

# New Rainbow

4

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#### 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.

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UNIT 5  
Cooking with Wordy and Grammy

- Understand commands in a recipe.
- Use expressions of quantity to talk about food items.
- Recognize the difference in pronunciation of the letter "s" in given contexts.
- Understand and interpret a graph.

- **Learning strategies:** matching words to pictures, singing songs, saying poems aloud.
- **Reading strategies:** reading a graph; using pictures to figure out the meaning of new words.
- **Writing strategies:** making a graph using given information.

**Nouns:** flour, bread, 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 spoonful of, a slice of a cup of.

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

**Health:** cooking and eating healthy food (lessons 1, 2, 3, 4, 5).  
**Music:** song (lesson 1)  
**Arts:** project (lesson 5).  
**Literature:** Fun reading, Tale time.

**Making an accordion recipe book.**

- Mention quantities.
- Ask and answer questions about quantities.
- Give instructions to prepare a recipe.

UNIT 6  
An invitation

- Talk about plans using the future tense.
- Relate places to activities that can be performed there.
- Predict what people are going to do based on clues.
- Make, accept and refuse invitations.
- Recognize some homophones and their use.

- **Learning strategies:** relating pictures to words, solving riddles, singing a song.
- **Reading strategies:** getting main ideas and supporting details.
- **Writing strategies:** writing a letter.

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

**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...?**

**Social studies:** celebrations (lesson 5)  
**Arts:** designing items for a party (lesson 5).  
**Literature:** Fun reading, Tale time.

**Planning a party, designing party hats and invitations. Organizing time and activities.**

- Make, accept and refuse invitations.
- Talk about the future.

UNIT 7  
An emergency

- Get familiar with the steps to follow in case of emergency.
- Learn the emergency phone numbers in the city.
- Identify different kinds of emergencies.
- Identify the elements of a first-aid kit.
- Ask for and give advice to face an emergency or health problem.

- **Learning strategies:** using a telephone book, matching pictures to words, identifying the use, of certain items, relating problems to solutions.
- **Reading strategies:** relating pictures to a text, classifying information, using web maps.
- **Writing strategies:** filling in the blanks to complete a text.

**Nouns:** emergency, response, first-aid kit, headache, stomachache, toothache, sore throat, cold, fever, pain reliever, antiseptic, gauze, band-aid, cough syrup.  
**Qualities:** serious.  
**Actions:** demands, choking, throw up, wait for.

**What should I do?**  
**You should/should not**

**Science and health:** emergencies, disasters, illnesses, treatments, first-aid (lessons 1, 2, 3, 5).  
**Arts:** project (lesson 5).  
**Literature:** Fun reading, Tale time.

**Designing an emergency index card set.**

- Name disasters and emergencies.
- Identify elements of a first-aid-kit.
- Give suggestions.

UNIT 8  
I have a problem

- Express and interpret feelings.
- Create a stanza of a song using the new vocabulary and expressions learned.
- Ask for and give advice.
- Use the prefixes **im-** and **re-** to form new words.

- **Learning strategies:** relating pictures to words, singing a song, solving problems.
- **Reading strategies:** matching texts to headlines, relating texts.
- **Writing strategies:** writing a letter following a given model.

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

**Have a terrible argument.**  
**Tell lies.**  
**Should/should not.**

**Music:** songs (lesson 1)  
**Media:** letters for a newspaper (lesson 3).  
**Social studies:** social problems (lesson 5).  
**Arts:** project (lesson 4).  
**Literature:** Fun reading, Tale time.

**Designing a poster about problems around the world.**

- Express feelings.
- State problems.
- Give advice.

# New Rainbow

## Primary School A six-level series to learn English

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