 

Profesor: Avizat sef catedra:

Nr. De ore: Avizat director:

Clasa: a III-a

Manualul: Limba moderna engleza clasa a III-a (Fairyland 3) Student’s Book

**PLANIFICARE CALENDARISTICĂ LIMBA ENGLEZĂ**

**SEMESTRUL I SI SEMESTRUL AL II-LEA**

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| **Nr. Crt.** | **Conținutul tematic al unității de învățare** | **Competențe specifice vizate** | **Nr. de ore alocate** | **Săptămâna** | **Observații** |
|  | **Starter Unit**  **(pp. 10-11)**  **Let’s start!**  **Vocabulary:** revision  **Structures:** revision | 2.2 Participate in everyday conversations about  familiar topics.  3.1 Recognise common phrases used in everyday communication situations. |  |  | Direct observation  Projects/presentations/language practice |
| **Module**  **1** | **Unit 1**  **(pp. 12-17)**  **1a- Hello!**  **1b-The Magic Forest!**  **1c-Colours**  **Vocabulary:** the characters, the numbers (1-10), colours  **Structures:** the verb ‘to be’  **Project:** Write about yourself | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.3 Understand age-appropriate simple oral messages.  2.1Request and provide information on numbers, prices and expressions of time.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.1 Recognise common phrases used in everyday communication situations.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write about yourself |
|  | **Unit 2**  **(pp. 18-23)**  **2a- Time for School!**  **2b-It’s a magic pen!**  **2c- Let’s do it!**  **Vocabulary: s**chool items, commands  **Structures:** a-an, This/ That, Plurals – S, Possesive case, Imperative  **Project:** Write about your school things  **Troll Tales! 1**  **Go Green! 1**  **Our World**  **Checkpoint**  **(Units 1 - 2)** | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.2 Identify time and quantity (prices, numbers) in everyday situations.  1.3 Understand age-appropriate simple oral messages.  2.2 Participate in everyday conversations about familiar topics.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write about your school things |
| Module  2 | **Unit 3**  **(pp.28-33)**  **3a-My Family**  **3b- Grandma’s Here!**  **3c- It’s My Job!**  **Vocabulary:** Family Members, Numbers (1-20), Jobs  **Structures:** The verb ”to be”  **Project:** Write about a  member of your family | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.3 Understand age-appropriate simple oral messages.  2.1Request and provide information on numbers, prices and expressions of time.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.1 Recognise common phrases used in everyday communication situations.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write about a  member of your family |
|  | **Unit 4**  **(pp. 34-39)**  **4a-At the Toy Shop!**  **4b- Open it and see!**  **4c- Happy Birthday!**  **Vocabulary:** Toys, Birthdays  **Structures:** These/ those, Plurals (-es, -ies)  **Project:** Write a birthday card  **Troll Tales! 2**  **Go Green! 2**  **Our World**  **Checkpoint**  **(Units 3 - 4)** | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.3 Understand age-appropriate simple oral messages.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher.  4.1 Write a card for a birthday/celebration. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write a birthday card |
| **Module**  **3** | **Unit 5**  **(pp. 44-49)**  **5a-Hide!**  **5b- Come Out!**  **5c- Where’s Alvin?**  **Vocabulary:** Things in a house  **Structures:** Possesive adjectives, Prepositions of place  **Project:** Write about your room | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.3 Understand age-appropriate simple oral messages.  2.1Request and provide information on numbers, prices and expressions of time.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.1 Recognise common phrases used in everyday communication situations.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write about your room |
|  | **Unit 6**  **(pp. 50-55)**  **6a In the old**  **house!**  **6b Where’s Missy?**  **6c Welcome!**  **Vocabulary: R**ooms, things in a house  **Structures: T**here is/are  **Project:** Write about your house | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.3 Understand age-appropriate simple oral messages.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write about your house |
| **Module**  **4** | **Unit 7**  **(pp. 60-65)**  **7a-It’s so cute!**  **7b- We’re all wet!**  **7c- I’m so sweet!**  **Vocabulary:** Parts of the body  **Structures:** The verb”have got”, Plurals- irregular  **Project:** Write about your  favourite cartoon  character | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.3 Understand age-appropriate simple oral messages.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.2 Identify the global significance of a simple text about familiar topics. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write about your  favourite cartoon  character |
|  | **Unit 8**  **(pp. 66-71)**  **8a-Talent Show**  **8b-Abracadabra!**  **8c-Watch me go!**  **Vocabulary:** Activities  **Structures:** The verb „Can”  **Project:** Write about what you can do | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.3 Understand age-appropriate simple oral messages.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write about what you can do |
| **Module**  **5** | **Unit 9**  **(pp. 76-81)**  **9a- My New Clothes!**  **9b- A lovely day!**  **9c- Who’s wearing…?**  **Vocabulary:** Clothes, weather  **Structures:** Present Continuous  **Project:** Write about your magic moments | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.3 Understand age-appropriate simple oral messages.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.1 Recognise common phrases used in everyday communication situations.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write about your magic moments |
|  | **Unit 10**  **(pp. 82-87)**  **10a- At the Animal Park**  **10b-Wild things!**  **10c-Two Funny Rabits!**  **Vocabulary:** Animals  **Structures:** Present Continuous  **Project:** Write a letter | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.3 Understand age-appropriate simple oral messages.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.1 Recognise common phrases used in everyday communication situations.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write a letter |
| **Module**  **6** | **Unit 11**  **(pp.92-97)**  **11a-Lunchtime!**  **11b- Fairy Cakes!**  **11c- Listen to my tummy!**  **Vocabulary:** Food, Time  **Structures:** Present simple, Some/any  **Project:** Write about your  favourite meal | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.2 Identify time and quantity (prices, numbers) in everyday situations.  1.3 Understand age-appropriate simple oral messages.  2.1 Request and provide information on numbers, prices and expressions of time.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write about your  favourite meal |
|  | **Unit 12**  **(pp. 98-103)**  **12a- Alvin’s Day!**  **12b- Environment Day!**  **12c-Another Lovely Day!**  **Vocabulary:** Daily routine, Environment Day, Days of the week  **Structures:** Present simple, prepositions of time  **Project:** Write about your  favourite day | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.3 Understand age-appropriate simple oral messages.  2.1Request and provide information on numbers, prices and expressions of time.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.1 Recognise common phrases used in everyday communication situations.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice  **-Project:**  Write about your  favourite day |
|  | **Our School**  **(pp. 108-113)** | 2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.1 Recognise common phrases used in everyday communication situations.  3.2 Identify the global significance of a simple text about familiar topics.  4.2 Write a simple message to a classmate. |  |  | Direct observation  Projects/presentations/language practice |
|  | **Fun Time**  **(pp. 114-125)** | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.2 Identify time and quantity (prices, numbers) in everyday situations.  1.3 Understand age-appropriate simple oral messages.  2.1 Request and provide information on numbers, prices and expressions of time.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.1 Recognise common phrases used in everyday communication situations.  3.2 Identify the global significance of a simple text about familiar topics.  4.1 Write a card for a birthday/celebration.  4.2 Write a simple message to a classmate. |  |  | Direct observation  Projects/presentations/language practice |
|  | **Merry Christmas!**  **(pp. 128-129)** | 3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher. |  |  | Direct observation  Projects/presentations/language practice |
|  | **Happy New Year!**  **(pp. 130-131)** | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  2.1 Request and provide information on numbers, prices and expressions of time.  3.1 Identify information in simple texts.  3.2 Identify important information in texts that present events. |  |  | Direct observation  Projects/presentations/language practice |
|  | **Happy Easter**  **(pp. 132-133)** | 2.1 Request and provide information on numbers, prices and expressions of time.  3.2 Identify important information in texts that present events. |  |  | Direct observation  Projects/presentations/language practice |
|  | **Mother’s Day**  **(pp. 134-135)** | 1.3 Understand age-appropriate simple oral messages.  3.2 Identify the global significance of a simple text about familiar topics.  4.1 Write a card for a birthday/celebration.  4.2 Write a simple message to a classmate. |  |  | Direct observation  Projects/presentations/language practice |
|  | **Round-up**  **(pp. 136)**  **Evaluation**  **(pp. 126-127)** | 1.1 Identify the global significance of a clearly articulated oral message in familiar contexts.  1.2 Identify time and quantity (prices, numbers) in everyday situations.  1.3 Understand age-appropriate simple oral messages.  2.1 Request and provide information on numbers, prices and expressions of time.  2.2 Participate in everyday conversations about familiar topics.  2.3 Describe a person/character in a simple way.  3.1 Recognise common phrases used in everyday communication situations.  3.2 Identify the global significance of a simple text about familiar topics.  3.3 Understand simple familiar messages from friends, peers, teacher.  4.1 Write a card for a birthday/celebration.  4.2 Write a simple message to a classmate. |  |  | Direct observation  Projects/presentations/language practice |