

New Rainbow

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Contents



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

	Learning goals	Strategies	Linguistic items		Curricular links	Project	Evaluation
			Vocabulary	Speech patterns			
UNIT 5 Touch your body	<ul style="list-style-type: none">• Explain what things are.• Describe things by giving details.• Tell stories using time markers.	<ul style="list-style-type: none">• Learning strategies: Identifying common characteristics of objects; associating collector’s items with the material they are made of, their shape and colour (vocabulary).• Reading strategies: Finding the meaning of words within the text itself.• Writing strategies: Using time markers to tell the sequence of events in a story.	Nouns: 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.	some, most, others made of who, that, which at the beginning, one day, first, then, later, now	Social studies: the history of money. Art: speaking about collections. Literature: Fun reading, Tale time.	Treasure Hunt: preparing it and playing it.	<ul style="list-style-type: none">• Explain what things are.• Describe things in detail.• Mark the time of a story.
UNIT 6 Our planet	<ul style="list-style-type: none">• Describe a place.• Compare things to familiar objects, people or situations by using as...as and like.• Express obligation.	<ul style="list-style-type: none">• Learning strategies: Associating images and words; thinking of the planet by regions (vocabulary).• Reading Strategies: Finding the meaning of words within the text itself.• Writing Strategies: Describing by using there is/are, as ... as, like.	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: must; to waste, to take care of, to hurt. Qualities: sunny, bright, dry, humid, freezing cold.	count and non-count: there is/are, (a) little, a few, much, many as...as like must, mustn’t	Social studies: physical description of regions of the world; reading a map, interpreting map keys. Art: Drawing a map of an area in their city. Literature: Fun reading, Tale time.	Drawing a map of an area in their city and describing it.	<ul style="list-style-type: none">• Describe a place.• Compare things to familiar objects, people or situations.• Express obligation.
UNIT 7 Children’s lives	<ul style="list-style-type: none">• Describe and understand family relationships.• Understand and express when things happen in a story.• Tell stories about life.	<ul style="list-style-type: none">• Reading strategies: Identifying a sequence of events.• Writing strategies: Using clauses to express time.	Nouns: stepfather, parents, children, daughter, son, men, women; family tree. Actions: to be born. Qualities: single, divorced, twin.	possessive case ‘s adverbs of time: before, after, when, ago, for verb contrast: present and past For a long time; a long time ago	Social Studies: family trees. Spanish: reading and writing biographies. Math: solving a logic riddle. Literature: Fun reading, Tale time.	Creating fictitious families , representing some of their members and introducing them.	<ul style="list-style-type: none">• Describe and understand family relations.• Tell stories about life.
UNIT 8 Festivities	<ul style="list-style-type: none">• Tell how he/she does, did and will do something.• Express conditions, possibilities and obligations.• Tell how he/she celebrates a festivity or an activity.	<ul style="list-style-type: none">• Learning strategies: Word maps, associating celebrations with objects (vocabulary); learning phrases; associating verbs and nouns (grammar).• Reading Strategies: Understanding explicit and implicit information (review).• Writing Strategies: Telling how one celebrates a festivity.	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.	contrasting present, past, future (review) can, have to, must, might (review) 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	Social Studies: talking about festivities. Art: putting on a fair. Literature: Fun reading, Tale time.	Putting on a fair of festivities.	<ul style="list-style-type: none">• Tell the time of events in the past.• Express how he/she does, did and will do something.• Express conditions, possibilities and obligations.• Tell how he/she celebrates a festivity or an activity.

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