

We all know well how much our pupils grow just in one summer, especially, in the months between the third and fourth years of primary school. It's when they develop new tastes, new more complex emotions and a greater curiosity about the world.

For that reason, and to keep them interested and curious, **The Story Garden** changes its input to the motivating classics which open each unit.

In these first few pages of revision, you will have the chance to evaluate the vocabulary and structures that your pupils already know before you start a new year of adventures with **Mr Green** and his amazing stories.

## Learning objectives

### Knowledge

Greetings  
Expressions to introduce yourself, express an opinion, talk about ability and possession  
Ask for and give information  
Follow instructions

### Skills

Expressing preferences  
Describing yourself and a friend  
Listening and numbering texts and pictures  
Creating a mind map  
Recognising and reproducing L2 sounds and rhythms

### Vocabulary

*Lexical groups: clothes, food, numbers, colours, festivals, places in school, animals*

### Communicative structures

*Structures to introduce yourself, talk about your tastes and preferences, and your abilities*

## Intermediate goals in the development of competences

### Basic competences (English language skills axis)

Understanding and following instructions and procedures  
Describing yourself and your classmates, using mind maps  
Introducing yourself to the class  
Using your language skills to play with classmates  
Recognising and using language learnt orally in context in order to interact with others

### Key competences

**Communicating:** understanding verbal and non-verbal messages  
**Collaborating and participating:** maintaining good relations with classmates; respecting rules for individual or group work  
**Problem solving:** using logic to work out how to do a task

## Life skills

Self-awareness Critical thinking	Managing feelings
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## Activities

Creating a map Understanding language when listening	Listening, reading and matching words and pictures
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## Subject links

<b>Physical education:</b> understanding gestures; participating in group games, respecting procedures and rules, accepting you may lose	<b>Emotional education:</b> listening to and interacting with others in a positive way; expressing your feelings, abilities and affection
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## Support

<p><b>Resources</b></p> <p>The Story Garden 4 pp. 2-5 Activity time p. 103 Audio CD Digital Book</p>	<p><b>Equipment</b></p> <p>Usual everyday classroom kit</p>
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Have you packed your suitcases? Great! Because you and Mr Green are actually going on a journey around the world to the strangest climates of the Earth. Together with the characters from ***Around the World in Eighty Days***, a masterpiece by writer **Jules Verne**, pupils will learn to ask for information and talk about the weather. But they will also learn not to judge things at first sight, because things are not always as they seem, as you will see in the cartoon! In the **Real Task** section pupils will undertake some Internet research into the weather, whereas in the **CLIL** section they will do some scientific experiments to prove that **water** and **air** are also types of **matter**. In the **Living English** pages pupils will take a journey into our modern-day world to see how pupils in different countries get to **school** every day.

## Learning objectives

### Knowledge

Weather, months and seasons  
Wh-questions  
Prepositions of place and time with *in*

### Skills

Asking for and giving information about the weather  
Recognising months and seasons  
Asking simple questions and giving simple answers  
Understanding that rhythm and intonation are important in asking for information and opinions

### Vocabulary

*foggy, snowy, cold, rainy, warm, sunny, hot, windy, cool, cloudy*  
*January, February, March, April, May, June, July, August, September, October, November, December*  
*winter, spring, summer, autumn*

### Communicative structures

*What's the weather like? It's...*  
*What's your favourite month? It's...*  
*What's your favourite season? It's...*  
*When's your birthday? It's in...*

## Intermediate goals in the development of competences

### Basic competences (English language skills axis)

Asking for and giving information about the weather, describing the weather  
Asking for and giving personal information  
Listening, understanding, acting out and reading a cartoon story  
Answering comprehension questions about a cartoon story

### Key competences

**Collaborating and participating:** using language presented to talk about what's around you and in other parts of the world; respecting rules established for group and pair work  
**Learning to learn:** reusing language learnt to do new tasks  
**Communicating:** understanding and completing written texts  
**Planning:** creating a mind map to describe yourself; using language learnt in a situational context to interact with others in a game

## Life skills

Managing feelings  
Critical thinking

Positive attitude to new things  
Self-awareness

## Activities

Describing and talking about the weather around us and in other parts of the world  
Listening to and singing a song  
Recognising language when listening  
Listening and completing picture captions  
Using language introduced in passive and productive tasks

Doing a controlled speaking activity with classmates based on a model (interview)  
Reading and completing a text  
Listening, understanding, acting out and reading a cartoon story

## CLIL

**Science:** learning about matter; doing experiments and using deductive thought processes

## Living English

Learning how pupils get to school in countries around the world

## Subject links

**Music:** reproducing the intonation of a sentence by listening to and reading a visual code; reading, reciting and acting out with expression; singing a song  
**Art and design:** reading a cartoon story; creating mind maps to describe yourself and others; making

posters to describe the weather in the main cities of the world  
**Science:** discovering the characteristics of different matter

## Support

### Resources

Story Garden 4 pp. 6-19  
Living Grammar p. 96  
Activity time pp. 104-107  
Easy English 128-131  
Audio CD  
Photocopiable worksheet n. 1-3  
Digital Book

### Equipment

Everyday classroom kit

What if your school were a ship? It is in **Neverland**.

That's where we meet **Peter Pan** and the unforgettable characters of **J.M. Barrie** and learn the **days of the week**, **time** and **school subjects**.

In this unit pupils will also learn the language they need to evaluate their own progress in school, and they will become aware of the fact that if you think you are infallible, you can end up in the jaws of a crocodile!

In the **CLIL** section, pupils enter a **virtual museum**, and with Mr Green's help they will learn to analyse a painting in English and in the **Living English** pages they pass an enjoyable day in **Kensington Gardens**, where the story of Peter Pan opens.

## Learning objectives

### Knowledge

Time  
School subjects  
Days of the week  
Prepositions of time  
Wh-questions: *When, What time*

### Skills

Asking for and telling the time  
Asking and answering about your own or other people's school timetable  
Asking and answering about your favourite subjects  
Asking and answering for information about how you are doing in school  
Recognising and saying words with similar pronunciation

### Vocabulary

*Science, PE, ICT, Geography, Music, History, Maths, English, Art*  
*Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*  
*excellent at, good at, not very good at,*

### Communicative structures

*What time is it?*  
*It's (seven) o'clock.*  
*It's a quarter past..., It's half past...,*  
*It's a quarter to...*  
*When is Maths? It's on (Tuesday). / I have it on (Tuesday).*  
*What's your favourite subject? It's (maths).*  
*What's your favourite day? It's (Friday).*

## Intermediate goals in the development of competences

### Basic competences (English language skills axis)

Asking for and telling the time  
Asking and answering questions about school life  
Listening, understanding, acting out and reading a cartoon story  
Answering comprehension questions about a cartoon story  
Producing L2 sounds and rhythms and giving them meaning and functions  
Understanding language learnt and using it to interact with others in situational contexts

### Key competences

**Collaborating and participating:** knowing how to work in groups in a positive and active way  
**Learning to learn:** developing critical thinking and deduction; using language learnt in tasks relating to a personal sphere  
**Communicating:** understanding information in oral and written messages  
**Planning:** demonstrating creativity and intuition in tasks  
**Finding links:** selecting the necessary information to complete a task

## Life skills

Managing feelings  
Critical thinking

Empathy  
Self-awareness

## Activities

Using language learnt to interact with others in a situational context  
Understanding written texts and answering questions  
Listening, completing tables and dialogues  
Listening to and singing a song  
Recognising language when listening

Completing a mind map  
Listening and matching words and pictures  
Doing a semi-structured conversation with classmates following a model  
Listening, understanding, reading and acting out a cartoon story

## CLIL

**Art and design:** critical analysis of paintings by great artists of the past and expressing an opinion

## Living English

Discovering Kensington Gardens and what's special about them

## Subject links

**Emotional education:** becoming aware of your own potential and learning aptitudes; sharing information about preferences; actively listening, developing self-awareness and positively interacting with others

**Music:** reproducing the musical intonation of sentences by listening and reading a visual code; using expression when reading out loud, reciting or acting out a text; singing a song

**Mathematics:** using tables to collect and collate data and information; telling the time

**History:** working out if actions are sequential or simultaneous

**Art and design:** reading a cartoon story; developing critical thinking

**Physical education:** discovering the importance of sport for physical fitness

## Support

### Resources

Story Garden 4 pp. 20-35  
Living Grammar p. 97  
Activity time pp. 108-111  
Easy English pp. 132-133  
Audio CD  
Photocopiable worksheets n. 1-4  
Digital Book  
Poster

### Equipment

Usual everyday classroom kit

In this unit we find ourselves dealing with a favourite topic with year four pupils: Ancient Egypt, with hieroglyphics, temples, gods, mummies, scarabs and pyramids, together with all their mysteries and secrets. And it is a young **Tutankhamun** who teaches pupils to describe their **daily routine** and name different **parts of the day**. The unit is not based on classical history, but on the idea of finding out about the past, which has always been at the centre of human curiosity, and which we should treat with great respect, as we discover in the cartoon story. In the **CLIL** pages, an ancient history lesson introduces pupils to the art of mummification, while **Living English** takes them to **London**, where they will discover countless archeological finds from Ancient Egypt.

## Learning objectives

### Knowledge

Daily routines  
Parts of the day  
Prepositions of time and adverbs of frequency  
Present Simple

### Skills

Understanding and talking about daily routines  
Comparing your day with your classmates'  
Producing a descriptive piece of writing  
Using adverbs of frequency  
Recognising words with similar pronunciation

### Vocabulary

*get up, have a shower, get dressed, have breakfast, go to school, have lunch, go home, do sport, have dinner, go to bed*  
*in the morning, at midday, in the afternoon, in the evening, at night, at midnight*  
*always, usually, often, sometimes, never*

### Communicative structures

*What time does he get up?*  
*Do you have a shower in the morning?*  
*Yes, I always have...*  
*I get up at...*  
*He/she gets up at...*  
*Do you get up at...?*  
*Does he/she get up at...?*  
*I don't get up at...*  
*He/She doesn't get up at...*

## Intermediate goals in the development of competences

### Basic competences (English language skills axis)

Talking about daily routines  
Talking to classmates about how they organise their day  
Identifying parts of the day  
Reading and acting out a cartoon story  
Answering comprehension questions about stories  
Reading and completing short written texts and matching them with images  
Understanding that intonation and rhythm are communicative elements  
Writing short texts about yourself and others

### Key competences

**Communicating:** talking to classmates about how they organise their day; answering comprehension questions about a text; completing a dialogue and describing daily routines in the third person  
**Collaborating and participating:** comparing your own way of organising the day with that of your classmates; knowing how to participate in group work in a positive and collaborative way  
**Learning to learn:** interviewing a classmate and completing a double entry table

## Life skills

Managing feelings

Critical thinking

## Activities

Listening to and singing a song  
 Chatting to a friend  
 Transforming information collected into writing  
 Ordering sentences in a text  
 Reading and completing a text based on pictures and answering questions about the text

Listening, understating, reading and acting out a cartoon story  
 Answering questions about a story  
 Completing a dialogue

## CLIL

**History:** recognising some archaeological finds

## Living English

Learning about Egyptian art in London

## Subject links

**Emotional education:** considering your own wishes and comparing them with your classmates

**Music:** learning and performing a song; altering your intonation to form questions and answers

**Mathematics:** using tables to collate data and information

**History:** working out if actions are sequential or

simultaneous; learning about Ancient Egyptian mummification

**Art and design:** reading a cartoon story; recognising some archeological artefacts

**Technology and planning:** doing Internet research

## Support

### Resources

Story Garden 4 pp. 36-49  
 Living Grammar p. 98  
 Activity time pp. 112-115  
 Easy English pp. 134-135  
 Audio CD  
 Photocopiable worksheets n. 1-5  
 Digital Book  
 Poster

### Equipment

Usual everyday classroom kit



Is Gulliver a giant? Of course not! It's the Lilliputians who are tiny, on average around fifteen centimeters tall, according to **Jonathan Swift**, the author of *Gulliver's Travels*. But what are they like? Fat, thin, young, old? This is the pretext from which the class will learn to describe and ask questions about people's physical appearance. In the cartoon pages pupils will become involved in a little critical thinking activity for which they will have to use their intuition.

In the **CLIL** section Mr Green will take pupils to meet real life giants: those who play basketball. And in the **Living English** section, pupils will encounter symbolic British and American giants: Big Ben and the Statue of Liberty.

## Learning objectives

### Knowledge

Physical appearance  
Present Simple of the verbs *to be* and *to have (got)*

### Skills

Asking about somebody's physical appearance  
Describing your appearance and a friend's appearance  
Writing a descriptive text  
Recognising someone from their description  
Writing a dialogue  
Recognising words with similar pronunciation

### Vocabulary

*bald, freckles, wavy hair, spiky hair, straight hair, fringe, beard, ponytail, curly hair, glasses, tall, short, thin, plump, young, old*

### Communicative structures

*What does he/she look like?*  
*Has he/she got...?*  
*Yes, he/she has. / No, he/she hasn't.*  
*Is he/she...?*  
*Yes, he/she is. / No, he/she isn't*

## Intermediate goals in the development of competences

### Basic competences (English language skills axis)

Describing someone's physical appearance  
Identifying someone from their description  
Reading and writing short texts  
Listening, understanding and acting out a cartoon story  
Answering comprehension questions about a cartoon story  
Recognising rhythm and intonation as elements of communication  
Recognising the importance of physical exercise at all ages

### Key competences

**Collaborating and participating:** knowing how to participate in group work and games in a positive and constructive way  
**Learning to learn:** knowing how to observe and describe a person's physical appearance  
**Planning:** making a class poster to play **Who's who?**  
**Communicating:** listening for information and using it to carry out tasks  
**Problem-solving:** using logic to do complex tasks

## Life skills

Interpersonal skills  
Critical thinking

Social and civic competences  
Empathy

## Activities

Using language learnt in a situational context to interact with others  
Understanding a written text and answering questions about it  
Listening, completing tables and dialogues

Listening, understanding, reading and acting out a cartoon story  
Listening to and singing a song  
Recognising language when listening  
Matching descriptions and pictures

## CLIL

**PE:** recognising basketball rules and the importance of physical exercise to nurture our bodies

## Living English

Giants in the English-Speaking World: Big Ben and the Statue of Liberty

## Subject links

**Emotional education:** self-reflection and talking about yourself to others  
**Music:** performing a song, highlighting the melody  
**History:** working out if actions are sequential or simultaneous  
**Art and design:** focusing on physical appearance

**Physical education and sports:** learning the rules of basketball and thinking about the importance of physical exercise  
**Design and technology:** working out the rules of a game

## Support

### Resources

Story Garden 4 pp. 50-63  
Living Grammar pp. 99-100  
Activity time pp. 116-119  
Easy English 136-137  
Audio CD  
Photocopiable worksheets n. 1-4  
Digital Book  
Poster

### Equipment

Usual everyday classroom kit

A journey doesn't have to be just to places far away across oceans, it can be like that of the characters in this unit to the **centre of the Earth**, to a place where time stood still in the **prehistoric age** and where danger is the order of the day. This motivating starting point, *Journey to the Center of the Earth* by **Jules Verne**, will see pupils packing their rucksacks with all the things they will need for an adventure on the slopes of an underground volcano. In the **CLIL** section, Mr Green will show the class the main parts of a **volcano** and will invite them to build a model volcano to experiment with and simulate an eruption, whereas in **Living English** they will learn about some of the most amazing volcanoes on our planet.

## Learning objectives

### Knowledge

Personal everyday objects used for camping  
Landscapes and elements of nature  
Possessive case  
Present simple of the verb *need*

### Skills

Describing personal objects needed for a day trip or for camping  
Understanding and naming things in nature  
Asking for and giving information about the appearance of an object  
Answering written questions following a model  
Recognising words with similar pronunciation

### Vocabulary

*helmet, notebook, camera, compass, sleeping bag, magnifying glass, rainproof jacket, trekking shoes, torch, rucksack*  
*waterfall, river, lake, volcano, mountain, cave*

### Communicative structures

*It's (Julie's notebook).*  
*I need...*  
*There is (a mountain).*  
*There are (two lakes).*

## Intermediate goals in the development of competences

### Basic competences (English language skills axis)

Identifying and describing personal objects you need for day trips  
Reading and completing short written texts and matching them with pictures  
Completing a drawing based on an audio description  
Listening, understanding and acting out a cartoon story  
Answering comprehension question about a cartoon story  
Understanding that rhythm and intonation are part of communication

### Key competences

**Collaborating and participating:** acting out a cartoon story with classmates  
**Identifying links and relationships:** selecting information needed to carry out a task  
**Communicating:** transforming non-verbal messages (icons) into verbal messages; interacting correctly in communicative situations; writing simple texts; understanding short audio texts  
**Planning:** using language learnt and applying it to other subjects

## Life skills

Critical thinking

Empathy

## Activities

Listening to and singing a song  
 Listening, pointing to a picture and repeating new words  
 Using new words in a game  
 Talking to a friend  
 Completing a picture from an audio description

Reading and completing a text from a picture and answering questions about the text  
 Listening, understanding, reading and acting out a cartoon story  
 Completing a dialogue  
 Matching descriptions with pictures

## CLIL

**Geography:** learning about volcanoes

## Living English

Volcanoes in the UK and around the world

## Subject links

**Emotional education:** becoming interested in your surroundings to get the best out of a journey of exploration  
**Music:** using the correct intonation in a sentence by listening and reading it; using expression when reading or acting out; singing a song  
**Geography:** learning about volcanic activity and finding out where there are well-known volcanoes in the UK and in the world

**History:** working out if actions are sequential or simultaneous  
**Art and design:** listening and completing a drawing  
**Physical education and sport:** participating in group games, respecting the procedures and rules  
**Design and technology:** working out how to do an experiment

## Support

### Resources

Story Garden 4 pp. 66-79  
 Living Grammar p. 101  
 Activity time pp. 120-123  
 Easy English 138-139  
 Audio CD  
 Photocopiable worksheets n. 1-3  
 Digital Book  
 Poster

### Equipment

Usual everyday classroom kit

Here we are at the last unit of this school year on a **treasure island** to be precise, where animals and the amazing biodiversity of the Earth are the true treasure

**Treasure Island** by **Robert Louis Stevenson** is the motivating starting point for pupils to learn to name, describe and classify different animals.

The **CLIL** section will help pupils discover the weirdest animals in the world, while in **Living English** they will learn about **Oak Island**, a quintessential treasure island.

We are at the end of our and your work, at least for this year, and we would like to finish by hoping all of your pupils understand that as much as the destination of a journey is important, each stage of it is essential to create unforgettable memories.

## Learning objectives

### Knowledge

Physical appearance of animals  
Present Simple of the verb *can*

### Skills

Describing animals and their appearance  
Asking and giving information to guess an animal  
Producing a written description  
Writing a dialogue  
Recognising and producing words with similar pronunciation

### Vocabulary

*butterfly, hummingbird, bat, parrot, iguana, tapir, jaguar, spider, mosquito, tortoise, lizard, frog, claws, trunk, whiskers, fur, scales, feathers*

### Communicative structures

*Can it...?  
Where does it live?  
How long is its body?  
What does it eat?*

## Intermediate goals in the development of competences

### Basic competences (English language skills axis)

Naming different animals  
Describing the physical characteristics of animals  
Giving and receiving information which identifies an animal  
Listening, understanding and acting out a cartoon story  
Answering comprehension questions about a story  
Understanding that rhythm and intonation are part of communication

### Key competences

**Planning:** showing creativity when doing a task, using informal knowledge drawn from other subjects  
**Communicating:** understanding short descriptive texts; interacting with classmates in communicative situations; reading short scientific texts  
**Learning to learn:** observing and describing an animal; using language learnt to do unguided tasks

## Life skills

Managing feelings  
Critical thinking

Empathy

## Activities

Listening, pointing to pictures and repeating new words  
Chatting with a friend  
Guessing a picture from a description  
Drawing and describing an imaginary animal  
Reading and completing a text based on pictures and answering comprehension questions about it

Listening, understanding and acting out a cartoon story  
Answering questions about a story  
Drawing a picture based on a written text  
Completing a dialogue  
Matching descriptions and pictures

## CLIL

**Science:** studying different animals

## Living English

Discovering Oak Island

## Subject links

**Emotional education:** reflecting on anger and finding strategies to manage it  
**Music:** reproducing the intonation of a sentence by listening or by reading it  
**Geography:** learning about and locating a famous island  
**History:** working out if actions are sequential or simultaneous

**Art and design:** drawing an animal; focusing on the particular physical characteristics of an animal  
**Physical education and sport:** participating in a group game, following rules and procedures  
**Design and technology:** working out the rules of a game

## Support

### Resources

Story Garden 4 pp. 80-93  
Living Grammar p. 102  
Activity time pp. 124-127  
Easy English 140-141  
Audio CD  
Photocopiable worksheets n. 1-3  
Digital Book  
Poster

### Equipment

Usual everyday classroom kit