*Anul școlar:* 2022 – 2023

*Unitatea de învățământ:* .......................................................................

*Profesor:* ...............................................................................................

*Aria curriculară:* Limbă și comunicare – limbi moderne

*Disciplina de învățământ:* Comunicare în limba modernă1. Engleză

*Clasa:* a II-a

*Manualul utilizat:* **Comunicare în limba modernă****1. Engleză. Clasa a II-a, autori: Herbert Puchta, Günter Gerngross and Peter Lewis-Jones with Bianca Popa, Editura Art Klett, București, 2019**

*Număr de ore pe săptămână:* 1/2 ore

Total 36 săptămȃni

**PLANIFICARE CALENDARISTICĂ ANUALĂ PENTRU COMUNICARE ÎN LIMBA MODERNĂ 1. ENGLEZĂ. CLASA A II-A**

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| **Unitatea de învățare** | **Competențe specifice** | **Conținuturi** | **Număr de ore** | **Săptămâna** | **Observații** |
| **Modul I** (7 ore) |
| **Starter unit****Back to School** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4 | **The classroom** *There is / There’s a (cupboard).* *There are some (chairs).* SpellingIntroducing oneself/ peopleStory: ***The Burglars*** | 3 | S1 – S3 |  |
| **Unit 1The Zoo** | 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1 | **Animals** *Do you like (bananas)?* *Yes, I do. / No, I don’t.* *(He / She) likes / doesn’t like (spiders). Does (Mike / Emma) like (monkeys)?* *Yes, he / she does. / No, he / she doesn’t.*Expressing likes/dislikesAsking for/ supplying simple informationStory: ***The Zoo Keeper*** | 3 | S4 – S6 |  |
| **Festivals – Halloween** | 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1 | **New language:** *monster, pumpkin, vampire,**costumes, wings, trick or treat***Cut-out activity**: booklet for a Halloween game**Chant:** *We’re dressing up for Halloween* | 1 | S7 |  |
| **Modul II** (8 ore) |
| **Unit 2My Bedroom** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1 | **Furniture***Where’s / Where are the pencil(s)?* *It’s / They’re in / on / under the chair.* *I like this / that / these / those book(s)* Locating thingsStory: ***Tidy Up!*** locating things. | 4 | S8 – S11 |  |
| **Unit 3Come to My Party** | 1.1, 1.3, 2.1, 2.3, 3.1, 4.1 | **The face***He / She’s got (dark eyes).* *Has he / she got (green eyes)?* *Yes, he / she has. / No, he / she hasn’t.* describing peopleCongratulating people (on their birthday)Story: ***Thunder’s Party*** | 3 | S12 – S14 |  |
| **Festivals – Christmas** | 1.1, 1.3, 2.1, 2.3, 3.1, 4.1 | **New language:** *Santa, sleigh, reindeer, presents,**snowing, cold, busy***Chant:** *Here comes Santa* | 1 | S15 |  |
| **Modul III** (7/8 ore) |
| **Revision 1****Test 1** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1 | Classroom, animals, furniture, the facedescribing people, congratulating, locating things, spelling | 3 | S16 – S18 |  |
| **Unit 5Sports Club** | 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1 | **Sports***(Flying a kite) is difficult.* *difficult, fun, great, boring* *What sport do you like doing?* *I like playing (hockey).* *Me too. / I don’t.*Talking about hobbies and sport, expressing likesStory: ***The Football Club*** | 4/5 | S19 – S22/S23 |  |
| **Modul IV** (5/6 ore) |
| **Unit 6In the Countryside** | 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1 | **Farm animals***The (cow) is big. The (mouse) is small. (Whisper) is tall. (Misty) is short.* *The (horse) has got a long tail.* *The (rabbit) has got a short tail.* *How many (legs) have (chickens) got? They’ve got (2 legs).*Describing animalsStory: ***We’re Lost*** | 4/5 | S23/S24 – S27 |  |
| **Festivals – Easter** | 1.1, 1.3, 2.1, 2.3, 3.1, 4.1 | **New language:** *Easter egg hunt***Easter rhyme:** *Come to my house for Easter***Cut-out activity:** *An Easter egg hunt* | 1 | S28 |  |
| **Modul V** (8 ore) |
| **Unit 7Amusement Park** | 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1 | **Amusement park** *I’d like to (drink a lemonade).* Expressing likesStory: ***Bad Apples*** | 5 | S29 – S33 |  |
| **Revision 2****Test 2** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1 | Transport, sport, farm animals, amusement parkLocating things, describing things identifying means of transport/ animals expressing likes. | 3 | S34 – S36 |  |



**Competenţele generale și specifice din programa școlară urmărite în unitățile de învățare**

**1. Receptarea de mesaje orale simple**

1.1. Oferirea unei reacţii adecvate, în situaţii de comunicare uzuale, la o întrebare/ instrucţiune simplă rostită clar şi foarte rar

1.2. Recunoaşterea poziţiilor de bază (pe, sub, în faţă, în spatele, în) ale unor obiecte din universal imediat, în mesaje articulate clar şi rar

1.3. Manifestarea curiozităţii faţă de sesizarea semnificaţiei globale a unor filme şi a unor cântece pentru copii în limba modern respective

**2. Exprimarea orală în situaţii de comunicare uzuală**

2.1. Reproducerea unor cântece/poezii simple pentru copii

2.2. Prezentarea unei persoane / unui personaj cunoscut folosind câteva detalii familiare (nume, gen, vârstă, hobby)

2.3. Participarea la jocuri de comunicare în care reproduce sau creează rime/ mesaje scurte

2.4. Cererea şi oferirea unor informaţii scurte şi simple referitoare la localizarea obiectelor din universul imediat

**3. Receptarea de mesaje scrise simple**

3.1. Manifestarea curiozităţii pentru decodarea unor mesaje scrise simple şi scurte din universul imediat

**4. Redactarea de mesaje scrise simple în situaţii de comunicare uzuală**

4.1. Participarea la proiecte de grup/ la nivelul clasei în care elaborează cu sprijin scurte mesaje scrise

**1. Understand simple oral messages**

1.1. Provide an adequate reaction to a simple question/instruction articulated clearly and very slowly, in everyday communication situations

1.2. Recognise the basic position of objects from their immediate universe (on, under, in front of, behind, in) in messages that are articulated slowly and clearly

1.3. Show curiosity towards understanding the global meaning of children’s films and songs in English

**2. Speak in everyday communication situations**

2.1. Reproduce short, simple children’s songs/poems

2.2. Introduce a person/popular character, using a few familiar details (name, gender, age, hobby)

2.3. Take part in communication games by reproducing or creating short chants/messages

2.4. Ask for and give short, simple information about where objects from their immediate universe are

**3. Understand simple written messages**

3.1. Show curiosity towards decoding simple, short written messages related to their immediate universe

**4. Write short simple messages in everyday communication situations**

4.1. Take part in group/class projects by producing short written messages with help from the teacher