*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 VII-a

*Manualul utilizat:* **Limba modernă****1 – studiu intensiv. Engleză.****Clasa a VII-a, autori: Ben Goldstein, Ceri Jones, Vicki Anderson, Eoin Higgins, Cristina Rusu, Diana Todoran, Ioana Tudose, Editura Art Klett, București, 2019**

*Număr de ore pe săptămână:* 4 ore

**PLANIFICARE CALENDARISTICĂ ANUALĂ LA LIMBA ENGLEZĂ (L1 – intensiv). CLASA A VII-A**

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| **Unitatea de învățare** | **Competențe specifice** | **Conținuturi** | **Număr de ore** | **Săptămâna** | Observații |
| **Semestrul I** | | | | | |
| **Starter Unit** | 1.2; 1.3; 2.1; 2.3; 2.4; 2.5 | **Vocabulary**: Meeting people, routines, free-time activities, adjectives, adverbs  **Language focus:** *Wh-* questions, prepositions, comparative and superlative adjectives, comparative and superlative adverbs, past simple  **Speaking and Listening:** Meeting people; Real talk: *Do you ofteh lose things?*  **Extras:** Grammar reference | 6 | 1 – 2 | Testare inițială |
| **Unit 1 Strange stories** | 1.1; 1.2; 1.3; 1.4; 2.1; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.3; 4.4 | **Vocabulary:** Action verbs  **Reading**: A newspaper article; **Explore** expressions with *look*  **Language focus 1:** Past continuous  **Listening and vocabulary:** Strange story; Adverbs of manner  **Language focus 2:** Past simple vs. continuous; *couldn(‘t)*  **Discover Culture:** A story from under the sea; An article; **Explore** nouns with *-er*  **Speaking:** Real Talk: *What’s an unusual or interesting thing that happened to you recently?*; *Telling someone*  *your news*  **Writing:** A story  **CLIL: Art:** Making a comic. Behind the scenes  **Extras**: Grammar reference, Vocabulary Bank,  Project 1:Play a murder mystery game in your class! | 10 | 2 – 4 |  |
| **Unit 2 Art all around us** | 1.1; 1.2; 1.3; 1.4; 2.1; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.3; 4.5 | **Vocabulary:** Art around us  **Reading**: An online debate; **Explore** collocations  **Language focus 1:** Present perfect for indefinite past time  **Listening and vocabulary:** An interview. Musical instruments  **Language focus 2:** Present perfect with *ever/never*  **Discover Culture:** A world of music; A web page;  **Explore** phrasal verbs with *up*  **Speaking:** Real Talk: *Have you ever been to a concert?*; Invitations and arrangements  **Writing**: An internet post  **CLIL: Art**: Perspective. Art in perspective  **Extras:** Grammar reference, Vocabulary Bank,  Project 2: A biography of an artist you admire,  Project 3: An evening at the opera. An advertisment | 10 | 4 – 6 |  |
| **Revision Units 1–2** |  | 4 | 7 |  |
| **Evaluation Test 1–2** |  |  |
| **Unit 3 Adventure** | 1.1; 1.2; 1.3; 1.4; 2.1; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.3; 4.5 | **Vocabulary:** Expressions with *go*  **Reading**: An online advertisement; **Explore** words in  context  **Language focus 1:** Present perfect with *still, yet, already* and *just*  **Listening and vocabulary:** An interview; Phrasal verbs  **Language focus 2:** Present perfect with *for* or *since*; Present perfect and past simple  **Discover Culture:** The strange and beautiful land of Australia; A poster presentation; **Explore** interesting adjectives  **Speaking:** Real Talk:*What’s the most exciting thing you’ve ever done?*; Signing up for an activity  **Writing**: A travel blog  **CLIL: Geography**: Times zones. Where in the world?  **Extras:** Grammar reference, Vocabulary Bank,  Project 4: An unusual hobby poster | 10 | 8 – 10 |  |
| **Unit 4 A balancing act** | 1.1; 1.2; 1.3; 1.4; 2.1; 2.3; 2.4; 2.5; 3.1; 3.2; 3.3; 3.4; 4.1; 4.3; 4.4; 4.5 | **Vocabulary:** Personal qualities  **Reading**: A magazine article; **Explore** word building  **Language focus 1:** Reflexive pronouns and *each other*  **Listening and vocabulary:** A news report. Phrasal verbs (learning and socialising)  **Language focus 2:** Present perfect continuous; Present perfect continuous vs. present continuous; Present perfect simple vs. present perfect continuous  **Discover Culture:** A very Indian wedding; A blog post; **Explore** words in context  **Speaking:** Real Talk:*Have you ever helped a friend*  *through a difficult situation?*; Showing concern  **Writing**: A personal email  **CLIL: Technology:** The changing classroom. The house of the future  **Extras:** Grammar reference, Vocabulary Bank,  Project 5: A magazine article | 10 | 10 – 12 |  |
| **Revision Units 3–4** |  | 4 | 13 |  |
| **Evaluation Test 3–4** |  |  |
| **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 |  | 8 | 14 – 15 |  |
| **Semestrul al II-lea** | | | | | |
| **Unit 5 Young achievers** | 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; 4.1; 4.2; 4.3; 4.4; 4.5 | **Vocabulary:** Training and qualifications  **Reading**: A profile; **Explore** expressions with *take*  **Language focus 1:** *be going to* and present tenses for the future  **Listening and vocabulary:** A discussion; Achievements  **Language focus 2:** Predictions with *be going to, will* and *may/might*; Future continuous  **Discover Culture:** The young and the brave; A newspaper article; **Explore** words in context  **Speaking:** Real Talk:*Are you saving up for something special? What?*; Making decisions  **Writing**: A forum entry  **CLIL: Natural Science:** The Archimedes’ Principle. A cool experiment  **Extras:** Grammar reference, Vocabulary Bank,  Project 6: A presentation | 10 | 16 – 18 |  |
| **Unit 6 Let’s talk** | 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:** Communication  **Reading**: A survey; **Explore** communication collocations  **Language focus 1:** *will, might/may/could + adverbs of possibility*; Social networks  **Listening and vocabulary:** Short conversations; Communication verbs  **Language focus 2:** First conditional + *may/*  *might/could, be able to*  **Discover Culture:** The language of the future?; An article; **Explore** phrasal verbs  **Speaking:** Real Talk:*Have you ever given a class presentation?*; Reassuring someone  **Writing**: An essay  **CLIL: Technology:** Early written communication.  Pictures with meaning  **Extras:** Grammar reference, Vocabulary Bank,  Project 7: A campaign brochure | 10 | 18 – 20 |  |
| **Revision Units 5–6** |  | 4 | 21 |  |
| **Evaluation Test 5–6** |  |  |
| **Unit 7 Fabulous food** | 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:** Cooking verbs  **Reading**: Short online texts. **Explore** words in context  **Language focus 1:** First conditional with *if, when and unless.* Timeclauseswith *when* and *as soon as*  **Listening and vocabulary:** Adjectives describing food. A game show  **Language focus 2:** Countable and uncountable nouns  Irregular plurals. Expressing obligation and necessity – *have to/don’t have to, must/mustn’t*  **Discover Culture:** Fruits of the sea. An online article. **Explore** prepositional phrases  **Speaking:** Real Talk:*Imagine you have to cook for your*  *family for a day. What would you cook?*  **Writing**: Describing a local dish  **CLIL: Technology:** Vertical farming. You are what you eat  **Extras:** Grammar reference, Vocabulary Bank,  Project 8: What’s on TV? A cooking show | 10 | 22 – 24 |  |
| **Unit 8 Celebrate in style** | 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:** Celebrations  **Reading**: A magazine article. **Explore** verbs and  prepositions  **Language focus 1:** *-ing* forms  **Listening and vocabulary:** A travel programme. Descriptive adjectives  **Language focus 2:** Infinitives. Infinitives vs. *-ing* forms  **Discover Culture:** Like father, like daughter. An article  **Explore** words in context  **Speaking:** Real Talk: *What’s the worst party you’ve ever been to?*; Offers and requests  **Writing**: An invitation  **CLIL: History:** 4th July celebration, USA. Reliving history  **Extras:** Grammar reference, Vocabulary Bank | 10 | 24 – 26 |  |
| **Revision Units 7–8** |  | 4 | 27 |  |
| **Evaluation Test 7–8** |  |  |
| **Final Evaluation Test A &B** |  | 8 | 28 – 29 |  |
| **Școala altfel** |  |  |  | 30 |  |
| **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 |  | 10 | 31 – 33 |  |
| **Reading for pleasure C** |  |  | 10 | 33 – 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. Selectarea principalelor idei din programe TV/înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate

1.2. Desprinderea semnificaţiei dintr-o conversaţie obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/expresii

1.3. Identificarea principalelor idei dintr-o discuție rostită clar în limba standard

1.4. Identificarea unor elemente comune culturii proprii și culturii studiate

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

2.1. Relatarea unei întâmplări/a unor experienţe personale

2.2. Descrierea de visuri, speranțe, ambiții

2.3. Oferirea de reacții răspuns la o sugestie, folosind formule uzuale

2.4. Participarea la scurte conversaţii în contexte obișnuite, asupra unor subiecte generale

2.5. Manifestarea unei atitudini pozitive faţă de participarea la dialog și exprimarea în public

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

3.1. Găsirea informației relevante din materiale uzuale de tipul broșurilor și al documentelor oficiale scurte, deducând din context semnificaţia cuvintelor necunoscute

3.2. Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate

3.3. Identificarea informațiilor asociate unor experiențe personale din diverse tipuri de text (pagini de jurnal, scrisori, recenzii, mărturii etc.)

3.4. Identificarea motivelor dintr-un text

3.5. Căutarea de surse adecvate de lectură și de informare

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

4.1. Elaborarea unui mesaj simplu de prezentare sau de informare cu relevanță

imediată pentru persoane din anturaj

4.2. Redactarea unei scrisori/unui mesaj digital folosind expresii de adresare,

de cerere, de invitare

4.3. Prezentarea în scris a unui eveniment real sau imaginar

4.4. Redactarea de prezentări scurte după un format standardizat, în care se

prezintă informații factuale

4.5. Manifestarea unei atitudini pozitive faţă de participarea la schimbul de mesaje scrise