

New Rainbow

3

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UNIT 1 My friend the world

- 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.

- **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.

- 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.

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...

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)

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

- 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.

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UNIT 5
Let's describe

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

- Learning strategies: classifying; using songs; associating.
- Reading strategies: reading with a purpose; recalling details and answering tests.
- Writing strategies: contrasting and correcting false statements.

- Qualities (recycle to express them in the comparative form; adjective + -er than/ more + adjective + than).

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.

- Make comparisons and complete written texts.
- Identify differences to make comparisons.

UNIT 6
It was me

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

- Learning strategies: making word nets; playing games.
- Reading strategies: identifying titles; comparing and contrasting; graphing relevant information.
- Writing strategies: brainstorming and completing a text.

- 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.

Art (project; illustration page 61)
Literature Fun reading, Tale time

Making videos by cutting, drawing, glueing and attaching to describe scenes from the past.

- Understand affirmative and negative sentences about the past.
- Describe past situations using was/were.
- Play Snakes and ladders making descriptions in the past.

UNIT 7
I learned a lot!

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

- Learning strategies: using diagrams; using songs; graphing information; playing.
- Reading strategies: predicting; recalling information and sequencing; recalling details.
- Writing strategies: writing about a reading text.

- 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
- Time expressions: last night
- Passive vocabulary: food, hobby

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.

- Describe activities that happened in the past.
- Write about past activities.
- Differentiate the past from the present form of the verbs playing **Bingo**.

UNIT 8
My last vacation!

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

- Learning strategies: using prior knowledge; listening for detail; making connections to real life; graphing information; solving puzzles; singing, rhyming and playing.
- Reading strategies: reading for detail; skimming and predicting; associating.
- Writing strategies: rewriting a text.

- 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 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.

- Describe past activities to solve puzzles.
- Read and write about yesterday's activities.

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.

