

**ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2022-2023**  
**ΠΛΑΙΣΙΑ ΜΑΘΗΣΗΣ Γ΄ ΓΥΜΝΑΣΙΟΥ - Β΄ ΤΕΤΡΑΜΗΝΟ**

<b>ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ</b>	
<b>ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ:</b> 2	<b>ΜΗ ΕΞΕΤΑΖΟΜΕΝΟ</b>
<b>Διδακτικά εγχειρίδια-Βιβλιογραφία:</b> OWN IT! 3 Student’s Book OWN IT! 3 Workbook	
<b>Υλικά και μέσα που θα χρησιμοποιήσουν οι μαθητές κατά τη διδασκαλία του μαθήματος:</b> Coursebooks, Interactive software, Cambridge 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, Αθλητισμού και Νεολαίας (ΥΠΑΝ):  <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 B1 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 ΥΠΑΝ: <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 ΥΠΑΝ: <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>

**B1 (Pre- Intermediate) CEFR DESCRIPTORS**  
**CLASS C GYMNASIUM**  
**2022-2023**

**LISTENING**

**Overall listening comprehension:** (*Listening to radio audio, recordings and films*)

- Can understand straightforward factual information about common topics, identifying both general messages and specific details.
- Can understand the main points of clear standard speech on familiar matters including short narratives.
- Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.
- Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

**READING**

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

- Can read straightforward factual texts on subjects related to his/her interests and professional field with a satisfactory level of comprehension.
- Can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc.
- Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
- 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.
- Can identify the main conclusions in clearly signalled argumentative texts.
- Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.

**SPEAKING**

**Overall spoken interaction and production:** (*Conversation, Informal discussion, Formal discussion, Goal-oriented co-operation, Information exchange, Interviewing and being interviewed, Sustained monologue: describing experience putting a case in a debate, Addressing audiences, Spoken fluency*)

- 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 (e.g. family, hobbies, work, travel and current events).
- Can express belief, opinion, agreement and disagreement politely.
- Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests.
- Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.
- Can express thoughts on cultural topics such as films, books, music etc. Can explain why something is a problem.

- Can give or seek personal views and opinions in discussing topics of interest.
- Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.
- Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint.
- Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others.
- Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.
- Can describe how to do something, giving detailed instructions.
- Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.
- Can give detailed accounts of experiences, describing feelings and reactions.
- Can narrate a story.

## WRITING

### **Overall written production:** *(Notes, messages and forms, Creative writing, correspondence 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 a description of an event, a recent trip - real or imagined.
- Can narrate a story.
- Can write short, simple essays on topics of interest.
- Can write accounts of experiences, describing feelings and reactions in simple connected text.
- Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

### **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 write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
- Can write personal letters describing experiences, feelings and events in some detail.
- Can write notes conveying simple information of immediate relevance to friends.

## 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.

## INTERACTION

### **Co-operating:**

- Can summarise the point reached in a discussion and so help focus the talk.
- Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
- Can invite others into the discussion.

**Asking for clarification:**

- Can ask very simply for repetition when he/she does not understand.

**Planning:**

- Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.

**WORKING WITH TEXT**

**Note-taking:**

- Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.

**MEDIATION**

**Overall mediation:**

- Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.

**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.
- Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.

**Vocabulary control:**

- Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.

**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, punctuation and layout are accurate enough to be followed most of the time.

**Sociolinguistic appropriateness:**

- Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.