

Rainbow 3 Bridge

Teacher's Guide



- **Classroom Presentation Tool**
- **Teacher's Guide:**
 - Syllabus • Unit tests, speaking tests, mid- and end-of-year tests • Activities and tests for pupils with special educational needs
 - How To Do It: teaching tips and suggestions
 - Take Home English: craft activities with photocopiable templates
- **Class Audio CDs**



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Rainbow Bridge

Teacher's Guide 3

Dear Teacher,

Welcome to *Rainbow Bridge*, our new Primary English course which follows and expands on the much-loved methodology and syllabus tried and tested in *New Treetops*.

Thank you for choosing our course, where engaging, stimulating new settings and characters will motivate your young learners, and you yourself will get great satisfaction from seeing them enthusiastic, inspired and ready to learn.

Now let's cross this learning 'bridge' together and embark on a wonderful journey of discovery into a magical new world of English.

Rainbow Bridge ... where dreams really do come true!

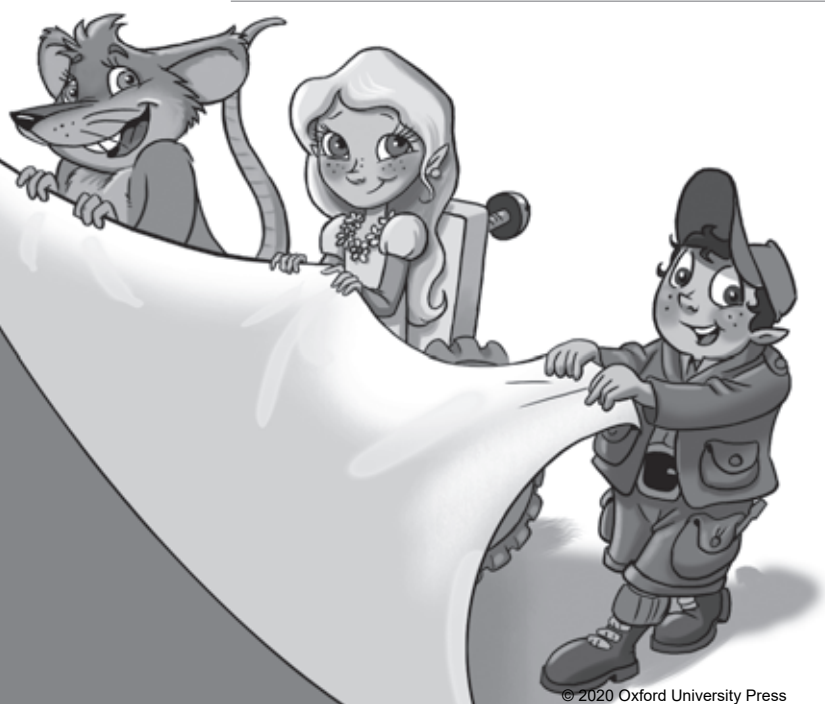
Have fun!

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Syllabus

Along the canal

Location lesson				
Skills				Language
Listening <ul style="list-style-type: none">• Think about life in towns• Listen and identify road safety items• Items• Identify the season	Speaking <ul style="list-style-type: none">• Sing and mime a song• Talk about the <i>Rainbow Bridge</i> characters and places from Levels 1 and 2• Say and write words related to road safety items	Vocabulary <ul style="list-style-type: none">• <i>a zebra crossing, a road, a traffic light, a seat belt, a helmet, the pavement</i> Structures <ul style="list-style-type: none">• Look left. Look right.• Stop.• Look.• Listen.• Wait.		
Unit 1				
Skills				Language
Listening <ul style="list-style-type: none">• Listen and identify town places and buildings• Listen and understand descriptions of neighbourhoods• Think about your own town• Listen and read a story• Understand the importance of staying calm• Learn the alphabet	Speaking <ul style="list-style-type: none">• Describe your neighbourhood• Sing and mime two songs and a chant• Make a cut-out and talk about your town• Describe a neighbourhood• Complete sentences to describe places• Say the letters of the alphabet in order	Reading <ul style="list-style-type: none">• Complete an exercise on story comprehension	Writing <ul style="list-style-type: none">• Name and write the words for town places and buildings	Vocabulary <ul style="list-style-type: none">• <i>a bookshop, a police station, a cafe, a playground, a toy shop, a school, a post office, a clothes shop</i> Structures <ul style="list-style-type: none">• <i>There's a school.</i>• <i>There are four bikes.</i>• <i>There are lots of clothes shops.</i>
Unit 2				
Skills				Language
Listening <ul style="list-style-type: none">• Listen and identify numbers 11–20<ul style="list-style-type: none">• Understand the question <i>What's your name?</i>• Understand the question <i>How old are you?</i>• Understand the question <i>Where are you from?</i>• Think about numbers• Listen and read a story• Understand the benefits of making friends• Recognize the /ei/ sound	Speaking <ul style="list-style-type: none">• Ask and answer the question <i>What's your name?</i>• Ask and answer the question <i>How old are you?</i>• Ask and answer the question <i>Where are you from?</i>• Sing and mime a song and a chant• Make a lapbook about your personal information and talk about it• Count 11–20• Say your name• Say how old you are• Say where you are from• The /ei/ sound	Reading <ul style="list-style-type: none">• Complete an exercise on story comprehension	Writing <ul style="list-style-type: none">• Write words for numbers 11–20• Write questions and answers about name, age and where you are from	Vocabulary <ul style="list-style-type: none">• <i>eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</i>• <i>cake, play, rain, game, eight, play, rain</i> Structures <ul style="list-style-type: none">• <i>What's your name?</i>• <i>My name's Katie.</i>• <i>How old are you?</i>• <i>I'm eleven.</i>• <i>Where are you from?</i>• <i>I'm from Oxford.</i>

At the station

Location lesson			
Skills			Language
Listening <ul style="list-style-type: none"> Think about forms of transport Listen and identify transport items Identify the season Think about the development of the story and characters 	Speaking <ul style="list-style-type: none"> Sing and mime a song Talk about what the <i>Rainbow Bridge</i> characters are doing 	Writing <ul style="list-style-type: none"> Name and write words for transport items 	Vocabulary <ul style="list-style-type: none"> passengers, icicles, a help point, a train driver, a train, a police officer Structures <ul style="list-style-type: none"> Keep safe. Hold hands. Ask for help.

Unit 3				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify food and drink Understand expressions and questions about likes and dislikes Think about food and drink Listen and read a story Understand the importance of being polite Recognize the /i:/ sound 	Speaking <ul style="list-style-type: none"> Ask and answer about likes and dislikes Say and mime a song and a chant Make a lapbook about your favourite food and drink and talk about it Talk about food and drink likes and dislikes The /i:/ sound 	Reading <ul style="list-style-type: none"> Complete an exercise on story comprehension 	Writing <ul style="list-style-type: none"> Name and write words for food and drink items Write questions and answers about food preferences 	Vocabulary <ul style="list-style-type: none"> <i>spaghetti, salad, rice, fish, milk, bread, chicken, soup</i> <i>bee, tea, cheese, leaves, feet,</i> <i>three, tree</i> Structures <ul style="list-style-type: none"> <i>Do you like soup?</i> <i>Yes, I like soup.</i> <i>No, I don't like soup.</i>
Unit 4				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify some objects and toys Listen and identify tens 10–100 Understand how to ask for something in a shop Understand questions about prices Understand prices Understand how to count the value of coins Think about shopping Listen and read a story Understand the importance of following instructions Recognize the /aɪ/ sound 	Speaking <ul style="list-style-type: none"> Ask for something Offer something Ask and answer about prices Sing and mime a song and a chant Make a lapbook about buying things in a shop and talk about it Count tens 10–100 Ask for something in a shop Complete sentences in a shop dialogue The /aɪ/ sound 	Reading <ul style="list-style-type: none"> Complete an exercise on story comprehension 	Writing <ul style="list-style-type: none"> Write words for tens 10–100 Name and write words for some objects and toys 	Vocabulary <ul style="list-style-type: none"> <i>a key ring, an ice cream, a car, a doll, a comic, a ball, a postcard, a puzzle</i> <i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred</i> <i>five, fly, white, rice, bike, climb, winter, ice</i> Structures <ul style="list-style-type: none"> <i>Can I have a doll, please?</i> <i>Yes, here you are.</i> <i>How much is it?</i> <i>It's 30 cents.</i>

In the woods

Location lesson				
Skills				Language
Listening <ul style="list-style-type: none"> Think about the natural world Listen and identify items related to the care of the environment Identify the season Think about the development of the story and characters 	Speaking <ul style="list-style-type: none"> Sing and mime a song Talk about what the <i>RainbowBridge</i> characters are doing 	Writing <ul style="list-style-type: none"> Name and write words for items related to the care of the environment 		Vocabulary <ul style="list-style-type: none"> <i>litter, a bin, a plastic bag, a sign, a bottle, a can</i> Structures <ul style="list-style-type: none"> <i>Don't drop litter.</i> <i>Pick up your bottle.</i> <i>Put it in the bin.</i>
Unit 5				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify furniture items Understand descriptions of rooms Understand sentences about the position of items Think about your own bedroom Listen and read a story Understand the importance of helping others Recognize the /u:/ sound 	Speaking <ul style="list-style-type: none"> Talk about the position of items in a room Sing and mime a song and a chant Make a lapbook about your bedroom and talk about it Describe rooms in the home Describe the position of items in a room Complete sentences describing a room The /u:/ sound 	Reading <ul style="list-style-type: none"> Complete an exercise on story comprehension 	Writing <ul style="list-style-type: none"> Name and write words for furniture items 	Vocabulary <ul style="list-style-type: none"> <i>a desk, a bed, a bookshelf, a lamp, a rug, a wardrobe, a chair, drawers</i> <i>in, on, under</i> <i>bedroom, blue, shoe, soup, boot, food, ruler</i> Structures <ul style="list-style-type: none"> <i>There's a yellow chair.</i> <i>There are two beds.</i> <i>There's a lamp in / on / under the wardrobe.</i> <i>There are books in / on / under the bed.</i>
Unit 6				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify outdoor activity items Understand sentences about possession Think about your favourite outdoor toys Listen and read a story Understand the importance of teamwork Recognize the /əʊ/ sound 	Speaking <ul style="list-style-type: none"> Talk about possessions Sing and mime a song and a chant Make a lapbook about your favourite things and talk about it Complete sentences about possessions The /əʊ/ sound 	Reading <ul style="list-style-type: none"> Complete an exercise on story comprehension 	Writing <ul style="list-style-type: none"> Name and write words for outdoor activity items 	Vocabulary <ul style="list-style-type: none"> <i>a racket, a bike, a poster, a helmet, a tablet, a Frisbee, a skateboard, a kite</i> <i>hello, boat, go, postcard, nose,</i> <i>wardrobe, coat</i> Structures <ul style="list-style-type: none"> <i>I've got a racket and a kite.</i> <i>She's got a Frisbee.</i> <i>He's got a bike.</i>

At the beach

Location lesson				
Skills				Language
Listening <ul style="list-style-type: none">Think about summer holiday activitiesListen and identify seaside itemsIdentify the seasonThink about the development of the story and characters	Speaking <ul style="list-style-type: none">Sing and mime a songTalk about what the <i>Rainbow Bridge</i> characters are doing	Writing <ul style="list-style-type: none">Name and write words for items linked to the seaside	Vocabulary <ul style="list-style-type: none"><i>a whistle, goggles, a towel, the sea, a flag, a lifeguard</i> Structures <ul style="list-style-type: none"><i>There's a red flag.</i><i>I can't swim today.</i><i>I can swim.</i>	
Unit 7				
Skills				Language
Listening <ul style="list-style-type: none">Listen and identify items of clothingUnderstand sentences about possession of clothes itemsUnderstand descriptions of the clothes someone is wearingThink about clothesListen to a storyUnderstand the importance of looking for solutions to problemsRecognize the /z/ sound	Speaking <ul style="list-style-type: none">Describe what you are wearingSing and mime a song and a chantMake a lapbook about your clothes and talk about itTalk about the clothes items someone ownsThe /z/ sound	Reading <ul style="list-style-type: none">Complete an exercise on story comprehension	Writing <ul style="list-style-type: none">Name and write words for items of clothingWrite sentences about what you are wearing	Vocabulary <ul style="list-style-type: none"><i>a tracksuit, shorts, trainers, sandals, a skirt, a T-shirt, a dress, trousers</i><i>trousers, gloves, trainers, flowers, ears, eyes, sandals</i> Structures <ul style="list-style-type: none"><i>He's got a blue T-shirt.</i><i>I'm wearing a pink dress and brown sandals.</i>
Unit 8				
Skills				Language
Listening <ul style="list-style-type: none">Listen and identify sports activitiesUnderstand sentences about abilityUnderstand questions about abilityThink about sportsListen to a storyThink about the values shown throughout the storiesRecognize the /ð/ sound	Speaking <ul style="list-style-type: none">Ask questions about ability and answer with short answersSing and mime a song and a chantMake a lapbook about sports and talk about itName and write words for sports activitiesTalk about abilityAsk about abilityThe /ð/ sound	Reading <ul style="list-style-type: none">Complete an exercise on story comprehension	Writing <ul style="list-style-type: none">Complete sentences about ability	Vocabulary <ul style="list-style-type: none"><i>play football, run, swim, play basketball, dance, ride a bike, do gymnastics, roller skate</i><i>weather, father, brother, mother, feather, clothes</i> Structures <ul style="list-style-type: none"><i>I can (play football).</i><i>I can't (swim).</i><i>Can you (play basketball)?</i><i>Yes, I can.</i><i>No, I can't.</i>

CLIL

Science: The water cycle				
Skills			Language	
Listening <ul style="list-style-type: none">• Listen and identify words related to the water cycle• Think about where water comes from• Understand the differences between the three states of matter (solid, liquid, gas)• Understand the stages of the water cycle	Speaking <ul style="list-style-type: none">• Describe the stages of the water cycle• Sing and mime a song	Writing <ul style="list-style-type: none">• Name and write the words for elements related to the water cycle• Identify the three states of matter• Name and write the words for the stages of the water cycle	Vocabulary <ul style="list-style-type: none">• <i>sea, rain, vapour, cloud, snow, ice</i>• <i>solid, liquid, gas</i>• <i>evaporation, condensation, precipitation, collection</i> Structures <ul style="list-style-type: none">• <i>Ice is a solid. Rain is a liquid. Vapour is a gas. The water is a liquid. That's precipitation.</i>	
Science: Healthy eating				
Skills			Language	
Listening <ul style="list-style-type: none">• Listen and identify food groups• Think about food groups• Understand questions to categorize food items• Understand that some foods are good for you, but others are not	Speaking <ul style="list-style-type: none">• Answer the question <i>What's in the (green) group?</i>• Sing and mime a song	Writing <ul style="list-style-type: none">• Name and write words for food groups• Write the names of food items• Name which food group some food items belong to• Name food items that are good / not good for you.	Vocabulary <ul style="list-style-type: none">• <i>fruit and vegetables, meat and fish, sugary foods, bread and cereals, milk and dairy</i> Structures <ul style="list-style-type: none">• <i>Grapes are good for you. Crisps aren't good for you.</i>• <i>What's in the green group?</i>• <i>Milk is good for you.</i>• <i>Cola isn't good for you.</i>	

Citizenship: Recycling			
Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify categories of waste Think about recycling Understand how waste should be divided 	Speaking <ul style="list-style-type: none"> Talk about what can be made from recycled objects Sing and mime a song 	Writing <ul style="list-style-type: none"> Name and write words for categories of waste Complete sentences about waste sorting 	Vocabulary <ul style="list-style-type: none"> <i>paper, metal, glass, plastic, food, general waste</i> Structures <ul style="list-style-type: none"> <i>Comics go in the paper bin.</i> <i>Let's recycle!</i> <i>A comic becomes a book.</i>

Geography: Landscapes			
Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify geographical landmarks Think about local geography Understand the concept of <i>on the coast / inland</i> Understand the difference between natural and man-made 	Speaking <ul style="list-style-type: none"> Describe geographical locations Sing and mime a song 	Writing <ul style="list-style-type: none"> Name and write the words for geographical landmarks Describe locations of landmarks 	Vocabulary <ul style="list-style-type: none"> <i>lake, river, woods, mountains, cliff, beach</i> <i>inland, coast, man-made, natural</i> Structures <ul style="list-style-type: none"> <i>Cliffs are on the coast. Lakes are inland.</i> <i>Cliffs are natural. Big Ben is man-made.</i>

Culture

Food and me!			
Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify words connected with special meals Compare special meals in the UK with the home culture Understand texts about special meals and occasions 	Speaking <ul style="list-style-type: none"> Present your favourite food to the class Talk about your favourite foods 	Writing <ul style="list-style-type: none"> Name and write words connected with special meals 	Vocabulary <ul style="list-style-type: none"> <i>roast chicken, roast potatoes, a birthday cake, sweets, a restaurant, curry, chips</i> Structures <ul style="list-style-type: none"> <i>This is my favourite party food.</i> <i>We eat sandwiches and crisps.</i>

Sport and dance and me!			
Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify words connected with sport and dance Compare sport and dance in the UK with the home culture Understand texts about sport and dance activities 	Speaking <ul style="list-style-type: none"> Present your favourite after-school activity to the class Talk about your favourite after-school activity 	Writing <ul style="list-style-type: none"> Name and write words connected with sport and dance 	Vocabulary <ul style="list-style-type: none"> <i>do karate, play cricket, do ballet, do street dance, a uniform, indoors, outdoors, performance</i> Structures <ul style="list-style-type: none"> <i>After school I do karate.</i> <i>I'm wearing white shorts.</i> <i>I've got a bat and ball.</i>

Festivals

It's Christmas Eve!			
Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify Christmas items Revise Christmas words from earlier levels Understand about how Christmas is celebrated in Britain 	Speaking <ul style="list-style-type: none"> Use Christmas vocabulary in a game Complete sentences about Christmas traditions 	Writing <ul style="list-style-type: none"> Name and write words connected with Christmas items 	Vocabulary <ul style="list-style-type: none"> <i>a stocking, a fireplace, mince pies, a letter, a reindeer, baubles, Father Christmas</i> Structures <ul style="list-style-type: none"> <i>There are presents under the tree.</i> <i>I hang my stocking.</i>

It's Easter time!			
Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify words connected with decorating Easter eggs Understand sentences about traditional eggs painting in different countries Understand and follow instructions 	Speaking <ul style="list-style-type: none"> Present decorated eggs to the class Talk about decorations on Easter eggs 	Writing <ul style="list-style-type: none"> Name and write words connected with decorating Easter eggs 	Vocabulary <ul style="list-style-type: none"> <i>Easter eggs, decorate, paint, dye, pattern, a circle, a triangle</i> Structures <ul style="list-style-type: none"> <i>There's yellow dye on this egg.</i> <i>There are two purple flowers.</i>

Introduction

- *Rainbow Bridge* is a five-level story-based English course for children in Years 1–5 of primary school. Levels 1–3 are inspired by children's love of songs, stories and games. All activities are designed to be stimulating and fun for 5–8-year-olds. The lively audio material, including fantastic songs (all with karaoke versions) enriches the children's learning experience and their involvement in the course.
- The carefully graded activity-based approach to learning helps children develop knowledge and skills and builds their confidence. The syllabus is extended into cross-curricular areas, and the course raises awareness of values such as protecting the environment, social inclusion and tolerance. Projects and manual activities activate meaningful language and can be shared with parents at home.
- Innovative festival and culture pages make different experiences real for the children. *Rainbow Bridge* also gives young learners a positive and engaging introduction to the culture of the English-speaking world.
- A wide and attractive range of resources is available. There are numerous additional resources provided for teachers to vary and enhance the children's experience of learning English.
- Different children learn in different ways and at different speeds. *Rainbow Bridge* reflects this in its flexibility and inclusion of options to suit mixed-level classes and different teaching styles. The course also provides extra versions of the unit tests specifically designed to support children with special educational needs (SEN).
- The course has a clear structure, with four main sections each consisting of a unit opener followed by two units. The Class Book pages clearly indicate the outline of each lesson, with helpful signposting to the other components and resources. The Workbook pages are integrated at the back of the Class Book, so everything is easily available. This makes the course easy for teachers to navigate/teach from and for children to learn from.

Flexibility

Rainbow Bridge is flexible in terms of time. Each level is designed to cover one school year, with numerous optional activities and practical tips to allow for flexible lesson planning, depending on the amount of time available. It is assumed that pupils have between one and three hours of English lessons a week. Teachers with more lesson time available can choose to use all the material in the course, including the optional 'Content and Language Integrated

Learning' (CLIL) and Culture lessons and the many optional extra activities suggested in the teaching notes of the Teacher's Book. Teachers with fewer hours may prefer to stick to the core material, and omit most of the optional Class Book sections and the optional activities in the Teacher's Book.

Settings

Rainbow Bridge is initially set in Bridge Town, a fictional small town in Britain, centring around the canal and a small parade of shops including a bookshop and a cafe on a barge.

In Levels 1 and 2, we meet the little people who live secretly under the floorboards in the bookshop. In Level 3, the setting extends beyond Bridge Town and the canal to a station, woods and seaside town in the surrounding area.

The richly illustrated fold-out map, at the beginning of each level, introduces the setting visually to the children and invites them into the world of *Rainbow Bridge*. The map can then be referred to throughout the school year as the adventures of the characters develop.

Characters

The cast of characters we meet in *Rainbow Bridge* starts with the little people in Level 1. They inhabit a parallel fantasy world and have their origins in English folklore. In Level 1, we meet the adventurous Poppy, her fun-loving younger brother Rowan, and their friend Fern, who is an enthusiastic animal-lover. Fern is in a wheelchair, which helps the course to convey a positive image of disability and enhance children's awareness of different needs.

The little people interact with animal characters: Sniff, the kind-hearted rat, Dickin, the fearless pigeon, and Sid, the bad-tempered cat. These characters are present throughout Levels 1–3.

In Level 2, Poppy, Rowan and Fern make friends with Russ, another little person. He is helpful and courageous and an avid collector of all sorts of things. The little people also encounter two human children, Will and his younger sister Emily. Will is a skateboard enthusiast and Emily is always in pursuit of the cat. The children live in a flat above the bookshop while the little people live in a secret world under the floorboards of the shop.

In Level 3, we meet Sam, another little person who lives in Bluebell Woods. We also encounter Buddy, a small brown dog who lives with a human family nearby.

Special features of *Rainbow Bridge* Levels 1–3

Season openers (Levels 1 and 2) and Story location openers (Level 3)

In Levels 1–2, the seasons are presented through the season opener lessons, which contain the relevant weather words and associated vocabulary (for example, to describe what the weather is like) and encourage pupils to compare their own experience of the passing seasons. They will enjoy spotting the different characters and talking about what they are doing and wearing and comparing this with what they themselves do and wear during the different seasons.

In Level 3, each new two-unit section is preceded by a story location opener which sets the scene for the following story episodes. It also presents a social theme, relevant to the children's age, such as road safety, caring for the environment, keeping safe at the beach, etc.

Critical thinking skills

These are developed right from the start, with regular *Think* icons in the Class Book indicating opportunities for the children to think, discuss, and apply real-life skills to the content. They are asked to bring their wider general knowledge to the course, contributing what they already know about colours, numbers, parts of the body, their town, materials, etc. They also consider emotions and social values, such as being kind or brave, helping others, teamwork, turn taking, etc.

Development of pre-writing skills

As many children will not yet be writing in their own language, Level 1 of *Rainbow Bridge* focuses on strengthening and developing fine motor skills with activities such as tracing, drawing linking lines and drawing along wiggly and zigzag lines, ticking, colouring, manipulating stickers, doing craft activities, etc. Tracing of words and using capital letters is introduced in the last two units in this level and children then progress to writing in Level 2. If teachers wish to include more writing in Level 1 for pupils who are ready, a version of the Picture Dictionary with traceable words is available online.

Video

The course is supported by video clips to accompany the seasons openers and location openers, as well as all the CLIL topics. The seasonal video clips can be used to promote further discussion and comparison of the seasons between the video, the Bridge Town seasonal scene, and pupils' own lives. The location opener video clips provide stimulating real-world footage to encourage discussion of the social theme, while at the same time offering a window into UK locations and landscapes.

The CLIL video clips offer further opportunities for exploring different cross-curricular topics specially selected to be of interest to the target age group.

In addition, there are stand-alone animated versions of traditional fairy tales, which can be used to supplement the core course material on an ad hoc basis.

Stories and story exploitation

Lesson 3 of each unit presents the story, starting with the fold-out map at the front of the book and then using the audio, the storycards (at Level 1), the Class Book and the DVD. Role-play and the corresponding Workbook activity engage the children further in the story. Lesson 4 then draws out their response to the story. The first two activities relate to their understanding of the plot while the third activity leads to a discussion of the value embedded in the story. The children are encouraged to relate the value to themselves and think about what they would do in a similar situation. This leads on to a project in which the children work in groups to think of examples of how they can put the value into action. They report back to the class with pictures or role-play to illustrate this.

Sound play

Lesson 7 of each unit uses lively phonics-based activities, including chants, raps and TPR, to develop the children's recognition and pronunciation of the key sounds of English. Level 1 prepares them for reading as they work with large outline letter forms and begin to link the letters they see to the sounds they hear and Levels 2 and 3 provide a solid foundation for their growing reading and speaking skills.

Level 1 concentrates on consonants, Level 2 goes on to vowels and the digraphs *ch*, *sh* and *th*, and Level 3 uses amusing tongue-twisters to distinguish between sounds.

Real-life tasks

The children are regularly presented with tasks and incidents which mirror, as closely as possible, what happens in real life. For example, they consider when they might need to help someone, or be friendly to a new pupil, or apologize when they have upset someone. In thinking about these situations, for example in the follow-up work they do on the stories in each Lesson 4, the children learn to collaborate with each other and transfer skills they have developed in different disciplines.

Take Home English

In the final Round up lesson of each unit, the children set to work in class on projects which they can take home to show and involve their families. This is the perfect opportunity to demonstrate what has been achieved at school and it also promotes the home–school link, taking the teaching of English outside the classroom. Photocopiable masters for these craft activities are provided at the back of the Teacher's Book.

Lapbooks (in Level 3)

Many of the Round up lessons in Level 3 include a 'lapbook' as the *Take Home English* craft. A lapbook is a sheet of paper or card with the sides folded round (to form a protective cover), inside which children can add flaps, zig-zag strips, and envelopes for storing cut-outs and other learning aids. Photocopiable templates for each unit's lapbook items are provided at the back of the Teacher's Book. In completing each lapbook, the children compile a decorative, visual and written record of the language and content they have

learned in that unit. The lapbook acts as a physical, tactile and attractive summary of the child's work – an excellent reference and something for each child to relate to and take pride in.

Extra grammar practice section (Level 3)

The Extra grammar practice pages in Level 3 (Class Book pages 114–121) provide a wider grammar reference to the patterns and structures pupils have been learning. Once a structure has been presented and practised through the Class Book and Workbook activities, pupils' grammar awareness can be extended by checking to see how that same structure fits into the grammatical context of English, as shown on the Extra grammar practice pages. Teachers can make use of these pages and the supporting activities as and when they wish. They also provide a starting point for the grammatical metalanguage that the pupils will develop as they continue their studies of English.

Content and Language Integrated Learning (CLIL)

The study of English in *Rainbow Bridge* is not simply language-based; it delivers real cross-curricular educational content. The course covers a variety of topics which fall within the main areas of the general primary school curriculum, for example geography, citizenship, movement and sport, art and craft, maths and science.

The CLIL sections can be used flexibly, as time allows, but ideally take place after every two units, as indicated in the teaching notes, to tie in most effectively with the syllabus. The Teacher's Book provides guidance on integrating the activities in *Rainbow Bridge* with those in other areas of the curriculum when appropriate. All CLIL topics are supported by video, bringing real life to the classroom.

Components

For pupils:

- A single volume Class Book/Workbook; at Levels 1 and 2 this includes 2 pages of stickers
- Pupils' website www.oup.com/elt/rainbowbridge

For teachers:

Teacher's Book

There is one Teacher's Book per level containing:

- A guide to all aspects of the course and its methodology
- A visual tour of a unit
- The *How To Do It* section, with tips and practical suggestions for teaching with *Rainbow Bridge* and advice on classroom management for English lessons as well as a bank of flashcard games and a list of useful classroom language
- Lesson notes, including 'differentiation tips' with suggestions on how certain activities can be adapted for stronger or weaker pupils, plus ideas for fast finishers
- Photocopiable cut-outs for the *Take Home English* crafts
- Photocopiable tests: Unit tests, including versions specifically adapted for children with dyslexia, Speaking tests and a Mid and End of year test

Audio CDs

- 3 CDs per level (packaged with the Teacher's Book) containing all the listening activities, songs and stories as well as all the audio material for the tests

Teacher's resource pack

There is a single pack for Levels 1–3 containing:

- Storycards for Level 1
- Flashcards for Levels 1–3
- Seasons posters for Levels 1–2
- Locations posters for Level 3
- 4 CLIL posters for each level

DVD

- A DVD (one disc for Levels 1–3) featuring story animations, special footage for each season or location, CLIL videos and additional fairy tales

Digital resources

- The Teacher's website contains a wealth of resources, including photocopiable masters for communication games, evaluation grids, scripts for the DVD voiceovers and additional background cultural information:

www.oup.com/elt/teacher/rainbowbridge

The online **Classroom Presentation Tool** (CPT) offers teachers the opportunity to use digital versions of the course material in the classroom. The CPT includes:

- interactive versions of the Class Book and Workbook pages
- audio tracks for all the listening activities
- animated versions of the stories
- video clips for CLIL, Seasons, Locations

Engaging with parents

How to show parents their child's progress

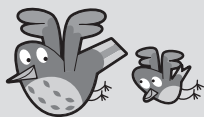
- A quick and easy way to let your pupils' parents know how their child is doing in class is to mark their work. This can be by awarding them a sticker after they complete each lesson or simply by drawing a smiley face or a star on their Class Book. A brief comment is also great if you have time, such as *Great reading today!* or *Thank you for helping!* Allow time at the end of your lesson to mark each pupil's work.
- *Rainbow Bridge* comes complete with beautiful, easy-to-use crafts which help to practise the language of the lessons. Having an object to take away allows the children to 'take the lesson home with them' to show their parents what they have learnt at school. Encourage the children to show their craft item to their families and tell them what they did in class.

How to work with the pupil/parent website

www.oup.com/elt/rainbowbridge

- *Rainbow Bridge* comes complete with an interactive website for children and parents to use at home. It is filled with language games and extra English activities that the children can use at home.
- Encourage parents to spend a little time looking at the website and playing the games with their child. Interaction and their interest will encourage children to be interested in learning English. This will also help to motivate them in class.
- Let parents know that it's OK that they don't speak English as the website is intuitive and children will have covered the language in class. It's just great that they are involved in their children's learning.
- Children and parents can watch the animated stories and sing songs together on the website.
- Encourage parents to ask their children questions about the songs and stories in their own language to engage the children in learning English.

oxfordparents
Help your child with English



Oxford Parents is a website where your pupils' parents can find out how they can help their child with English. They can find lots of activities to do at home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practising English outside the classroom can really help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the pupils' motivation.

Parents can help by practising stories, songs and vocabulary that pupils have already learned in the classroom. Tell your pupils' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

Methodology

1 Language skills

Listening

Rainbow Bridge suggests a number of different types of activity to help pupils develop their listening skills: listening to sounds and noises to predict where the story takes place, listening to parts of the story to identify the correct story frame, longer listening pieces in the Culture sections, songs and chants, TPR activities or instructions to be followed.

Children need to hear a word several times before they can memorize and reproduce it. At first, pupils need opportunities to show they have understood by using a non-verbal response, such as pointing or miming.

Listen and point. In *Rainbow Bridge* Level 1, new lexis is presented through listening activities in which pupils hear the words a number of times on the audio recording and are asked to point to a flashcard or to the illustrations in their books while listening.

Repeat. Pupils then hear each word and are asked to repeat it.

Chant. Pupils are then encouraged to chant the words following an audio model.

Listen and number/colour/tick/circle/stick. There are many other activities aimed at improving pupils' listening skills, for instance, those in which they listen and follow an instruction such as number, colour, tick, circle or stick.

Speaking and interaction

The pupils are given many opportunities to develop and practise their speaking skills in *Rainbow Bridge*, for instance, by acting out the stories, taking part in games, taking on different roles in pairwork activities, and carrying out mini-dialogues and surveys.

The *Sound play* lessons (Lesson 7 of each unit) focus on pronunciation and sound recognition.

Pupils also get the opportunity to practise at home the language they have learned in class through the craft items they make in the unit opener lessons, and during the CLIL and Culture lessons. The *Take Home English* projects also extend their spoken English beyond the classroom.

Reading and writing

Rainbow Bridge Level 1 focuses on an oral–aural approach to English, though pupils are exposed receptively to a few key words in capital letters towards the end of the year, e.g. in Unit 7.

Rainbow Bridge Level 2 presents the written form of the word alongside the oral presentation and teaches reading, starting from single words and going on to simple whole sentences. The stories have speech bubbles which the children can read while listening to the narration on the audio. Writing activities start with copying first single words, then longer sentences. Word cards can be prepared to support the association of the printed word with a familiar object on a flashcard and suggestions for making and using word cards are given in the Teacher's Book for this level.

Rainbow Bridge Level 3 presents pupils with a serial comic-strip story and model texts to follow, moving on to very short texts about themselves.

2 Songs and chants

In each of Levels 1–2 there are autumn, winter, spring and summer songs, and in Level 3 there are location songs in the unit opener lessons. These are primarily designed to set the mood of the season or location and to promote group participation in the song, for example miming flying a kite in the autumn. Lesson 1 always presents the new language in a chant, and raps or tongue-twisters enhance pronunciation in the *Sound play* lessons. Other songs are intended to be sung at the start and close of lessons or in moments of transition.

Don't worry if pupils only sing some of the words of a song at first or only do the corresponding actions; with practice they will soon grow in confidence and be able to join in with most of the words. There are karaoke versions of the songs

for when the children are confident enough to sing with just the music as back-up.

3 Stories

Each unit centres around a story featuring the course characters. This brings together the language pupils are learning in an increasingly familiar setting. Pupils listen and look at the beautiful illustrations as they follow the story, and in addition, in Levels 2 and 3 they read the accompanying speech bubbles on the story page while they listen. Enchanting music and dramatic sound effects enrich pupils' experience of the stories.

The stories from Level 1 are also supplied as large colour storycards (with teaching prompts on the back) to help prepare the children for the story lesson and present the stories to them. The storycards can also be used in class activities to practise and recycle language, and to check pupils' comprehension of the story, for example when putting the storycards in the correct sequence. Further information on using the storycards is provided in the *How To Do It* section (Teacher's Book p.22).

4 Cross-curricular skills (CLIL)

CLIL activities encourage the development of new language, skills and specific vocabulary. As they deal with different topics, they promote new interests and provide further motivation for learning English.

The activities in *Rainbow Bridge* are designed to help pupils not only to do things in English, but also to exercise global thinking skills such as identifying and matching, classifying, predicting, etc. and to practise manual dexterity skills with scissors and pens.

5 Evaluation

Evaluation is an essential part of a curriculum based on personalized study programmes. It provides a way for teachers and pupils (and their parents) to reflect on the process of teaching and learning and to modify activities or content to support future learning more effectively.

Evaluation can be categorized as follows:

Informal on-going evaluation and teacher feedback

This consists of your observation of a pupil's reactions in the classroom and your feedback to them on their performance. This is often recorded in the form of an Evaluation grid.

Self-evaluation

This involves the pupil's own capacity to reflect on their process of learning. With very young children this will begin by them thinking about whether they enjoyed the unit and understood it or whether they were worried and had difficulty with it.

Formal assessment

These are more objective and exact indicators of what the pupils have learned and what needs reinforcement. They form diagnostic information on which you can base reinforcement activities and/or modifications to later units.

Evaluation tools in *Rainbow Bridge*

The main tools for evaluation are:

- The Evaluation grids on the Teacher's website

These are designed for teachers to keep a clear record of their pupils' progress.

- The Round up lessons (Lesson 8) at the end of every unit in the Class Book (see description below).

The purpose of the Round up lesson is to revise the main learning points of the unit and to help evaluate how much the pupils have learned. In Levels 1 and 2 the pupils use stickers to complete the activities.

While they are doing these activities, it is a good time to use the Evaluation grids to record how particular groups or individual pupils are progressing. The pupils first complete one or two revision activities in the Round up which will enable you to assess pupils' comprehension and retention of the vocabulary from the unit, and identify any words pupils are having particular difficulties with.

- The craft activities provided in the Round up lessons

The *Take Home English* craft activities encourage pupils to use the words they have learned while playing at the same time. A photo on the Class Book page shows what the children will be making and how they can use it to speak English with their friends and family. The cut-out is provided as a photocopiable in the Teacher's Book. As the children start working on the craft, you can take the opportunity to go round checking whether they can produce the key words.

These craft activities are designed to give children something from the English lesson to take home. The craft is a prompt for the child to 'show off' what they learnt in a special performance at home, and in this way it reinforces the links between home and school, teacher and parent and child.

- Tests for each unit, speaking tests for every two units, and Mid and End of year tests to evaluate pupils' summative speaking and listening skills. In Level 3 there is also a Mid and End of year reading and writing test.

The tests offer the teacher the opportunity to:

- record pupils' progress
- evaluate learning and consolidation needs
- intervene with consolidation activities, for individual pupils or groups, before moving on to the next unit.

Tests are a crucial phase in the teaching-learning process, and it is therefore important to create a relaxed atmosphere to avoid possible anxiety in pupils.

There are two versions of each unit test, though they share the same audio track. The versions printed on grey have been designed with the needs of potentially dyslexic learners in mind. In many cases the two versions are identical, but in some cases the dyslexia-friendly version follows a different format. A simple linear layout on the page ensures that these tests are clear and easy to follow. Dyslexic learners may have a slower rate of processing information, so the tasks focus on one procedure at a time. It can be confusing when visual images are inconsistent with auditory sequence, so the recorded material for these activities always matches the presentation on the page. Activities in which images appear or are numbered in non-numerical order on the page have been avoided, as have activities requiring the children to draw matching lines which cross each other.

The dyslexia-friendly versions of the tests include an example at the beginning of each activity. The examples do