



**ΠΛΑΙΣΙΟ ΜΑΘΗΣΗΣ**  
**ΑΓΓΛΙΚΑ Α΄ ΓΥΜΝΑΣΙΟΥ**  
**ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2025-2026 – Β΄ ΤΕΤΡΑΜΗΝΟ**

<b>ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ</b>	
<b>ΔΙΑΡΚΕΙΑ ΤΕΤΡΑΜΗΝΟΥ:</b> 13 εβδομάδες	<b>ΣΥΝΟΛΟ ΠΕΡΙΟΔΩΝ ΔΙΔΑΣΚΑΛΙΑΣ:</b> 39
<b>ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ:</b> 3	<b>ΜΗ ΕΞΕΤΑΖΟΜΕΝΟ</b>
<b>Διδακτικά εγχειρίδια-Βιβλιογραφία:</b> Thacker, C., Wilson, M., & Vincent, D. (2021). <i>Own It! Level 1 Student's Book</i> . Cambridge University Press. Thacker, C., Wilson, M., & Vincent, D. (2021). <i>Own It! Level 1 Workbook</i> . Cambridge University Press.	
<b>Υλικά και μέσα που θα χρησιμοποιήσουν οι μαθητές/τριες 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="https://sch.cy/sm/114/ap_genikos_skopos_mathimatos.pdf">https://sch.cy/sm/114/ap_genikos_skopos_mathimatos.pdf</a></li></ul>	
<b>ΑΝΑΜΕΝΟΜΕΝΑ ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ</b>	
<ul style="list-style-type: none"><li>Οι μαθητές/τριες με την ολοκλήρωση του μαθήματος θα πρέπει να είναι σε θέση να ανταποκρίνονται στους Δείκτες (Can Do Statements) όπως περιγράφονται στο επίπεδο A2 του Common European Framework of Reference for Languages (CEFR). <a href="https://anglm.schools.ac.cy/index.php/el/material/cefr">https://anglm.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="https://anglm.schools.ac.cy/index.php/el/english/scheme-of-work">https://anglm.schools.ac.cy/index.php/el/english/scheme-of-work</a> και στις επόμενες σελίδες.</li></ul>	
<b>ΑΞΙΟΛΟΓΗΣΗ – ΜΟΡΦΕΣ ΑΞΙΟΛΟΓΗΣΗΣ</b>	
<ul style="list-style-type: none"><li>Ένα γραπτό προειδοποιημένο διαγώνισμα, διάρκειας σαράντα πέντε λεπτών (45΄)</li><li>Συμμετοχή μαθητή/τριας στην τάξη (συνέπεια, καθημερινές εργασίες-δραστηριότητες/ατομικά, ομάδα, ολομέλεια)</li><li>Κατ' οίκον εργασία</li><li>Μικρές γραπτές προειδοποιημένες ασκήσεις στην τάξη</li><li>Ατομική ή ομαδική δημιουργική εργασία μελέτης (project) που προετοιμάζεται κατόπιν ανάθεσης και με την καθοδήγηση του/της διδάσκοντα/διδάσκουσας</li><li>Δραστηριότητες διάκρισης ή/και εθελοντική εργασία που σχετίζονται με το μάθημα πέραν της διδασκαλίας στην τάξη (εντός ή και εκτός τάξης)</li><li>Διαμορφωτική αξιολόγηση, εναλλακτικές μορφές αξιολόγησης</li></ul>	



## A2 CEFR DESCRIPTORS CLASS A GYMNASIUM 2025-2026

### LISTENING

#### **Overall listening comprehension:**

- Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
- Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
- Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.

#### **Understanding announcements and instructions:**

- Can catch the main point in short, clear, simple messages and announcements.

#### **Understanding audio (or signed) media and recordings:**

- Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
- Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.

#### **Watching TV, film and video:**

- Can identify the main point of TV news items reporting events etc. where the visual supports the commentary.

### READING

#### **Overall reading comprehension:**

- Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

#### **Reading correspondence:**

- Can understand short simple personal emails.
- Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase).

#### **Reading for orientation:**

- Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
- Can locate specific information in lists and isolate the information required.

#### **Reading for information and argument:**

- Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events especially if there is visual support.



**Reading instructions:**

- Can understand simple instructions on equipment encountered in everyday life.

**RECEPTION STRATEGIES**

**Identifying cues and inferring (spoken, signed and written):**

- Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum, etc.
- Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text.
- Can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter).

**SPEAKING**

**Overall spoken interaction and production:**

- Can give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list.
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
- Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

**Understanding an interlocutor:**

- Can understand what is said clearly, slowly and directly to them in simple everyday conversation; can be made to understand, if the interlocutor can take the trouble.

**Conversation:**

- Can use simple everyday polite forms of greeting and address.
- Can ask how people are and react to news.

**Informal discussion (with friends):**

- Can discuss what to do, where to go and make arrangements to meet.
- Can make and respond to suggestions.
- Can agree and disagree with others.
- Can exchange opinions and compare things and people using simple language.

**Goal-oriented co-operation:**

- Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
- Can ask people for things and give people things.



**Obtaining goods and services:**

- Can order a meal.
- Can give and receive information about quantities, numbers, prices etc.

**Information exchange:**

- Can ask and answer questions about themselves and other people, where they live, people they know, things they have.
- Can ask for and provide personal information.
- Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
- Can ask and answer questions about what they do at work and in free time.

**Interviewing and being interviewed:**

- Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.

**Sustained monologue: describing experience:**

- Can describe him/herself, what he/she does and where he/she lives.
- Can describe people, places and possessions in simple terms.
- Can say what he/she likes and dislikes.

**Sustained monologue: putting a case (e.g. in a debate):**

- Can present their opinion in simple terms, provided interlocutors are patient.

**Addressing audiences:**

- Can give a short, rehearsed, basic presentation on a familiar subject.

**WRITING**

**Overall written production:**

- Can write a series of simple phrases and sentences linked with simple connectors.

**Creative writing:**

- Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job.
- Can create short, simple imaginary biographies and simple poems about people.
- Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like “and”, “but” and “because”.
- Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).



**Overall written interaction:**

- Can ask for or pass on personal details in written form.
- Can write very simple personal emails.

**Correspondence:**

- Can write very simple personal letters expressing thanks and apology.

**Notes, messages and forms:**

- Can write short, simple notes and messages relating to matters in areas of immediate need.

**PRODUCTION STRATEGIES**

**Planning:**

- Can recall and rehearse an appropriate set of phrases from his/her repertoire.

**INTERACTION**

**Goal-oriented co-operation:**

- Can indicate when they are following and can be made to understand what is necessary, if the interlocutor takes the trouble.
- Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.

**Online conversation and discussion**

- Can engage in basic social communication online (e.g. a simple message on a virtual card for special occasions, sharing news and making/confirming arrangements to meet).
- Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though they will generally have to refer to an online translation tool and other resources.

**Goal-oriented online transactions and collaboration:**

- Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.

**INTERACTION STRATEGIES**

**Co-operating:**

- Can indicate when he/she is following.

**Asking for clarification:**

- Can indicate that they did not follow.
- Can signal non-understanding and ask for a word/sign to be spelt out.



## MEDIATION

### Overall mediation:

- Can use simple words/signs to ask someone to explain something.
- Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem.
- Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest, provided these are expressed clearly in simple language.

## COMMUNICATIVE LANGUAGE COMPETENCE

### Linguistic range

#### **Vocabulary range:**

- Has a sufficient vocabulary for the expression of basic communicative needs.
- Has a sufficient vocabulary for coping with simple survival needs.

### Linguistic control

#### **Grammatical accuracy:**

- Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

#### **Vocabulary control:**

- Can control a narrow repertoire dealing with concrete, everyday needs.

#### **Phonological control:**

- Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

#### **Orthographic control:**

- Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.

#### **Sociolinguistic appropriateness:**

- Can handle very short social exchanges, using everyday polite forms of greeting and address.
- Can make and respond to invitations, invitations, apologies etc.