*Anul școlar:* 2024-2025

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

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

*Aria curriculară:* Limbă și comunicare – limbi moderne

*Disciplina de învățământ:* Limba modernă1. Limba engleză

*Clasa:* a VI-a

*Manualul utilizat:* **Limba modernă****1. Limba engleză. Clasa a VI-a, autori: Audrey Cowan, Clare Kennedy, Chiara Soldi, Cristina Rusu, Diana Todoran, Ioana Tudose; Editura Art Klett, București, 2024**

*Număr de ore pe săptămână:* 2 ore

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unitatea de**  **învăţare** | **Competențe**  **specifice** | **Conţinuturi** | **Număr de**  **ore** | **Săptămâna** | **Observații** |
| **I** | | | | | |
| **Starter Unit** | 1.1, 1.2, 1.3, 2.2, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3 | **Vocabulary:**  Countries and nationalities  The time  Daily routines  Food and drink  **Grammar:**  Prepositions of time  Imperatives  Countable and uncountable nouns  Quantifiers  **Functions:**  Making introductions  Giving personal information  Talking about time  Talking about frequency  Giving instructions  Ordering food in a café | 2 | 1 | Testare inițială |
| **Unit 1**  **I love watching films!** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2 | **Vocabulary:** Films; TV programmes; Creating a word cloud  **Grammar**: *Present* *simple* and *present continuous*; *like* / *enjoy* / *love* / *hate* + *-ing* form; adverbs of manner  **Functions:** Buying cinema tickets  **Reading:** Understanding a text about *Doctor Who*  **Listening:** Understanding a discussion about TV programmes  **Speaking:** Asking / answering questions about TV programmes  **Writing:** Writing a short text about TV programmes  **Key strategies:** Listening  **CLIL: Geography** – Weather | 6 | 2-4 |  |
| **Unit 2**  **Tomorrow it’ll be cold and windy** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1 | **Vocabulary:** Weather and temperature; Using a monolingual dictionary  **Grammar**: *Will –* affirmative form*; Will –* negative form; *Will –* interrogative form and short answers; *Question tags –* Asking for agreement  **Functions:** Making offers and promises  **Reading:** Understanding a text about natural disasters  **Listening:** Understanding weather forecast  **Speaking:** Asking / answering about climate  **Writing:** Writing an email  **Key strategies:** Reading and writing  **CLIL: Geography** – Weather | 6 | 5-7 |  |
| **Revision** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2 | Vocabulary and grammar items from Units 1 and 2;  Suggested source: workbook;  Evaluation tests 1 and 2. | 2 | 8 |  |
| **II** | | | | | |
| **Unit 3**  **His hair was black** | 1.1, 1.2, 1.3, 2.1, 2.3,  3.1, 3.2, 3.3, 4.1 | **Vocabulary:** Appearance; Creating smart flash cards  **Grammar**: *Past simple* oftheverb *to be –* affirmativeform*; Past simple* oftheverb *to be –* negativeform*; Past simple* oftheverb *to be –* interrogative form and short answers*;* Question words with *was / were; Past simple* ofthe verb *have* – affirmative form  **Functions:** Describing people  **Reading:** Understanding a text about stars’ appearance  **Listening:** Understanding a description of favourite stars  **Speaking:** Describing favourite stars  **Writing:** Writing a description of favourite stars  **Key strategies:** Listening for specific information  **Culture:** The USA and the UK: Multicultural nations  **Festivals**: Thanksgiving  **Project time!** Meeting my favourite actor | 8 | 9-12 |  |
| **Unit 4**  **He felt relaxed** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3 | **Vocabulary:** Feelings and emotions; Adjectives of personality; Using a bilingual dictionary  **Grammar**: *Past simple* of regular verbs – affirmative form; Time expressions / adverbs used with the past; *Past* *simple* of regular verbs – spelling rules; *Past* *simple* of irregular verbs – affirmative form  **Functions:** Apologising and making excuses; Giving reasons  **Reading:** Understanding a text about teenagers’ problems  **Listening:** Understanding a description of a problem  **Speaking:** Asking / answering questions about a personal problem  **Writing:** Writing a post about a personalproblem  **Key strategies:** Reading and writing  **Culture:** The USA and the UK: Multicultural nations  **Project time!** Lifelines  **Let’s read!** | 8 | 13-16 |  |
| **Revision** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 | Vocabulary and grammar items from Units 3 and 4;  Suggested source: workbook;  Evaluation tests 3 and 4. | 2 | 17 |  |
| **III** | | | | | |
| **Unit 5**  **Where did you stay?** | 1.1, 1.2, 2.1, 2.2,  3.1, 3.2, 3.3, 3.4, 4.1 | **Vocabulary:** Holiday places, activities, things; Creating a flow diagram  **Grammar**: *Past* *simple* – negative form; *Past* *simple* – interrogative form and short answers; *Used to* – affirmative, negative and interrogative forms  **Functions:** Making arrangements – suggesting, accepting, refusing  **Reading:** Understanding a text about glamping  **Listening:** Understanding a conversation about a summer camp  **Speaking:** Asking / answering about an unusual holiday  **Writing:** Writing a blog about a holiday  **Key strategies:** Reading and writing  **CLIL: Art** – The National Gallery  **Culture:** Three great American cities  **Project time!** A travel brochure: Visit a famous place  **Festivals:** St Patrick’s Day | 8 | 18-21 |  |
| **Unit 6**  **I’m going to the museum** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1 | **Vocabulary:** Places in town, shops, services; Using maps  **Grammar**: *Present* *continuous* with a future meaning; Time expressions / adverbs used with the future; *Present* *simple* with a future meaning – for timetables, schedules, programmes  **Functions:** Asking for and giving directions  **Reading:** Understanding a description of geocaching  **Listening:** Understanding an interview on planning a geocaching day  **Speaking:** Planning a day out  **Writing:** Writing a description of a geocaching day  **Key strategies:** Speaking  **CLIL: Art** – The National Gallery  **Culture:** Three great American cities  **Project time!** Visit a city of the future | 8 | 22-25 |  |
| **Revision** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1 | Vocabulary and grammar items from Units 5 and 6;  Suggested source: workbook;  Evaluation tests 5 and 6. | 2 | 26 |  |
| **IV** | | | | | |
| **Unit 7**  **Did you go by plane?** | 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3 | **Vocabulary:** Transport; travel and transport; Using word families  **Grammar**: Comparative adjectives – regular adjectives; Comparative adjectives – irregular adjectives; *As … as*; Superlative adjectives – regular adjectives; Superlative adjectives – irregular adjectives; Possessives: noun + ’s; of + noun  **Functions:** Agreeing and disagreeing  **Reading:** Understanding a text about green transport in London  **Listening:** Understanding an interview about transport  **Speaking:** Asking / answering questions about city transport  **Study tip:** Understanding the aim of the task  **Writing:** Writing a text about transport in a city  **Key strategies:** Reading and writing  **CLIL: Technology** – The world of gadgets  **Project time!** Be eco-friendly! | 6 | 27-29 |  |
| **,,Săptămâna altfel”** |  |  |  | 30 |  |
| **Unit 8**  **I never make my bed!** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 | **Vocabulary:** Housework; Verb and noun collocations  **Grammar**: *Have* *to* / *don’t* *have* *to*; *Have* *to* – interrogative form and short answers; *Had to*; *Must* / *mustn’t*; *Mustn’t* / *don’t* *have* *to*  **Functions:** Making a polite request on the phone (*will*, *can*, *would*)  **Reading:** Understanding an article about an English TV programme  **Listening:** Understanding an interview about a TV programme  **Speaking:** Asking / answering questions about an interview  **Study tip:** Taking time to answer  **Writing:** Writing five golden rules to survive on a desert island  **Key strategies:** Listening for specific information  **CLIL: Technology** – The world of gadgets  **Project time!** Discover the Amazon Rainforest | 6 | 31-33 |  |
| **V** | | | | | |
| **Revision** | 1.1; 1.2; 1.3;  2.1; 2.2; 2.3;  2.4; 3.1; 3.2;  3.3; 3.4; 4.1;  4.2; 4.3; 4.4 | Vocabulary and grammar items from Units 7 and 8;  Suggested source: workbook;  Evaluation tests 7 and 8. | 2 | 34 |  |
| **Final Evaluation Test** | 1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 2.4;  3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3 |  | 2 | 35 |  |
| **,,Săptămâna Verde”** |  |  |  | 36 |  |

**Competenţe generale și specifice din programa școlară**

Background pattern

Description automatically generated with medium confidence

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

1.1 Identificarea informaţiilor esenţiale din fragmente scurte înregistrate, referitoare la aspecte cotidiene previzibile, atunci când se vorbește rar și clar

1.2. Identificarea semnificaţiei generale a mesajelor orale curente, clar și rar articulate

1.3. Identificarea unor elemente culturale specifice limbii studiate

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

2.1. Realizarea unei expuneri scurte, exersate, asupra unui subiect familiar

2.2. Participarea la scurte interacţiuni verbale cu sprijin din partea interlocutorilor

2.3. Exprimarea unei păreri în legătură cu un subiect familiar/o situaţie cunoscută

2.4. Manifestarea interesului pentru participarea la schimbul verbal

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

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

3.2. Extragerea informaţiilor dintr-un text clar structurat (articole de ziar/digitale simple, broșuri), în care numerele și numele joacă un rol important

3.3. Identificarea unor informaţii de detaliu dintr-un document web

3.4. Manifestarea disponibilităţii pentru informare prin lectură

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

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

4.2. Prezentarea unei activităţi în scris, utilizând cuvinte de legătură („și”, „dar”, „pentru că”)

4.3. Participarea la schimbul de mesaje scrise