

**ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2021-2022
ΠΛΑΙΣΙΑ ΜΑΘΗΣΗΣ Β΄ ΛΥΚΕΙΟΥ - Α΄ ΤΕΤΡΑΜΗΝΟ**

ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ	
ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ: 6	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, Oxford University Press Site, Extra relevant resources/material	
ΓΕΝΙΚΟΣ ΣΚΟΠΟΣ	
<ul style="list-style-type: none"> Ο Γενικός Σκοπός του μαθήματος των Αγγλικών περιγράφεται στην ιστοσελίδα του Υπουργείου Παιδείας, Πολιτισμού, Αθλητισμού και Νεολαίας (ΥΠΠΑΝ): 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 	
ΑΝΑΜΕΝΟΜΕΝΑ ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ	
<ul style="list-style-type: none"> 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://anglm.schools.ac.cy/index.php/el/material/cefr 	
ΔΕΙΚΤΕΣ - ΕΝΟΤΗΤΕΣ	
<ul style="list-style-type: none"> Τα πλαίσια μάθησης και οι δείκτες (CEFR Descriptors) βρίσκονται στην ιστοσελίδα του ΥΠΠΑΝ: http://anglm.schools.ac.cy/index.php/el/english/scheme-of-work και στις επόμενες σελίδες. Ο προγραμματισμός του μαθήματος βρίσκεται στην ιστοσελίδα του ΥΠΠΑΝ: http://anglm.schools.ac.cy/index.php/el/english/course-outline 	
ΑΞΙΟΛΟΓΗΣΗ	
ΓΡΑΠΤΗ Ενιαία γραπτή αξιολόγηση στο τέλος του τετραμήνου 40%	ΠΡΟΦΟΡΙΚΗ / ΣΥΝΤΡΕΧΟΥΣΑ (από τον/τη διδάσκοντα/ουσα) 60%
ΜΟΡΦΗ	ΜΟΡΦΗ
Ένα (1) δοκίμιο αξιολόγησης διάρκειας δύο ωρών και 15 λεπτών (135΄) (Κεντρικά).	<ul style="list-style-type: none"> i. Συμμετοχή μαθητή/τριας στην τάξη (συνέπεια, καθημερινές εργασίες-δραστηριότητες/ατομικά, ομάδα, ολομέλεια) ii. Κατ' οίκον εργασία iii. Γραπτές προειδοποιημένες ασκήσεις στην τάξη iv. Ατομική ή ομαδική δημιουργική εργασία μελέτης (project) που προετοιμάζεται κατόπιν ανάθεσης και με την καθοδήγηση του/της διδάσκοντα/διδάσκουσας v. Δραστηριότητες διάκρισης ή/και εθελοντική εργασία που σχετίζονται με το μάθημα πέραν της διδασκαλίας στην τάξη (εντός ή και εκτός τάξης)

B1+ (Intermediate) CEFR DESCRIPTORS
CLASS B LYCEUM – 6 PERIODS
2021-2022

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/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.
- 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.

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 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.

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.

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.

