

# New Rainbow



# Contents



stanley publishing

	Learning goals	Strategies	Linguistic items		Curricular links	Project	Evaluation
UNIT 1 My family			Vocabulary	Speech patterns			
			<b>Nouns: Family members:</b> father/Dad, mother/Mom, sister, brother, grandmother, grandfather; <b>Numbers from 0 to 10; Colours:</b> red, blue, yellow, white, black, gray, green, orange, brown, pink, purple.  <b>Passive vocabulary:</b> friend, interview, TV, wonderland, phone number, phone book, rabbit, duck.	<b>Informal introductions:</b> What's your name? I'm... <b>Greetings:</b> Hi, hello, How are you? I'm fine/OK, thanks. <b>Subject pronouns and verb to be</b> (present) <b>Possessives:</b> My, your. <b>Expressions:</b> How old are you? I'm...; What colour is it? It's...; What's your favourite colour? It's...; What's your phone number? It's...; Who is/are (s)he/they? (S)He's my.../They are...			
			<b>Nouns: Classroom items:</b> chalk, marker, eraser, desk, chair, door, window, wall, board; <b>School supplies:</b> school bag, book, ruler, notebook, (coloured) pencil, glue, sharpener, scissors, pen, pencil case, lunch box; Subjects: math, art, music, science; <b>Days of the week.</b>  <b>Passive vocabulary:</b> everyday, piano, different.	<b>What's this?</b> It's a/an... <b>Plurals</b> <b>Verb + adjective</b> <b>Expressions:</b> Where is...? It's in /on / under; When is...? It's on; <b>Commands:</b> stand up, sit down, open, close, touch, repeat, point, take out, put into/away.			
			<b>Nouns:</b> City places: city, cinema, restaurant, toy store, mall, church, video shop, home, school  <b>Qualities:</b> good, bad, delicious, beautiful  <b>Actions:</b> see, watch, rent, buy, eat, go, play, meet, pray, have fun, study	<b>Simple present tense of verbs to be, to go and to meet</b> <b>Prepositions:</b> at, to. <b>Quality + noun</b> <b>Recycle:</b> informal introductions.			
UNIT 2 My classroom			Vocabulary	Speech patterns			
			<b>Nouns: Family members:</b> father/Dad, mother/Mom, sister, brother, grandmother, grandfather; <b>Numbers from 0 to 10; Colours:</b> red, blue, yellow, white, black, gray, green, orange, brown, pink, purple.  <b>Passive vocabulary:</b> friend, interview, TV, wonderland, phone number, phone book, rabbit, duck.	<b>Informal introductions:</b> What's your name? I'm... <b>Greetings:</b> Hi, hello, How are you? I'm fine/OK, thanks. <b>Subject pronouns and verb to be</b> (present) <b>Possessives:</b> My, your. <b>Expressions:</b> How old are you? I'm...; What colour is it? It's...; What's your favourite colour? It's...; What's your phone number? It's...; Who is/are (s)he/they? (S)He's my.../They are...			
			<b>Nouns: Classroom items:</b> chalk, marker, eraser, desk, chair, door, window, wall, board; <b>School supplies:</b> school bag, book, ruler, notebook, (coloured) pencil, glue, sharpener, scissors, pen, pencil case, lunch box; Subjects: math, art, music, science; <b>Days of the week.</b>  <b>Passive vocabulary:</b> everyday, piano, different.	<b>What's this?</b> It's a/an... <b>Plurals</b> <b>Verb + adjective</b> <b>Expressions:</b> Where is...? It's in /on / under; When is...? It's on; <b>Commands:</b> stand up, sit down, open, close, touch, repeat, point, take out, put into/away.			
			<b>Nouns:</b> City places: city, cinema, restaurant, toy store, mall, church, video shop, home, school  <b>Qualities:</b> good, bad, delicious, beautiful  <b>Actions:</b> see, watch, rent, buy, eat, go, play, meet, pray, have fun, study	<b>Simple present tense of verbs to be, to go and to meet</b> <b>Prepositions:</b> at, to. <b>Quality + noun</b> <b>Recycle:</b> informal introductions.			
UNIT 3 My community			Vocabulary	Speech patterns			
			<b>Nouns: Family members:</b> father/Dad, mother/Mom, sister, brother, grandmother, grandfather; <b>Numbers from 0 to 10; Colours:</b> red, blue, yellow, white, black, gray, green, orange, brown, pink, purple.  <b>Passive vocabulary:</b> friend, interview, TV, wonderland, phone number, phone book, rabbit, duck.	<b>Informal introductions:</b> What's your name? I'm... <b>Greetings:</b> Hi, hello, How are you? I'm fine/OK, thanks. <b>Subject pronouns and verb to be</b> (present) <b>Possessives:</b> My, your. <b>Expressions:</b> How old are you? I'm...; What colour is it? It's...; What's your favourite colour? It's...; What's your phone number? It's...; Who is/are (s)he/they? (S)He's my.../They are...			
			<b>Nouns: Classroom items:</b> chalk, marker, eraser, desk, chair, door, window, wall, board; <b>School supplies:</b> school bag, book, ruler, notebook, (coloured) pencil, glue, sharpener, scissors, pen, pencil case, lunch box; Subjects: math, art, music, science; <b>Days of the week.</b>  <b>Passive vocabulary:</b> everyday, piano, different.	<b>What's this?</b> It's a/an... <b>Plurals</b> <b>Verb + adjective</b> <b>Expressions:</b> Where is...? It's in /on / under; When is...? It's on; <b>Commands:</b> stand up, sit down, open, close, touch, repeat, point, take out, put into/away.			
			<b>Nouns:</b> City places: city, cinema, restaurant, toy store, mall, church, video shop, home, school  <b>Qualities:</b> good, bad, delicious, beautiful  <b>Actions:</b> see, watch, rent, buy, eat, go, play, meet, pray, have fun, study	<b>Simple present tense of verbs to be, to go and to meet</b> <b>Prepositions:</b> at, to. <b>Quality + noun</b> <b>Recycle:</b> informal introductions.			
UNIT 4 On the playground			Vocabulary	Speech patterns			
			<b>Nouns: Family members:</b> father/Dad, mother/Mom, sister, brother, grandmother, grandfather; <b>Numbers from 0 to 10; Colours:</b> red, blue, yellow, white, black, gray, green, orange, brown, pink, purple.  <b>Passive vocabulary:</b> friend, interview, TV, wonderland, phone number, phone book, rabbit, duck.	<b>Informal introductions:</b> What's your name? I'm... <b>Greetings:</b> Hi, hello, How are you? I'm fine/OK, thanks. <b>Subject pronouns and verb to be</b> (present) <b>Possessives:</b> My, your. <b>Expressions:</b> How old are you? I'm...; What colour is it? It's...; What's your favourite colour? It's...; What's your phone number? It's...; Who is/are (s)he/they? (S)He's my.../They are...			
			<b>Nouns: Classroom items:</b> chalk, marker, eraser, desk, chair, door, window, wall, board; <b>School supplies:</b> school bag, book, ruler, notebook, (coloured) pencil, glue, sharpener, scissors, pen, pencil case, lunch box; Subjects: math, art, music, science; <b>Days of the week.</b>  <b>Passive vocabulary:</b> everyday, piano, different.	<b>What's this?</b> It's a/an... <b>Plurals</b> <b>Verb + adjective</b> <b>Expressions:</b> Where is...? It's in /on / under; When is...? It's on; <b>Commands:</b> stand up, sit down, open, close, touch, repeat, point, take out, put into/away.			
			<b>Nouns:</b> City places: city, cinema, restaurant, toy store, mall, church, video shop, home, school  <b>Qualities:</b> good, bad, delicious, beautiful  <b>Actions:</b> see, watch, rent, buy, eat, go, play, meet, pray, have fun, study	<b>Simple present tense of verbs to be, to go and to meet</b> <b>Prepositions:</b> at, to. <b>Quality + noun</b> <b>Recycle:</b> informal introductions.			

		Linguistic items						
		Learning goals	Strategies	Vocabulary	Speech patterns	Curricular links	Project	Evaluation
UNIT 5 Touch your body		<ul style="list-style-type: none"><li>Identify parts of the body.</li><li>Describe actions happening at the moment of speaking.</li><li>Follow negative commands.</li><li>Describe physical appearance.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> Learning by doing; using illustrations and making associations; listening for details; organizing information in a chart; putting jig-saw puzzles together.</li><li><b>Reading strategies:</b> Reading with a purpose; recalling details and completing charts; drawing analogies; figuring out riddles.</li><li><b>Writing strategies:</b> using illustrations and making associations; comparing and contrasting.</li></ul>	<p><b>Nouns: Parts of the body:</b> head, shoulder(s), knee(s), foot/feet, arm(s), toe(s), hand(s), finger(s), leg(s), hair; <b>Face:</b> eye(s), ear(s), mouth, nose</p> <p><b>Qualities:</b> long, short, big, small, blond, tall, pretty.</p> <p><b>Actions:</b> raise, shake, move, put (in/out), turn around, hug.</p>	<p><b>Present progressive tense</b> <b>Simple present tense</b> <b>Negative commands:</b> Don't... Possessives: my, your, his, her. Plurals.</p>	<p><b>Music</b> (dance and songs: page 46). <b>Art</b> (project, drawing and coloring: pages 51, 54). <b>Physical Education</b> (page 46). <b>Science</b> (animals). <b>Literature</b> (Fun reading and Tale time).</p>	<p><b>Making plasticine aliens</b> by drawing and pasting on cardboard.</p>	<p>Interpret by drawing what is read. Listen to physical descriptions and complete pictures by drawing the missing details.</p>
		<ul style="list-style-type: none"><li>Talk about pets and farm animals.</li><li>Name animals' actions.</li><li>Express preferences.</li><li>Talk about likes and dislikes.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> relating part to whole; listening with a purpose; learning by doing; making connections to real life; using illustrations and making associations.</li><li><b>Reading strategies:</b> Reading with a purpose; comparing and contrasting.</li><li><b>Writing strategies:</b> filling in a cloze text.</li></ul>	<p><b>Nouns:</b> Pets: dog, cat, bird, fish, rabbit ; farm animals: cow, horse, hen, cow, chicken, pig, turtle; Food items: milk, meat, egg, ice cream, hot dog.</p> <p><b>Actions:</b> fly, swim, look (at), give, run, walk, lay eggs, prefer, like, love.</p> <p><b>Passive vocabulary:</b> <b>Adverbs:</b> high, slowly, fast.</p>	<p><b>Present progressive tense</b> <b>Simple present tense</b> <b>Expressions:</b> like/don't like/do you like...?</p>	<p><b>Music:</b> (dance and song, page 56). <b>Art</b> (project). Natural Science (animals). <b>Literature</b> (Fun reading and Tale time).</p>	<p><b>Making animal flashcards</b> by finding pictures, cutting and glueing them on cardboard to hang from the neck and pretend to be the animal on it.</p>	<p>Identify animals from a puzzle and say what they are doing. Listen to what someone likes, prefers or loves and circle it.</p>
		<ul style="list-style-type: none"><li>Talk about parties and celebrations.</li><li>Talk about food.</li><li>Describe actions performed at the moment of speaking.</li><li>Talk about clothing.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> Listening with a purpose; making connections to real life; comparing and contrasting.</li><li><b>Reading strategies:</b> Reading laboratory; reading and recalling information.</li><li><b>Writing strategies:</b> Transferring information and classifying; cloze text.</li></ul>	<p><b>Nouns:</b> Celebrations: birthday, Christmas, New Year's Day; <b>Food</b> items: cake, chocolate bar, pizza, lollipop, (vanilla, strawberry) cookies, ice cream, french fries, doughnut, chicken; Clothes (I): skirt, pants, shirt, shoes, socks, blouse, jacket, sweater, dress.</p> <p><b>Actions:</b> invite, get/give, sing, dance, talk, play have a party, wear.</p>	<p><b>Simple present tense</b> <b>Present progressive tense</b> <b>Expressions:</b> what is/are (s)he/you wearing? Recycle: word order; colors; likes and dislikes.</p>	<p><b>Music</b> (songs: pages 67, 69). <b>Art /Language Arts</b> (pages 69, 73). <b>Literature</b> (Fun reading and Tale time).</p>	<p><b>Making a party mobile</b> by finding pictures, cutting, glueing and sticking them.</p>	<p>Find words related to clothing on a puzzle and write them correctly. Listen to a letter and write the missing words to complete it.</p>
		<ul style="list-style-type: none"><li>Talk about presents and toys.</li><li>Identify things one has.</li><li>Express things one wants.</li><li>Express likes and dislikes.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> using prior knowledge; listening for detail; memorizing for a game; making connections to real life.</li><li><b>Reading strategies:</b> Reading for detail; skimming and scanning.</li><li><b>Writing strategies:</b> Completing forms; cloze text; transferring information.</li></ul>	<p><b>Nouns:</b> Toys: car, train, airplane, bear, doll, puppet, clown, (board/video) games; <b>Presents:</b> skates, music; <b>Clothes (II):</b> bathing suit, T-shirt, jeans, boots.</p> <p><b>Recycle: qualities;</b> colours; clothes; food; school supplies; numbers.</p>	<p><b>Present progressive tense</b> <b>Simple present tense</b> <b>Information and Yes/No questions</b> <b>Verbs</b> to have and to want.</p>	<p><b>Music</b> (songs: pages 77,78). <b>Art/Language Arts</b> (pages 79, 83). <b>Literature</b> (Fun reading and Tale time).</p>	<p><b>Making a collage of toys and presents</b> by finding or drawing pictures, cutting, glueing and sticking them on cardboard. Cutting out flaps to show possessions and desires.</p>	<p>Write the names of toys correctly. Complete a cloze text, and then listen to check the answers.</p>

## 1

## Learning goals

## Project

## Vocabulary

## Linguistic items

## Speech patterns

UNIT 1  
My Family

- Introduce oneself informally
- Greet people informally and say good bye
- Identify family members
- Identify colours
- Say one's age
- Give one's telephone number
- Value and talk about one's family

## Making a phone and designing a phone book



**Nouns:** family members; numbers from 0 to 10; colours  
**Passive vocabulary:** friend, interview, TV, Wonderland, phone number, phone book, rabbit, duck

Informal introductions:  
**What's your name?**  
 Greetings:  
**Hi, hello, How are you?**  
**I'm fine/OK, thanks.**  
 Expressions:

**How old are you?; What colour is it?; What's your phone number?; Who is/are (s)he/they? (S)He's my.../They are...**

UNIT 2  
My Classroom

- Talk about school supplies
- Indicate location of things
- Name school supplies
- Follow commands

## Making a magic book

**Nouns:** classroom items; school supplies; subjects; days of the week  
**Passive vocabulary:** everyday, piano, different

**What's this? It's a/an...**  
 Plurals  
 Verb + adjective  
 Expressions:  
**Where is...? It's in /on /under;**

**When is...? It's on;**  
 Commands:  
**stand up, sit down, open, close, touch, point, take out, put away**

UNIT 3  
My Community

- Identify and talk about places
- Identify locations
- Talk about activities
- Introduce others informally
- Value living in community

## Making a puppet city

**Nouns:** city places  
**Qualities:** good, bad, delicious, beautiful  
**Actions:** see, watch, rent, buy, eat, go, play, meet, have fun, study

Simple present tense of verbs **to be**, **to go** and **to meet**  
 Prepositions: **at, to**  
 Quality + noun  
 Recycle: informal introductions

UNIT 4  
On the playground

- Talk about games and things in a park
- Describe actions performed at the moment of speaking
- Identify feelings
- Indicate location of people and items

## Making a zigzag activity book

**Nouns:** playground items; numbers from 10 to 20; food  
**Actions:** climb, hide, seek, jump, skate, walk, ride, swing, slide, run, eat, draw, play, eat, talk, do  
**Qualities:** happy, sad, hot, cold

Present progressive tense  
 Simple present tense  
 Prepositions: **in, on, under**

UNIT 5  
Touch your body

- Identify parts of the body
- Describe actions happening at the moment of speaking
- Follow negative commands
- Describe physical appearance

## Making plasticine aliens

**Nouns:** parts of the body  
**Qualities:** long, short, big, small, tall  
**Actions:** raise, shake, move, put (in/out), turn around, hug

Present progressive tense  
 Simple present tense, **has**  
 Negative commands: **Don't...**  
 Possessives: **my, your, his, her**  
 regular plurals

UNIT 6  
Animals

- Talk about pets and farm animals
- Name animals' actions
- Express preferences
- Talk about likes and dislikes

## Making flashcards about animals

**Nouns:** pets; farm animals; food  
**Actions:** fly, swim, look (at), give, run, walk, lay eggs, prefer, like, love  
 Adverbs: high, slowly, fast

Present progressive tense  
 Simple present tense  
 Expressions:  
**like/ don't like/do you like...?**

UNIT 7  
Celebrations

- Talk about parties and celebrations
- Talk about food
- Describe actions performed at the moment of speaking
- Talk about clothing

## Making a party mobile

**Nouns:** celebrations; food; clothes  
**Actions:** invite, get/give, sing, dance, talk, play, have a party, wear

Simple present tense  
 Present progressive tense  
 Expressions:  
**What is/are (s)he/you wearing?**  
 Recycle: word order; colours; likes and dislikes

UNIT 8  
My toys

- Talk about presents and toys
- Identify things one has
- Express desires
- Express likes and dislikes

## Making a collage of toys and presents

**Nouns:** toys; presents; clothes  
**Recycle:** qualities; colours; clothes; food; school supplies; numbers

Present progressive tense  
 Simple present tense  
 Information and **Yes/No questions**  
 Verbs **"to have"** and **"to want"**





	Learning goals	Strategies	Linguistic items		Curricular links	Project	Evaluation
UNIT 1 My Family	Vocabulary	Speech patterns					
	<ul style="list-style-type: none"> <li>Get familiar with holidays, months, days and dates.</li> <li>Tell the date.</li> <li>Spell and follow spelling dictations.</li> <li>Use prepositions of time (in/on).</li> <li>Differentiate between the /ei/ and /a/ sound of letter a.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning strategies:</b> making associations of sound and spelling, matching words to pictures.</li> <li><b>Reading strategies:</b> previewing and predicting, confirming predictions, identifying details.</li> <li><b>Writing strategies:</b> filling in an invitation card.</li> </ul>	<b>Nouns: Days of the week; Months of the year; Holidays:</b> New Year's Eve, Saint Valentine's Day, Easter, Mother's Day, Father's Day, Women's Day; <b>The letters of the alphabet.</b>  <b>Actions:</b> Verb be (present tense).  <b>Qualities:</b> Cardinal and ordinal numbers.  <b>Prepositions:</b> In, on.	<b>How do you spell it?</b> <b>What's the day today?</b> <b>What's the date today?</b> <b>When is + (a celebration or holiday)?</b> <b>It's on/in.</b>	<b>Social Studies:</b> (important dates) Lessons 1,2,3, 4. <b>Music:</b> Songs lessons 1 and 2. <b>Math:</b> Ordinal and cardinal numbers (Lessons 1,2,3,4). <b>Arts:</b> Project, lesson 4. <b>Literature:</b> Fun reading and Tale time.	<b>Making a time machine</b> by using material given in the book.	Tell and write the date. Follow spelling dictations. Understand short conversations. Use prepositions of time (in/on) properly.
	<ul style="list-style-type: none"> <li>Describe people.</li> <li>Identify and name parts of the body.</li> <li>Make the difference in pronunciation between /i:/ and /I/.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning strategies:</b> associating sound and spelling (vocabulary). Classifying adjectives into categories, ordering adjectives (grammar). Completing passages by substituting information (discourse level).</li> <li><b>Reading strategies:</b> selecting details.</li> <li><b>Writing strategies:</b> Filling in a missing ad!</li> </ul>	<b>Nouns: Parts of the body:</b> nose, eyes, mouth, ears, hair, neck, head, shoulders, arms, elbows, hands, fingers, legs, knees, ankles, foot/feet, toes.  <b>Qualities:</b> short, tall, chubby, thin, young, old, pretty, handsome, big, little, long, short. brown, black, blue, green, blond, gray.	<b>What does she/he look like?</b> <b>Is he/she + Adjective?</b> <b>I am/ He/She is.</b> I have. He/She has. Word order: 2 adjectives + noun.	<b>Music:</b> songs (Lessons 1 and 2). <b>Science:</b> the body parts (Lessons 1 through 6). <b>Social Studies:</b> Passport formats (Lesson 3). <b>Art:</b> Project (Lesson 4). <b>Literature:</b> Fun reading and Tale time.	<b>Making a human body collage</b> by cutting pictures from magazines and pasting them.	Listen and label parts of the body. Understand physical descriptions. Describe him/herself. Describe others.
	<ul style="list-style-type: none"> <li>Describe a house and its rooms.</li> <li>Name pieces of furniture in a house.</li> <li>Indicate location of people and objects.</li> <li>Identify and name members of the family.</li> <li>Describe actions happening at the moment of speaking.</li> <li>Differentiate between /tʃ/ and /ʃ/ sound.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning strategies:</b> making associations of sounds and spelling; matching pictures to words; miming and guessing (vocabulary); solving problems (grammar).</li> <li><b>Reading strategies:</b> making predictions and confirming; relating pictures to a text; comparing and contrasting.</li> <li><b>Writing strategies:</b> writing a note following the pattern given.</li> </ul>	<b>Nouns: Rooms of a house:</b> living room, kitchen, dining room, bedroom, bathroom; yard. <b>Objects and furniture:</b> sofa, table, chair, bed, lamp, T.V. set, picture, radio, clock, wall, toilet, shower, sink, stove, fridge. <b>Family members:</b> dad, mum, brother, sister, grandpa, grandma, aunt, uncle, cousin. <b>Actions:</b> making the beds, sleeping, cleaning the house, reading, doing homework, listening to music, playing, taking a shower.	<b>Where is/are + person/object?</b> <b>What am I/ is + person doing?</b> <b>Simple present and present continuous.</b>	<b>Social Studies:</b> Family members, parts of a house. (Lessons 1,2, 3,4). <b>Music:</b> Songs. (Lessons 1 and 2.) <b>Arts:</b> Project. <b>Literature:</b> Fun reading and Tale time.	<b>Creating a miniature house</b> by using a shoe box.	Say where members of the family are. Describe what people are doing. Describe where objects are located.
	<ul style="list-style-type: none"> <li>Ask for and give information indicating location of specific places.</li> <li>Talk about actions happening at the moment of speaking.</li> <li>Differentiate between /u / and /ʌ/ sound.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning strategies:</b> matching places to objects; creating riddles (vocabulary and grammar); singing songs (pronunciation).</li> <li><b>Reading strategies:</b> sequencing events, ordering pictures.</li> <li><b>Writing strategies:</b> filling in a notepad.</li> </ul>	<b>Nouns: Places:</b> church, shopping mall, drugstore, hospital, garage, school, parking lot, restaurant, movie theater, bank, park, supermarket, street, avenue, corner. <b>Objects:</b> broken car, groceries, medicine, food, ambulance, clothes, ticket. <b>Actions:</b> parking the car, buying tickets/clothes/groceries/medicines, getting money, eating, studying, doing the shopping, praying. <b>Prepositions:</b> near, across from, at the corner of. Review of between and behind.	<b>Where is the + place of the city?</b> <b>It's + preposition + place.</b> <b>Present continuous tense.</b>	<b>Social Studies:</b> Places in the city, locations. (Lessons 1, 2, 4). <b>Music:</b> Songs, lesson 2. <b>Arts:</b> Project, lesson 4. <b>Literature:</b> Fun reading and Tale time.	<b>Making a neighbourhood model,</b> human figures, vehicles and buildings with plasticine.	Tell where buildings are. Say what people are doing at the moment of speaking.
UNIT 2 My classroom							
UNIT 3 It's a busy morning							
UNIT 4 A detective in my neighbourhood							

	Learning goals	Strategies	Linguistic items		Curricular links	Project	Evaluation
UNIT 5 Everybody is at work	Vocabulary	Speech patterns					
	<ul style="list-style-type: none"><li>• Talk about people's occupations and professions.</li><li>• Relate occupations and professions to places and activities.</li><li>• Describe activities performed at the moment of speaking.</li><li>• Pronounce the final /s/ /es/ for the third person singular correctly.</li></ul>	<ul style="list-style-type: none"><li>• <b>Learning strategies:</b> matching words to pictures; filling in charts (vocabulary); classifying information (discourse level); singing songs (pronunciation).</li><li>• <b>Reading strategies:</b> selecting details; discriminating right from wrong information.</li><li>• <b>Writing strategies:</b> filling in a Wanted! ad.</li></ul>	<b>Nouns: Occupations and professions:</b> architect, dentist, doctor, nurse, teacher, secretary, mechanic, cashier, shopkeeper, fireman, policeman/woman, driver. <b>Review</b> of places in the city.  <b>Actions:</b> work, build, help, assist, teach, make, drive, put out fires, take care of, fix cars.	<b>What does he/she do?</b> He/she is a + occupation. <b>Where does he/she work?</b> He/she works in a + place. <b>Does he/she + action?</b> Yes, he/she does. No, he/she doesn't. <b>Simple present and Present continuous tenses.</b>	<b>Social Studies:</b> People's occupations (Lessons 1, 2, 4). <b>Music:</b> Songs, lesson 2. <b>Art:</b> Project, lesson 4. <b>Literature:</b> Fun reading and Tale time.	<b>Creating professions awards.</b> Researching about different professions, why they are important and what famous people perform those activities.	Identify professions and places. Write what people do. Understand short conversations.
	<ul style="list-style-type: none"><li>• Talk about the weather.</li><li>• Describe clothes.</li><li>• Express possession by using my, your, his and her.</li><li>• Express possibility.</li><li>• Pronounce the initial /s/ correctly.</li></ul>	<ul style="list-style-type: none"><li>• <b>Learning strategies:</b> decoding symbols; labeling pictures based on a text (vocabulary); learning a short poem (grammar); solving riddles (discourse level).</li><li>• <b>Reading strategies:</b> reading pictures; filling in a map based on a text.</li><li>• <b>Writing strategies:</b> writing a weather report following a model.</li></ul>	<b>Nouns: Clothes:</b> cap, gloves, scarf, boots, sneakers, shorts, raincoat, sandals, plus <b>review</b> of clothes studied in book 1.  <b>Qualities:</b> weather: cold, hot, cloudy, windy, rainy, sunny. <b>Review</b> of colors. <b>Possessive adjectives:</b> my, your, his, her.  <b>Actions:</b> play, jump, run, go to the park, read, stay at home, play video games, play board games, play outside.	<b>What's the weather like?</b> It's + adjective. <b>I can wear + clothes.</b> <b>I can + activities.</b> <b>Simple present tense.</b>	<b>Science:</b> The weather. (Lessons 1,2,3,4) <b>Art:</b> Project, lesson 4. <b>Literature:</b> Fun reading and Tale time.	<b>Designing a map and symbols</b> to indicate weather conditions.	Report the weather by reading pictures. Read symbols to complete a short narration. Indicate possession by using my, your, his, her.
	<ul style="list-style-type: none"><li>• Express likes and dislikes about food.</li><li>• Talk about food and meals.</li><li>• Distinguish the difference between the /dʒ/ and /y/ sounds.</li></ul>	<ul style="list-style-type: none"><li>• <b>Learning strategies:</b> understanding descriptions; filling in blanks (discourse level); singing songs (pronunciation).</li><li>• <b>Reading strategies:</b> classifying information.</li><li>• <b>Writing strategies:</b> writing a menu.</li></ul>	<b>Nouns: Food and drinks:</b> review of food studied in book 1 plus: fish, rice, salad, chicken, potatoes, dessert, yogurt, soup, steak; <b>(vegetables)</b> lettuce, tomato, carrot, onion, cucumber, celery, and spinach; <b>(fruit)</b> orange, apple, watermelon, pear, pineapple, and lemon; <b>(meals)</b> breakfast, lunch and dinner.  <b>Qualities:</b> quantifiers: a, some, glass of, cup of.	<b>What would you like?</b> <b>What do you want for + meal?</b> <b>Do you want + food?</b> No, thanks. <b>I don't like + food.</b> <b>I want + food.</b> <b>Simple present tense.</b>	<b>Science: food,</b> vegetables, fruit, meals. (Lessons 1, 2, 3, 4). <b>Math:</b> quantities. (Lesson 2, 4). <b>Music:</b> Songs. (Lesson 1) <b>Art:</b> Project, lesson 4. <b>Literature:</b> Fun reading and Tale time.	<b>Creating a human figure</b> using food (vegetables, fruits) or plasticine.	Use quantifiers a/an/, some. Understand simple conversations. Name food.
	<ul style="list-style-type: none"><li>• Explain what some animals can and can't do.</li><li>• Ask for and express quantities.</li><li>• Make the difference between the /s/ and /z/ sound.</li></ul>	<ul style="list-style-type: none"><li>• <b>Learning strategies:</b> matching descriptions to words; singing a song (pronunciation); guessing riddles; describing pictures (discourse level).</li><li>• <b>Reading strategies:</b> recalling information; drawing conclusions.</li><li>• <b>Writing strategies:</b> filling in a descriptive card.</li></ul>	<b>Nouns: Animals:</b> tiger, bear, lion, hippo, snake, elephant, alligator, monkey, seal, dolphin, zebra, giraffe, birds. <b>Places:</b> zoo, sea, and jungle.  <b>Qualities:</b> Review of cardinal numbers.  <b>Actions:</b> run, jump, fly, swim, sleep, climb, live in water/ on land, walk, roar, sing.	<b>This is a/an + animal.</b> <b>These are + animals.</b> <b>How many + animals</b> are there? <b>There is/are + number + animal.</b> <b>A/an + animal</b> can/can't + action. <b>Simple present tense.</b>	<b>Science:</b> Animals (Lessons 1,2,3,4). <b>Math:</b> Counting (Lesson 2). <b>Music:</b> Songs, (Lesson 1). <b>Arts:</b> Project, lesson 4. <b>Literature:</b> Fun reading and Tale time.	<b>Designing a diorama</b> by using a shoe box, cardboard and/or plasticine.	Express quantities using cardinal numbers. Tell actions animals can and can't do. Talk about abilities.

## Learning goals

## Project

## Vocabulary

## Linguistic items

## Speech patterns

UNIT 1  
Let's  
Celebrate

Get familiar with holidays, months, days and dates.  
Tell the date.  
Spell and follow spelling dictations.  
Use prepositions of time (*in/on*).  
Differentiate between the /ɑ:/ and /eɪ/ sound of the letter a.


**Creating a time machine.**

**Nouns:** days of the week; months; holidays.  
The alphabet.  
**Actions:** verb to be (present tense)  
**Qualities:** cardinal and ordinal numbers  
**Prepositions:** *in, on*.

**How do you spell...?**  
**What's the day today?**  
**What's the date today?**

When is +(a celebration or holiday)? **It's on/in...**

UNIT 2  
She  
is pretty!

Describe people.  
Identify and name parts of the body.  
Make the difference in pronunciation between /i/ and /i:/. 

**Making a human body collage.**

**Nouns:** parts of the body.  
**Qualities:** short, tall, chubby, thin, young, old, pretty, handsome, big, little, long, short, brown, black, blue, green, blond, grey

**What does she/he look like?**  
**Is he/she + Adjective?**  
**I am/ He/She is...**

**I have... He/She has...**  
Word order:  
2 adjectives + noun

UNIT 3  
It's a busy  
morning

Describe a house.  
Name pieces of furniture.  
Indicate location of people and objects.  
Identify and name members of the family.  
Describe actions happening at the moment of speaking.  
Differentiate between /tʃ/ and /f/ sounds.

**Creating a miniature house.**

**Nouns:** rooms of a house (revision); objects and furniture; family members  
**Actions:** making the beds, sleeping, cleaning, reading, doing homework, listening to music, playing, taking a shower,  
**Prepositions:** on, under, behind, between, next to

**Where is/are + person/object?**  
What am I/ is + person **doing?**  
Simple present and present continuous

**Where is the + place of the city?**  
**It's + preposition + place**  
Present continuous tense

UNIT 4  
A detective  
in my  
neighbourhood

Ask for and give information indicating location.  
Talk about actions happening at the moment of speaking.  
Differentiate between /ʊ/ and /u:/ sounds.

**Making a neighbourhood mock - up.**

**Nouns:** city places; objects: broken car, groceries, medicines, food, ambulance, clothes, ticket  
**Actions:** parking the car, buying tickets/ clothes, getting money, doing the shopping,  
**Prepositions:** near, across from, at the corner of

**What does he/she do? He/she is a + occupation**  
**Where does he/she work?**  
**He/she works in a + place**  
Does he/she + action? **Yes, he/she does.**  
**No, he/she doesn't.**  
Simple present and present continuous

UNIT 5  
Everybody  
is at work

Talk about people's occupations.  
Relate occupations to places and activities.  
Describe activities performed at the moment of speaking.  
Pronounce the final /s/ /iz/ for the third person singular.

**Creating professions awards.**

**Nouns:** occupations and professions; review of places in the city  
**Actions:** work, build, help, assist, teach, make, drive, put out fires, take care of, fix cars

**What's the weather like? It's + adjective**  
**I can wear + clothes**  
**I can + activities**  
Simple present tense

UNIT 6  
The weather  
broadcast

Talk about the weather.  
Describe clothes.  
Express possession by using *my, your, his* and *her*.  
Express possibility.  
Pronounce the initial /s/ correctly.

**Designing a map and symbols to indicate weather conditions.**

**Nouns:** clothes  
**Qualities:** (weather) cold, hot, cloudy, windy, rainy, sunny. Review of colours.  
Possessive adjectives: *my, your, his, her*  
**Actions:** play, jump, run, go to the park, read, stay at home, play computer games, play board games, play outside

**What would you like?**  
**What do you want for + meal?**  
Do you want + food? No, thanks. I don't like + **food**  
**I want + food**  
Simple present tense

UNIT 7  
Ordering at  
the  
restaurant

Express likes and dislikes about food.  
Talk about food and meals.  
Distinguish between the /dʒ/ and /j/ sounds.

**Creating a human figure.**

**Nouns:** food and drinks; vegetables and fruit, meals: breakfast, lunch and dinner  
**Qualities:** quantifiers: a, an, some, a glass of..., a cup of...

**This is a/an + animal**  
**These are + animals**  
**How many + animals are there?**  
**There is/are + number + animal**  
**A/an + animal can/can't + action**  
Simple present tense

UNIT 8  
A trip to the  
zoo

Explain what some animals can and can't do.  
Ask for and express quantities.  
Between the /s/ and /z/ sound

**Designing a diorama.**

**Nouns:** animals  
**Places:** zoo, sea, jungle  
**Qualities:** review of cardinal numbers  
**Actions:** run, jump, fly, swim, sleep, climb, live in water/ on land, walk, roar, sing





## UNIT 1 My friend the world

### Learning goals

- Introduce oneself informally.
- Talk and inquire about nationalities.
- Inquire and express desires about activities.
- Talk and inquire about what one wants to be in the future.
- Identify and solve math operations.

### Strategies

- **Learning strategies:** using a song to learn vocabulary and patterns.
- **Reading strategies:** understanding real texts, and completing them extracting and recognizing relevant information from a reading.
- **Writing strategies:** completing a written text with personal information.

### Vocabulary

- Nouns: **nationalities:** American, Italian, Brazilian, South African, Australian, Canadian, German, Mexican;
- **numbers** from 50 to 100;
- **occupations:** dancer, soccer player, swimmer, singer, cook, writer, student, skater, guitar player.
- Actions: play soccer/the guitar, ski, study, add, subtract, multiply, divide.

### Linguistic items

Recycle informal greetings and introductions.  
Expressions:  
Where are/is you/(s)he from? I'm + nationality  
What do you want to do? I want to...  
What do you want to be? I want to be a/an...

### Curricular links

Music (songs, pages 7 and 8)  
**Art** (project, making puppets, drawing and colouring)  
Math (the numbers from 50 to 100; the four basic operations)  
Literature Fun reading, Tale time  
Social science (nationalities, flags, people's professions)

### Project

Making a theater by cutting a box, decorating it and using puppets for the show.

### Evaluation

- Talk about nationalities and complete a written text.
- Play bingo with numbers up to 100.
- Listen to conversations to complete drawings and written statements.

## UNIT 2 What a day!

- Talk about and describe one's daily routines and frequencies.
- Inquire and talk about the duties that one has to do.
- Inquire and give the time.
- Inquire and talk about schedules.

- **Learning strategies:** learning by making a clock to ask for and give the time; completing written texts and schedules; graphing information; figuring out riddles.
- **Reading strategies:** organizing facts in chronological order; identifying main ideas; connecting ideas.
- **Writing strategies:** writing about one's routine and giving reasons.

- Nouns: **the time:** one - twelve o'clock.
- Actions: go to bed, eat breakfast/lunch/dinner, wake up, brush your teeth, comb your hair, get dressed.
- Frequency adverbs: always, usually, sometimes, never.
- Passive vocabulary: every day/morning, have to...

Simple present tense for daily routines and habitual actions  
Frequency adverbs  
Obligations: have/has to + verb  
What time is it? It's...  
What time do you...?

Art (project: drawing and decorating, making a clock, page 17, )  
Literature Fun reading, Tale time; magazines, page 20  
Social science (routines and duties)

Making a TV set by cutting, tracing, coloring, glueing and decorating to present scenes of daily activities.

- Listen for and understand the time.
- Express frequency in written statements.
- Express duties by completing written statements.

## UNIT 3 The four seasons

- Express feelings.
- Talk about the seasons, the months and the weather.
- Express possession.

- **Learning strategies:** using songs, rhymes and poetry; learning by doing and making masks; making associations.
- **Reading strategies:** reading with a purpose; identifying main ideas; graphing information.
- **Writing strategies:** completing poems to make up new ones.

- Nouns: **the seasons:** spring, summer, autumn/fall, winter
- Qualities: **feelings:** thirsty, sick, excited, bored, scared, tired, angry, hungry, sad; the weather: snowy, cool, rainy, sunny, windy, warm
- Possessives: our, their;
- Prepositions: from, to

What month is this?  
When is + season?  
What's the weather like in + season? It's...  
Possessive adjectives: our, their

Music (songs: page 27)  
Art (project, spinners, page 27, masks, page 29)  
Social studies (feelings)  
Science (the weather, the months)  
Literature Fun reading, Tale time

Making a book by cutting, drawing and coloring to show the seasons, weather and feelings.

- Talk about and complete written texts about the seasons.
- Use **our** or **their** to complete written statements.
- Listen to and understand how people feel.

## UNIT 4 Let's go!

- Invite people to do something informally.
- Talk about places: where people are and do things; where they are going to or want to go.
- Follow commands and read signs.

- **Learning strategies:** listening to and following directions; using songs and playing; associating; figuring out riddles
- **Reading strategies:** using illustrations; comparing and contrasting, using Venn diagrams.
- **Writing strategies:** Completing Venn diagrams.

- Nouns: **places:** library, swimming pool, club, village, beach, hotel, fair, circus.
- Prepositions: far, near, at, to (the).
- Actions: stay, hop, stop, walk, don't litter, don't run, don't step on the grass, don't talk.
- Passive vocabulary: Let's go.

I want to go to...  
Let's go to...  
Where's + person? (S)He's at (the)...  
Where do(es) you/(s)he + action?  
Where are you/they going?  
Commands and signs.

Music (songs: pages 37 and 39)  
Art (project)  
Social science (signs and places)  
Literature Fun reading, Tale time

Making a place by cutting and folding paper, glueing and drawing to show where people are, what they are doing there, and where others are going to.

- Understand where people are.
- Say where someone is going.
- Listen to conversations and understand the places and commands mentioned.



		Linguistic items		Curricular links	Project	Evaluation	
Learning goals	Strategies	Vocabulary	Speech patterns				
UNIT 5 Let's describe	<ul style="list-style-type: none"><li>• Inquire and talk about qualities.</li><li>• Compare qualities between two aspects or things.</li></ul>	<ul style="list-style-type: none"><li>• Learning strategies: classifying; using songs; associating.</li><li>• Reading strategies: reading with a purpose; recalling details and answering tests.</li><li>• Writing strategies: contrasting and correcting false statements.</li></ul>	<ul style="list-style-type: none"><li>• Qualities (recycle to express them in the comparative form; adjective + -er than/ more + adjective + than).</li></ul>	Comparisons: comparative form, word + -er than/more + word + than.	Music (songs: page 48) Art (project) Natural and social science (pages 47, 49 and 50) Literature Fun reading, Tale time	Making a poster by cutting out or drawing pictures, and writing down data to compare places.	<ul style="list-style-type: none"><li>• Make comparisons and complete written texts.</li><li>• Identify differences to make comparisons.</li></ul>
UNIT 6 It was me	<ul style="list-style-type: none"><li>• Describe past actions.</li><li>• Inquire and talk about qualities in the past or past situations.</li></ul>	<ul style="list-style-type: none"><li>• Learning strategies: making word nets; playing games.</li><li>• Reading strategies: identifying titles; comparing and contrasting; graphing relevant information.</li><li>• Writing strategies: brainstorming and completing a text.</li></ul>	<ul style="list-style-type: none"><li>• Actions: verb to be in the past simple tense</li><li>• Qualities: good looking, nice (and recycle others)</li><li>• Passive vocabulary: yesterday, today</li></ul>	Simple past tense of to be in affirmative and negative statements and Yes/No questions.	Art (project; illustration page 61) Literature Fun reading, Tale time	Making videos by cutting, drawing, glueing and attaching to describe scenes from the past.	<ul style="list-style-type: none"><li>• Understand affirmative and negative sentences about the past.</li><li>• Describe past situations using was/were.</li><li>• Play Snakes and ladders making descriptions in the past.</li></ul>
UNIT 7 I learned a lot!	<ul style="list-style-type: none"><li>• Talk and inquire about actions in the past.</li><li>• Talk and inquire about someone's favorite food, hobby and animal in the present and past.</li><li>• Talk about present and past actions.</li></ul>	<ul style="list-style-type: none"><li>• Learning strategies: using diagrams; using songs; graphing information; playing.</li><li>• Reading strategies: predicting; recalling information and sequencing; recalling details.</li><li>• Writing strategies: writing about a reading text.</li></ul>	<ul style="list-style-type: none"><li>• Actions: visited, painted, played, learned; and recycle (but in the past) painted, skated, added, watched, danced, jogged, listened, visited, jumped, washed, walked, cleaned, cultivated, climbed, acted, cooked</li><li>• Time expressions: last night</li><li>• Passive vocabulary: food, hobby</li></ul>	Wh- questions in the past: What did you do? What was someone's name? What was someone's favorite food/hobby/animal? Contrast present and past tense. Past tense of regular verbs: verb + -ed. Recycle to be in the past tense.	Social science (famous people) Literature Fun reading, Tale time Art (project)	Making a plasticine museum by cutting, decorating and making plasticine figures and flags to talk about famous people in the past.	<ul style="list-style-type: none"><li>• Describe activities that happened in the past.</li><li>• Write about past activities.</li><li>• Differentiate the past from the present form of the verbs playing <b>Bingo</b>.</li></ul>
UNIT 8 My last vacation!	<ul style="list-style-type: none"><li>• Describe actions in the past.</li><li>• Talk about one's last vacation.</li><li>• Talk about the places visited.</li><li>• Describe places visited, and the things seen and learned there.</li></ul>	<ul style="list-style-type: none"><li>• Learning strategies: using prior knowledge; listening for detail; making connections to real life; graphing information; solving puzzles; singing, rhyming and playing.</li><li>• Reading strategies: reading for detail; skimming and predicting; associating.</li><li>• Writing strategies: rewriting a text.</li></ul>	<ul style="list-style-type: none"><li>• Nouns: <b>city places:</b> museum, aquarium, island, natural park</li><li>• Passive vocabulary: palm tree, coconut, history</li><li>• Actions: leisure activities (recycle) travel, visit, learn, live, die, dive, have</li><li>• Past irregulars: had, saw, went, ate.</li><li>• Expressions: <b>had a great/good time; it was fun</b></li></ul>	Simple past of regular and irregular verbs had, went, ate, saw What did you do ...? How was your trip to ...? I visited ... I traveled to ... I learned about ...	Music (song: page 79) Art/Language Arts (project) Social Studies (places and their descriptions) Literature Fun reading, Tale time	Making a brochure about a place by finding or drawing pictures, cutting, glueing and sticking them on cardboard to describe a trip in the past.	<ul style="list-style-type: none"><li>• Describe past activities to solve puzzles.</li><li>• Read and write about yesterday's activities.</li></ul>

## Learning goals

## Project

## Vocabulary

## Linguistic items

## Speech patterns

UNIT 1  
A summer camp

- Introduce oneself informally.
- Talk and inquire about nationalities.
- Inquire and express desires about activities.
- Talk and inquire about what one wants to be in the future.
- Identify and solve math operations.

## Making a theater.



**Nouns: Nationalities:** American, Italian, Brazilian, South African, Australian, Canadian, German, Mexican. **Numbers from 50 to 100**  
**Occupations:** dancer, football player, swimmer, singer, cook, writer, student, skater, guitar player.  
**Actions:** play football/the guitar, ski, study, add, subtract, multiply, divide.

Recycle informal greetings and introductions.  
 Expressions:  
**Where are/is you/(s)he from?** I'm + nationality  
**What do you want to do?** I want to...  
**What do you want to be?** I want to be a/an ...

UNIT 2  
My day

- Talk about and describe one's daily routines and habitual actions.
- Ask and talk about duties.
- Ask and give the time.
- Ask and talk about schedules.

## Making a TV set.

**Nouns: The time:** one - twelve o'clock.  
**Actions:** go to bed, eat breakfast/lunch/dinner, wake up, brush your teeth, comb your hair, get dressed.  
**Frequency adverbs:** always, usually, sometimes, never.  
**Passive vocabulary:** every day/morning, have to

Simple present tense for daily routines and habitual actions  
**Frequency adverbs**  
**Obligations:** have/has to + verb  
**What time is it?** It's ...  
**What time do you...?**

UNIT 3  
The four seasons

- Express feelings.
- Talk about the seasons, the months and the weather.
- Express possession.

## Making a book.

**Nouns: The seasons:** spring, summer, autumn/fall, winter, the weather: snowy, sunny, rainy, warm, cool.  
**Qualities: Feelings:** thirsty, sick, excited, bored, scared, tired, angry, hungry, sad.  
**Possessives:** our, their.  
**Prepositions:** from, to.

**What month is this?**  
**When is + season?**  
**What's the weather like in + season?**  
 It's ..  
**Possessive adjectives:** our, their

UNIT 4  
Let's go!

- Invite people to do something informally.
- Talk about places: where people are and what you do there.
- Follow commands and read signs.

## Making a map.

**Nouns: Places:** library, swimming pool, club, village, beach, hotel, fair, circus.  
**Prepositions:** far, near, at, to (the)  
**Actions:** stay, hop, stop, walk, don't litter, don't run, don't step on the grass, don't talk.  
**Passive vocabulary:** Let's go.

**I want to go to ...**  
**Let's go to ...**  
**Where's + person?** (S)He's at (the) ...  
**Where do(es) you/(s)he + action?**  
**Where are you/they going?**  
 Commands and signs

UNIT 5  
Let's describe

- Ask and talk about qualities.
- Compare qualities between two aspects or things.



## Making a poster.

**Qualities** (comparative form; adjective + **-er** **than/ more** + adjective + **than**).

**Comparisons:** comparative form, word + **-er** **than/ more** + word + **than**.

UNIT 6  
It was me

- Describe past actions.
- Ask and talk about qualities in the past or past situations.

## Making dvds.

**Actions:** verb **to be** in the past simple tense  
**Qualities:** good looking, nice (and recycle others)  
**Passive vocabulary:** yesterday, today

Simple past tense of to be in affirmative and negative statements and Yes/No questions  
 Descriptions in the past

UNIT 7  
I learned a lot

- Talk and ask about actions in the past.
- Talk and ask about someone's favourite food, hobby and animal in the present and past.
- Talk about present and past actions.

## Making a plasticine museum.

**Actions:** visited, painted, played, learned; painted, skated, added, watched, danced, jogged, listened, visited, jumped, climbed, acted, cooked  
**Time expressions:** last night  
**Passive vocabulary:** food, hobbies

Wh- questions in the past:  
**What did you do?**  
**What was someone's name?**  
**What was someone's favourite food/hobby/animal?**  
 Contrast present and past tense  
 Past tense of regular verbs: verb + ed  
 Recycle to be in the past tense

UNIT 8  
My last vacation!

- Describe actions in the past.
- Talk about one's last vacation.
- Talk about the places that you have visited.
- Describe places that you have visited, and the things seen and learned there.

## Making a brochure.

**Nouns:** city places: museum, aquarium, island, natural park  
**Passive vocabulary:** palm tree, coconut, history  
**Actions:** leisure activities (recycle) + travel, visit, learn, live, die, dive, have  
**Past irregulars:** had, saw, went, ate.  
**Expressions:** had a great/good time; it was fun

Simple past of regular verbs + had, went, ate, saw (irregular).  
**What did you do ...?**  
**How was your trip to ...?**  
 I visited ...  
 I travelled to ...  
 I learned about ...

## Linguistic items

### Learning goals

### Strategies

### Vocabulary

### Speech patterns

### Curricular links

### Project

### Evaluation

#### UNIT 1 The children's Olympics

- Identify countries and their corresponding nationalities.
- Ask and answer questions about places of birth and occupations.
- Name different occupations related to sports.
- Ask and answer questions about personal information.
- Describe people physically.
- Use the suffixes *-or*, *-er* and *-ist*.

- **Learning strategies:** using suffixes to form nationalities.
- **Reading strategies:** Inferring meaning from context, sequencing the order of events.
- **Writing strategies:** describing a person using adjectives.

**Nouns:** Athlete, swimmer, tennis player, gymnast, dancer, photographer, journalist, dancer, doctor.  
**Qualities:** Argentinian, Colombian, Chinese, French, Japanese, Spanish, British, Bolivian, Australian, Canadian, Puerto Rican, Venezuelan, Mexican, Italian.  
Short, tall, of medium height, fat, thin, of medium weight, long, blond, dark.

**What's your/his/her name?**  
**How old are you/is he/she?**  
**Where are you/is he/she from?**  
**What do you/does he/she do?**  
**What does he/she look like?**

**Social Studies:** countries and nationalities (lessons 1,2).  
Occupations: lessons: 1,2,3.  
**Music:** song (lesson 1).  
**Literature:** Fun reading, Tale time.

**Researching famous people, drawing maps, designing flags and holding conversations.**

- Tell nationalities.
- Talk about personal information.
- Describe people physically.

#### UNIT 2 My last trip

- Talk about city and country life.
- Use adjectives to describe and compare.
- Express personal opinions about places and things.
- Recognize the suffixes *-ed* and *-ing* as endings that form qualities.

- **Learning strategies:** using suffixes to make new words.
- **Reading strategies:** using pictures and titles to predict the content of a reading, distinguishing between facts and opinions.
- **Writing strategies:** describing places including facts and opinions about them.

**Nouns:** country, mountain, hill, waterfall, valley.  
**Qualities:** high, low, expensive, cheap, interesting, exciting, boring, important, comfortable, polluted, crowded, noisy, quiet, plus the comparative form of the previous words (*-er* or *more than*) and the superlative form (*-est* or *the most*).

Comparative form of adjectives (*-er/more than*)  
Superlative form of adjectives (*the -est/most*)

**Social studies:** geographical forms of the earth (lessons 1, 2, 3) cities and countries (lesson 2).  
Interesting places and landmarks (lesson 3).  
**Music:** song (lesson 1).  
**Art:** project (lesson 4).  
**Literature:** Fun reading, Tale time.

**Making a tourist TV commercial.**

- Identify qualities.
- Compare two items.
- Compare more than two items.

#### UNIT 3 Time for cleaning

- Tell time.
- Identify household chores.
- Express obligation.
- Talk about habits and frequency of events.
- Recognize silent *l*, *t*, and *gh*.
- Get the main ideas of a text.

- **Learning strategies:** relating pictures and words, using bar graphs.
- **Reading strategies:** getting main ideas and supporting details, transferring information.
- **Writing strategies:** making an outline.

**Nouns:** the time (numbers to tell the time).  
**Actions:** do the shopping, do the dishes, clean the dust, sweep the floor, do the laundry, take the trash out, make the bed, vacuum the carpet.  
**Adverbs:** always, usually, often, sometimes, seldom, never.

**What time is it?**  
**Do you help at home?**  
**What do you have to do?**  
**O'clock, quarter past, quarter to, half past.**

**Math:** percentages (lesson 2).  
**Music:** song (lesson 1)  
**Social Studies:** habits from other cultures.  
**Arts and science:** project (lesson 5).  
**Literature:** Fun reading, Tale time.

**Making a household device by using recycled materials.**

- Tell time.
- Talk about duties at home and at school.
- Say how often things happen.

#### UNIT 4 I was busy all the time

- Identify the past form of regular and some irregular verbs.
- Talk about events that occurred in the past.
- Make the difference in pronunciation of the *-ed* endings of regular verbs */d/*, */t/* or */ɪd/*.

- **Learning strategies:** using suffixes to form the past tense, singing songs, unscrambling sentences.
- **Reading strategies:** making inferences; using the dictionary.
- **Writing strategies:** using new words in sentences.

**Nouns:** punishment, princess, castle, noise.  
**Actions:** saved, failed, punished, worked, played, studied, went, did, had, took, swept, woke up, made, picked, kissed, appeared.  
**Adverbs:** one hour/two days/three months/four years ago; yesterday, last Tuesday/week/month/year.

**What did you do?**  
**How long was the punishment?**  
**What did you do yesterday?**  
**What time did you...?**  
**Did you...?**

**Literature:** tales and short stories (lessons 1 & 5), Fun reading, Tale time.  
**Music:** song (lesson 1).  
**Social studies:** Information about the Eskimos (lesson 3).

**Creating a big story book.**

- Say what was done in the past.
- Ask and answer about events in the past.
- Order events in a sequence.



		Linguistic items		Curricular links	Project	Evaluation
Learning goals	Strategies	Vocabulary	Speech patterns			
UNIT 5 Cooking with Wordy and Grammy	<ul style="list-style-type: none"><li>Understand commands in a recipe.</li><li>Use expressions of quantity to talk about food items.</li><li>Recognize the difference in pronunciation of the letter “s” in given contexts.</li><li>Understand and interpret a graph.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> matching words to pictures, singing songs, saying poems aloud.</li><li><b>Reading strategies:</b> reading a graph; using pictures to figure out the meaning of new words.</li><li><b>Writing strategies:</b> making a graph using given information.</li></ul>	<p><b>Nouns:</b> flour, bread, milk, sugar, salt, cream, bowl.</p> <p><b>Actions:</b> wash, peel, cut, chop, mix, add, pour, stir, beat, fry, bake, cook, put, turn.</p> <p><b>Expressions of quantity:</b> a pound of, a spoonful of, a slice of a cup of.</p>	<p><b>Imperative.</b> <b>How much...?</b> <b>How many...?</b></p>	<p><b>Health:</b> cooking and eating healthy food (lessons 1, 2, 3, 4, 5). <b>Music:</b> song (lesson 1) <b>Arts:</b> project (lesson 5). <b>Literature:</b> Fun reading, Tale time.</p>	<p><b>Making an accordion recipe book.</b></p> <ul style="list-style-type: none"><li>Mention quantities.</li><li>Ask and answer questions about quantities.</li><li>Give instructions to prepare a recipe.</li></ul>
UNIT 6 An invitation	<ul style="list-style-type: none"><li>Talk about plans using the future tense.</li><li>Relate places to activities that can be performed there.</li><li>Predict what people are going to do based on clues.</li><li>Make, accept and refuse invitations.</li><li>Recognize some homophones and their use.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> relating pictures to words, solving riddles, singing a song.</li><li><b>Reading strategies:</b> getting main ideas and supporting details.</li><li><b>Writing strategies:</b> writing a letter.</li></ul>	<p><b>Nouns:</b> entrance.</p> <p><b>Actions:</b> shall, going to.</p> <p><b>Time expressions:</b> tomorrow, next week/weekend/month/vacation/year, on Sunday/Saturday.</p>	<p><b>Sounds great!</b> <b>I’m back from school.</b> <b>Let’s...,</b> <b>Great idea!</b> <b>I’m sorry, I can’t. I’m going to...</b> <b>What are you going to do?</b> <b>Where are you going to go?</b> <b>Are you going to be at home?</b> <b>Do you want to...?</b></p>	<p><b>Social studies:</b> celebrations (lesson 5) <b>Arts:</b> designing items for a party (lesson5). <b>Literature:</b> Fun reading, Tale time.</p>	<p><b>Planning a party, designing party hats and invitations. Organizing time and activities.</b></p> <ul style="list-style-type: none"><li>Make, accept and refuse invitations.</li><li>Talk about the future.</li></ul>
UNIT 7 An emergency	<ul style="list-style-type: none"><li>Get familiar with the steps to follow in case of emergency.</li><li>Learn the emergency phone numbers in the city.</li><li>Identify different kinds of emergencies.</li><li>Identify the elements of a first-aid kit.</li><li>Ask for and give advice to face an emergency or health problem.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> using a telephone book, matching pictures to words, identifying the use, of certain items, relating problems to solutions.</li><li><b>Reading strategies:</b> relating pictures to a text, classifying information, using web maps.</li><li><b>Writing strategies:</b> filling in the blanks to complete a text.</li></ul>	<p><b>Nouns:</b> emergency, response, first-aid kit, headache, stomachache, toothache, sore throat, cold, fever, pain reliever, antiseptic, gauze, band-aid, cough syrup.</p> <p><b>Qualities:</b> serious.</p> <p><b>Actions:</b> demands, choking, throw up, wait for.</p>	<p><b>What should I do?</b> <b>You should/should not</b></p>	<p><b>Science and health:</b> emergencies, disasters, illnesses, treatments, first-aid (lessons 1, 2, 3, 5). <b>Arts:</b> project (lesson 5). <b>Literature:</b> Fun reading, Tale time.</p>	<p><b>Designing an emergency index card set.</b></p> <ul style="list-style-type: none"><li>Name disasters and emergencies.</li><li>Identify elements of a first-aid-kit.</li><li>Give suggestions.</li></ul>
UNIT 8 I have a problem	<ul style="list-style-type: none"><li>Express and interpret feelings.</li><li>Create a stanza of a song using the new vocabulary and expressions learned.</li><li>Ask for and give advice.</li><li>Use the prefixes <b>im-</b> and <b>re-</b> to form new words.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> relating pictures to words, singing a song, solving problems.</li><li><b>Reading strategies:</b> matching texts to headlines, relating texts.</li><li><b>Writing strategies:</b> writing a letter following a given model.</li></ul>	<p><b>Nouns:</b> call, listener, advice.</p> <p><b>Qualities:</b> desperate, disappointed, annoyed, afraid, frustrated, sad, worried.</p> <p><b>Actions:</b> propose, cheer up, miss (the plane/bus).</p>	<p><b>Have a terrible argument.</b> <b>Tell lies.</b> <b>Should/should not.</b></p>	<p><b>Music:</b> songs (lesson 1) <b>Media:</b> letters for a newspaper (lesson 3). <b>Social studies:</b> social problems (lesson 5). <b>Arts:</b> project (lesson 4). <b>Literature:</b> Fun reading, Tale time.</p>	<p><b>Designing a poster about problems around the world.</b></p> <ul style="list-style-type: none"><li>Express feelings.</li><li>State problems.</li><li>Give advice.</li></ul>

## Learning goals

## Project

## Vocabulary

## Linguistic items

## Speech patterns

UNIT 1  
The children's Olympics

- Identify countries and their corresponding nationalities.
- Name different occupations related to sports.
- Ask about and answer personal information.
- Describe people physically.
- Use the suffixes **-or**, **-er** and **-ist**.

Researching famous people.

**Nouns:** athlete, swimmer, tennis player, gymnast, dancer, photographer, journalist.  
**Qualities:** Argentinian, Colombian, Chinese, French, Japanese, Spanish, British, Bolivian, Australian, Canadian, Puerto Rican, Venezuelan, Mexican, Italian. Short, tall, of medium height, fat, thin, of medium weight, long, blond, dark, straight, wavy (hair).

What's your/his/her name?  
 How old are you/is he/she?  
 Where are you/is he/she from?  
 What do you/does he/she do?  
 What does he/she look like?

UNIT 2  
My last trip

- Express possession.
- Talk about city and country life.
- Use adjectives to describe and compare.
- Express personal opinion about places and things.
- Recognize the suffixes **-ed** and **-ing** as endings that form qualities.

Making a tourist TV commercial.

**Nouns:** country, mountain, hill, waterfall, valley.  
**Qualities:** high, low, expensive, cheap, interesting, exciting, boring, important, comfortable, polluted, crowded, noisy, quiet.

Comparative form of adjectives (**-er/more than**)  
 Superlative form of adjectives (**-est/the most**)

UNIT 3  
Time for cleaning

- Tell time.
- Identify house chores.
- Express obligation using **have to** and **must**.
- Talk about habits and frequency of events.
- Get the main ideas of a text.

Making a household device.

**Nouns:** the time (numbers to tell time).  
**Actions:** do the shopping, do the dishes, dust, sweep the floor, do the laundry, take the trash out, make the bed, vacuum the carpet.  
**Adverbs:** always, usually, often, sometimes, seldom, never.

What time is it?  
 Do you help at home?  
 What do you have to do?  
 O'clock, quarter past, quarter to, half past.

UNIT 4  
I was busy all the time

- Identify the past form of regular and some irregular verbs.
- Talk about events in the past.
- Make inferences while reading.
- Use the dictionary.
- Use new words in sentences.

Creating a big book.

**Nouns:** punishment, princess, castle, noise.  
**Actions:** saved, failed, punished, worked, played, studied, was/were, went, did, had, took, swept, woke up, made, picked, kissed, appeared.  
**Adverbs:** one hour/two days/three months/four years ago, yesterday, last Tuesday/week/month/year.

What did you do?  
 How long was the punishment?  
 What did you do yesterday?  
 What time did you...?  
 Did you ...?

UNIT 5  
Cooking with Wordy and Grammy

- Understand instructions in a recipe.
- Use expressions of quantity.
- Ask and answer about quantities.
- Understand and interpret a graph.
- Infer meaning from context.

Making a file folder accordion book.

**Nouns:** flour, bead, milk, sugar, salt, cream, bowl.  
**Actions:** wash, peel, cut, chop, mix, add, pour, stir, beat, fry, bake, cook, put, turn.  
**Expressions of quantity:** a pound of, a spoon of, a slice of, a cup of.

Imperative.  
 How much....?  
 How many...?

UNIT 6  
An invitation

- Talk about his/her plans.
- Relate places to activities that can be performed there.
- Ask and answer about the future.
- Make, accept and refuse invitations.
- Recognize some homophones.
- Get the main ideas and important details from a reading.

Planning a party.

**Nouns:** entrance.  
**Actions:** shall, going to.  
**Time expressions:** tomorrow, next week/ weekend/month/vacation/year; on Saturday/Sunday.

Sounds great!  
 I'm back from school.  
 Let's...  
 Great idea!  
 I'm sorry. I can't.  
 I'm going to...  
 What are you going to do?  
 Where are you going to go?  
 Are you going to be at home?  
 Do you want to...?

UNIT 7  
An emergency!

- Learn the emergency numbers in his/her city.
- Identify home and health emergencies.
- Identify the elements of a first-aid kit.
- Ask for and give advice.
- Recognize compound words.

Designing an emergency index card set.

**Nouns:** Emergency, response, first-aid kit, headache, stomachache, toothache, sore throat, cold, fever, pain reliever, antiseptic, gauze, band-aid, syrup.  
**Qualities:** serious.  
**Actions:** demands, choking, should/ **should not**, throw up, wait for.

What should I do?  
 You should/should not.

UNIT 8  
I have a problem

- Express feelings.
- Understand personal problems.
- Ask for and give advice.
- Establish cause-effect relationships.
- Write notes asking for and giving advice.

Designing a poster.

**Nouns:** call, listener, advice.  
**Qualities:** desperate, disappointed, annoyed, afraid, frustrated, sad, worried.  
**Actions:** propose, cheer up, miss (the plane/bus).

Had a terrible argument.  
 Tell lies.  
 Should/should not.

	Learning goals	Strategies	Linguistic items		Curricular links	Project	Evaluation
UNIT 1 Amazing animals	<ul style="list-style-type: none"> <li>Describe animals physical appearance and abilities.</li> <li>Compare animals to familiar things and situations.</li> <li>Understand words related to animals' lives and characteristics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning strategies:</b> Classifying animals into categories; associating animals by their biological characteristics (vocabulary).</li> <li><b>Reading Strategies:</b> Finding the meaning of words within the text itself.</li> <li><b>Writing Strategies:</b> Using but to express contrast.</li> </ul>	<b>Nouns:</b> beak, tail, neck, feathers, wings, fur, pouch, sea animals, polar animals. <b>Actions:</b> to lay eggs, to crawl, to hunt, to have babies, to climb, to push objects, to follow scents, to make nests. <b>Qualities:</b> heavy-light; colourful-plain; male-female, mammal.	<b>Speech patterns</b> simple present (review): <b>is/are</b> <b>does/doesn't</b> <b>can/can't</b> <b>comparatives and superlatives (review)</b>	<b>Natural Science:</b> physical characteristics of some animals; habitats. <b>Literature:</b> Fun reading, Tale time.	<b>Making a model</b> that shows animals in their habitat.	Describe animals. Compare animals and other things. Understand and say some words in English about animals.
UNIT 2 Past times	<ul style="list-style-type: none"> <li>Tell stories in the past.</li> <li>Use <b>used to</b> to express habitual actions in the past.</li> <li>Use <b>had to</b> to express obligation in the past.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning strategies:</b> Associating people, objects and actions with different time eras (vocabulary).</li> <li><b>Reading strategies:</b> Associating words with particular contexts; identifying causes.</li> <li><b>Writing strategies:</b> Using because to give a reason.</li> </ul>	<b>Nouns:</b> candle, bow, arrow, weapon, castle tower, staircase, passage, moat; battle, king, queen, knight, servant, soldier, peasant, monk, nun, ghost. <b>Actions:</b> used to, had to.	<b>Speech patterns</b> simple past <b>did / didn't</b> <b>used to</b> <b>had to</b> <b>there was, there were; a long time ago</b>	<b>Social Studies:</b> Life in the past (castles); America (chronicles of explorers). <b>Literature:</b> Fun reading, Tale time.	<b>Putting on a TV show</b> with interviews about people's past lives.	Use the negative in the past to say the opposite. Ask questions in the past, about past events. Tell stories in the past with <b>used to</b> and other verbs.
UNIT 3 Olympics day at school	<ul style="list-style-type: none"> <li>Express future intentions.</li> <li>Express possible effects or consequences.</li> <li>Understand the description of some sports and activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning strategies:</b> Learning phrases associating verbs with nouns; associating words with a specific context (vocabulary).</li> <li><b>Reading strategies:</b> Interpreting symbols and abbreviations; scanning posters for specific information.</li> <li><b>Writing strategies:</b> Using <b>but</b> and <b>because</b> with <b>will</b> and <b>might</b> to give explanations.</li> </ul>	<b>Nouns:</b> windsurfing, trampolining, cycling, gymnastics, skating; competition; bat, court, field, track, prize, banner, balloon; player, runner, referee, team. <b>Actions:</b> to hit, to catch, to kick, to throw, to win; to play a sport or a game.	<b>Speech patterns</b> <b>will, won't</b> <b>there will be</b> <b>I'll, we'll, I won't, we won't</b> <b>might = will probably happen</b> <b>along, into, over</b> <b>to go + action ending in ing</b> <b>to do + special activities</b>	<b>Physical Education</b> games, sports, activities. <b>Extra-curricular activities</b> school clubs. <b>Literature:</b> Fun reading, Tale time.	<b>Creating a club.</b>	Speak about what he/she and others intend to do in the future. Anticipate what will probably happen. Understand the description of some sports.
UNIT 4 Vacation and free time	<ul style="list-style-type: none"> <li>Talk about plans.</li> <li>Use pronouns to avoid repetition.</li> <li>Find your way around.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning strategies:</b> Associating image and word (vocabulary).</li> <li><b>Reading strategies:</b> Understanding explicit and implicit information.</li> <li><b>Writing strategies:</b> Using pronouns to avoid repetition of names of people; expressing plans in full sentences.</li> </ul>	<b>Nouns:</b> skateboarding, board games, horseback riding, skating, cycling. <b>Actions:</b> to miss someone, to go on vacation, to go away, to go for a ride, to meet.	<b>Speech patterns</b> <b>going to, turn right/left, go straight on; next to, opposite; keep in touch, take care, excuse me, I'll / we'll miss you; that's great, don't forget us</b> <b>pronouns: he - him / she - her / they - them / I - me / we / us</b>	<b>Social Studies:</b> living in a different place; learning about different ways people spend vacations. <b>Spanish:</b> taking a survey. <b>Math:</b> drawing a pie chart. <b>Literature:</b> Fun reading, Tale time.	<b>Taking a survey:</b> applying interviews and showing results on a graph.	Talk about plans. Use some pronouns.



	Learning goals	Strategies	Linguistic items		Curricular links	Project	Evaluation
			Vocabulary	Speech patterns			
UNIT 5 Touch your body	<ul style="list-style-type: none"><li>Explain what things are.</li><li>Describe things by giving details.</li><li>Tell stories using time markers.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> Identifying common characteristics of objects; associating collector's items with the material they are made of, their shape and colour (vocabulary).</li><li><b>Reading strategies:</b> Finding the meaning of words within the text itself.</li><li><b>Writing strategies:</b> Using time markers to tell the sequence of events in a story.</li></ul>	<b>Nouns:</b> shells, marbles, stickers, toy cars, cuddly toys, coins, stamps, badges, candles, stones, posters, cans; wood, plastic, metal, rubber, cloth, synthetic material, wax, paper, adhesive paper, cardboard, glass. <b>Actions:</b> to collect. <b>Qualities:</b> round, triangular, rectangular, square, colourful, transparent.	<b>some, most, others</b> <b>made of</b> <b>who, that, which</b> <b>at the beginning, one day, first, then, later, now</b>	<b>Social studies:</b> the history of money. <b>Art:</b> speaking about collections. <b>Literature:</b> Fun reading, Tale time.	<b>Treasure Hunt:</b> preparing it and playing it.	<ul style="list-style-type: none"><li>Explain what things are.</li><li>Describe things in detail.</li><li>Mark the time of a story.</li></ul>
UNIT 6 Our planet	<ul style="list-style-type: none"><li>Describe a place.</li><li>Compare things to familiar objects, people or situations by using <b>as...as</b> and <b>like</b>.</li><li>Express obligation.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> Associating images and words; thinking of the planet by regions (vocabulary).</li><li><b>Reading Strategies:</b> Finding the meaning of words within the text itself.</li><li><b>Writing Strategies:</b> Describing by using <b>there is/are, as ... as, like</b>.</li></ul>	<b>Nouns:</b> land: mountain, desert, pole, island, ice capped mountain, volcano, forest, jungle, rain forest, grassland, sand; water: lake, river, waterfall, ocean, sea, rainbow, snow, ice, rain; village, city, countryside. <b>Actions:</b> must; to waste, to take care of, to hurt. <b>Qualities:</b> sunny, bright, dry, humid, freezing cold.	<b>count and non-count:</b> <b>there is/are, (a) little, a few, much, many</b> <b>as...as</b> <b>like</b> <b>must, mustn't</b>	<b>Social studies:</b> physical description of regions of the world; reading a map, interpreting map keys. <b>Art:</b> Drawing a map of an area in their city. <b>Literature:</b> Fun reading, Tale time.	<b>Drawing a map</b> of an area in their city and describing it.	<ul style="list-style-type: none"><li>Describe a place.</li><li>Compare things to familiar objects, people or situations.</li><li>Express obligation.</li></ul>
UNIT 7 Children's lives	<ul style="list-style-type: none"><li>Describe and understand family relationships.</li><li>Understand and express when things happen in a story.</li><li>Tell stories about life.</li></ul>	<ul style="list-style-type: none"><li><b>Reading strategies:</b> Identifying a sequence of events.</li><li><b>Writing strategies:</b> Using clauses to express time.</li></ul>	<b>Nouns:</b> stepfather, parents, children, daughter, son, men, women; family tree. <b>Actions:</b> to be born. <b>Qualities:</b> single, divorced, twin.	<b>possessive case 's</b> <b>adverbs of time: before, after, when, ago, for</b> <b>verb contrast: present and past</b> <b>For a long time; a long time ago</b>	<b>Social Studies:</b> family trees. <b>Spanish:</b> reading and writing biographies. <b>Math:</b> solving a logic riddle. <b>Literature:</b> Fun reading, Tale time.	<b>Creating fictitious families</b> , representing some of their members and introducing them.	<ul style="list-style-type: none"><li>Describe and understand family relations.</li><li>Tell stories about life.</li></ul>
UNIT 8 Festivities	<ul style="list-style-type: none"><li>Tell how he/she does, did and will do something.</li><li>Express conditions, possibilities and obligations.</li><li>Tell how he/she celebrates a festivity or an activity.</li></ul>	<ul style="list-style-type: none"><li><b>Learning strategies:</b> Word maps, associating celebrations with objects (vocabulary); learning phrases; associating verbs and nouns (grammar).</li><li><b>Reading Strategies:</b> Understanding explicit and implicit information (review).</li><li><b>Writing Strategies:</b> Telling how one celebrates a festivity.</li></ul>	<b>Nouns:</b> festivity, parade, leprechaun, paper lantern, fireworks, nativity scene, costume, neighbourhood, pop star. <b>Actions:</b> to dress up (as a...), to celebrate, to light, to pray. <b>Qualities:</b> tiny, scary.	<b>contrasting present, past, future (review)</b> <b>can, have to, must, might (review)</b> <b>to put up (to put on) (a tree, a play, a flag); to have a parade / a meal / fireworks...; to look like; to have fun; to build a fire</b>	<b>Social Studies:</b> talking about festivities. <b>Art:</b> putting on a fair. <b>Literature:</b> Fun reading, Tale time.	<b>Putting on a fair of festivities.</b>	<ul style="list-style-type: none"><li>Tell the time of events in the past.</li><li>Express how he/she does, did and will do something.</li><li>Express conditions, possibilities and obligations.</li><li>Tell how he/she celebrates a festivity or an activity.</li></ul>

## Learning goals

## Project

## Vocabulary

## Linguistic items

## Speech patterns

UNIT 1  
Amazing animals

- Describe animals physical appearance and abilities.
- Compare animals to familiar things and situations.
- Understand words related to animals' lives and characteristics.

UNIT 2  
Past times

- Tell stories in the past.
- Use used to to express what was habitual.
- Use had to to express obligation.

UNIT 3  
Olympics day at school

- Express future intentions.
- Express probable effects or consequences.
- Understand the description of some sports and activities.

UNIT 4  
Vacation and free time

- Talk about plans.
- Use pronouns to avoid repetition.
- Find your way around.

UNIT 5  
Collections

- Explain what things are.
- Describe things by giving details.
- Tell stories using time markers.

UNIT 6  
Our planet

- Describe places.
- Compare things to familiar objects, people or situations by using **as...as** and **like**.
- Express obligation.

UNIT 7  
Children's lives

- Describe and understand family relationships.
- Understand and express when things happen in a story.
- Tell stories about life.

UNIT 8  
Festivities

- Tell how someone **does**, **did** and **will** do something.
- Express conditions, possibilities and obligations.
- Tell how someone celebrates a festivity or an activity.

## Making a model that shows animals in their habitat.



## Putting on a TV show and interviewing people about their past life.

## Creating a club

## Taking a survey: applying interviews and showing results on a graph.

## Preparing and playing treasure hunt.

## Drawing a map and describing an area of the city.

## Creating fictitious families, representing some of their members and introducing them.

## Putting on a fair of festivities.

**Nouns:** beak, tail, neck, feathers, wings, fur, pouch, sea animals, polar animals  
**Actions:** to lay eggs, to crawl, to hunt, to have babies, to climb, to push objects, to follow scents, to make nests  
**Qualities:** heavy - light; colourful - plain; male - female, mammal

**Nouns:** candle, bow, arrow, weapon, castle (tower, staircase, passage, moat); battle, king, queen, knight, servant, soldier, peasant, monk, nun, ghost  
**Actions:** used to, had to

**Nouns:** windsurfing, trampolining, cycling, track and field, gymnastics, skating; competition; bat, court, field, track, prize, banner, balloon; player, runner, referee, team  
**Actions:** to hit, to catch, to kick, to throw, to win; to play a sport or a game

**Nouns:** skateboarding, board games, horseback riding, skating, cycling  
**Actions:** to miss someone, to go on vacation, to go away, to go for a ride, to meet.

**Nouns:** Names of different things to collect (shells, marbles, stickers, toy cars, cuddly toys, coins, stamps, badges, candles, stones, posters, cans), wood, plastic, metal, rubber, cloth, synthetic material, wax, paper, adhesive paper, cardboard, glass.  
**Actions:** to collect  
**Qualities:** round, triangular, rectangular, square, colourful, transparent

**Nouns:** land: mountain, desert, pole, island, ice capped mountain, volcano, forest, jungle, rain forest, grassland, sand; water: lake, river, waterfall, ocean, sea, rainbow, snow, ice, rain; village, city, countryside  
**Actions:** to waste, to take care of, to hurt, must  
**Qualities:** sunny, bright, dry, humid, freezing, cold

**Nouns:** stepfather, parents, children, daughter, son, men, women; family tree  
**Actions:** to be born  
**Qualities:** single, divorced, twin

**Nouns:** festivity, parade, leprechaun, paper, lantern, fireworks, nativity scene, costume, neighbourhood, pop star  
**Actions:** to dress up (as a...), to celebrate, to light, to pray  
**Qualities:** tiny, scary

simple present (review):  
 is/are  
 does/doesn't  
 can/can't  
 comparatives and superlatives (review)

simple past  
 did / didn't  
 used to  
 had to  
 there was, there were;  
 a long time ago

will, won't  
 there will be  
 I'll, we'll, I won't, we won't  
 might = will probably happen

going to, turn right/left,  
 go straight on; next to,  
 opposite; keep in touch,  
 take care, excuse me,  
 I'll / we'll miss you;

along, into, over  
 to go + ing  
 to do + special activities

that's great, don't forget us  
 pronouns: he - him /  
 she - her / they - them /  
 I - me / we - us

some, most, others  
 made of  
 who, that, which  
 at the beginning, one  
 day, first, then, later, now

count and non-count nouns:  
 there is/are, (a) little, a few, much, many  
 as...as  
 like  
 must, mustn't

possessive case 's  
 adverbs of time: before, after, when, ago, for  
 verb contrast: present and past  
 For a long time; a long time ago

contrasting present, past, future (review)  
 can, have to, must, might (review)  
 to put up (a tree, a play, a flag); to have  
 a parade / a meal / fireworks...; to look  
 like; to have fun; to build a fire



	Learning goals	Strategies	Linguistic items		Curricular links	Project	Evaluation
			Vocabulary	Speech patterns			
UNIT 1 The city and us	<ul style="list-style-type: none"> <li>Mention places and characteristics of a city.</li> <li>Give opinions and express agreement or disagreement.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading:</b> Identifying definitions and explanations in a text. Using pictures as support. Identifying the cause of events.</li> <li><b>Writing:</b> Writing complete, short, continuous and related sentences to make a paragraph.</li> </ul>	<b>Nouns:</b> bike path, theme park, fair, tube, houseboat, railway, timber, hammock, village <b>Qualities:</b> crowded, thatched,	can, must, have to, might me too me neither I do, I don't	Social Science Literature	Creating a village.	<ul style="list-style-type: none"> <li>Mention and understand words related to places to live in.</li> <li>Describe places of a city and say what you can do there.</li> <li>Express agreement and disagreement.</li> </ul>
UNIT 2 Fantasy is fun	<ul style="list-style-type: none"> <li>Narrate ongoing actions of the past done over a period of time.</li> <li>Express the movement described by an action.</li> <li>Describe actions in detail.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading:</b> Identifying characters, settings and main events in a story. Drawing a story map.</li> <li><b>Writing:</b> Using connectors to link ideas in a paragraph.</li> </ul>	<b>Prepositions:</b> across, along, out of, into, over, under, through, around <b>Nouns:</b> character, setting, event <b>Adverbs:</b> when, while, suddenly	was (not) sitting were (not) playing	Literature	Putting up a detective story.	<ul style="list-style-type: none"> <li>Describe ongoing actions in the past.</li> <li>Describe movement.</li> <li>Narrate events happening during a period of time.</li> </ul>
UNIT 3 Healthy habits	<ul style="list-style-type: none"> <li>Express conditions and consequences: what will happen if...</li> <li>Reflect on habits that make you healthy or ill.</li> <li>Reflect on the importance of our body.</li> <li>Describe how someone feels.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading:</b> Identifying relations of cause and consequence.</li> <li><b>Writing:</b> Writing a chain of ideas to make a paragraph.</li> </ul>	<b>Nouns:</b> headache, stomachache, sore throat, fever, bruise, cough habit <b>Qualities:</b> healthy, unhealthy, weak, ill, anxious, sleepy, dizzy, bored	if ... will will / won't be able to	Natural Science Ethics Literature	Making a collage that shows what makes your body healthy or unhealthy.	<ul style="list-style-type: none"> <li>Say how someone feels.</li> <li>Associate a condition to a consequence.</li> <li>Express conditions with "if".</li> </ul>
UNIT 4 Unusual stuff	<ul style="list-style-type: none"> <li>Talk about what people have done in their lives.</li> <li>Ask people what they have done.</li> <li>Find out, talk and ask about unusual people, places, events and things in life.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading:</b> Guessing meaning from context.</li> </ul>	<b>Nouns:</b> stuff, pyramid, mime, shark, carnival, busker, story-teller, ants, alien, mummy, street fair <b>Qualities:</b> usual, unusual, familiar	Have you ever...? <b>past participle form of verbs:</b> been, caught, climbed, cooked, drunk, eaten, flown, found, made, met, ridden, sailed, seen, slept, swum, talked, taught, thought, told	Social Science Literature	Writing a "Have you ever" rap.	<ul style="list-style-type: none"> <li>Name some unusual people, places, events and things.</li> <li>Talk about things that people have done in their lives.</li> <li>Ask someone if he/she has ever done something.</li> </ul>



		Linguistic items		Curricular links	Project	Evaluation	
		Vocabulary	Speech patterns				
Learning goals	Strategies						
UNIT 5 Reduce, reuse and recycle	<ul style="list-style-type: none"><li>• Reflect on how to handle waste.</li><li>• Reflect on the situation of waste around him/herself.</li><li>• Give advice and/or suggest alternatives to problems, wishes or plans.</li></ul>	<ul style="list-style-type: none"><li>• <b>Reading:</b> Interpreting a diagram.</li></ul>	<b>Actions:</b> reduce, reuse, recycle dump <b>Nouns:</b> envelope, box, can, peel, egg shell, container, waste, trash <b>Qualities:</b> organic	should, shouldn't could would / wouldn't like to	Natural Science Social Science Literature	Putting up an earth campaign	<ul style="list-style-type: none"><li>• Understand and mention words related to recycling.</li><li>• Give advice.</li><li>• Suggest alternatives.</li></ul>
UNIT 6 My neighbours	<ul style="list-style-type: none"><li>• Talk about what people have done in their life.</li><li>• Express whether things have already been done or not.</li><li>• Approach people and get to know about them.</li></ul>	<ul style="list-style-type: none"><li>• <b>Reading:</b> Identifying purpose in writing.</li></ul>	<b>Nouns:</b> task <b>actions:</b> clean up, take out (the garbage), do homework, prepare the school bag, take the dog for a walk	have/has (not) been, studied, worked... since, for already, yet, how long	Social Science Language studies Literature	Writing graffiti	<ul style="list-style-type: none"><li>• Express how long things have happened.</li><li>• Express if things have already been done or not.</li><li>• Understand and ask questions about kids' everyday life.</li></ul>
UNIT 7 Techno kids	<ul style="list-style-type: none"><li>• Describe common mechanical processes done in her/his surroundings.</li><li>• Become familiar with some technical words and processes.</li><li>• Read and follow basic, technical instructions.</li></ul>	Identifying types of texts. Identifying cognate words.	<b>Nouns:</b> technology, science, electricity, factory, power plant, biography, articles, advertisements, freezer, environment, mixture, clergyman, pastry <b>Adverbs:</b> mechanically, silently,	is/are (not) done, filtered, recorded, taken past participle verb forms: added, boiled, cleaned up, connected, clicked, filtered, generated, grown, printed, pumped, recorded, sent, stored, transmitted, transported, typed, hands on	Technology Literature	Explaining a process	<ul style="list-style-type: none"><li>• Understand some words related to technical processes.</li><li>• Mention processes that are done around the child.</li><li>• Follow instructions and explain a process.</li></ul>
UNIT 8 General knowledge	<ul style="list-style-type: none"><li>• Ask and answer questions.</li><li>• Talk about events done over periods of time.</li><li>• Find out facts about general knowledge topics.</li></ul>	<ul style="list-style-type: none"><li>• <b>Reading:</b> Understanding meaning from context.</li><li>• <b>Writing:</b> Making a paragraph based on an interview.</li></ul>	<b>Review:</b> words related to health, recycling, technology and cities Wh-question words	<b>Review:</b> have/has had, been, taken... since, for already, yet	Social Science Natural Science Language Studies Literature	Making a contest	<ul style="list-style-type: none"><li>• Recall words and concepts related to topics that have been studied.</li><li>• Talk about events that have happened over a period of time.</li><li>• Understand questions clearly, and answer them correctly.</li></ul>

## Learning goals

## Project

## Vocabulary

## Linguistic items

## Speech patterns

UNIT 1  
The City  
and us

- Mention places and characteristics of a city.
- Give opinions and express agreement or disagreement.

## Creating a village.



**Nouns:** bike path, theme park, fair, subway, houseboat, railway, timber, hammock, village  
**Qualities:** crowded, thatched

**can, must, have to, might**  
**me too**  
**me neither**  
**I do, I don't**

UNIT 2  
Fantasy  
is fun

- Narrate ongoing actions of the past done over a period of time.
- Express the movement described by an action.

## Putting on a detective story.

**Prepositions:** across, along, out of, into, over, under, through, around  
**Nouns:** character, setting, event  
**Adverbs:** when, while, suddenly

**was (not) sitting**  
**were (not) playing**

UNIT 3  
Healthy  
habits

- Express conditions and consequences: what will happen if...
- Reflect on habits that make you healthy or ill.
- Reflect on the importance of our body.
- Describe how someone feels.

## Making a body collage.

**Nouns:** headache, stomachache, sore throat, fever, bruise, cough, habit  
**Qualities:** healthy, unhealthy, weak, ill, anxious, sleepy, dizzy, bored

**if ... will**  
**will / won't be able to**

UNIT 4  
Unusual  
stuff

- Talk about what people have done in their lives.
- Ask people what they have done.
- Find out, talk and ask about unusual people, places, events and things in life.

## Writing a 'Have you ever' rap.

**Nouns:** stuff, pyramid, mime, shark, carnival, busker, story teller, ants, alien, mummy, street fair  
**Qualities:** usual, unusual, familiar

**Have you ever...?**  
**past participle form of verbs:** been, caught, climbed, cooked, drunk, eaten, flown, found, made, met, ridden, sailed, seen, slept, swum, talked, taught, thought, told

UNIT 5  
Reduce,  
reuse and  
recycle

- Reflect on how to handle waste.
- Reflect on the situation of waste around him/herself.
- Give advice and/or suggest alternatives to problems, wishes or plans.

## Putting on an Earth campaign.

**Actions:** reduce, reuse, recycle, dump  
**Nouns:** envelope, box, can, peel, egg shell container, waste, trash  
**Qualities:** organic

**should, shouldn't**  
**could**  
**would / wouldn't like to**

UNIT 6  
My  
neighbours

- Talk about things done over periods of time in people's lives.
- Express whether things have already been done or not.
- Approach people and get to know about them.

## Writing graffiti.

**Nouns:** task  
**Actions:** clean up, take out (the garbage), do homework, prepare the school bag, take the dog for a walk

**have/has (not) been, studied, worked...**  
**since, for**  
**already, yet, how long**

UNIT 7  
Techno  
kids

- Describe common mechanical processes done in her/his surroundings.
- Become familiar with some technical words and processes.
- Read and follow basic, technical instructions.

## Explaining a process.

**Nouns:** ambulance, patient, screen, camera, program, tunnel, pipe, wire, technology, disability  
**Actions:** generate, transmit, record, modify, connect, filter, transport, report, convert, recreate

**is/are (not) done, filtered, recorded, taken**  
**past participle verb forms:** added, boiled, cleaned up, connected, filtered, generated, grown, printed, pumped, recorded, sent, stored, transmitted, transported, typed

UNIT 8  
General  
knowledge

- Ask and answer questions.
- Talk about events done over periods of time.
- Find out facts about general knowledge topics.

## Making a contest.

**REVIEW**  
 Words related to health, recycling, technology and cities

**REVIEW**  
**have/has had, been, taken...**  
**since, for**  
**already, yet**  
**Wh- question words**

# New Rainbow

## Primary School

## A six-level series to learn English

**New Rainbow** features:

- Learning Strategies to help students learn at their own pace and style.
- Total Physical Response (TPR) to make learning easier through songs, rhymes, chants and games accompanied by drama, mimicking and body movements.
- Communicative Skills Development in an integrated process (more reading input).
- Meaningful Activities and Projects to promote cooperative learning.
- Evaluation and Self-evaluation to develop language awareness.

**Each New Rainbow Primary School level provides:**

- **Workbook.** A Workbook with activities to expand and reinforce autonomous learning.
- **Video** with muppets, animated cartoons, drama, and songs with modern melodies.
- **Audio** with dialogues, listening exercises, songs, rhymes, chants and readings.
- **Teacher's Guide.** A Teacher's Guide with thorough suggestions to perform enjoyable and dynamic classes.
- **Printable flashcards.** Two sets of colourful Printable flashcards with more than four hundred photographs for the entire series.



**stanley publishing**

