

LITERARY TARGET (ΔΕΙΚΤΗΣ ΑΛΦΑΒΗΤΙΣΜΟΥ) CLASS A': SECONDARY GENERAL & TECHNICAL EDUCATION				
<b>STUDENTS ...</b> <b>1. Can understand and respond in areas of most immediate relevance, i.e. use very basic vocabulary to ask for and give personal and family information, instructions and follow procedures like in recipes, when shopping, describe routines, etc.</b>  <i>Emphasis should be placed on listening and speaking.</i>				<b>TEACHERS</b>
<b>LISTENING</b>	<b>READING COMPREHENSION</b>	<b>WRITING</b>	<b>SPEAKING</b>	

... can spot specific information and/or data from simple audio texts and respond appropriately, e.g. complete short lists of items, put a small number of items in order as in prioritising, or in chronological order, etc.	...can understand short, simple texts on familiar topics which consist of high frequency every day or job / school-related language and identify the main idea and specific information.	...can use collected information to produce brief, simple and straightforward statements, paying attention to sentence structure.	...can ask and find out about each other by exchanging information (e.g. personal information, hobbies, invitations, apologies, ask for, give and take directions etc.)	<b>RECALLING PREVIOUS KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Introduce the topic by using Ss' experiences to put them in the right frame of mind: e.g. Flashcards, posters, infographics, pictures, anecdotes.</li> <li>Ask Ss to predict the content of the text they will be exposed to (e.g. title, pictures, etc.</li> </ul> <b>DEMONSTRATE UNDERSTANDING</b> <ul style="list-style-type: none"> <li>Get feedback from Ss through checklists, timelines, charts, maps and graphs.</li> <li>Reading numbers and telling the time</li> </ul>
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DEVELOPING SKILLS				
<b>Learning content</b> <b>Prerequisite Language / or language to be taught if needed:</b> <ul style="list-style-type: none"><li>○ To be</li><li>○ Have / has got</li><li>○ Personal pronouns (subject pronouns)</li><li>○ Possessive adjectives</li><li>○ Singular plural forms of nouns</li><li>○ Quantifiers (some, any)</li><li>○ Cardinal / ordinal numbers</li><li>○ Articles (a, an, the)</li><li>○ Demonstratives (this, that, these, those)</li><li>○ Adjectives (colours, size)</li><li>○ Imperatives</li><li>○ Understanding of wh- words</li><li>○ Passive understanding of present simple/ present continuous</li><li>○ Basic prepositions of place</li></ul>	<b>New Knowledge - Language Features:</b> <ul style="list-style-type: none"><li>▪ Present simple / continuous</li><li>▪ Future with ‘going to’</li><li>▪ Distinguish: do, be</li><li>▪ Singular Vs Plurals, determiners</li><li>▪ Countable, Uncountable nouns</li><li>▪ Imperatives</li></ul> <b>Lexical items:</b> <ul style="list-style-type: none"><li>▪ Prepositions of place and time</li><li>▪ Expressions of time</li><li>▪ Adjectives (shape, quality, material, temperature, etc)</li><li>▪ Wh- words, forming questions</li></ul>	<b>Skills and Strategies:</b> <ul style="list-style-type: none"><li>▪ Copy out short texts in printed or clearly handwritten format.</li><li>▪ Pick out and reproduce key words and phrases or short sentences from short texts (e.g. synonyms, antonyms/opposites).</li><li>▪ Copy information from texts to timelines, charts, graphs, or numbered items, etc.</li><li>▪ Follow a model answer to produce their own simple and short piece of writing.</li><li>▪ Start and keep the conversation up.</li></ul>	<b>Attitudes and Values:</b> <ul style="list-style-type: none"><li>▪ Socialising in formal and informal contexts (handle very short and simple social exchanges, using everyday polite forms of greeting and address, make and respond to invitations, apologies etc.) e.g. telephone conversations, introducing each other, discussing jobs, routines, etc.</li><li>▪ Tolerance and cooperation.</li></ul>	

<p>and time (in, on, at, to, under, near)</p> <p>○ Numbers</p>	<ul style="list-style-type: none"> <li>▪ Question tags</li> <li>▪ Can /cannot / must / mustn't</li> </ul>		
<p><b>Suggested Topics:</b></p> <ul style="list-style-type: none"> <li>▪ Discussing jobs, daily routines, interviews (personal information), mobility (e.g. at the airport)</li> </ul> <p><b>Suggested form of texts:</b></p> <ul style="list-style-type: none"> <li>▪ Signs - announcements, instructional material (e.g. recipes), dialogues (i.e. casual conversations, inquiries on timetables, asking for directions etc.), posters, advertisements, completion of forms, personal mottos, inspirational quotes, etc.</li> </ul> <p><i>Texts should be supported by multi-modal aids</i></p>			
<p><b>LITERARY TARGET (ΔΕΙΚΤΗΣ ΑΛΦΑΒΗΤΙΣΜΟΥ):</b></p> <p><b>STUDENTS ...</b></p> <p><b>2. Can communicate and produce short paragraphs in simple language to describe situations, procedures, experiences, thoughts and feelings on topics which are familiar or of personal interest (suggest short stories / past experiences, anecdotes / jokes).</b></p>			
<b>LISTENING</b>	<b>READING COMPREHENSION</b>	<b>WRITING</b>	<b>SPEAKING</b>
<p>...can understand the main points of the recorded or broadcasted audio material about familiar topics provided language is spoken relatively slowly and clearly.</p>	<p>...can understand short texts in simplified English provided these are related to their experiences, feelings and interests and can make out the main points.</p>	<p>...can write personal letters, e-mails or give brief accounts as in diaries/ logs to describe feelings, experiences and provide reasons for opinions, plans and actions in a short paragraph using</p>	<p>...can briefly describe the content of stories in a simple way and express opinion / give advice on topics related to cultural or social issues based on the material covered, providing guidance and</p>
<p><b>DEMONSTRATE UNDERSTANDING - IDENTIFY</b></p> <ul style="list-style-type: none"> <li>• Set the framework of communication, i.e. identify speakers and audience, main message and reason for communication.</li> </ul>			

		simple English.	supportive vocabulary is given (e.g. recommend a video game, film, etc.).	<p><b>COMPREHEND – LEVEL of UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Interpret multi-modal content (inferring from background information in pictures, videos, etc.)</li> <li>• Skim and scan texts to identify specific information and/or the main points.</li> <li>• Infer meaning of unknown words in context based on semantic and syntactic elements (e.g. recognise parts of speech).</li> <li>• Compare and contrast data with own reality to draw meaningful conclusions. (charts and graphs).</li> </ul> <p><b>APPLY</b></p> <ul style="list-style-type: none"> <li>• Small projects e.g. start a diary (preferably a diary communication with Class<sup>1</sup> / teacher on a weekly basis), respond to blogs, e-mails, etc.</li> </ul>

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<sup>1</sup> Students start a diary with weekly entries where they record an achievement of the week, one thing that impressed them and a goal for the next week. They are encouraged to include photos, pictures and/ or clippings from magazines/ newspapers etc. to exemplify. Once a week they have class discussions about their entries and the teacher collects and corrects them before returning them.

DEVELOPING SKILLS			
<p><b>Learning Content</b>  <b>Prerequisite Language or language to be taught if needed:</b></p> <ul style="list-style-type: none"> <li>▪ Present simple / continuous</li> <li>▪ Distinguish: do, be</li> <li>▪ Singular Vs Plurals, determiners</li> <li>▪ Countable, Uncountable nouns</li> <li>▪ Imperatives</li> </ul> <p><b>Lexical items:</b></p> <ul style="list-style-type: none"> <li>▪  Prepositions of place and time</li> <li>▪ Expressions of time</li> <li>▪ Adjectives (shape, quality, material, temperature, etc)</li> <li>▪ Wh- words, forming questions</li> <li>▪ Question tags</li> <li>▪ Can /cannot / must / mustn't</li> </ul>	<p><b>New Knowledge - Language Features:</b></p> <ul style="list-style-type: none"> <li>▪ Present simple and present continuous, stative verbs</li> <li>▪ Past simple</li> <li>▪ Past continuous</li> <li>▪ Tag questions</li> <li>▪ Adjectives</li> <li>▪ Commonly-used adverbs</li> <li>▪ Word order</li> <li>▪ Lexical items related to the thematic unit</li> <li>▪ Giving synonyms and antonyms</li> <li>▪ Reported speech (simple present and past)</li> </ul>	<p><b>Skills and Strategies:</b>  Develop narrative skills:</p> <ul style="list-style-type: none"> <li>▪ Identify main points: skimming and scanning</li> <li>▪ Use of synonyms, antonyms / opposites</li> <li>▪ Develop critical thinking skills: <ul style="list-style-type: none"> <li>○ Compare collected data and identify similarities and differences (simple texts, pictures, maps, graphs, personal information such as height, weight, etc.).</li> <li>○ Draw conclusions and/ or raise questions.</li> </ul> </li> <li>▪ Use collected data (words and phrases) to present orally.</li> </ul>	<p><b>Attitudes and Values:</b></p> <ul style="list-style-type: none"> <li>▪ Citizenship: develop team spirit</li> </ul>
<p><b>Suggested Topics:</b></p> <ul style="list-style-type: none"> <li>▪ Films, YouTube videos, short and simple reviews of films, books and websites, manga (cartoons), school / family / personal issues, travelling, environment, etc.</li> </ul> <p><b>Suggested form of text:</b></p> <ul style="list-style-type: none"> <li>▪ Any form of short narrative / story - audio, visual, written texts, e.g. videos, video clips, trailers, news presentations / reports, film /</li> </ul>			

book / product advertisements, etc.

*Texts should be supported by visuals*

# **LITERARY TARGET (ΔΕΙΚΤΗΣ ΑΛΦΑΒΗΤΙΣΜΟΥ):**

# **TEACHERS**

## **STUDENTS...**

**3. Can deal with practical everyday issues: finding out and passing on information concerning their life, school, job, family and friends.**

## **LISTENING**

## **READING COMPREHENSION**

## **WRITING**

## **SPEAKING**

...can generally follow the main points of a discussion, conversation or short speech provided the language is simple and clear.

...can identify the main points and the line of reasoning behind in simple short texts, accompanied by charts, graphs, tables, pictures etc., and respond.

...can briefly give reasons and explanations for opinions, plans and actions in the form of a letter, e-mail or very short, simple reports.

...respond to and exchange information on issues related to social and school problems like bullying and peer pressure, that are familiar to i.e. personal experiences provided the interlocutor repeats or paraphrases in simple language what she says when asked.

## **DEMONSTRATE UNDERSTANDING- IDENTIFY**

- Identify the type of text and the purpose it serves (i.e. advertisement, application form / letter, etc.) and formal /informal language
- Select and reproduce key words and phrases as in paraphrasing
- Identify chunks of language (i.e., collocations).
- Choose the appropriate social framework within which to interact linguistically
- Collect and combine short pieces of information from different sources, e.g. personal experiences, different

				kinds of texts, etc. <ul style="list-style-type: none"> <li>• Give the main points paying attention to sentence structure (word order)</li> </ul> <b>APPLY KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Identify the problem and suggest solutions</li> </ul>
<b>DEVELOPING SKILLS</b>				
<b>Learning Content:</b> <b>Prerequisite</b> <b>Language or language to be taught if needed</b> <ul style="list-style-type: none"> <li>▪ <b>Present tenses (simple and continuous)</b></li> <li>▪ <b>Stative verbs</b></li> <li>▪ <b>Modal verbs</b></li> <li>▪ <b>Wh- question words</b></li> <li>▪ <b>Past simple</b></li> <li>▪ <b>Past continuous</b></li> <li>▪ <b>Tag questions</b></li> <li>▪ <b>Adjectives</b></li> <li>▪ <b>Commonly-used adverbs</b></li> <li>▪ <b>Word order</b></li> <li>▪ <b>Reported speech (simple present and past)</b></li> </ul>	<b>New Knowledge - Language features:</b> <ul style="list-style-type: none"> <li>▪ Past tenses (simple and continuous)</li> <li>▪ Simple Future ('will')</li> <li>▪ Zero and first conditional</li> <li>▪ Shall / should, will / would, may / might</li> <li>▪ Numbers interpreting statistics and quantities, e.g. comparing road accidents by year, assessing footballers' performance in championships,</li> </ul>	<b>Skills and strategies:</b> <ul style="list-style-type: none"> <li>▪ Developing skimming and scanning skills.</li> <li>▪ Prioritising (recycle the numbers).</li> <li>▪ Inferring the meaning of words from the context.</li> <li>▪ Develop organisational skills (i.e. set points/ data collected in order).</li> <li>▪ Develop critical thinking skills: comparing information/ points/ data collected.</li> <li>▪ Draw conclusions.</li> </ul>	<b>Attitudes and values:</b> <ul style="list-style-type: none"> <li>▪ Citizenship (develop awareness on social issues e.g. discipline at school, delinquency, graffiti etc.)</li> <li>▪ World / European citizenship</li> </ul>	

<b>Lexical items:</b> <ul style="list-style-type: none"> <li>▪ Related to the topics covered</li> </ul>	making predictions, etc.		
<p><b>Suggested Topics:</b></p> <ul style="list-style-type: none"> <li>▪ School life, career choices, friendships, organising / planning school events.</li> </ul> <p><b>Suggested Form of Text:</b></p> <ul style="list-style-type: none"> <li>▪ Brochures, promotional material, tapescripts of videos, itineraries, short descriptions, e.g. of people, places, events, reviews, questionnaires.</li> </ul> <p><i>Texts should be Supported by Multi-Modal Aids</i></p>			
<b>LITERARY TARGET (ΔΕΙΚΤΗΣ ΑΛΦΑΒΗΤΙΣΜΟΥ):</b>  <b>STUDENTS...</b> <b>4. Can understand the general meaning of texts and articles within their everyday life and fields of interest (e.g. volunteerism, description of work environment as safety in labs, kitchen and work-space).</b>		<b>TEACHERS</b>	

<b>LISTENING</b>	<b>READING COMPREHENSION</b>	<b>WRITING</b>	<b>SPEAKING</b>	
...can understand the general meaning and opinions expressed in a short continuous text on topics related to their own experiences, immediate surroundings and global issues, provided the language used is simple and clear.	...can understand the general meaning and find specific information in short simple texts focused on issues related to their interests and immediate surroundings, e.g. safety in school, technology in our life, etc.	...can enlist information from short simple speeches / presentations, or from multiple sources and use them to write their own texts, provided help and guidance is given in the form of worksheets, charts, tables, etc.	...can express opinion on matters related to their own realities and make short, simple presentations, or take part in short discussions following the guidance offered, according to their level.	<p><b>LEVEL of UNDERSTANDING – IDENTIFY</b></p> <ul style="list-style-type: none"> <li>Identify the general meaning of the content plus supportive arguments</li> <li>Enlist information, using graphs, tables, charts, mind-maps as helping aids</li> <li>Use synonyms and / or antonyms to define meaning / words / expressions</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Express opinion and discuss, using a structured framework (e.g. take turns, debating issues using cards, etc.)</li> <li>Sentence and paragraph structure.</li> <li>Preparation for a short presentation / discussion.</li> </ul> <p><b>ANALYSE</b></p> <ul style="list-style-type: none"> <li>Peer and self-assessment using rubrics and / or pre-set criteria</li> </ul>
<b>DEVELOPING SKILLS</b>				
<b>Learning Content: Prerequisite Language or language to be taught</b>	<b>New Knowledge - Language features:</b> <ul style="list-style-type: none"> <li>Linking words</li> </ul>	<b>Skills and strategies:</b> <ul style="list-style-type: none"> <li>Enlisting information using charts tables, graphs, mind maps, graphic organisers.</li> </ul>	<b>Attitudes and values:</b> <ul style="list-style-type: none"> <li>Global citizenship (socialising and communicating, expressing</li> </ul>	

<p><b>if needed.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Past tenses (simple and continuous)</b></li> <li>▪ <b>Zero and first conditionals</b></li> <li>▪ <b>Reported speech (simple present and past)</b></li> <li>▪ <b>Shall / should, will / would, may /might</b></li> <li>▪ <b>Numbers interpreting statistics and quantities, e.g. comparing road accidents by year, assessing footballers' performance in championships, making predictions, etc.</b></li> </ul> <p><b>Lexical items:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Related to the topics covered</b></li> <li>▪ <b>Terminology</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Transfer words (connecting one idea to the next)</li> <li>▪ Future with 'will'</li> <li>▪ Present and past simple passive voice and passive expressions</li> <li>▪ Opinion verbs, agreeing / disagreeing</li> <li>▪ Clauses of reason, concession and purpose.</li> <li>▪ Use of linking words: and, or, but etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Critical thinking skills – collecting, comparing, contrasting and collating information.</li> <li>▪ Problem solving skills, e.g. helping a friend in need.</li> </ul>	<p>opinion, developing tolerance).</p> <ul style="list-style-type: none"> <li>▪ Democratic values / respecting other people's opinion.</li> </ul>
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**Suggested Topics:**

- Safety at home and school, issues related to the arts and the environment, global issues, e-sports<sup>2</sup>, e-games<sup>3</sup>, etc.

**Suggested Form of Text:**

- Film or book reviews, comic strips, etc.

*Texts may be supported by multi-modal aids*

Based on:

[https://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

<http://www.schools.ac.cy/eyliko/mesi/themata/anglika/curriculum.html>

Bloom's Taxonomy: <http://teaching.uncc.edu/best-practice/goals-objectives/writing-objectives>

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<sup>2</sup> Competitions facilitated by electronic systems, particularly video games

<sup>3</sup> International e-sports competitions