*Anul școlar:* 2019 – 2020

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

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

*Aria curriculară:* Limbă și comunicare – limbi moderne

*Disciplina de învățământ:* Limba modernă1– studiu intensiv. Engleză

*Clasa:* a VI-a

*Manualul utilizat:* **Limba modernă****1 – studiu intensiv. Engleză. Clasa a VI-a, autori: Ben Goldstein & Ceri Jones with Emma Heyderman,
Cristina Rusu, Diana Todoran and Ioana Tudose, Editura Art Klett, București, 2019**

*Număr de ore pe săptămână:* 4 ore

**PLANIFICARE CALENDARISTICĂ ANUALĂ PENTRU LIMBA MODERNĂ 1 – STUDIU INTENSIV. ENGLEZĂ. CLASA A VI-A**

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| **Unitatea de învățare** | **Competențe specifice** | **Conținuturi** | **Număr de ore** | **Săptămâna** | Observații |
| **Semestrul I** |
| **Starter unit** | 1.1; 1.2; 1.3; 2.2; 2.3; 2.4; 2.5; 3.2; 3.3; 3.4; 4.1; 4.2; 4.4 | **Vocabulary**: Family, school subjects, sports and activities**Language focus:** subject pronouns and *be,* possessive *’s*, *there is/there are*; *some* and *any*, *have* *got* + *a/an*, *present simple* affirmative and negative, questions, adverbs of frequency**Speaking and Listening:** Nathan’s family, Nathan’s school, Nathan’s free time**Extras:** Grammar reference | 4 | 1 | Testare inițială |
| **Unit 1Money matters** | 1.2; 1.3; 2.3; 2.5; 3.2; 3.3; 3.4; 4.4; 4.5 | **Vocabulary:** Shops**Reading**: A blog; **Explore:** extreme adjectives**Language focus 1:** *present simple* vs *present continuous*; video: Unusual fun**Listening:** A conversation. Describing people**Language focus 2:** *want to, would like to, would prefer to, would rather/sooner*; *enough* + noun**Listening and vocabulary:** A radio programme, money verbs**Discover culture:** Tiger Sanctuary, an article; adjective prefixes**Speaking: Real Talk:** *How do you spend your money?* Shopping**Writing:** an email**CLIL: Maths** – percentages. What does zero mean?**Grammar reference, Vocabulary bank, Groupwork** | 8 | 2 – 3  |  |
| **Unit 2Our heroes** | 1.2; 1.3; 2.3; 2.5; 3.2; 3.3; 3.4; 4.3; 4.4; 4.5 | **Vocabulary:** Jobs**Reading**: A magazine quiz; **Explore:** expressions with *make***Language focus 1:** *was/were*, affirmative and negative; *past simple* and time expressions; video: Wildlife hero**Language focus 2:** *was/were* questions; *past simple* questions; *used to* + infinitive**Listening and vocabulary:** A conversation: adjectives of character**Discover culture:** The Chilean mine rescue; a blog. The suffix *-ness***Speaking: Real Talk:** *Who’s your role model and why?* Speculating**Writing**: A description of a person you admire**CLIL: History**: the feudal system. Amelia Earhart**Grammar reference, Vocabulary bank, Groupwork** | 8 | 4 – 5 |  |
| **Review Units 1–2** |  | 4 | 6 |  |
| **Evaluation Test 1–2** |  |  |
| **Unit 3At home** | 1.2; 1.3; 2.2; 2.3; 2.5; 3.4; 4.4; 4.5 | **Vocabulary:** Things in the home**Reading**: An online forum **Explore:** expressions with *do***Language focus 1:** comparatives and superlatives; video: Moving house**Language focus 2:** *must/mustn’t*, *should/ shouldn’t* for talking about rules, giving advice, making recommendations**Listening and vocabulary:** an interview – household appliances**Discover culture:** A cool life – a blog; Explore: verbs with *up* or *down***Speaking: Real Talk:** Houses vs flats. Asking for/offering help**Writing**: A description of a house**CLIL: Art**: the Bauhaus movement. The seventh wonder of the world**Grammar reference, Vocabulary bank, Groupwork** | 8 | 7 – 8 |  |
| **Unit 4A balancing act** | 1.2; 1.3; 2.2; 2.3; 2.5; 3.1; 3.2; 3.4; 4.1; 4.4; 4.5 | **Vocabulary:** Priorities**Reading**: A magazine article **Explore:** verb + noun collocations**Language focus 1:** *should/must* for giving advice*;* video: Get up and go!**Language focus 2:** *(don’t) have to/mustn’t* for necessity**Listening and vocabulary:** A radio interview. Performing**Discover culture:** A Life on Broadway – an article. **Explore:** prepositions**Speaking: Real Talk:** *What makes a good friend?* – offering to help**Writing**: A competition entry. **Useful language:** avoiding repetition**CLIL: PE** – avoiding sports injuries. Mountain rescue.**Grammar reference, Vocabulary bank, Groupwork** | 8 | 9 – 10 |  |
| **Review Units 3–4** |  | 4 | 11 |  |
| **Evaluation Test 3–4** |  |  |
| **Festivals(Halloween)** | 1.2; 1.3; 2.2; 2.3; 2.5; 3.1; 3.2; 3.4; 4.1; 4.4; 4.5 | **Vocabulary:** *festival, witch hat, black cat, bat, sweets/candies* | 4 | 12 |  |
| **Reading for pleasure A** | 1.2; 1.3; 2.2; 2.3; 2.5; 3.1; 3.2; 3.4; 4.1; 4.4; 4.5 | **Vocabulary:** *The Hound of the Baskervilles* by Arthur Conan Doyle**Vocabulary:** *blankets, enemy, footsteps, gun, stranger*  | 4 | 13 |  |
| **Projects(Projects 1–3)**  | 1.2; 1.3; 2.2; 2.3; 2.5; 3.1; 3.2; 3.4; 4.1; 4.4; 4.5 | **Project 1:** A sponsored event – poster **Project 2:** A plan of my ideal house – poster**Project 3:** Information leaflet about a festival | 4 | 14  |  |
| **Școala altfel** |  |  | 4 | 15 |  |
| **Semestrul al II-lea** |
| **Unit 5Vision of the future** | 1.1; 1.2; 1.3; 2.1;2.3; 2.4; 2.5; 3.1; 3.2; 3.4; 4.3; 4.4; 4.5 | **Vocabulary:** Computer words**Reading**: A magazine article; **Explore:** suffixes *-ful/-less***Language focus 1:** *will/won’t; may/might*; video: Pizza problems**Language focus 2:** question tags**Listening and vocabulary:** An interview. Technology verbs + prepositions**Discover culture:** Learning to share. A blog. **Explore:** Phrasal verbs 1**Speaking: Real Talk:** *How important is your mobile to you?* Asking for and giving instructions.**Writing**: an opinion essay**CLIL: ICT**: super computers. Who’s real?**Grammar reference, Vocabulary bank, Groupwork** | 8 | 16 – 17 |  |
| **Unit 6Life choices** | 1.2; 1.3; 2.1; 2.2; 2.3; 2.4; 2.5; 3.3; 3.4; 4.4; 4.5 | **Vocabulary:** Life events**Reading**: A magazine quiz. **Explore:** phrasal verbs 2**Language focus 1:** *will* vs *be going to*; video:A school at home**Language focus 2:** *present continuous* for future**Listening and vocabulary:** A conversation. Containers and materials**Discover culture:** Time for an adventure. An article. **Explore:** verbs with prepositions**Speaking: Real Talk:** *What are you going to do when you leave school?* Agreeing and disagreeing. Question tags**Writing**: A thank you email**CLIL: Science**: life cycle of a plastic bag. Go Green.**Grammar reference, Vocabulary bank, Groupwork** | 8 | 18 – 19 |  |
| **Review Units 5–6** |  | 8 | 20 – 21  |  |
| **Evaluation Test 5–6** |  |  |
| **Unit 7Look out!** | 1.1; 1.2; 1.3; 2.3; 2.4; 2.5; 3.1; 3.3; 3.4; 4.4; 4.5 | **Vocabulary:** Accidents and injuries**Reading**: A magazine article. **Explore:** expressions with *get***Language focus 1:** *Present perfect* affirmative and negative; video: Danger in our food**Language focus 2:** *Present perfect* questions. Past Simple vs Present Perfect.**Listening and vocabulary:** A radio interview: the body**Discover culture:** A deadly job. An article. **Explore:** compound nouns**Speaking: Real Talk:** *Have you ever had an accident?* Reacting to news**Writing**: An email refusing an invitation. Polite language for refusing**CLIL: Science**: Foodborne illness. Medical myths. **Grammar reference, Vocabulary bank, Groupwork** | 8 | 22 – 23 |  |
| **Unit 8Having fun** | 1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 2.4; 2.5; 3.1; 3.3; 3.4; 4.4; 4.5 | **Vocabulary:** Free time activities**Reading**: An online forum. **Explore:** Expressions with *have***Language focus 1:** *one/one’s*; indefinite pronouns; video: A New York City food tour**Language focus 2:** *to + adj (+ inf), (not) adj + enough***Listening and vocabulary:** A radio interview. Adjectives of feeling**Discover culture:** Punkin Chunkin! An article. **Explore:** making nouns from verbs.**Speaking: Real Talk:** *How do you celebrate your birthday?* Suggesting and responding**Writing**: An email invitation to a friend**CLIL: Geography**: functional zones. An Ancient Answer.**Grammar reference, Vocabulary bank, Groupwork** | 8 | 24 – 25 |  |
| **Review Units 7–8** |  | 8 | 26 – 27  |  |
| **Evaluation Test 7–8** |  |  |
| **Final Evaluation Test** |  | 8 | 28 – 29 |  |
| **FestivalsApril Fools' Day** | 1.2; 1.3; 2.2; 2.3; 2.5; 3.1; 3.2; 3.4; 4.1; 4.4; 4.5 | **Vocabulary:** *practical joke, prank, play a joke/trick, to fool somebody, joker* | 8 | 30 – 31  |  |
| **Reading for pleasure B** | 1.2; 1.3; 2.2; 2.3; 2.5; 3.1; 3.2; 3.4; 4.1; 4.4; 4.5 | **Adaptation from** *The Mill on the Floss* by George Eliot**Vocabulary:** *forehead, naughty, slap, tear, tremble, whisper*  | 8 | 32 – 33  |  |
| **Projects(Projects 4–7)**  | 1.2; 1.3; 2.2; 2.3; 2.5; 3.1; 3.2; 3.4; 4.1; 4.4; 4.5 | **Project 4:** The histrory of transport – a presentation**Project 5:** Visiting cool places **–** a travel brochure**Project 6:** A personal biography – a presentation**Project 7:** An unusual place – a poster  | 8 | 34 – 35  |  |



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

 **1. Receptarea de mesaje orale în diverse situaţii de comunicare**

**1.1.** Identificarea informaţiilor esențiale din știrile prezentate la TV/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini

**1.2.** Identificarea detaliilor din mesaje și interacţiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar

**1.3.** Identificarea unor elemente culturale specifice limbii studiate

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

**2.1.** Prezentarea unor planuri/unor intenţii și proiecte de viitor

**2.2.** Descrierea scurtă, elementară a unor activități

**2.3.** Inițierea, susținerea și încheierea unui dialog pe teme familiare sau de interes personal

**2.4.** Participarea la conversaţii în legătură cu planificarea unor activităţi

**2.5.** Manifestarea interesului pentru participarea la schimbul verbal

**3. Receptarea de mesaje scrise în diverse situaţii de comunicare**

**3.1.** Extragerea informaţiilor necesare din liste sau din texte funcţionale simple (pliante, meniuri, orare, reclame)

**3.2.** Extragerea informațiilor din mai multe texte scurte pe baza mai multor criterii/constrângeri prestabilite sau negociate

**3.3.** Identificarea informaţiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns

**3.4.** Manifestarea disponibilităţii pentru informare prin lectură

**4. Redactarea de mesaje în diverse situaţii de comunicare**

**4.1.** Completarea unui formular cu informaţii de identificare (educaţie, interese, competenţe)

**4.2.** Redactarea unei scrisori personale (inclusiv digitale) foarte simple exprimând mulțumiri sau scuze **4.3.** Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică

**4.4.** Redactarea de texte simple și coerente pe teme de interes

**4.5.** Participarea la schimbul de mesaje scrise