

We start the fifth year with the friendly gardener, **Mr Green**, who once more introduces you and your class to exciting classic children's literature.

Our hope is that the amazing characters and stories found in each unit will make pupils want to dive straight in. And you will get a taste of what you will find in the new English book, from the second revision activity onwards.

Learning objectives

Knowledge

Useful expressions to talk about yourself, abilities and possessions and express opinions
Understand questions and instructions
Follow instructions

Skills

Present yourself, talk about abilities and possessions
Express preferences and opinions
Recognise and reproduce L2 sounds and rhythms

Vocabulary

Lexical groups: physical descriptions, actions, animals, time, weather, months and seasons, the natural world

Communicative structures

Structures needed to present yourself and others, to express preferences and abilities

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Understanding and following instructions and procedures
Talking about yourself, your preferences and abilities
Using language to play with classmates
Recognising language learnt when you hear it and know how to use it in an interactive context with others

Key competences

Problem solving: using logic to work out how to do a task

Communicating: writing short and simple sentences about yourself; understanding verbal and non-verbal messages

Collaborating and participating: respecting rules established in individual and group work

Life skills

Self-awareness	Managing feelings
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Activities

<p>Completing a logical sequence</p> <p>Completing a talk by matching questions and answers</p> <p>Using language to talk about yourself to the class and to play a game</p>	<p>Recognising language based on listening</p> <p>Listening, reading and matching words and pictures</p>
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Subject links

<p>Emotional education: developing active listening and constructive relations with others; expressing emotions and feelings effectively</p> <p>Music: recognising and reproducing musical rhythm and intonation</p> <p>History: recognising when actions and situations are sequential or simultaneous</p>	<p>Art and design: finding and recognising images in a double-entry table</p> <p>Physical education: understanding gestures; playing group games, respecting rules and instructions, dealing with losing</p>
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Support

<p>Materials</p> <p>The Story Garden 5 pp. 2-5</p> <p>Audio CD</p> <p>Digital Book</p>	<p>Materials</p> <p>Usual everyday classroom kit</p>
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The input for this unit is **Frankenstein**, the famous novel written by **Mary Shelley** between 1816 and 1817, when she was only 19 years old.

The monster protagonist and his friends will help your pupils learn to use the **-ing form** and **ordinal numbers**. As we do each year we have dedicated one unit and the cartoon to an important moment in pupils' lives – birthdays. In tune with the Halloween atmosphere of the novel, the **CLIL** section is dedicated to the bones of a human skeleton and to a little scientific experiment, which pupils should enjoy doing.

The **Living English** pages will transport the class to a world of mysterious castles, from Doctor Frankenstein's to those in Great Britain.

Who knows if there are some in your area too?

Learning objectives

Knowledge

Free time activities
Ordinal numbers
Present progressive
Dates

Skills

Asking and saying what you are doing
Using ordinal numbers from 1st to 31st
Asking and saying the date
Asking and saying when your birthday is

Vocabulary

eating, phoning, taking photos, talking, drinking, cooking, making a video, texting, dancing, playing the piano, singing, playing a board game
ordinal numbers from 1st to 31st

Communicative structures

*What's she doing? She is (phoning).
They're (cooking).
They aren't (playing).
What's the date today? It's (the) sixteenth of May.
When's your birthday? It's on 23rd January.*

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Asking and saying what you are doing
Using *Present progressive* to describe what is happening
Asking and saying the date
Asking and saying when your birthday is
Listening, understanding and acting out a cartoon story
Completing sentences based on a story
Completing a dialogue
Distinguishing between words with similar sounds

Key competences

Collaborating and participating: respecting rules established for pair work and group work; using language learnt in a game
Communicating: describing a picture; understanding spoken English; understanding verbal and written messages relating to other subjects; completing simple guided written texts
Learning to learn: gathering information in an interview; learning to name the bones of the human body in English; carrying out an experiment, following instructions

Life skills

Managing feelings
Critical thinking

Positive approach to new experiences
Empathy

Activities

Listening and pointing to pictures
Singing a song
Matching words and pictures
Completing and matching short texts to pictures
Listening, completing tables and dialogues
Identifying language by listening

Making an invitation card
Chatting to friends, following a guided model
Reading and completing a text
Listening, understanding, reading and acting out a cartoon story

CLIL

Science: recognising and naming the bones of the human body

Living English

Discovering the world's most mysterious castles

Subject links

History: recognising when actions and situations are sequential or simultaneous
Art and design: making an invitation card
Physical education: using gesture and movement to communicate individually and in a group

Emotional education: sharing the pleasure of having a party
Music: learning and performing a song; reproducing introduction
Maths: using tables to gather and order data and information

Support

Materials

The Story Garden 5 pp. 6-19
Living Grammar p. 96
Activity time p. 104-107
Audio CD
Photocopiable worksheets n. 1-5
Digital Book
Lapbook 5

Materials

Usual everyday classroom kit

The **Neverending Story** is the masterpiece by German writer, **Michael Ende**, published in 1979 in Stuttgart. Hands up who hasn't seen the film or read the book?

We couldn't think of a better introduction to a unit about books, preferences for one genre or another, and the link between young people's literary tastes and their dreams for the future.

In the **CLIL** section pupils learn to name the different parts of a book, from the cover to the contents, and take part in a library game. We would love it if libraries all over the world were places for everybody to play, not just for young children. Is there anywhere else you can dive into a thousand different adventures, meet goodies and baddies, laugh, cry, think and experiment with life, without ever coming to any harm?

Living English, at the end of the unit, will take pupils on a journey to some of the biggest and most astonishing libraries in the world.

Learning objectives

Knowledge

Literary genres
Jobs and professions
Verb *like* + *-ing*
Talking about the future, using the structure *I want to be a...*

Skills

Naming literary genres
Knowing about the different parts of a book
Expressing preferences about which literary genres to read
Asking what job someone wants to do when they grow up
Talking about what you want to become in the future

Vocabulary

colouring books, scary books, fantasy books, science fiction books, history books, adventure books, sports books, romance books, cooking books, detective books, wildlife books, comics
explorer, vet, chef, police officer, football player, artist, doctor, teacher, librarian, computer scientist

Communicate structures

I like reading...
He/She likes reading...
What do you want to be when you grow up?
I want to be a....

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Describing literary genres in books
Describing pictures of books and answering questions about them
Talking about what you want to become in the future
Listening, understanding, acting out and reading a cartoon story
Answering comprehension questions about a story
Interacting in dialogues monitored by the teacher
Completing a dialogue
Distinguishing words with similar sounds
Pronouncing a tongue twister
Recognising language learnt and knowing how to use it in a game

Key competences

Communicating: expressing yourself in English using the language and structures learnt; understanding oral and written texts; completing simple guided, written texts; writing a text following a model given; selecting the information needed to complete a task
Collaborating and participating: playing with classmates in a positive and constructive way
Learning to learn: developing critical thinking and deductive skills; interacting in public and reporting to classmates
Planning: showing initiative when acting out; knowing how to make a poster to promote reading

Life skills

Managing feelings
Critical thinking

Self-awareness

Activities

Listening and pointing to pictures
Singing a song
Matching words and pictures
Completing and matching short texts with pictures
Listening, completing tables and dialogues
Identifying language from listening

Making a poster
Interacting with classmates following a model given
Reading and completing a text
Listening, understanding, reading and acting out a cartoon story

CLIL

Literature: looking at and recognising the different parts of a book

Living English

Discovering the biggest libraries in the world

Subject links

Emotional education: talking about aspirations and interests
Music: performing a song by imitation; reproducing intonation
Maths: using tables to gather and organise data and information

History: working out if actions and situations are sequential or simultaneous
Art and design: reading an illustrated story; recognising literary genres
Physical education: using gesture and movement to communicate, individually or collectively

Support

Materials
The Story Garden 5 pp. 20-33
Living Grammar p. 97
Activity time pp. 108-111
Audio CD
Photocopiable worksheets n. 1-4
Digital Book
Lapbook 5

Materials
Usual everyday classroom kit

Sherlock Holmes and his investigations, immortalised by the author **Sir Arthur Conan Doyle**, is the motivating input for this third unit, in which we explore the **city, topological concepts** and **directions**.

And like real investigators, pupils will find themselves catapulted into a cartoon in which deduction is the only way to solve a mystery and catch a thief.

In a literary and mentally stimulating world, like that of Sherlock Holmes, the **CLIL** section cannot disappoint. It is a collection of intelligence game which awaken the intellectual skills of the class.

Finally, the **Living English** pages will take pupils to visit the **London** of Holmes and his ever-present friend **Doctor Watson**.

Learning objectives

Knowledge

The city
Buildings and shops
Prepositions of place
Routes and directions
Affirmative and negative imperative

Skills

Describing buildings in a city
Asking for and giving directions to important landmarks and places of interest
Using the imperative
Knowing the highway code

Vocabulary

restaurant, park, clothes shop, museum, theatre, baker's, bookshop, library, toy shop, swimming pool, station, pet shop
opposite, next to, near, between
go straight on, turn left, turn right, cross the road

Communicative structures

Where's the boy?
He's not in the...
Where's the station?
It's near/next to/opposite to/between...
Cross the road!
Don't turn left.

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Knowing the name of shops, places of interest and specific buildings
Recognising and using city vocabulary
Giving and asking for directions
Listening, understanding and acting out a cartoon story
Completing a text based on the understanding of a story
Completing a dialogue
Distinguishing words with similar sounds
Pronouncing a tongue twister
Recognising language learnt and using it in a game

Key competences

Communicating: asking for and giving directions to reach places of interest in a city; understanding oral and written texts; completing simple guided written texts; understanding information linked to other subjects and using it to do a task

Collaborating and participating: playing with classmates in a positive and constructive way; performing a cartoon story with classmates

Learning to learn: developing critical thinking and deductive skills; knowing how to read a map

Planning: solving puzzles

Life skills

Managing feelings
Critical thinking

Self-awareness

Activities

Listening and pointing to pictures
Singing a song
Matching words and pictures
Completing short texts and matching them to pictures
Listening to and completing dialogues

Distinguishing language when listening
Chatting with classmates following a given model
Reading and completing a text
Listening, understanding, reading and acting out a cartoon story

CLIL

Maths: developing logical and deductive skills

Living English

Knowing places in Sherlock Holmes's London

Subject links

Emotional education: activating listening and self-awareness and positive interaction with others

Music: reproducing the musical intonation of sentences based on how you hear or read things; using expression when reading, reciting or acting out

Geography: orienting yourself in spaces and moving around using maps and road signs

History: working out if actions and situations are sequential or simultaneous

Art and design: identifying the multiple functions of images to provide information

Physical education: respecting the rules of organised games; using gestures and movement to communicate individually or in a group

Support

Materials

The Story Garden 5 pp. 36-49
Living Grammar p. 98
Activity time pp. 112-115
Audio CD
Photocopiable worksheets n. 1-4
Digital Book
Lapbook 5

Materials

Usual everyday classroom kit

Captain Nemo and his **Nautilus**, the obscure and mysterious captain created by **Jules Verne** and protagonist of the unforgettable **20,000 Leagues Under the Sea**, takes us on a journey of discovery of the beauty of **marine abysses**. Just how many incredible animals will pupils learn about, through adjectives and comparisons, during their virtual voyage on board the Nautilus? And in the cartoon they will take part in a failed hunt, which reveals the fact that the sea's inhabitants are living creatures that deserve our respect.

In the **CLIL** pages we will pass from marine abysses to the Universe, which our amazing planet Earth is part of, and where life as we know it began in all its multiple forms.

So why do we want to destroy it? There are many reasons, most out of our reach, so the only thing we can do as teachers and educators is increase the awareness of pupils, and in the **Living English** pages take them to visit some British natural reserves where life is truly respected.

Learning objectives

Knowledge

Sea life
Comparatives and superlatives
Demonstrative pronouns

Skills

Understanding and using vocabulary to describe sea life
Using comparatives and superlatives
Comparing things
Using demonstrative pronouns
Understanding and following instructions and procedures
Writing a dialogue
Recognising words with similar pronunciation

Vocabulary

whale, shark, moray eel, dolphin, turtle, jellyfish, octopus, manta ray, seahorse, starfish, seaweed, crab Sun, Venus, Mars, Mercury, Earth, asteroid belt, Jupiter, Uranus, Saturn, Neptune

Communicative structures

It's smaller than...
It's the smallest.
It's more dangerous than...
It's the most dangerous.
This/That is...
These/Those are...

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Describing sea life
Comparing different animals, using comparatives and superlatives
Identifying an animal from its description
Listening, understanding and acting out a cartoon story
Answering comprehension questions about a story
Recognising rhythm and intonation as communicative elements
Recognising the importance of managing stress

Key competences

Communicating: getting information from oral and written texts and using it to do a task; describing an animal or a person by making comparisons; interacting with classmates to act out a dialogue; using initiative and creativity, and verbal and non-verbal language when acting
Collaborating and participating: knowing how to participate in group work or a game in a positive and constructive way
Problem solving: using logic to carry out complex tasks
Learning to learn: knowing how to describe the physical characteristics of an animal or a person; knowing how to manage stress

Life skills

Interpersonal skills
Critical thinking

Social and civic competences

Activities

Using the language learnt in an interpersonal context
Understanding a written text and answering questions
Listening, completing tables and dialogues
Listening, understanding, reading and acting out a cartoon story

Listening and singing a song
Identifying language when listening
Matching descriptions and pictures

CLIL

Geography: recognising stars and planets in the Solar system

Living English

Marine Protected Areas in the UK

Subject links

Emotional education: thinking about the sources of stress and finding strategies to manage it
Music: reproducing musical intonation in sentences after listening to them
History: working out if actions and situations are sequential or simultaneous

Art and design: focusing attention on the features of animals' faces
Physical education: taking part in a group game, following rules and instructions
Science: knowing about the lives and the characteristics of sea life creatures

Support

Materials

The Story Garden 5 pp. 50-65
Living Grammar p. 99
Activity time pp. 116-119
Audio CD 2
Photocopiable worksheets n. 1-4
Digital Book
Lapbook 5

Materials

Usual everyday classroom kit

In the classical Anglo-Saxon tradition the wizard **Merlin**, friend and adviser to **King Arthur**, and his bitter enemy, **Morgan**, come to life in **Unit 5**, which opens in the banqueting hall at **Camelot**. The two sorcerers compete to serve the best feast to Arthur and Guinevere, the reigning couple in one of Britain's most famous legends. This unit centres, in fact, on food and shopping, how much things cost and how to talk to shopkeepers. In the **CLIL** pages pupils will take a look at the nutritional value of **food** and learn where to find the main vitamins which our bodies need and find out what the benefits of minerals are. Whereas **Living English** will take the class to visit London's best-known **street markets**.

Learning objectives

Knowledge

Food and drink
 Money and prices
 Uncountable nouns
 Wh- questions

Skills

Understanding and using vocabulary to describe food
 Giving and asking the price of different food and drink
 Learning about the British currency
 Following simple instructions
 Having a conversation about buying and selling
 Answering written questions following a model given
 Recognising words with similar pronunciation

Vocabulary

*a bar of chocolate, a carton of orange juice, a jar of jam, a packet of biscuits, a bottle of water, a bowl of rice, a piece of cheese, a loaf of bread, a glass of milk, a cup of tea, a slice of cake, a can of cola
 one pound, two pounds...
 one penny, two pence...*

Structure communicative

*Can I help you?
 Here you are.
 Anything else?
 How much is it?/How much are they?
 It's.../They're...*

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Identifying food and drink
 Greeting, asking how much something is, thanking and saying goodbye
 Using useful expressions in simple interactions
 Interacting in conversations with classmates
 Understanding and following instructions and procedures
 Reading and acting out a cartoon story
 Answering comprehension questions about a story
 Completing a dialogue
 Recognising words with similar pronunciation

Key competences

Collaborating and participating: taking part to group activities, respecting established rules
Identifying links and relationships: selecting the information from verbal and non-verbal messages (icons) to carry out a task
Communicating: showing initiative and creativity in dramatisation tasks; participating appropriately in communicative situations; writing simple written texts and dialogues selecting the information needed; improving oral comprehension skills
Planning: using language learnt, applying it to other subjects

Life skills

Critical thinking

Empathy

Activities

Listening to and singing a song
 Listening and pointing to pictures and repeating new words
 Using new words in a game
 Chatting to a friend
 Completing a picture from an oral description
 Reading and completing a text from a picture and

answering questions about the text itself
 Listening, understanding, reading and acting out a cartoon story
 Answering questions about a cartoon story
 Completing a dialogue
 Matching descriptions and pictures

CLIL

Science: learning about the rules and benefits of a balanced diet

Living English

Camden Lock and London's markets

Subject links

History: working out if actions and situations are sequential or simultaneous
Art and design: completing a picture from an oral description
Physical education: participating in group games, respecting the rules and instructions

Technology and design: creating a menu
Music: reproducing the intonation of a sentence by listening to or reading it; singing a song

Support

Materials

The Story Garden 5 pp. 66-79
 Living Grammar p. 100
 Activity time pp. 120-123
 Audio CD
 Photocopiable worksheets n. 1-5
 Digital Book
 Lapbook 5

Materials

Usual everyday classroom kit

We've almost come to the end of our journey with **Mr Green** and we decided to finish it with a nod to an ancient masterpiece: the **Odyssey**. It was written by **Homer** and was part of a trio of works, which together with the *Iliad* and the *Aeneid*, inspired all the main themes of Western literature: love, adventure, passion, destiny, journeys; the latter being the theme of this unit.

To entertain the class, the mythical Odysseus becomes a traveller, who uses every means of transport possible to follow his path and reach his destiny. This could be a metaphor for our wish for each and every pupil to use all their talents to achieve happiness!

This unit looks at **means of transport** and **nationalities**.

In the **CLIL** section pupils are introduced to the ancient Greek gods, always a favourite.

In **Living English** we will explore the London underground, symbolic of travel to every British person.

Learning objectives

Knowledge

Means of transport
Countries and nationalities

Skills

Describing means of transport and ways of travelling
Asking and giving information about countries and nationalities
Asking and saying which country you come from
Matching countries with nationalities
Answering comprehension questions about a text
Writing a descriptive text
Recognising words with similar pronunciation

Vocabulary

hang glider, plane, rocket, car, foot, train, motorbike, lorry, motorboat, hot-air balloon, horse, bike
the UK, Italy, France, Germany, Greece, the USA, China, Japan
British, Italian, French, German, Greek, American, Chinese, Japanese

Communicative structures

travel by car, by plane, on foot
Where are you from? I'm from...
What nationality are you? I'm...

Intermediate goals in the development of competences

C Basic competences (English language skills axis)

Naming means of transport
Describing different ways of travelling
Giving and receiving information to identify nationality and country of origin
Understanding a listening text
Reading and acting out a cartoon story
Answering comprehension questions about a story
Perceiving rhythm and intonation and elements of communication

Key competences

Collaborating and participating: interacting with classmates in communicative contexts
Communicating: understanding and completing short descriptive texts; writing short guided texts; interacting with classmates to act out a dialogue; understanding oral texts and selecting the information to carry out a task
Planning: showing creativity in doing a task; using informal knowledge from other subjects
Learning to learn: using language learnt to do freer tasks

Life skills

Managing feelings
Critical thinking

Empathy

Activities

Listening, pointing at pictures and repeating new words
Chatting with a friend
Guessing an image from its description
Drawing a Greek god
Reading and completing a text based on a picture and answering questions about a text

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

CLIL

History: Greek gods and goddesses

Living English

Exploring the London Underground: the London Tube

Subject links

Emotional education: thinking about bullying and finding strategies to deal with it
Music: reproducing stressed syllables in a sentence based on listening and reading
Geography: learning about the countries and nationalities of the world

History: ancient Greek gods
Physical education: participating in group games, respecting rules and instructions
Technology and design: working out the rules of a game

Support

Materials

The Story Garden 5 pp. 80-95
Living Grammar p. 101
Activity time pp. 124-127
Audio CD 2
Photocopiable worksheets n. 1-6
Digital Book
Lapbook 5

Materials

Usual everyday classroom kit