

New Rainbow



Contents



stanley publishing

| | Learning goals | Strategies | Linguistic items | | Curricular links | Project | Evaluation |
|---------------------------|--|--|--|---|---|--|---|
| UNIT 1 The city and us | Vocabulary | Speech patterns | | | | | |
| | <ul style="list-style-type: none">• Mention places and characteristics of a city.• Give opinions and express agreement or disagreement. | <ul style="list-style-type: none">• Reading: Identifying definitions and explanations in a text. Using pictures as support. Identifying the cause of events.• Writing: Writing complete, short, continuous and related sentences to make a paragraph. | Nouns: bike path, theme park, fair, tube, houseboat, railway, timber, hammock, village Qualities: 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">• Mention and understand words related to places to live in.• Describe places of a city and say what you can do there.• Express agreement and disagreement. |
| | <ul style="list-style-type: none">• Narrate ongoing actions of the past done over a period of time.• Express the movement described by an action.• Describe actions in detail. | <ul style="list-style-type: none">• Reading: Identifying characters, settings and main events in a story. Drawing a story map.• Writing: Using connectors to link ideas in a paragraph. | Prepositions: across, along, out of, into, over, under, through, around Nouns: character, setting, event Adverbs: when, while, suddenly | was (not) sitting were (not) playing | Literature | Putting up a detective story. | <ul style="list-style-type: none">• Describe ongoing actions in the past.• Describe movement.• Narrate events happening during a period of time. |
| | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Reading: Identifying relations of cause and consequence.• Writing: Writing a chain of ideas to make a paragraph. | 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 | Natural Science Ethics Literature | Making a collage that shows what makes your body healthy or unhealthy. | <ul style="list-style-type: none">• Say how someone feels.• Associate a condition to a consequence.• Express conditions with "if". |
| | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Reading: Guessing meaning from context. | 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 | Social Science Literature | Writing a "Have you ever" rap. | <ul style="list-style-type: none">• Name some unusual people, places, events and things.• Talk about things that people have done in their lives.• Ask someone if he/she has ever done something. |

| | | Linguistic items | | Curricular links | Project | Evaluation | |
|-------------------------------------|---|--|---|--|--|---|---|
| | | Vocabulary | Speech patterns | | | | |
| UNIT 5 Reduce, reuse and recycle | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Reading: Interpreting a diagram. | 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 | Natural Science Social Science Literature | Putting up an earth campaign | <ul style="list-style-type: none">• Understand and mention words related to recycling.• Give advice.• Suggest alternatives. |
| | UNIT 6 My neighbours | <ul style="list-style-type: none">• Talk about what people have done in their life.• Express whether things have already been done or not.• Approach people and get to know about them. | <ul style="list-style-type: none">• Reading: Identifying purpose in writing. | 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 | Social Science Language studies Literature | Writing graffiti |
| UNIT 7 Techno kids | | <ul style="list-style-type: none">• Describe common mechanical processes done in her/his surroundings.• Become familiar with some technical words and processes.• Read and follow basic, technical instructions. | Identifying types of texts. Identifying cognate words. | Nouns: technology, science, electricity, factory, power plant, biography, articles, advertisements, freezer, environment, mixture, clergyman, pastry Adverbs: 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 |
| | UNIT 8 General knowledge | <ul style="list-style-type: none">• Ask and answer questions.• Talk about events done over periods of time.• Find out facts about general knowledge topics. | <ul style="list-style-type: none">• Reading: Understanding meaning from context.• Writing: Making a paragraph based on an interview. | Review: words related to health, recycling, technology and cities Wh-question words | Review: have/has had, been, taken... since, for already, yet | Social Science Natural Science Language Studies Literature | Making a contest |

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.

