

Welcome kids and welcome back to all the teachers, who in these initial days of the year have a lot to do to take up the reins of the class once again.

With summer only just over, it is too much to hope that pupils can sit still at their desks and concentrate.

Luckily **Mr Green** is at hand to welcome you with easy activities that activate individual and collective memories in class, ready to reclaim knowledge and skills learnt during the previous year.

In the course of this new school year pupils will once again immerse themselves in **Mr Green's** fantastic world, his garden. There, they will encounter new tales and new adventures, which will stimulate their curiosity and interest in the English language.

Learning objectives

Knowledge

Prepositions of place
Expressions to describe how you feel
Expressions to describe someone physically
Expressing ability and preferences
Simple classroom instructions

Skills

Locating something using prepositions of place
Saying how you feel
Describing someone physically
Expressing preferences
Naming animals, foods, numbers and colours
Matching a picture with a description
Recognising and reproducing L2 sounds and rhythms

Vocabulary

Lexical groups: school, emotions, feelings, the body, animals, food and numbers (11-20)

Communicative structures

Structures used to locate objects, describe people physically, and talk about feelings, abilities and preferences

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Defining the position of an object
Expressing how you feel
Describing someone physically
Expressing ability and preferences
Understanding and following instructions and procedures
Listening, understanding and completing a picture

Key competences

Communicating: completing sentences and short written texts; understanding short oral messages
Collaborating and participating: maintaining a positive attitude in games
Learning to learn: selecting information; identifying links and relationships

Life skills

Developing self-esteem

Helping each other out in class

Activities

Completing sentences based on visual elements
Matching words and pictures

Completing a short descriptive text
Recognising language when listening

Subject links

Music: recognising and reproducing musical rhythms and intonation

History: recognising when actions and situations are sequential or simultaneous

Maths: doing simple maths

Physical education: understanding gestures; taking part in a group game, following procedures and rules, accepting that you could lose

Support

Materials

The Story Garden 3 pp. 2-7
Audio CD
Photocopiable worksheet n. 1
Digital Book
Poster

Materials

Usual everyday classroom kit

The starting point of **Unit 1** is what is going to become the best loved history or science topics of the year: dinosaurs! And here is **Mr Green** inviting you to enter *The Lost World*, the famous novel on which Steven Spielberg based *Jurassic Park* in the USA.

Written by Sir Arthur Conan Doyle, the creator of Sherlock Holmes, and published in 1912, it tells the story of an expedition to a remote island, where the protagonists meet dinosaurs which are **not** extinct!

And so... you lead the expedition and take your pupils on a journey of discovery of new English words from the prehistoric world of the dinosaur Rudy, his big family and friends, where bullies, then as now, come off worse!

In the **CLIL** section, like true explorers, pupils learn to complete scientific profiles about the dinosaurs they observe and to make a **fossil**.

In the **Living English** section, they will journey to the jurassic sites of Great Britain and see its prehistoric treasures, then they will visit the National History Museum.

Enjoy the adventure!

Learning objectives

Knowledge

Numbers 20 to 100
The family
Personal subject pronoun
Possessive adjectives
Present simple of the verb *to be*

Skills

Name numbers 20 to 100
Describe family members, how they are related and their age
Match a picture and a description
Recognise and say words with similar pronunciation
Recognise and make L2 sounds and rhythms

Vocabulary

Numbers from 20 to 100
father, mother, brother, sister, grandfather, grandmother, uncle, aunt, cousin

Communicative structures

How old are you? I'm...
How old is he/she? He is... / She is...
This is my...
He's my... / She's my...

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Counting up to a 100
Describing members of your family, saying how they are related and how old they are
Reading and acting out a cartoon story
Answering comprehension questions about the story
Matching sentences and pictures
Recognising language learnt and knowing how to use it to interact with others

Key competences

Communicating: understanding oral and written messages; completing short texts by listening
Collaborating and participating: working together constructively and as equals in class; participating in group work in a positive and constructive way
Learning to learn: understanding grammatical differences in L2; selecting information by identifying links and relationships
Planning: writing a dinosaur profile; making a family tree

Life skills

Understanding the value of everyone being different and unique

Creative thinking

Activities

Singing and miming a song
Identifying language based on listening
Using language learnt in a game

Listening, understanding and acting out a short cartoon story
Making a bookmark

CLIL

Science: making a dinosaur profile; making a fossil

Living English

Learning about different geological time periods; learning about the Natural History Museum in London

Subject links

Physical education and sports: moving freely, unselfconsciously and with rhythm; following rules; using gesture and movement to communicate individually or in groups
Music: recognising and reproducing a musical rhythm and intonation; performing simple songs

History: recognising geological time periods
Maths: carrying out simple equations
Technology: creatively using materials to make a fossil; working out how to make something

Support

Materials

The Story Garden 3 pp. 8-21
Grammar p. 100
Activity time pp. 106-109
Audio CD
Photocopiable worksheets n. 1-4
Digital Book
Lapbook 3
Poster

Materials

Usual everyday classroom kit
For **CLIL:** shells, plaster, soil, water, a brush, plastic or paper tubs

Are you ready to dive into the deep blue sea?

Mr Green is going to take you to visit a very special house, *The Little Mermaid's* house, in the masterpiece by Hans Christian Andersen.

It will give you the opportunity of learning the names of the furniture in different rooms of the house, learn how to recognise and describe them, together with the activities which usually take place in different rooms.

In the **CLIL** section, we will revise primary and secondary colours, and explore warm and cold tertiary colours, and analyse a work of art!

In **Living English** you can find out about the characteristics of a typical British house.

Learning objectives

Knowledge

Furniture and household objects
Things to do around the house
There is / There are
Present simple of the verb *can*

Skills

Identify rooms and household objects
Understand and use vocabulary to describe household objects
Identify a room from the description of its contents
Associate each room with an activity
Follow simple instructions

Vocabulary

wardrobe, bookshelf, bed, picture, sofa, armchair, fridge, cooker, table, shower, mirror, bath bedroom, living room, kitchen, bathroom have lunch, cook, read a book, use a tablet, sleep, watch TV, play football, have a bath

Communicative structures

*There is (a fridge).
There are (two books).
Is there (a bed)? Yes, there is. / No, there isn't.
Are there (two mirrors)? Yes, there are. / No, there aren't.
I can (read a book) (in the living room).
I can't (have lunch) (in the bathroom).*

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Describe the furniture that you find in a room
Identify a room from its description
Read, understand and act out a cartoon story
Answer comprehension questions about a story
Use vocabulary and structures learnt in the context of a game
Read and complete short written texts and match them to pictures

Key competences

Communicating: listening and pointing to pictures; understanding a written text; understanding dialogues supported by pictures
Collaborating and participating: playing and collaborating with classmates, respecting rules; participating in classroom discussions
Learning to learn: developing critical and deductive skills; identifying links and relationships; applying language learnt to other subjects
Planning: describing a room

Life skills

Positively approaching new experiences
Cultural awareness and expression

Critical thinking

Activities

Listening to and pointing to pictures
Listening to and singing a song
Matching words and pictures, guided by listening
Completing short texts and matching them to pictures

Chatting to classmates following a model given
Reading and completing a text
Listening, understanding and interpreting an illustrated story
Answering questions in writing about pictures

CLIL

Art: learning about primary, secondary and complementary colours, warm and cold colours

Living English

Learning about different types of houses and lifestyles which are different to ours

Subject links

Citizenship education: learning about and appreciating different lifestyles, linked to different cultures
Physical education: understanding gestures; participating in group games, respecting rules and accepting failure
Music: performing simple songs and texts, individually and/or in a group; recognising different

voices and matching them to different characters; reproducing intonation
History: working out if actions and situations are sequential or simultaneous
Art and design: using warm and cold colours; completing drawings based on written information

Support

Materials

The Story Garden 3 pp. 22-37
Living Grammar p. 101
Activity time pp. 110-113
Audio CD
Photocopiable worksheets n. 1-4
Digital Book
Lapbook 3
Poster

Materials

Usual everyday classroom kit

The Fox and the Stork, Aesop's well-known fable takes us to a table laid ready to learn the names of new foods to add to our ideal pantry, so that we can decide which ones we and our friends like and which ones we would like to have for breakfast, lunch or dinner.

But which foods, and above all snacks, are good for us and which are not? **Mr Green** will give us advice about this in the **CLIL** section. Then pupils will keep a diary of their weekly snack consumption so that they can compare it with their classmates'. Who will have the healthiest snack diary?

Finally, we find ourselves in a very English afternoon **Tea time** in the **Living English** section. A real tradition! But what is the right way to make English tea? Find out with your class and have fun!

Learning objectives

Knowledge

Lexical groups relating to food

Meals

Present simple: affirmative, negative, interrogative forms and short answers

Skills

Knowing the names of different food and drinks

Expressing food preferences and asking about friends' preferences

Expressing your opinion

Describing your own daily menu

Following simple instructions

Vocabulary

soup, tomatoes, bread, water, rice, eggs, strawberries, chocolate, cherries, milkshake

rice cakes, popcorn, crackers, yoghurt, vegetables, fruit, muffins, biscuits, muesli bars, sweets, crisps, fruit juice, fizzy drinks, milkshakes, smoothies, breakfast, lunch, dinner

Communicative structures

I like (tomatoes). / I don't like (cherries).

Do you like (chocolate)?

Yes, I do. / No, I don't.

Does he/she like (soup)?

Yes, he/she does. / No, he/she doesn't.

For (breakfast) I have...

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Describing what you eat for breakfast, lunch, dinner and snacks

Identifying and describing your own and other's favourite foods

Numbering and classifying objects

Reading, understanding and acting out a cartoon story

Answering comprehension questions about a story

Reading and completing short written texts and matching them with pictures

Recognising words with similar pronunciation

Using words and structures learnt in the context of a game

Key competences

Communicating: understanding oral messages; understanding and reproducing dialogues

Collaborating and participating: participating in games in a positive way; writing a weekly snack diary and comparing it with your friends

Learning to learn: understanding grammar differences between two languages; identifying links and relationships; comparing your eating habits with those from other cultures

Life skills

Managing feelings
Cultural awareness and expression

Critical thinking

Activities

Listening and pointing to pictures
Listening to and singing a song
Matching words and pictures
Making predictions and checking them based on listening
Playing with friends
Completing short texts and matching them with pictures

Reading and completing a text
Listening to, understanding and interpreting an illustrated story read by the teacher or on multimedia
Making a food diary
Comparing your diet with those from Anglo-Saxon cultures

CLIL

Food education: learning about a healthy and balanced diet

Living English

Learning about some of the eating habits of people from Anglo-Saxon cultures

Subject links

Citizenship education: respecting established rules for individual and group work; learning about eating habits linked to other cultures
Physical education: interacting constructively with others, valuing diversity; using gesture and movement to communicate

Music: performing a song; reproducing intonation
History: working out if actions and situations are sequential or simultaneous
Art and design: making a food diary

Support

Materials

The Story Garden 3 pp. 38-51
Living Grammar p. 102
Activity time pp. 114-117
Audio CD
Photocopiable worksheets n. 1-6
Digital Book
Lapbook 3
Poster

Materials

Usual everyday classroom kit

The adventurous **Robin Hood**, the hero of many mediaeval ballads takes us to a world of action in which all the protagonists are unstoppable, as in all stories of adventure, danger and... love!

Our friends in **Sherwood Forest** can do many things! But how do they do them... well, very well, or not at all? Pupils will learn to describe characters and talk about their actions.

In the **CLIL** section pupils will learn to talk about a sport they know: **swimming** and how to behave in the pool, because you can't have fun if you don't follow the rules!

In **Living English**, we will move from the merry men's forest to **Hyde Park**, the most famous park in London, where you can play lots of different sports.

Who knows which sport the evil Sheriff of Nottingham would choose?

Learning objectives

Knowledge

Lexical groups for free time activities and sports
Present simple of *can*: affirmative, negative, interrogative forms and short answers

Skills

Understanding and describing free time activities and sports
Saying what you can do
Expressing your abilities, finding out your friends' abilities and comparing them
Writing short texts about your abilities
Following simple instructions and procedures

Vocabulary

do judo, ride a bike, ride a horse, play volleyball, play the guitar, play football, play video games, rollerblade, dance, swim swimming styles, freestyle, breaststroke, butterfly, backstroke, pool, swimming cap easy, difficult

Communicative structures

*I can...
I can't...
Can you...?
Yes, I can. / No, I can't.
Can he/she...?
Yes, he (she) can. / No, he (she) can't.*

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Expressing your own and others' abilities
Asking someone about their abilities
Writing short texts about your own and others' abilities
Reading, understanding and acting out a cartoon story
Answering comprehension questions about a story
Using vocabulary and structures learnt in the context of a game
Reading and completing short written texts and matching them with pictures

Key competences

Communicating: listening and pointing to pictures; understanding a written text; understanding short dialogues, supported by pictures
Collaborating and participating: playing and collaborating with classmates, respecting rules; participating in class discussions
Learning to learn: developing critical and deductive skills; identifying links and relationships; applying language learnt to other subjects
Planning: making a skills poster

Life skills

Managing emotions
Cultural awareness and expression

Critical thinking

Activities

Listening and pointing to pictures
Listening to and singing a song
Matching words and pictures
Playing with classmates

Matching short texts to pictures and completing them
Reading and completing a text
Listening to, understanding and acting out an illustrated story read by the teacher or on multimedia

CLIL

Citizenship education: learning to read information signs and rules about how to behave in a swimming pool

Living English

Learning about Hyde Park, one of the most beautiful parks in London

Subject links

Physical education and sports: learning the names of individual and team sports; following the rules for organised games
Music: performing a song; reproducing intonation
History: working out if actions and situations are sequential or simultaneous

Art and design: making a skills poster
Citizenship education: following rules established for a leisure setting; learning about sports from other cultures

Support

Materials

The Story Garden 3 pp. 52-67
Living Grammar p. 103
Activity time pp. 118-121
Audio CD
Photocopiable worksheets n. 1-5
Digital Book
Lapbook 3
Poster

Materials

Usual everyday classroom kit

Who's that funny character standing there in his pants? Of course, we're in the fairytale by **Hans Christian Andersen**, **The Emperor's New Clothes**, and that's the emperor who's being tricked by his cunning tailors.

They are offering him lots of different clothes, which pupils will learn to name so that they can say what they are wearing and describe their classmates' clothes too.

In the **CLIL** sections they will learn that clothes aren't always important, but sometimes what you wear can make all the difference, for example when you are playing sport, clothes can even protect you.

In **Living English** pupils come to understand that in sport or at school, a **uniform** can make you feel part of a team or a group and what you wear can be a source of pride.

Learning objectives

Knowledge

Clothes vocabulary

Present continuous: affirmative, negative, interrogative forms and short answers

Skills

Learning the name of different clothes

Understanding and using vocabulary to describe clothes

Identifying someone from a description of their clothes

Describing your own and other people's clothes

Following simple instructions and procedures

Vocabulary

T-shirt, dress, shorts, shirt, jacket, shoes, trainers, jumper, skirt, trousers

big, small, long, short, clean, dirty, new, old safety clothes, helmet, gloves, pads

Communicative structures

Are you wearing...?

Yes, I am. / No, I'm not.

Is he/she wearing...?

Yes, he/she is. / No, he/she isn't.

Are they wearing...?

Yes, they are. / No, they aren't.

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Recognising and using clothes vocabulary

Describing what you and your classmates are wearing

Writing short texts about your and other people's clothes

Reading, understanding and acting out a cartoon story

Answering comprehension questions about a story

Reading and completing short texts and matching them with pictures

Recognising words with similar pronunciation

Using new words in a game

Key competences

Communicating: listening and pointing to pictures; understanding a written text; understanding short dialogues supported by pictures

Collaborating and participating: playing and collaborating with classmates, following rules; participating in a class discussion

Learning to learn: developing critical and deductive skills; discovering the different lifestyle and clothes habits at school in English-speaking countries compared to your own

Planning: designing a logo and a uniform for your school

Life skills

Cultural awareness and expression

Critical thinking

Activities

Listening and pointing to pictures
 Listening to and singing a song
 Matching words and pictures
 Playing with classmates
 Matching short texts to pictures and completing the texts

Reading and completing a text
 Listening to, understanding and acting out an illustrated story read by the teacher or on multimedia

CLIL

Road safety education: learning some road safety rules and the Green Cross Code for crossing the road safely

Living English

Learning about what pupils wear to school in English-speaking countries

Subject links

Citizenship education: following established rules; learning about what people wear in other cultures
Physical education: following the rules of organised games
Music: performing a song; reproducing intonation

History: working out if actions and situations are sequential or simultaneous
Art and design: designing a logo

Support

Materials

The Story Garden 3 pp. 68-81
 Living Grammar p. 104
 Activity time pp. 122-125
 Audio CD
 Photocopiable worksheets n. 1-6
 Digital Book
 Lapbook 3
 Poster

Materials

Usual everyday classroom kit

The summer is coming, with its hot, sunny days... What could be better than a trip to the jungle with **Mowgli**? **The Jungle Book**, a collection of stories written by the winner of the Nobel Prize for Literature, **Rudyard Kipling**, is the perfect input to learn the names of new animals and parts of their bodies, as well as describing them and making up riddles.

And while we are on the subject of nature, in the **CLIL** section pupils will learn to do a test to recognise different types of soil and the dangerous pollutants of our planet.

In **Living English** pupils will take a trip to **Longleat**, one of the most beautiful safari parks in Great Britain, which will start them dreaming of their holidays in the great outdoors!

Learning objectives

Knowledge

Animals in the jungle
Parts of animals' bodies
Present simple of *have (got)*: affirmative, negative, interrogative forms and short answers

Skills

Identifying animals
Describing an animal
Identifying an animal from its description
Following simple instructions

Vocabulary

monkey, eagle, giraffe, snake, elephant, panther, tiger, bear, hippo, crocodile, teeth, tail, wings, beak, legs, neck

Communicative structures

*I can see (a bear).
It's got (four legs).
Has it got (wings)?
Yes, it has. / No, it hasn't.*

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Describing an animal
Identifying an animal from its description
Reading, understanding and acting out a cartoon story
Answering comprehension questions on a story
Using vocabulary and structures learnt in the context of a game
Reading and completing short written texts and matching them with pictures

Key competences

Communicating: listening and pointing to pictures; understanding short oral texts and dialogues supported by pictures
Collaborating and participating: playing and collaborating with classmates, following the rules; participating in class discussions
Learning to learn: developing critical and deductive skills; identifying links and relationships; applying the language learnt to other subjects
Planning: drawing and describing an imaginary animal; making a zoo safari map

Life skills

Cultural awareness and expression
Critical thinking

Empathy

Activities

Listening and pointing to pictures
Listening to and singing a song
Completing short texts and matching them with pictures
Chatting to classmates following a guided model

Reading and completing a text
Listening to, understanding and acting out an illustrated story
Answering questions about pictures in writing

CLIL

Science: recognising different types of soil; recognising dangerous pollutants for our planet

Living English

Learning about Britain's safari parks

Subject links

Science: recognising different types of soil; recognising dangerous pollutants for our planet
Physical education: understanding gestures; participating in group games, following the rules and accepting that you might lose
Music: performing simple songs and verses in groups and/or individually; recognising different voices and

matching them to different characters; reproducing intonation
History: working out if actions and situations are sequential or simultaneous
Art and design: making a safari zoo map

Support

Materials

The Story Garden 3 pp. 82-97
Living Grammar p. 105
Activity time pp. 126-129
Audio CD
Photocopiable worksheets n. 1-3
Digital Book
Lapbook 3
Poster

Materials

Usual everyday classroom kit