

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

<b>ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ</b>	
<b>ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ:</b> 2	<b>ΜΗ ΕΞΕΤΑΖΟΜΕΝΟ</b>
<b>Διδακτικά εγχειρίδια-Βιβλιογραφία:</b> OXFORD DISCOVER FUTURES 4 Student’s Book OXFORD DISCOVER FUTURES 4 Workbook	
<b>Υλικά και μέσα που θα χρησιμοποιήσουν οι μαθητές κατά τη διδασκαλία του μαθήματος:</b> Coursebooks, Interactive software, Oxford University Press Site, 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, Πολιτισμού, Αθλητισμού και Νεολαίας (ΥΠΠΑΝ):  <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 B2 του Common European Framework of Reference for Languages (CEFR).  <a href="http://anqlm.schools.ac.cy/index.php/el/material/cefr">http://anqlm.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 ΥΠΠΑΝ: <a href="http://anqlm.schools.ac.cy/index.php/el/english/scheme-of-work">http://anqlm.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 ΥΠΠΑΝ: <a href="http://anqlm.schools.ac.cy/index.php/el/english/course-outline">http://anqlm.schools.ac.cy/index.php/el/english/course-outline</a></li> </ul>	
<b>ΑΞΙΟΛΟΓΗΣΗ</b>	
<b>ΓΡΑΠΤΗ</b> Γραπτή προειδοποιημένη αξιολόγηση κατά τη διάρκεια του τετραμήνου <b>40%</b>	<b>ΠΡΟΦΟΡΙΚΗ / ΣΥΝΤΡΕΧΟΥΣΑ</b> (από τον/τη διδάσκοντα/ουσα) <b>60%</b>
<b>ΜΟΡΦΗ</b>	<b>ΜΟΡΦΗ</b>
	<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> </ul>

**B2 (Upper Intermediate) CEFR DESCRIPTORS**  
**CLASS C LYCEUM – 2 PERIODS**  
**2021-2022**

**LISTENING**

**Overall listening comprehension:** (*Listening to radio audio, recordings and films, Listening as a member of a live audience, Listening to announcements and instructions*)

- 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.

**READING**

**Overall reading comprehension:** (*Reading correspondence, Reading for orientation, Reading for information and argument, Reading instructions*)

- 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.

**WRITING**

**Overall written production:** (*correspondence, creative writing, reports and essays*)

- 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.

**SPEAKING**

**Overall spoken interaction and production:** (*Conversation, Informal discussion, Formal discussion, Goal-oriented co-operation, Information exchange, Transactions to obtain goods, Interviewing and being interviewed, Sustained monologue: describing experience, Spoken fluency*)

- 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.

- 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 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.

## 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.

## 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 summarise the point reached in a discussion and so help focus the talk.
- Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.

### 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.

## 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 himself or herself appropriately in situations and avoid crass errors of formulation.
- Can with some effort keep up with and contribute to group discussions.