*Anul școlar:* 2022 – 2023

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

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

*Aria curriculară:* Limbă și comunicare – limbi moderne

*Disciplina de învățământ:* Limba modernă1. Limba engleză

*Clasa:* a V-a

*Manualul utilizat:* **Limba modernă****1. Limba engleză. Clasa a V-a, autori: Clare Kennedy, Chiara Soldi, Cristina Rusu,**

**Diana Todoran, Editura Art, București, 2022**

*Număr de ore pe săptămână:* 2 ore

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

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| **Unitatea de****învăţare** | **Competențe****specifice** | **Conţinuturi** | **Număr de****ore** | **Săptămâna** | **Observații** |
| **I** |
| **Starter Unit** | 1.1; 1.2; 1.3;2.2; 2.3; 2.4;3.2; 3.3;3.4;4.1; 4.2 | **Vocabulary:** greetings, numbers 1 – 100, colours, the time, days of the week, monthsand seasons, things for school, things in the classroom.**Grammar:**Plurals;The verb *to be* (informally);Question words: *What / How / Who / How old …?***Functions:**Talking about the time;Talking about birthdays;Talking about dates and time;Identifying objects. | 2 | 1 | Testare inițială |
| **Unit 1 –****We’re from****the UK** | 1.1; 1.2; 1.3;2.2; 2.3; 3.2;3.3; 3.4; 4.1;4.2 | **Vocabulary:**Countries and nationalities;**Grammar:**Subject pronouns;Present simple of the verb *to be* – affirmative form;Possessive adjectives;Articles.**Reading:** understanding personal profiles of four teenagers from the capital cities of the UK.**Listening:** teenagers introducing themselves and giving personal information.**Speaking:** introducing yourself.**Writing:** giving personal information.**CLIL:** Geography**Culture:** London | 5 | 2-4 |  |
| **Unit 2 –****Are they twins?** | 1.1; 1.2; 2.1;2.2; 2.4; 3.1;3.2; 3.3; 3.4;4.1; 4.2; 4.3 | **Vocabulary:** family, occupations.**Grammar:**Present simple of the verb *to be* – negative form;Present simple of the verb *to be* – Interrogative form and short answers;Posessive adjectives, the possessive *’s ;*Question words.**Reading:** understanding a text about a family.**Listening:** understanding a conversation about a family.**Speaking**: exchanging information about you and your partner’s family.**Writing:** writing a profile of family members.**Culture:** Famous Brothers and Sisters | 5 | 4-6 |  |
| **Revision** | 1.1; 1.2; 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 the Starter Unit, and from Units 1 and 2;Suggested source: workbook;Evaluation tests 1 and 2. | 2 | 7 |  |
| **II** |
| **Unit 3 – Have you got a pet?** | 1.1; 1.2; 2.1;2.3; 2.4; 3.1;3.2; 3.3; 4.1;4.2; 4.3 | **Vocabulary:** pets**Grammar:**Present simple of the verb *have got* – affirmative form;Present simple of the verb *have got* – negative form;Present simple of the verb *have got* – interrogative form and short answers;Demonstrative adjectives and pronouns *– this, that, these, those.***Reading:** understanding descriptions of people and pets.**Listening:** understanding a description of favourite possessions;**Speaking:** making a class survey on favourite possessions.**Writing:** describing favourite possessions.**Culture:** pets**Festivals:** Autumn Festivals (optional)**Project** (optional) – 2 ore | 8 | 8 - 11 |  |
| **Unit 4 –****There’s a huge****garden** | 1.1; 1.2; 2.1;2.2; 2.3; 2.4;3.2; 3.3; 3.4;4.1; 4.2; 4.3 | **Vocabulary:** rooms in a house;**Grammar:***There is / There are* –affirmative form;*There isn’t / There aren’t* –negative form;*Is there …? / Are there …?* – interrogative form and short answers.*Some / any;*Prepositions of place.**Reading:** understanding a description of favourite places at home.**Listening:** understanding a description of favourite places at home.**Speaking:** asking / answering about your favourite room / place.**Writing:** describing your favourite room.**Culture:** favourite places at home.**Festivals:** Christmas (optional) | 6 | 12-14 |  |
| **Revision** | 1.1; 1.2; 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 | 15-16 |  |
| **III** |
| **Unit 5 –****I usually get****up early** | 1.1; 1.2; 1.3;2.1; 2.2; 2.3;2.4; 3.2; 3.3;3.4; 4.1; 4.2;4.3 | **Vocabulary:** daily routines. **Grammar:**Present simple – affirmative form;Present simple – spelling rules;Prepositions of time;Adverbs of frequency.**Reading:** understanding a text about the daily routine of a teenage swimming champion.**Listening:** understanding interviews with two teenagers describing their daily routines during the school holidays.**Speaking:** describing your own daily routine during the school holidays.**Writing:** describing your partner’s daily routine during the school holidays.**Culture:** The daily routine of a teenage swimming champion. Schools in the UK.**CLIL:** Music | 5 | 17-19 |  |
| **Unit 6 –****What do you do on Saturdays?** | 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:**Free-time activities. Verb and noun collocations.**Grammar:**Present simple – negative form;Present simple – interrogative form and short answers;Question words with the present simple;Personal pronouns.**Reading:** understanding the description of a day out in London.**Listening:** an interview in which children speak about their activities.**Speaking:** talking about what you do during the summer holidays.**Writing:** writing an email about what you do during the summer holidays.**Culture:** A day out in London | 5 | 19-21 |  |
| **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 5 and 6;Suggested source: workbook;Evaluation tests 5 and 6.  | 2 | 22 |  |
| **IV** |
| **Unit 7 –****I can cook very well!** | 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:** abilities and sports.**Grammar:***Can* and *May* – affirmative and negative forms;Expressing ability;*Can* and *May* – interrogative form and short answers;Imperative.**Reading:** understanding a text about British sports.**Listening:** understanding an interview with two sportspeople.**Speaking:** Talking about sports children like / don’t like playing.**Writing:** writing about sports teenagers like / don’t like playing. **Culture:** British sports | 6 | 23-24 |  |
| **,,Săptămâna altfel”** |  |  |  | 25 |  |
| **Unit 8 –****They’re looking****at trainers** | 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: c**lothes and accessories.**Grammar:**Present continuous – affirmative form;Present continuous– spelling rules;Present continuous – negative form;Present continuous – interrogative form and short answers;Possessive pronouns*Whose?***Reading:** understanding a text about dressing up for special occasions in the UK.**Listening:** understanding descriptions of school uniforms.**Speaking:** describing what a classmate is wearing and guessing who he or she is.**Writing:** writing a description of appearance and clothes.**Culture:** dressing up for special occasions.  | 4 | 26-27 |  |
| **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 | 29 |  |
| **Unit 9 –****Have you got any eggs?** | 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:**Food and drink.**Grammar:**Countable and uncountable nouns;*Some/ any;**A lot of/ much/ many;**A few/ little.***Reading:** understanding a text about strange dishes;**Listening:** a teenager talking about a specialty of his country;**Speaking:** the ingredients of your favorite dish;**Writing:** Writing a description of appearance and clothes;**Culture:** Scary food. | 6 | 30-32 |  |
| **Story Time** |  |  | 2 | 33 |  |
| **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 | 34 |  |
| **,,Săptămâna Verde”** |  |  |  | 35 |  |

**Competenţe generale și specifice din programa școlară**

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

1.1. Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate

1.2. Identificarea semnificaţiei unor schimburi verbale uzuale și clar articulate, în situaţia în care interlocutorul oferă ajutor pentru a facilita înţelegerea

1.3. Manifestarea curiozităţii faţă de unele elemente specifice spaţiului cultural al limbii studiate

1. **Exprimarea orală în situaţii de comunicare uzuală**
2. Prezentarea simplă a unei persoane/a unui personaj
3. Stabilirea de contacte sociale pe baza unor formule conversaţionale simple (salut, bun rămas, prezentare, mulţumire, instrucţiuni)
4. Exprimarea preferinţelor
5. Manifestarea disponibilităţii pentru participarea la dialog
6. **Receptarea de mesaje scrise în situaţii de comunicare uzuală**

3.1. Identificarea informaţiilor de pe panouri și indicatoare aflate în locuri publice pentru facilitarea orientării

3.2. Extragerea informaţiilor dintr-un text scurt, însoţit de ilustraţii

3.3. Identificarea informaţiilor din mesaje scrise simple de la prieteni sau de la colegi

3.4. Manifestarea curiozităţii pentru lectura de orientare

1. **Redactarea de mesaje în situaţii de comunicare uzuală**
2. Redactarea de mesaje simple și scurte
3. Descrierea unor aspecte ale vieţii cotidiene (oameni, locuri, școală, familie, hobby-uri), folosind propoziţii scurte
4. Manifestarea disponibilităţii pentru schimbul de mesaje scrise simple

