

# New Rainbow

2

# Contents



stanley publishing

## Linguistic items

### Learning goals

### Strategies

### Vocabulary

### Speech patterns

### Curricular links

### Project

### Evaluation

#### UNIT 1 My Family

- 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 /ei/ and /a/ sound of letter a.

- **Learning strategies:** making associations of sound and spelling, matching words to pictures.
- **Reading strategies:** previewing and predicting, confirming predictions, identifying details.
- **Writing strategies:** filling in an invitation card.

**Nouns: Days of the week; Months of the year; Holidays:** New Year's Eve, Saint Valentine's Day, Easter, Mother's Day, Father's Day, Women's Day; **The letters of the alphabet.**

**Actions:** Verb be (present tense).

**Qualities:** Cardinal and ordinal numbers.

**Prepositions:** In, on.

**How do you spell it?  
What's the day today?  
What's the date today?  
When is + (a celebration or holiday)?  
It's on/in.**

**Social Studies:** (important dates) Lessons 1,2,3, 4.  
**Music:** Songs lessons 1 and 2.  
**Math:** Ordinal and cardinal numbers (Lessons 1,2,3,4).  
**Arts:** Project, lesson 4.  
**Literature:** Fun reading and Tale time.

**Making a time machine** 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.

#### UNIT 2 My classroom

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

- **Learning strategies:** associating sound and spelling (vocabulary). Classifying adjectives into categories, ordering adjectives (grammar). Completing passages by substituting information (discourse level).
- **Reading strategies:** selecting details.
- **Writing strategies:** Filling in a missing ad!

**Nouns: Parts of the body:** nose, eyes, mouth, ears, hair, neck, head, shoulders, arms, elbows, hands, fingers, legs, knees, ankles, foot/feet, toes.

**Qualities:** short, tall, chubby, thin, young, old, pretty, handsome, big, little, long, short. brown, black, blue, green, blond, gray.

**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.**

**Music:** songs (Lessons 1 and 2).  
**Science:** the body parts (Lessons 1 through 6).  
**Social Studies:** Passport formats (Lesson 3).  
**Art:** Project (Lesson 4).  
**Literature:** Fun reading and Tale time.

**Making a human body collage** by cutting pictures from magazines and pasting them.

Listen and label parts of the body. Understand physical descriptions. Describe him/herself. Describe others.

#### UNIT 3 It's a busy morning

- Describe a house and its rooms.
- Name pieces of furniture in a house.
- 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 /ʃ/ sound.

- **Learning strategies:** making associations of sounds and spelling; matching pictures to words; miming and guessing (vocabulary); solving problems (grammar).
- **Reading strategies:** making predictions and confirming; relating pictures to a text; comparing and contrasting.
- **Writing strategies:** writing a note following the pattern given.

**Nouns: Rooms of a house:** living room, kitchen, dining room, bedroom, bathroom; yard.  
**Objects and furniture:** sofa, table, chair, bed, lamp, T.V. set, picture, radio, clock, wall, toilet, shower, sink, stove, fridge.

**Family members:** dad, mum, brother, sister, grandpa, grandma, aunt, uncle, cousin.

**Actions:** making the beds, sleeping, cleaning the house, reading, doing homework, listening to music, playing, taking a shower.

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

**Social Studies:** Family members, parts of a house. (Lessons 1,2, 3,4).  
**Music:** Songs. (Lessons 1 and 2.)  
**Arts:** Project.  
**Literature:** Fun reading and Tale time.

**Creating a miniature house** by using a shoe box.

Say where members of the family are. Describe what people are doing. Describe where objects are located.

#### UNIT 4 A detective in my neighbourhood

- Ask for and give information indicating location of specific places.
- Talk about actions happening at the moment of speaking.
- Differentiate between /u / and /ʌ/ sound.

- **Learning strategies:** matching places to objects; creating riddles (vocabulary and grammar); singing songs (pronunciation).
- **Reading strategies:** sequencing events, ordering pictures.
- **Writing strategies:** filling in a notepad.

**Nouns: Places:** church, shopping mall, drugstore, hospital, garage, school, parking lot, restaurant, movie theater, bank, park, supermarket, street, avenue, corner. **Objects:** broken car, groceries, medicine, food, ambulance, clothes, ticket.

**Actions:** parking the car, buying tickets/clothes/groceries/medicines, getting money, eating, studying, doing the shopping, praying.

**Prepositions:** near, across from, at the corner of. Review of between and behind.

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

**Social Studies:** Places in the city, locations. (Lessons 1, 2, 4).  
**Music:** Songs, lesson 2.  
**Arts:** Project, lesson 4.  
**Literature:** Fun reading and Tale time.

**Making a neighbourhood model,** human figures, vehicles and buildings with plasticine.

Tell where buildings are. Say what people are doing at the moment of speaking.

	Learning goals	Strategies	Linguistic items		Curricular links	Project	Evaluation
			Vocabulary	Speech patterns			
<b>UNIT 5</b> Everybody is at work	<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>	<p><b>Nouns: Occupations and professions:</b> architect, dentist, doctor, nurse, teacher, secretary, mechanic, cashier, shopkeeper, fireman, policeman/woman, driver.</p> <p><b>Review</b> of places in the city.</p> <p><b>Actions:</b> work, build, help, assist, teach, make, drive, put out fires, take care of, fix cars.</p>	<p><b>What does he/she do?</b> He/she is a + occupation.</p> <p><b>Where does he/she work?</b> He/she works in a + place.</p> <p><b>Does he/she + action?</b> Yes, he/she does. No, he/she doesn't.</p> <p><b>Simple present and Present continuous tenses.</b></p>	<p><b>Social Studies:</b> People's occupations (Lessons 1, 2, 4).</p> <p><b>Music:</b> Songs, lesson 2.</p> <p><b>Art:</b> Project, lesson 4.</p> <p><b>Literature:</b> Fun reading and Tale time.</p>	<p><b>Creating professions awards.</b> Researching about different professions, why they are important and what famous people perform those activities.</p>	Identify professions and places. Write what people do. Understand short conversations.
<b>UNIT 6</b> The weather broadcast	<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>	<p><b>Nouns: Clothes:</b> cap, gloves, scarf, boots, sneakers, shorts, raincoat, sandals, plus <b>review</b> of clothes studied in book 1.</p> <p><b>Qualities:</b> weather: cold, hot, cloudy, windy, rainy, sunny.</p> <p><b>Review</b> of colors.</p> <p><b>Possessive adjectives:</b> my, your, his, her.</p> <p><b>Actions:</b> play, jump, run, go to the park, read, stay at home, play video games, play board games, play outside.</p>	<p><b>What's the weather like?</b> It's + adjective.</p> <p><b>I can wear + clothes.</b></p> <p><b>I can + activities.</b></p> <p><b>Simple present tense.</b></p>	<p><b>Science:</b> The weather. (Lessons 1,2,3,4)</p> <p><b>Art:</b> Project, lesson 4.</p> <p><b>Literature:</b> Fun reading and Tale time.</p>	<p><b>Designing a map and symbols</b> to indicate weather conditions.</p>	Report the weather by reading pictures. Read symbols to complete a short narration. Indicate possession by using my, your, his, her.
<b>UNIT 7</b> Ordering at the restaurant	<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>	<p><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.</p> <p><b>Qualities:</b> quantifiers: a, some, glass of, cup of.</p>	<p><b>What would you like?</b></p> <p><b>What do you want for + meal?</b></p> <p><b>Do you want + food? No, thanks.</b></p> <p><b>I don't like + food.</b></p> <p><b>I want + food.</b></p> <p><b>Simple present tense.</b></p>	<p><b>Science: food,</b> vegetables, fruit, meals. (Lessons 1, 2, 3, 4).</p> <p><b>Math:</b> quantities. (Lesson 2, 4).</p> <p><b>Music:</b> Songs. (Lesson 1)</p> <p><b>Art:</b> Project, lesson 4.</p> <p><b>Literature:</b> Fun reading and Tale time.</p>	<p><b>Creating a human figure</b> using food (vegetables, fruits) or plasticine.</p>	Use quantifiers a/an/, some. Understand simple conversations. Name food.
<b>UNIT 8</b> A trip to the zoo	<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>	<p><b>Nouns: Animals:</b> tiger, bear, lion, hippo, snake, elephant, alligator, monkey, seal, dolphin, zebra, giraffe, birds. <b>Places:</b> zoo, sea, and jungle.</p> <p><b>Qualities:</b> Review of cardinal numbers.</p> <p><b>Actions:</b> run, jump, fly, swim, sleep, climb, live in water/ on land, walk, roar, sing.</p>	<p><b>This is a/an + animal.</b></p> <p><b>These are + animals.</b></p> <p><b>How many + animals</b> are there?</p> <p><b>There is/are + number + animal.</b></p> <p><b>A/an + animal</b> can/can't + action.</p> <p><b>Simple present tense.</b></p>	<p><b>Science:</b> Animals (Lessons 1,2,3,4).</p> <p><b>Math:</b> Counting (Lesson 2).</p> <p><b>Music:</b> Songs, (Lesson 1).</p> <p><b>Arts:</b> Project, lesson 4.</p> <p><b>Literature:</b> Fun reading and Tale time.</p>	<p><b>Designing a diorama</b> by using a shoe box, cardboard and/or plasticine.</p>	Express quantities using cardinal numbers. Tell actions animals can and can't do. Talk about abilities.

# 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

