students' needs and interests.</p>	

**CLASS B' LYCEUM (COMMON CORE) 2 PERIODS  
(CEFR B1+ - B2)**

**DESCRIPTION OF INDEPENDENT USER B2**

“Can understand the main ideas of complex text on both concrete and abstract topics. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options” (CEFR, Table 1, p. 24).



**LEARNING OUTCOMES**

**LISTENING COMPREHENSION**

Learners will be able to:

- understand straightforward information about everyday topics identifying both general messages and specific details, provided people speak clearly in a familiar accent in the target language.
- follow the main points of extended discussion, if people talk clearly in the target language.
- follow a lecture or talk within one's own field, if the subject matter is familiar and the presentation clearly structured.
- follow TV programmes on topics of personal interest when people speak clearly in the target language.
- understand information in announcements and other recorded, factual texts, if they are delivered in clear standard speech in the target language.

**SPEAKING**

Learners will be able to:

- start a conversation on topics that are familiar or of personal interest and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.
- express opinions on abstract topics like films and music, describe reactions and ask people what they think.
- compare and contrast alternatives, discuss what to do, where to go, etc.
- give practical instructions on how to do something e.g cooking, buying a ticket or using software.
- make an effective complaint e.g in a shop or hotel.
- make routine telephone calls, e.g. to make or cancel an order, booking or appointment.
- evaluate advantages and disadvantages, and participate in reaching a decision in informal discussions.

- describe an incident or an accident, making the main points clear.
- express feelings about something and explain why one felt that way.
- develop an argument well enough to be followed without difficulty most of the time.
- give a prepared presentation and answer clear questions.
- summarise non-routine information on familiar subjects from various sources and present it to others.

## **READING COMPREHENSION**

Learners will be able to:

- understand the main points in straightforward texts on subjects of personal or professional interest.
- look quickly through simple, factual texts in magazines, brochures or on a website, and identify information that might be of practical use to them.
- identify the main conclusions in texts which clearly argue a point of view.
- understand clear instructions e.g for a game, for the use of medicines or for installing computer software.
- read simplified versions of novels and stories with a clear structure, with little use of a dictionary.
- understand the main points in short, clear, formal letters relating to their personal and professional interests.
- grasp the content and the significance of news, articles and reports on topics connected with their interests or job.
- understand lengthy instructions e.g in a user manual for a TV or digital camera, for installing software, as long as they reread difficult sections.

## **WRITING**

Learners will be able to:

- write a detailed description of an experience, dream or imaginary event, including feelings and reactions.
- write about familiar topics comparing and contrasting different opinions.
- write letters and emails describing experiences and feelings.
- write standard formal letters relating to their field, following a template.
- write a paper giving reasons in support or against a particular point of view and explaining the advantages and disadvantages of various options.

Adapted from ***Eaquals - descriptors as a checklist.***

CEFR correlations (see sample in Appendix B )

Overall, a selection of at least 6 themes/topics is to be covered. Preferably, 2-4 thematic units in each semester.

## **COURSE BOOKS:**

Student's book: Life Intermediate B1+

Workbook: Life Intermediate B1+

Dictionary: Oxford Wordpower Dictionary

CLIL Readers: *Venonous snakes* (Express Publishing)

### **SUPPLEMENTARY MATERIAL/OTHER SOURCES (see Appendix A)**

Coursebook material needs to be selected, adapted and/or supplemented to satisfy the students' needs and interests.

Additional material or activities may be added at the teacher's discretion.

### **DICTIONARIES**

The dictionary, in print and electronic form, provides students with opportunities to expand their vocabulary, develop their word building techniques, improve their pronunciation and test their language skills.

### **RECOMMENDED TEACHING METHODOLOGIES**

Communicative Language Teaching (CLT) and Task Based Approach (TBL)

### **ASSESSMENT**

Assessment should include all three formats: Diagnostic, Formative and Summative.

#### **Suggested Tools and Techniques:**

**A. Diagnostic:** KWL charts, Mind map, Student survey, quizzes, etc.

**B. Formative (see Appendix A):** Projects, Exit cards/Admit cards, Graphic Organizers (KWL charts, Mind map, Concept map, Event sequence or Chain of events, Cause and effect, Venn diagram to compare and contrast events/experience), Discussion, Observations, Questioning (by teachers and students), Oral presentations, Rubrics, Self-assessment, Peer assessment, Verbal feedback, Checklists, Conferencing (individual or small group), Anecdotal records, Think-Pair-Share, Four Corners labeled as *Strongly Agree, Agree, Disagree, Strongly Disagree*, Reflection journal, Portfolio, Individual whiteboard, etc.

**C. Summative:** Tests (End of Unit or chapter test), quizzes, etc.

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**SEMESTER A****SEMESTER B****THEMES /TOPICS****MATERIAL/SOURCES**

**For all units**, there is supplementary material at [www.mylife.com](http://www.mylife.com) and other sources (see Appendix A).

**1. Lifestyle**

- 1.1 Relationships
- 1.2 Communication
- 1.3 Customs and habits around the world
- 1.4 Youth problems
- 1.6 Globalisation
- 1.8 Routine and Leisure activities

**C.B/W.B**

- Unit 1
- Unit 2
- Unit 4
- Unit 5
- Unit 7
- Unit 11

**2. Education**

- 2.1 Books and Literature
- 2.2 Languages
- 2.3 Educational systems
- 2.4 Students' life

**C.B/W.B**

- Unit 4
- Unit 11
- Readers

**3. Science and Technology**

- 3.1 Inventions and Discoveries
- 3.2 Digital world
- 3.3 ICT in education
- 3.4 Mobiles and Tablets

**C.B/W.B**

- Unit 10
- Unit 11

**4. The Arts**

- 4.1 Music
- 4.2 Performances
- 4.3 Dance

**C.B/W.B**

- Unit 2

**5. Media**

- 5.1 Mass Media
- 5.2 Advertising
- 5.3 News (Local and International)
- 5.4 Current Affairs/Issues

**C.B/W.B**

- Unit 3
- Unit 8

5.5 Universal Problems	
<b>6. The Environment</b> 6.1 Environmental problems	<b>C.B/W.B</b> Unit 3
<b>7. Health and Well-Being</b> 7.1 Wellbeing 7.2 Healthy eating 7.3 Eating disorders	<b>C.B/W.B</b> Unit 6
<b>8. Financial matters</b> 8.1 Money 8.2 Trade 8.3 Shopping 8.4 Producers and products 8.5 Saving money	<b>C.B/W.B</b> Unit 9
<b>7. CITIZENSHIP</b> 7.1 Human Rights 7.2 World Peace 7.3 Diversity, Social Inclusion 7.4 Global Issues	
More/Other themes and topics can be included at the teacher's discretion according to the students' needs and interests.	



**CLASS B' LYCEUM (OPTIONAL) 6 PERIODS**  
**(CEFR B1+ -B2)**

**DESCRIPTION OF INDEPENDENT USER B2**

“Can understand the main ideas of complex text on both concrete and abstract topics. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options” (CEFR, Table 1, p. 24).



**LEARNING OUTCOMES**

**LISTENING COMPREHENSION**

Learners will be able to:

- understand straightforward information about everyday topics identifying both general messages and specific details, provided people speak clearly in a familiar accent in the target language.
- follow the main points of extended discussion, if people talk clearly in the target language.
- follow a talk within one's own field, if the subject matter is familiar and the presentation clearly structured.
- follow TV programmes on topics of personal interest when people speak clearly in the target language.
- understand information in announcements and other recorded, factual texts, if they are delivered in clear standard speech in the target language.

**SPEAKING**

Learners will be able to:

- start a conversation on topics that are familiar or of personal interest and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.
- express opinions on abstract topics like films and music, describe reactions and ask people what they think.
- compare and contrast alternatives, discuss what to do, where to go, etc.
- give practical instructions on how to do something e.g cooking, buying a ticket or using software.
- explain why something is a problem.
- make an effective complaint e.g in a shop or hotel.
- make routine telephone calls, e.g. to make or cancel an order, booking or appointment.
- evaluate advantages and disadvantages, and participate in reaching a decision in informal discussions.
- describe an incident or an accident, making the main points clear.

- express feelings about something and explain why one felt that way.
- develop an argument well enough to be followed without difficulty most of the time.
- give a prepared presentation and answer clear questions.
- summarise non-routine information on familiar subjects from various sources and present it to others.

## READING COMPREHENSION

Learners will be able to:

- understand the main points in straightforward texts on subjects of personal or professional interest.
- look quickly through simple, factual texts in magazines, brochures or on a website, and identify information that might be of practical use to them.
- identify the main conclusions in texts which clearly argue a point of view.
- understand clear instructions e.g for a game, for the use of medicines or for installing computer software.
- read simplified versions of novels and stories with a clear structure, with little use of a dictionary.
- understand the main points in short, clear, formal letters relating to their personal and professional interests.
- grasp the content and the significance of news, articles and reports on topics connected with their interests or job.
- understand lengthy instructions e.g in a user manual for a TV or digital camera, for installing software, as long as they reread difficult sections.

## WRITING

Learners will be able to:

- write about a variety of familiar subjects.
- write a detailed description of an experience, dream or imaginary event, including feelings and reactions.
- write about familiar topics comparing and contrasting different opinions.
- write letters and emails describing experiences and feelings.
- write a paper giving reasons in support or against a particular point of view and explaining the advantages and disadvantages of various options.

Adapted from *Equals - descriptors as a checklist.*

CEFR correlations (see sample in Appendix B)

Overall, a selection of at least 10 themes/topics is to be covered. Preferably, 4-6 in each semester.

## COURSE BOOKS:

Student's book: Life Intermediate B1+

Workbook: Life Intermediate B1+

Dictionary: Oxford Wordpower Dictionary

CLIL Readers: *Venonous snakes* (Express Publishing)

## **SUPPLEMENTARY MATERIAL/OTHER SOURCES (see Appendix A)**

Coursebook material needs to be selected, adapted and/or supplemented to satisfy the students' needs and interests.

Additional material or activities may be added at the teacher's discretion.

## **DICTIONARIES**

The dictionary, in print and electronic form, provides students with opportunities to expand their vocabulary, develop their word building techniques, improve their pronunciation and test their language skills.

## **RECOMMENDED TEACHING METHODOLOGIES**

Communicative Language Teaching (CLT) and Task Based Approach (TBL).

## **ASSESSMENT**

Assessment should include all three formats: Diagnostic, Formative and Summative.

### **Suggested Tools and Techniques:**

**A. Diagnostic:** KWL charts, Mind map, Student survey, quizzes, etc.

**B. Formative (see Appendix A):** Projects, Exit cards/Admit cards, Graphic Organizers(KWL charts, Mind map, Concept map, Event sequence or Chain of events, Cause and effect, Venn diagram to compare and contrast events/experience), Discussion, Observations, Questioning (by teachers and students), Oral presentations, Talks, Debates, Rubrics, Self-assessment, Peer assessment, Verbal feedback, Checklists, Conferencing (individual or small group), Anecdotal records, Think-Pair-Share, Four Corners labeled as *Strongly Agree*, *Agree*, *Disagree*, *Strongly Disagree*, Reflection journal, Portfolio, Reflection journal, Portfolio, Individual whiteboard, etc.

**C. Summative:** Tests (End of Unit), quizzes, Examination etc.

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**SEMESTER A****SEMESTER B****THEMES /TOPICS****MATERIAL/SOURCES**

**For all units**, there is supplementary material at [www.mylife.com](http://www.mylife.com) and other sources (see Appendix A).

**1.Lifestyle**

- 1.1 Relationships
- 1.2 Communication
- 1.3 Customs and habits around the world
- 1.4 Youth problems
- 1.5 Globalisation
- 1.6 Routine and Leisure activities

**C.B/W.B**

- Unit 1
- Unit 2
- Unit 4
- Unit 5
- Unit 7
- Unit 11

**2.Education**

- 2.1 Books and Literature
- 2.2 Languages
- 2.3 Educational systems
- 2.4 Students' life

**C.B/W.B**

- Unit 4
- Unit 11
- Readers

**3. Science and Technology**

- 3.1 Inventions and Discoveries
- 3.2 Digital world
- 3.3 ICT in education
- 3.4 Mobiles and Tablets

**C.B/W.B**

- Unit 10
- Unit 11

**4. The Arts**

- 4.1 Music
- 4.2 Performances
- 4.3 Dance

**C.B/W.B**

- Unit 2

**5. Media**

- 5.1 Mass Media
- 5.2 Advertising
- 5.3 News (Local and International)
- 5.4 Current Affairs/Issues
- 5.5 Universal Problems

**C.B/W.B**

- Unit 3
- Unit 8

<b>6. The Environment</b> 6.1 Environmental problems	<b>C.B/W.B</b> Unit 3
<b>7. Health and Well-Being</b> 7.1 Wellbeing 7.2 Healthy eating 7.3 Eating disorders	<b>C.B/W.B</b> Unit 6
<b>8. Financial matters</b> 8.1 Money 8.2 Trade 8.3 Shopping 8.4 Producers and products 8.5 Saving money	<b>C.B/W.B</b> Unit 9
<p style="text-align: center;">More/Other themes and topics can be included at the teacher's discretion according to the students' needs and interests.</p>	

**CLASS C' LYCEUM (COMMON CORE) 2 PERIODS  
(CEFR B2)**

**DESCRIPTION OF INDEPENDENT USER B2**

“Can understand the main ideas of complex text on both concrete and abstract topics. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options” (CEFR, Table 1, p. 24).



**LEARNING OUTCOMES**

**LISTENING COMPREHENSION**

Learners will be able to:

- understand the main ideas of speech on concrete and abstract topics delivered in a standard dialect.
- understand in detail what is said to them in standard spoken language.
- follow the essentials of lectures, talks, reports and other forms of academic or professional presentation.
- follow TV drama and the majority of films in standard dialect.
- understand TV news, current affairs, documentaries, interviews, talk shows etc.
- understand announcements and messages spoken in standard dialect at normal speed.

**SPEAKING**

Learners will be able to:

- find out and pass on detailed information face to face and on the telephone asking questions and getting clarifications where necessary.
- take an active part in conversation, expressing clearly points of view, ideas or feelings.
- sustain their opinion in discussion by providing relevant explanations, arguments or comments.
- develop a clear argument, linking ideas logically and expanding and supporting their points with appropriate examples.
- summarise the plot and sequence of events in a film or play.
- summarise information and arguments from a number of sources e.g articles, reports, discussions etc.

## READING COMPREHENSION

Learners will be able to:

- grasp the content and the significance of news, articles, reports connected to their interests.
- understand articles, reports and reviews in which the writers express specific points of view.
- understand lengthy instructions e.g in a user manual for a TV or digital camera.
- understand short stories and novels written in a straightforward language and style, making use of a dictionary.
- understand the main points in formal and informal letters relating to their personal interests with occasional use of a dictionary.

## WRITING

Learners will be able to:

- write at length about topical issues
- write clear, detailed descriptions on a variety of topics related to their field of interest.
- write a paper giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- express news, views and feelings in correspondence, and respond to those of the other person.
- write standard formal letters requesting or communicating relevant information, following a template.

Adapted from *Eaquals - descriptors as a checklist*.

Overall, a selection of at least 6 themes/topics is to be covered. Preferably, 2-4 each semester.

## COURSE BOOKS:

Student's book: Life Upper-Intermediate B2

Workbook: Life Upper-Intermediate B2

Dictionary: Oxford Wordpower Dictionary

CLIL Readers: *The Seven Wonders of the World* (Express Publishing)

## SUPPLEMENTARY MATERIAL/OTHER SOURCES (see Appendix A)

Coursebook material needs to be appropriately selected, adapted and/or supplemented to satisfy the students' needs and interests.

Additional material or activities may be added at the teacher's discretion.

## DICTIONARIES

The dictionary, in print and electronic form, provides students with opportunities to expand their vocabulary, develop their word building techniques, improve their pronunciation and test their language skills.

## RECOMMENDED TEACHING METHODOLOGIES

Communicative Language Teaching (CLT) and Task Based Approach (TBL)

## ASSESSMENT

Assessment should include all three formats: Diagnostic, Formative and Summative.

### Suggested Tools and Techniques:

**A. Diagnostic:** KWL charts, Mind map, Student survey, quizzes, etc.

**B. Summative:** Tests (End of Unit), quizzes, etc.

**C. Formative (see Appendix A):** Projects, Exit cards/Admit cards, Graphic Organizers (KWL charts, Mind map, Concept map, Event sequence or Chain of events, Cause and effect, Venn diagram to compare and contrast events/experience), Discussion, Observations, Questioning (by teachers and students), Oral presentations, Talks, Debates, Rubrics, Self-assessment, Peer assessment, Verbal feedback, Checklists, Conferencing (individual or small group), Anecdotal records, Think-Pair-Share, Four Corners labeled as *Strongly Agree, Agree, Disagree, Strongly Disagree*, Reflection journal, Portfolio, Reflection journal, Portfolio, Individual whiteboard, etc.

## SEMESTER A

## SEMESTER B

### THEMES /TOPICS

### MATERIAL/SOURCES

**For all units**, there is supplementary material at [www.mylife.com](http://www.mylife.com) and other sources (see Appendix A).

#### 1.Lifestyle

- 1.1 Relationships
- 1.2 Communication
- 1.3 Customs and habits around the world
- 1.4 Youth problems
- 1.6 Globalisation
- 1.7 Routine and Leisure activities

#### C.B/W.B

- Unit 1
- Unit 6
- Unit 10



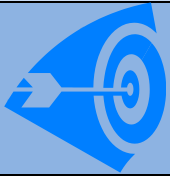
<b>2. Education</b> 2.1 Books and Literature 2.2 Stories 2.3 Languages	<b>C.B/W.B</b> Unit 2 Unit 11 Readers
<b>3. Work and Success</b> 3.1 Careers 3.2 Work skills	<b>C.B/W.B</b> Unit 9
<b>4. Science and Technology</b> 4.1 Inventions and Discoveries 4.2 Digital world 4.3 ICT in education 4.4 Mobiles and Tablets	<b>C.B/W.B</b> Unit 3 Unit 5
<b>5. The Arts</b> 5.1 Art 5.2 Music 5.3 Performances	<b>C.B/W.B</b> Unit 4
<b>6. The Environment</b> 6.1 Environmental problems 6.2 Conservation 6.3 Animal protection 6.4 Pollution	<b>C.B/W.B</b> Unit 7
<b>7. Media</b> 7.1 Mass Media 7.2 Advertising 7.3 News (Local and International) 7.4 Current Affairs/Issues 7.5 Universal Problems	<b>C.B/W.B</b> Unit 8
<b>8. Financial matters</b> 8.1 Money 8.2 Trade 8.3 Shopping 8.4 Producers and products 8.5 Saving money	<b>C.B/W.B</b> Unit 12

More/Other themes and topics can be included at the teacher's discretion according to the students' needs and interests.

**CLASS C LYCEUM (OPTIONAL) 6 PERIODS  
(CEFR B2)**

**DESCRIPTION OF INDEPENDENT USER B2**

“Can understand the main ideas of complex text on both concrete and abstract topics. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options” (CEFR, Table 1, p. 24).



**LEARNING OUTCOMES**

**LISTENING COMPREHENSION**

Learners will be able to:

- understand the main ideas of speech on concrete and abstract topics delivered in a standard dialect.
- understand in detail what is said to them in standard spoken language.
- follow the essentials of lectures, talks, reports and other forms of academic or professional presentation.
- follow TV drama and the majority of films in standard dialect.
- understand TV news, current affairs, documentaries, interviews, talk shows etc.
- understand announcements and messages spoken in standard dialect at normal speed.

**SPEAKING**

Learners will be able to:

- find out and pass on detailed information face to face and on the telephone asking questions and getting clarifications where necessary.
- take an active part in conversation, expressing clearly points of view, ideas or feelings.
- sustain their opinion in discussion by providing relevant explanations, arguments or comments.
- develop a clear argument, linking ideas logically and expanding and supporting their points with appropriate examples.
- summarise the plot and sequence of events in a film or play.
- summarise information and arguments from a number of sources e.g articles, reports, discussions etc.

## READING COMPREHENSION

Learners will be able to:

- grasp the content and the significance of news, articles, reports connected to their interests.
- understand articles, reports and reviews in which the writers express specific points of view.
- understand lengthy instructions e.g in a user manual for a TV or digital camera.
- understand short stories and novels written in a straightforward language and style, making use of a dictionary.
- understand the main points in formal and informal letters relating to their personal interests with occasional use of a dictionary.

## WRITING

Learners will be able to:

- write at length about topical issues.
- write clear, detailed descriptions on a variety of topics related to their field of interest.
- write a paper giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- express news, views and feelings in correspondence, and respond to those of the other person.

Adapted from *Eaquals - descriptors as a checklist*.

Overall, a selection of at least 10 themes/topics is to be covered. Preferably, 2-4 in each semester.

## COURSE BOOKS:

Student's book: Life Upper-Intermediate B2

Workbook: Life Upper-Intermediate B2

Dictionary: Oxford Wordpower Dictionary

CLIL Readers: *The Seven Wonders of the World* (Express Publishing)

## SUPPLEMENTARY MATERIAL/OTHER SOURCES (see Appendix A)

Coursebook material needs to be appropriately selected, adapted and/or supplemented to satisfy the students' needs and interests.

Additional material or activities may be added at the teacher's discretion.

## DICTIONARIES

The dictionary, in print and electronic form, provides students with opportunities to expand their vocabulary, develop their word building techniques, improve their pronunciation and test their language skills.

### **RECOMMENDED TEACHING METHODOLOGIES**

Communicative Language Teaching (CLT) and Task Based Approach (TBL)

### **ASSESSMENT**

Assessment should include all three formats: Diagnostic, Formative and Summative.

#### **Suggested Tools and Techniques:**

**A. Diagnostic:** KWL charts, Mind map, Student survey, quizzes, etc.

**B. Formative:** Projects, Exit cards/Admit cards, Graphic Organizers (KWL charts, Mind map, Concept map, Event sequence or Chain of events, Cause and effect, Venn diagram to compare and contrast events/experience), Discussion, Observations, Questioning (by teachers and students), Oral presentations, Talks, Debates, Rubrics, Self-assessment, Peer assessment, Verbal feedback, Checklists, Conferencing (individual or small group), Anecdotal records, Think-Pair-Share, Four Corners labeled as *Strongly Agree*, *Agree*, *Disagree*, *Strongly Disagree*, Reflection journal, Portfolio, Reflection journal, Portfolio, Individual whiteboard, etc.

**C. Summative:** Tests (End of Unit), quizzes, Examination etc.

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**SEMESTER A**

**SEMESTER B**

**THEMES /TOPICS**

**MATERIAL/SOURCES**

**For all units**, there is supplementary material at [www.mylife.com](http://www.mylife.com) and other sources (see Appendix A).

**1.Lifestyle**

- 1.1 Relationships
- 1.2 Communication
- 1.3 Customs and habits around the world
- 1.4 Youth problems
- 1.6 Globalisation
- 1.8 Routine and Leisure activities

**C.B/W.B**

- Unit 1
- Unit 10
- Unit 6

**2. Education**

- 2.1 Books and Literature
- 2.2 Stories
- 2.3 Languages

**C.B/W.B**

- Unit 2
- Unit 11
- Readers

**3. Work and Success**

- 3.1 Careers
- 3.2 Work skills

**C.B/W.B**

- Unit 9

**4. Science and Technology**

- 4.1 Inventions and Discoveries
- 4.2 Digital world
- 4.3 ICT in education
- 4.4 Mobiles and Tablets

**C.B/W.B**

- Unit 3
- Unit 5

**5. The Arts**

- 5.1 Art
- 5.2 Music
- 5.3 Performances

**C.B/W.B**

- Unit 4

**6. The Environment**

- 6.1 Environmental problems

**C.B/W.B**

- Unit 7

6.2 Conservation 6.3 Animal protection 6.4 Pollution	
<b>7. Media</b> 7.1 Mass Media 7.2 Advertising 7.3 News (Local and International) 7.4 Current Affairs/Issues 7.5 Universal Problems	<b>C.B/W.B</b> Unit 8
<b>8. Financial matters</b> 8.1 Money 8.2 Trade 8.3 Shopping 8.4 Producers and products 8.5 Saving money	<b>C.B/W.B</b> Unit 12
<b>9.Globalisation</b> 9.1 Social Development 9.2 Sustainable Development 9.3 Poverty 9.4 Cooperation and Integration 9.5 Globalization and Identity 9.6 Unemployment and Economic Growth	
<b>7. CITIZENSHIP</b> 7.1 Human Rights 7.2 World Peace 7.3 Diversity 7.4 Social Inclusion 7.5 Global Issues	
More/Other themes and topics can be included at the teacher's discretion according to the students' needs and interests.	

## REFERENCES

Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Language Policy Unit, Strasbourg. [www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR) Retrieved [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

CEFR British Council - Eaquals

<https://www.eaquals.org/resources/the-core-inventory-for-general-english/>

ΥΠΠ ΠΡΟΓΡΑΜΜΑΤΑ ΣΠΟΥΔΩΝ

[http://www.moec.gov.cy/analytika\\_programmata/programmata\\_spoudon.html](http://www.moec.gov.cy/analytika_programmata/programmata_spoudon.html)

## APPENDIX A

<b>OTHER SOURCES</b> <a href="http://www.teachingenglish.org.uk/">http://www.teachingenglish.org.uk/</a> <a href="http://www.teach-nology.com/">http://www.teach-nology.com/</a> <a href="https://www.tes.com/">https://www.tes.com/</a> <a href="https://www.englishclub.com/">https://www.englishclub.com/</a> <a href="http://www.tesol.net/">http://www.tesol.net/</a> <a href="https://www.usingenglish.com/">https://www.usingenglish.com/</a> <a href="http://www.esl-galaxy.com/">http://www.esl-galaxy.com/</a> <a href="http://www.growstorygrow.com/">http://www.growstorygrow.com/</a> <a href="http://www.onestopenglish.com/">http://www.onestopenglish.com/</a> <a href="http://www.soundsofenglish.org/index.html">http://www.soundsofenglish.org/index.html</a> <a href="http://www.connectsafely.org/">http://www.connectsafely.org/</a> <a href="http://busyteacher.org/">http://busyteacher.org/</a> <a href="https://www.ted.com/talks">https://www.ted.com/talks</a> <b>STORIES</b>	<b>NEWS</b> <a href="http://abcnews.go.com/">http://abcnews.go.com/</a> <a href="http://www.abc.net.au/news/">http://www.abc.net.au/news/</a> <a href="https://www.theguardian.com/education">https://www.theguardian.com/education</a> <a href="http://www.bbc.co.uk/news">http://www.bbc.co.uk/news</a> <a href="http://www.bbc.co.uk/news">http://www.bbc.co.uk/news</a> <a href="http://time.com/">http://time.com/</a> <a href="http://www.timeforkids.com/">http://www.timeforkids.com/</a>  <b>E-COMMUNITIES/MAKING CONNECTIONS</b> <a href="http://www.epals.com/">http://www.epals.com/</a> <a href="http://www.globalschoolnet.org/index.cfm">http://www.globalschoolnet.org/index.cfm</a> <a href="https://iearn.org/">https://iearn.org/</a> <a href="http://www.englishbaby.com/">http://www.englishbaby.com/</a>
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<http://www.makeuseof.com/tag/10-websites-enjoy-reading-short-stories-flash-fiction/>

<https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students>

<http://stories.umbc.edu/>

<http://electronicportfolios.com/digistory/>

TED talks spreadsheet:

<http://tinyurl.com/jza4jzi>

#### **USING IMAGES IN THE LESSON**

<http://www.nytimes.com/column/learning-whats-going-on-in-this-picture>

<https://americanenglish.state.gov/>

#### **GLOBAL ISSUES**

<http://en.unesco.org/>

<http://www.gilesig.org/>

<http://www.un.org/en/>

<http://www.tolerance.org/>

<http://www.poverty.com/>

<http://www.unicef.org/>

#### **FORMATIVE ASSESSMENT**

[http://www.levy.k12.fl.us/instruction/Instructional\\_Tools/60formativeassessment.pdf](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60formativeassessment.pdf)

<https://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

<http://www.theteachertoolkit.com/index.php/tool/four-corners>

Rubrics(assessing performance)

<http://rubistar.4teachers.org/index.php>

#### **GRAPHIC ORGANISERS**

<http://www.studenthandouts.com/graphic-organizers/>