



ΠΛΑΙΣΙΟ ΜΑΘΗΣΗΣ
ΑΓΓΛΙΚΑ Α΄ ΓΥΜΝΑΣΙΟΥ
ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2024-2025 – Β΄ ΤΕΤΡΑΜΗΝΟ

ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ	
ΔΙΑΡΚΕΙΑ ΤΕΤΡΑΜΗΝΟΥ: 13 εβδομάδες	ΣΥΝΟΛΟ ΠΕΡΙΟΔΩΝ ΔΙΔΑΣΚΑΛΙΑΣ: 39
ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ: 3	ΜΗ ΕΞΕΤΑΖΟΜΕΝΟ
Διδακτικά εγχειρίδια-Βιβλιογραφία: 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.	
Υλικά και μέσα που θα χρησιμοποιήσουν οι μαθητές κατά τη διδασκαλία του μαθήματος: Coursebooks, Interactive software, Cambridge 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, Αθλητισμού και Νεολαίας (ΥΠΑΝ): https://sch.cy/sm/114/ap_genikos_skopos_mathimatos.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 A2 του Common European Framework of Reference for Languages (CEFR). https://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 ΥΠΑΝ: https://anglm.schools.ac.cy/index.php/el/english/scheme-of-work και στις επόμενες σελίδες.	
ΑΞΙΟΛΟΓΗΣΗ – ΜΟΡΦΕΣ ΑΞΙΟΛΟΓΗΣΗΣ	
<ul style="list-style-type: none">Ένα γραπτό προειδοποιημένο διαγώνισμα, διάρκειας σαράντα πέντε λεπτών (45΄)Συμμετοχή μαθητή/τριας στην τάξη (συνέπεια, καθημερινές εργασίες-δραστηριότητες/ατομικά, ομάδα, ολομέλεια)Κατ' οίκον εργασίαΜικρές γραπτές προειδοποιημένες ασκήσεις στην τάξηΑτομική ή ομαδική δημιουργική εργασία μελέτης (project) που προετοιμάζεται κατόπιν ανάθεσης και με την καθοδήγηση του/της διδάσκοντα/διδάσκουσαςΔραστηριότητες διάκρισης ή/και εθελοντική εργασία που σχετίζονται με το μάθημα πέραν της διδασκαλίας στην τάξη (εντός ή και εκτός τάξης)Άλλες μορφές αξιολόγησης	



A2 CEFR DESCRIPTORS

CLASS A GYMNASIUM 2024-2025

LISTENING

Overall listening comprehension: (*Listening to announcements & instructions, radio audio, recordings, TV and films*)

- Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
- 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 catch the main point in short, clear, simple messages and announcements.
- Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
- Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
- Can identify the main point of TV news items reporting events etc. where the visual supports the commentary.
- Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.

READING

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

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Can understand short simple personal emails.
- 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.
- 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.
- Can understand simple instructions on equipment encountered in everyday life.
- 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.

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: (*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 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.
- Can use simple everyday polite forms of greeting and address.
- Can ask how people are and react to news.
- Can make and respond to invitations, invitations and apologies.
- Can say what he/she likes and dislikes.
- Can discuss what to do, where to go and make arrangements to meet.
- 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.
- Can order a meal.
- Can give and receive information about quantities, numbers, prices etc.
- 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.
- Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.
- Can describe him/herself, what he/she does and where he/she lives.
- Can describe people, places and possessions in simple terms.

WRITING

Overall written production: (*Notes, messages and forms, Creative writing, correspondence and essays*)

- Can write a series of simple phrases and sentences linked with simple connectors.
- Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.
- Can write a series of simple phrases about their family, living conditions, educational background, present or most recent job.

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.

PRODUCTION STRATEGIES

Planning:

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

COMMUNICATION STRATEGIES

Identifying cues & inferring:

- Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.

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 ask for clarification about key words or phrases not understood using stock phrases.



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:

- 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.

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 socialise simply but effectively using the simplest common expressions and following.
- Can handle very short social exchanges, using everyday polite forms of greeting and address.
- Can make and respond to invitations, invitations, apologies etc.