*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)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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, months  and 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

Background pattern

Description automatically generated with medium confidence