*Anul școlar:* 2025-2026

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

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

*Aria curriculară:* Limbă și comunicare – limbi moderne

*Disciplina de învățământ:* Limba modernă 1– studiu intensiv. Limba engleză. Clasa a VIII-a

# *Manualul utilizat:* Limba modernă 1 – studiu intensiv. Limba engleză. Clasa a VIII-a, autori: Ben Goldstein, Ceri Jones, Vicki Anderson, Irina Spătaru, Ioana Tudose, Ioana Adam, Editura Art Klett, București, 2025

*Număr de ore pe săptămână:* 4 ore

**PLANIFICARE CALENDARISTICĂ ANUALĂ LA LIMBA ENGLEZĂ (L1 – intensiv)**

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| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **MODUL I** | | | | |  |
| **Starter Unit** | 1.1, 1.2, 1.3,  1.4, 2.3, 2.4;  3.1, 3.2, 3.3,  3.5 | * **Vocabulary:** Art around us, Performing, Adventure sports and activities, Personal qualities, Verbs and prepositions, Describing food and cooking * **Language focus:** Word order in questions, Subject/object questions, Present perfect with *ever, never, for* and *since*, Present perfect questions, Present perfect and past simple, Present perfect with *still, yet, already* and *just*, Present perfect simple vs. present perfect continuous, Future simple, *be going to, will* and *may/might*, Future continuous, First conditional, Time clauses * **Extras:** Grammar reference | 4 | 1 | Testare inițială |
| **Unit 1 Extreme living** | 1.1, 1.2, 1.3,  1.4; 2.3, 2.4,  2.5; 3.1, 3.2,  3.3, 3.4, 3.5;  4.1, 4.2, 4.5 | * **Vocabulary**: Extreme weather * **Reading:** A blog; **Explore** words in context * **Language focus 1:** Present simple vs. present continuous (review) * **Listening and vocabulary:** Survival essentials; A conversation * **Language focus 2:** Past simple vs. past continuous (review) * **Discover culture:** People of the mangrove; A magazine article; **Explore** prepositional phrases * **Speaking:** Real Talk: *Which do you prefer – towns and cities or the countryside?*;   Giving your opinion   * **Writing:** An email to a friend * **CLIL:** Biology: Global warming * **Extras:** Grammar reference, Vocabulary bank, Project 1: A brief history of hotels (A poster) | 12 | 2-4 |  |

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| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **MODUL II** | | | | | |
| **Unit 2 Fears** | 1.1, 1.2, 1.3,  1.4; 2.2, 2.4,  2.5; 3.1, 3.3,  3.5; 4.1, 4.2,  4.3, 4.5 | * **Vocabulary**: Fears * **Reading:** An advice column; **Explore** prepositional phrases * **Language focus 1:** *be going to*,*will* and present tenses for the future (review) * **Listening and vocabulary:** Conversations between friends; -*ed* and -*ing* adjectives * **Language focus 2:** Quantifiers (review), *a little/a few* * **Discover culture:** Calendars of the ancient Maya; An article; **Explore** opposite adjectives * **Speaking:** Real Talk: *What are you afraid of?*; Expressing surprise * **Writing:** A message to a friend * **CLIL:** Geography: Living in a global city * **Extras:** Grammar reference, Vocabulary bank, Project 2: A presentation | 12 | 5-7 |  |
| **Revision Units 1–2** |  | 4 | 8 |  |
| **Evaluation Test Units 1–2** |  |  |
| **Unit 3 School life** | 1.1, 1.2, 1.3,  1.4; 2.3, 2.4,  2.5; 3.1, 3.2,  3.3, 3.4, 3.5;  4.1, 4.3, 4.4,  4.5 | * **Vocabulary**: Life at school * **Reading:** A student blog; **Explore** words in context * **Language focus 1:** Second conditional * **Listening and vocabulary:** A discussion; *make* and *do* (review) * **Language focus 2:** Second conditional questions, *need/needn’t* for talking about necessity/obligation; *should/shouldn’t* for making recommendations/giving advice * **Discover culture:** Playing with Maths; An article; **Explore** phrasal verbs (1) * **Speaking:** Real Talk: *Who would you talk to if you needed advice?*; Asking for and giving advice * **Writing:** A problem page * **CLIL:** Technology: Social media * **Extras:** Grammar reference, Vocabulary bank, Project 3: My ideal school system (debating the pros and cons of AI with students) | 12 | 9 -11 |  |

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| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **MODUL III** | | | | | |
| **Unit 4 Green planet** | 1.1, 1.2, 1.3;  2.4, 2.5; 3.1,  3.2, 3.3, 3.5;  4.1, 4.4, 4.5 | * **Vocabulary**: Materials * **Reading:** An article; **Explore** words in context * **Language focus 1:** Present simple passive, Present simple passive questions * **Listening and vocabulary:** A class presentation; Energy issues * **Language focus 2:** Past simple passive, Past simple passive questions * **Discover culture:** Build it better; An article; **Explore** phrasal verbs (2) * **Speaking:** Real Talk: *What kind of voluntary work can you do in your school or town?*; Apologising and explaining * **Writing:** A newspaper article * **CLIL:** Chemistry: Renewable energy * **Extras:** Grammar reference, Vocabulary bank, Project 4: An information leaflet | 12 | 12-14 |  |
| **Revision Units 3–4** |  | 4 | 15 |  |
| **Evaluation Test Units 3–4** |  |  |
| **Reading for pleasure A** | 1, 1.2, 1.3,  1.4; 2.2, 2.3,  2.4, 2.5; 3.1,  3.3; 4.1; 4.2,  4.3; 4.5 |  | 4 | 16 |  |
| **Holidays in my community** | 1.1, 1.2, 1.3,  1.4; 2.1, 2.2,  2.3, 2.4, 2.5;  3.1, 3.3, 3.4;  4.1; 4.4, 4.5 |  | 8 | 17-18 |  |
| **Final evaluation test A** |  |  |  |
| **Școala „altfel”** |  |  |  | 19 |  |

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| **Unitatea de învăţare** | **Competențe specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **MODUL IV** | | | | | |
| **Unit 5 Trends** | 1.1, 1.2, 1.3,  1.4; 2.2, 2.3,  2.4, 2.5; 3.1,  3.2, 3.3, 3.4,  3.5; 4.1, 4.3,  4.4, 4.5 | * **Vocabulary**: Clothes * **Reading:** Short online texts; **Explore** words in context * **Language focus 1:** *used to* and *would* (review), Future in the past * **Listening and vocabulary:** An interview; Adjectives and dependent prepositions * **Language focus 2:** Past perfect simple, Past perfect continuous, Past perfect continuous vs. past continuous * **Discover culture:** Inside the guitar; A magazine article; **Explore** compound nouns * **Speaking:** Real Talk: *What music and fashion were your parents into when they were growing up?* ;   Buying clothes   * **Writing:** An essay * **CLIL:** Social science: The history of jeans * **Extras:** Grammar reference, Vocabulary bank, Project 5: A survey | 12 | 20-22 |  |
| **Unit 6 Stuff we like** | 1.1, 1.2, 1.3;  2.4, 2.5; 3.1,  3.3, 3.5; 4.1,  4.4, 4.5 | * **Vocabulary**: Everyday objects * **Reading:** A news article; **Explore** words in context * **Language focus 1:** The passive: present simple, past simple (review) and *will* * **Listening and vocabulary:** A radio report; Modifiers * **Language focus 2:** Relative pronouns * **Discover culture:** An invention that changed everything; An article; **Explore** communication phrases and phrasal verbs * **Speaking:** Real Talk: *What’s your favourite gadget?*; Buying a gadget * **Writing:** An online review * **CLIL:** Technology: Passive houses * **Extras:** Grammar reference, Vocabulary bank, Project 6: An advertisement | 8 | 23-24 |  |
| **Revision Units 5–6** |  | 4 | 25 |  |
| **Evaluation Test Units 5–6** |  |  |
| **Săptămâna „verde”** |  |  |  | 26 |  |
| **MODUL V** | | | | | |
| **Unit 7 Weird and wonderful** | 1.1, 1.2, 1.3,  1.4; 2.1, 2.2,  2.3, 2.4, 2.5;  3.1, 3.2, 3.3,  3.4, 3.5; 4.1,  4.2, 4.3, 4.4,  4.5 | * **Vocabulary**: Story elements * **Reading:** A plot summary; **Explore** prepositions and adverbs of movement * **Language focus 1:** Third conditional * **Listening and vocabulary:** A podcast; Linking phrases * **Language focus 2:** *must have, can’t have, might/may/could have* for talking about possibility and making deductions; *should/shouldn’t* for present/future expectation * **Discover culture:** A lost civilisation; A magazine article; **Explore** words in context * **Speaking:** Real Talk: *What’s the biggest mistake you’ve ever made?*; Getting more information * **Writing:** Telling a story (an email) * **CLIL:** Biology: Extinction * **Extras:** Grammar reference, Vocabulary bank, Project 7: A film synopsis | 12 | 27-29 |  |
| **Unit 8 Right or wrong?** | 1.1, 1.2, 1.3;  2.2, 2.3, 2.4,  2.5; 3.1, 3.2,  3.3, 3.5; 4.1,  4.4, 4.5 | * **Vocabulary**: Crimes * **Reading:** News stories; **Explore** words in context * **Language focus 1:** Reported statements * **Listening and vocabulary:** Reporting verbs; A news report * **Language focus 2:** Reported questions, Indirect questions * **Discover culture:** Future directions; An article; **Explore** verb expressions * **Speaking:** Real Talk: *What’s the biggest lie you’ve ever been told?*; Clarifying * **Writing:** An online article * **CLIL:** ICT: Copyright * **Extras:** Grammar reference, Vocabulary bank, Project 8: A comic strip | 12 | 30-32 |  |
| **Revision Units 7–8** |  | 4 | 33 |  |
| **Evaluation Test Units 7–8** |  |  |
| **Final evaluation test B** |  |  | 4 | 34 |  |
| **Reading for pleasure B** | 1, 1.2, 1.3,  1.4; 2.2, 2.3,  2.4, 2.5; 3.1,  3.3; 4.1; 4.2,  4.3; 4.5 |  | 8 | 35-36 |  |

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

**6**

# Receptarea de mesaje orale în diverse situaţii de comunicare

* 1. Selectarea informațiilor principale dintr-un buletin de știri transmis la radio/din materiale înregistrate mai simple pe teme de interes, redate clar și rar
  2. Identificarea informațiilor esențiale din relatări simple, întrerupte în vederea finalizării/completării acestora
  3. Operarea cu informații tehnice selectate în vederea realizării unei sarcini de lucru
  4. Manifestarea interesului pentru cunoașterea unor personalităţi și evenimente culturale

# Exprimarea orală în diverse situaţii de comunicare

* 1. Prezentarea acțiunii principale a unei cărți/a unui film
  2. Descrierea reacțiilor personale, a sentimentelor față de o întâmplare/de un eveniment
  3. Prezentarea unei opinii personale cu privire la un text dat/context dat/personaje date
  4. Gestionarea situațiilor de interacțiune care pot genera schimbări de plan
  5. Manifestarea interesului pentru calitatea exprimării/interacţiunii

# Receptarea de mesaje scrise în diverse situaţii de comunicare

* 1. Localizarea informației dorite în diferite fragmente ale unui text sau în mai multe texte pentru rezolvarea unei sarcini specifice
  2. Identificarea aspectelor din articole sau interviuri apărute în ziare și reviste care exprimă o poziție în legătură cu un subiect/eveniment actual
  3. Identificarea informațiilor din texte formale pe teme de interes
  4. Extragerea argumentelor pro și contra exprimate de autor în discutarea unei probleme
  5. Manifestarea interesului pentru înţelegerea diferitelor tipuri de texte

# Redactarea de mesaje în diverse situații de comunicare

* 1. Transcrierea informațiilor relevante dintr-un discurs/dintr-o prelegere/dintr-o lecție
  2. Redactarea de scrisori personale/mesaje digitale în care sunt prezentate sentimente, experiențe, evenimente prin câteva detalii
  3. Descrierea sentimentelor și a reacțiilor prin intermediul unui text simplu care conține conectori
  4. Redactarea unui eseu scurt și simplu pe o temă de interes, pe baza unei structuri date
  5. Manifestarea interesului pentru calitatea redactării