

# Rainbow 4 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**



**Jessica Finnis**  
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# Rainbow Bridge

## Teacher's Guide 4

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!

Sarah M Howell and Lisa Kester-Dodgson

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# Rainbow Bridge Level 4 Syllabus

Starter unit					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"><li>Listen and identify countries around the world</li><li>Listen and understand questions about personal information</li><li>Listen and understand questions about where you are from</li></ul>	<b>Speaking</b> <ul style="list-style-type: none"><li>Ask and answer questions about personal information</li><li>Ask and answer the question <i>What's your name?</i></li><li>Ask and answer the question <i>How old are you?</i></li><li>Ask and answer the question <i>Where are you from?</i></li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>Write your name, age and where you are from</li><li>Draw and present a flag</li></ul>	<b>Self-evaluation</b> <ul style="list-style-type: none"><li>Reflection on enjoyment and understanding of the unit as well as any difficulties</li></ul>		<b>Vocabulary</b> <ul style="list-style-type: none"><li><i>Great Britain, Turkey, India, Ireland, China, Poland, Spain, Italy</i></li></ul> <b>Structures</b> <ul style="list-style-type: none"><li><i>Hello. What's your name? My name's Liu.</i></li><li><i>Where are you from? I'm from Britain.</i></li><li><i>I'm from China, but I live in Britain.</i></li><li><i>How old are you? I'm eleven.</i></li><li><i>Are you from Italy? Yes, I am./No, I'm not.</i></li></ul>
Unit 1					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"><li>Listen and identify fantasy characters</li><li>Listen and understand sentences to identify people</li><li>Understand when to use <i>his</i> and <i>her</i></li><li>Listen to a story</li><li>Understand the importance of making friends</li><li>Recognize the /k/ sound</li><li>Listen to and read an episode from a mythical story</li></ul>	<b>Speaking</b> <ul style="list-style-type: none"><li>Ask and answer questions about the coursebook characters</li><li>Sing and mime a song</li><li>Practise the /k/ sound in a tongue-twister</li><li>Make and present a Myths book cover</li><li>Make and present a Myths lapbook</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>Read a dialogue</li><li>Read a story</li><li>Complete sentences to identify people</li><li>Complete a comprehension exercise</li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>Say and write the names of fantasy characters</li><li>Write sentences about your favourite film</li></ul>	<b>Self-evaluation</b> <ul style="list-style-type: none"><li>Reflection on enjoyment and understanding of the unit as well as any difficulties</li></ul>	<b>Vocabulary</b> <ul style="list-style-type: none"><li><i>a king, a queen, a princess, a wizard, a round house, a chariot, a soldier, a pony</i></li><li><i>Celtic, queen, king, count, crows, carrots</i></li></ul> <b>Structures</b> <ul style="list-style-type: none"><li><i>What's his name? His name's Max.</i></li><li><i>What's her name? Her name's Queen Kira.</i></li><li><i>Is he a wizard? Yes, he is./No, he isn't.</i></li><li><i>Is she a queen? Yes, she is./No, she isn't.</i></li><li><i>He's a wizard. His name's Galchobar.</i></li><li><i>She's a princess. Her name's Briana.</i></li></ul>
Unit 2					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"><li>Listen and identify family members</li><li>Listen and understand sentences to identify people</li><li>Understand when to use <i>This is...</i> and <i>That's...</i></li><li>Listen to a story</li><li>Understand the importance of staying safe</li><li>Recognize the /ð/ sound</li><li>Listen to and read an episode from a mythical story</li></ul>	<b>Speaking</b> <ul style="list-style-type: none"><li>Ask and answer questions about family members</li><li>Sing and mime a song</li><li>Practise the /ð/ sound in a tongue-twister</li><li>Draw and present your family tree</li><li>Make and present a Family lapbook</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>Read a dialogue</li><li>Read a story</li><li>Complete a comprehension exercise</li><li>Read an episode from a mythical story for pleasure</li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>Say and write the names of family members</li><li>Complete sentences about family members</li><li>Describe family members</li></ul>	<b>Self-evaluation</b> <ul style="list-style-type: none"><li>Reflection on enjoyment and understanding of the unit as well as any difficulties</li></ul>	<b>Vocabulary</b> <ul style="list-style-type: none"><li><i>cousin, mum, sister, dad, grandma, brother, aunt, grandpa, uncle</i></li><li><i>this, brother, here, that, mother, there, all, together</i></li></ul> <b>Structures</b> <ul style="list-style-type: none"><li><i>Have you got any brothers or sisters?</i></li><li><i>Yes, I have./No, I haven't.</i></li><li><i>How many? Three.</i></li><li><i>I've got two sisters.</i></li><li><i>This is my friend.</i></li><li><i>That's my grandpa.</i></li></ul>

Unit 3					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify school subjects and days of the week</li> <li>Listen and understand sentences about preferences</li> <li>Listen to a story</li> <li>Understand the importance of saying sorry</li> <li>Recognize the /s/ sound</li> <li>Listen to and read an episode from a mythical story</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer questions about school subjects</li> <li>Ask and answer questions about a school timetable</li> <li>Listen to and mime a song</li> <li>Talk about likes and dislikes related to school subjects</li> <li>Practise the /s/ sound in a tongue-twister</li> <li>Draw and present a school timetable</li> <li>Make and present a School Subjects lapbook</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read a dialogue</li> <li>Read a story</li> <li>Understand a story</li> <li>Read an episode from a mythical story for pleasure</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write the names of school subjects</li> <li>Complete sentences about a school timetable</li> <li>Write sentences about a school timetable</li> </ul>	<b>Self-evaluation</b> <ul style="list-style-type: none"> <li>Reflection on enjoyment and understanding of the unit as well as any difficulties</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Music, Science, Geography, English, PE, Maths, Art, History, (Computing)</li> <li>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</li> <li>Science, lessons, twice, super, nice</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>Do you like PE?</li> <li>Yes, I do./No, I don't.</li> <li>I like Art and Maths, but I don't like PE or Music.</li> <li>When's Maths? On Monday.</li> <li>Maths is on Monday.</li> </ul>
Unit 4					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify words about physical appearance</li> <li>Listen and understand descriptions about physical appearance</li> <li>Listen to a story</li> <li>Understand the importance of helping others</li> <li>Recognize the /h/ sound</li> <li>Listen to and read an episode from a mythical story</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer questions about the physical appearance of other people</li> <li>Listen to and mime a song</li> <li>Practise the /h/ sound in a tongue-twister</li> <li>Make a self-portrait</li> <li>Ask and answer about a self-portrait</li> <li>Make and present a Famous People lapbook</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read a dialogue</li> <li>Read a story</li> <li>Understand a story</li> <li>Read an episode from a mythical story for pleasure</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write about physical appearance</li> <li>Describe the physical appearance of other people</li> <li>Complete sentences about physical appearance</li> <li>Write sentences about your favourite famous person</li> </ul>	<b>Self-evaluation</b> <ul style="list-style-type: none"> <li>Reflection on enjoyment and understanding of the unit as well as any difficulties</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>short hair, long hair, straight hair, curly hair, wavy hair, spiky hair, braids, blue eyes, (glasses)</li> <li>blond, red, grey, brown, black (hair)</li> <li>happy, hairy, horses, hats, helmets, hide, hay</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>He's got short hair. He hasn't got long hair.</li> <li>She's got straight, blond hair. She hasn't got glasses.</li> <li>Has he got black hair? Yes, he has./No, he hasn't.</li> <li>Has she got curly hair? Yes, she has. / No, she hasn't.</li> </ul>
Unit 5					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify words about food and drinks</li> <li>Listen and understand sentences about preferences</li> <li>Listen and identify time</li> <li>Understand a description of meals and meal times</li> <li>Listen to a story</li> <li>Understand the importance of thinking of others</li> <li>Recognize the consonant blend /br/</li> <li>Listen to and read an episode from a mythical story</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask what time it is</li> <li>Ask and answer about meals and meal times</li> <li>Listen to and mime a song</li> <li>Practise the consonant blend /br/ in a tongue-twister</li> <li>Draw and present your favourite menu</li> <li>Make and present a Meal Times lapbook</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read a dialogue</li> <li>Read a story</li> <li>Understand a story</li> <li>Read an episode from a mythical story for pleasure</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write words for food and drinks</li> <li>Complete sentences about meals and meal times</li> <li>Write sentences about weekend meals</li> </ul>	<b>Self-evaluation</b> <ul style="list-style-type: none"> <li>Reflection on enjoyment and understanding of the unit as well as any difficulties</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>bread, berries, biscuits, cereal, spinach, beef, salmon, honey</li> <li>breakfast, lunch, dinner</li> <li>o'clock, half past</li> <li>bridge</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>What do you have for (breakfast/lunch/dinner)? I have cereal.</li> <li>When do you have breakfast/lunch/dinner? At eight o'clock.</li> <li>What time is it? It's eleven o'clock./It's half past twelve.</li> </ul>

## Unit 6

Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify words about wild animals and their physical appearance</li> <li>Understand sentences about animals' abilities</li> <li>Listen to a story</li> <li>Review the development of the story and characters</li> <li>Understand the importance of making friends</li> <li>Recognize the /w/ sound</li> <li>Listen to and read an episode from a mythical story</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer questions about animals' abilities</li> <li>Listen to and mime a song</li> <li>Practise the /w/ sound in a tongue-twister</li> <li>Make and present a leaflet about endangered species</li> <li>Make and present a <i>Rainbow Bridge</i> lapbook</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read a dialogue</li> <li>Read a story</li> <li>Understand a story</li> <li>Read an episode from a mythical story for pleasure</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write words for wild animals and their physical appearance</li> <li>Complete sentences about animals' physical appearance and abilities</li> <li>Write sentences about your favourite animal</li> </ul>	<b>Self-evaluation</b> <ul style="list-style-type: none"> <li>Reflection on enjoyment and understanding of the unit as well as any difficulties</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>a lion, a horse, a wolf, an eagle, a deer, a snake, a bear, a swan</li> <li>stripes, a beak, small ears, a tail, wings, spots, big teeth, a long neck</li> <li>wolf, walks, woods, wearing, wellies</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>It's black and white.</li> <li>It's got stripes.</li> <li>It's a swan.</li> <li>Has it got a beak? Yes, it has./No, it hasn't.</li> <li>It can run.</li> <li>It can't fly.</li> <li>Can it fly? Yes, it can./No, it can't.</li> </ul>

## Culture

### British towns and cities

Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and understand words associated with British towns and cities</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Talk about the positive and negative aspects of where we live</li> <li>Think about the different places we live in</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand descriptions of places we live in</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write words for features in British towns and cities</li> <li>Draw and write sentences about where we live</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>shops, stations, house, city, village, flat, Underground, traffic</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>I live in ...</li> <li>There is / There are lots of ...</li> <li>There aren't any ...</li> </ul>

### The British royal family

Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and understand words related to the British royal family</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Present a royal family tree</li> <li>Talk about the royal family</li> <li>Think about the advantages and disadvantages of being part of the royal family</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand texts on the British royal family</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write words for members of the royal family</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>prince, husband, palace, daughter, carriage, son, queen, king, wife</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>She's Prince William's wife.</li> <li>He's Prince William's son.</li> <li>Queen Elizabeth is Prince William's grandma.</li> </ul>

### British schools

Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and understand words related to British schools</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Draw and present a school uniform</li> <li>Talk about British schools</li> <li>Compare British schools with the home culture</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand texts about different types of schools</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write items related to British schools</li> <li>Draw and describe a school uniform</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>boarding school, first, rugby, jumper, last, uniform, hockey</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>My school uniform is ...</li> <li>I'm wearing ...</li> </ul>

## CLIL

### The Celts in Britain

Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify features related to the lifestyle in a Celtic village</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Think about Celtic life in Britain</li> <li>Talk about Celtic life in Britain</li> <li>Make and present a Celts in Britain lapbook</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand sentences about Celtic life in Britain</li> <li>Answer questions on Celtic life</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write words related to the lifestyle in a Celtic village</li> <li>Complete sentences about Celtic life in Britain</li> <li>Complete a mind map about Celtic life in Britain</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>a round house, crops, a loom, iron tools, a cauldron, fur, livestock, clay pots</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>They're from ...</li> <li>They live ...</li> <li>They wear ...</li> <li>They look after ...</li> <li>They make ...</li> </ul>

Reading maps				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify features on a map</li> <li>Listen and identify points on a compass</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Give and follow coordinates on a grid</li> <li>Talk about how to read a map</li> <li>Make a Maps lapbook and talk about maps</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand how to read a map and coordinates on a grid</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write words related to features on a map and the points on a compass</li> <li>Complete sentences following instructions on a map</li> <li>Follow instructions to draw a route</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>a town, north, a train line, a motorway, south, a river, west, a road, a lake, east, mountains</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>There's a town in the east.</li> <li>There are mountains in the north.</li> <li>A road runs from east to west.</li> <li>Go two squares east. Where are you now?</li> </ul>
Ancient Egypt				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify artefacts from ancient Egypt</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Describe Egyptian artefacts</li> <li>Talk about life in ancient Egypt</li> <li>Talk about events on a timeline</li> <li>Make an Ancient Egypt lapbook and talk about Ancient Egypt</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand how to read a timeline</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write words for ancient Egyptian artefacts</li> <li>Say the words for years and dates using <i>thousand</i>, <i>hundred</i> and <i>BC</i></li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>pyramids, a mummy, a mask, hieroglyphics, a map, a sarcophagus</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>That's the mask of Tutankhamun.</li> <li>Look at the map.</li> <li>My favourite is the mummy.</li> <li>The pyramid is from 2684 BC.</li> </ul>
Endangered animals				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify animals</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Give information about threatened, endangered and extinct animals</li> <li>Talk about endangered animals</li> <li>Talk about the causes of animal extinction</li> <li>Make an Endangered Animals lapbook</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand the difference between threatened, endangered and extinct animals</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write the names of animals</li> <li>Complete a factfile on threatened, endangered and extinct animals</li> <li>Complete a chart about the causes of animal extinction</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>a polar bear, a sea turtle, a gorilla, a Tasmanian tiger, a giant panda, a snow leopard, a Philippine eagle, a white dolphin</li> <li>threatened, endangered, extinct</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>The polar bear is a threatened animal.</li> <li>The white dolphin is extinct.</li> <li>Gorillas are endangered because of hunting.</li> </ul>

## Festivals

Halloween				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify Halloween items</li> <li>Listen and understand texts about Halloween</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Compare Halloween celebrations in the UK with the home culture</li> <li>Talk about what you know about Halloween celebrations in the UK</li> <li>Say a Halloween chant</li> <li>Play a game using words about Halloween</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read words and sentences about Halloween</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>trick or treat, a zombie, a bat, a witch, a ghost, a skeleton, scary</li> </ul>
Christmas				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify Christmas items</li> <li>Listen and understand texts about Christmas</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Compare Christmas celebrations in the UK with the home culture</li> <li>Talk about what you know about Christmas celebrations in the UK</li> <li>Sing a Christmas song</li> <li>Play a game using words about Christmas</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read words and sentences about Christmas</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>an Advent calendar, decorate, bake, gingerbread, icing, wrap, ribbons</li> </ul>
Easter				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify Easter items</li> <li>Listen and understand texts about Easter</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Compare Easter celebrations in the UK with the home culture</li> <li>Talk about what you know about Easter celebrations in the UK</li> <li>Play a game using words about Easter</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read words and sentences about Easter</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>holidays, woods, daffodils, farm, lambs, rabbits</li> </ul>
Months of the year				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify the months of the year</li> <li>Understand ordinal numbers from 1st to 12th</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Say a rap on the months of the year</li> <li>Talk about celebrations and the months they are in</li> <li>Talk about dates using the months of the year and ordinal numbers</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Listen and say the months of the year</li> <li>Listen and say ordinal numbers from 1st to 12th</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write the words for ordinal numbers from 1st to 12th</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>January, February, March, April, May, June, July, August, September, October, November, December</li> <li>first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>It's the first of January.</li> <li>Halloween is in October.</li> <li>Which is the fourth month? April.</li> </ul>



# Introduction

- *Rainbow Bridge* is a five-level story-based English course for children in Years 1–5 of elementary school. The course is inspired by children's love of songs, stories and games, and their curiosity to find out more about the world in which we live. All activities are designed to be stimulating and fun for 5–10-year-olds. The lively audio material, including fantastic songs (all with karaoke versions) enriches the children's experience of, and 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, tolerance and staying safe. 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. The Class Books are supplemented by e-books and digital material, allowing flexibility in how the course is delivered. 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 dyslexia.
- The course has a clear structure, with a Starter unit, followed by six units in Level 4, and five in Level 5. Each unit is followed by an episode of an additional ongoing story based on ancient British legends. 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 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 many of the optional extra activities (suggested in the teaching notes throughout). Those 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.

The lesson notes contain Differentiation ideas for adapting the materials for children who need more support or, alternatively, those who need an extra challenge.

There is also a wealth of extra material available digitally on the Teacher's website ([www.oup.com/elt/teacher/rainbowbridge](http://www.oup.com/elt/teacher/rainbowbridge)) or in the Teacher's Resource Pack. Teachers can therefore extend and supplement the core lesson material to fit their individual situation.

## Settings

Levels 4 and 5 of *Rainbow Bridge* are set in the fictitious Kingdom of Albion (*Albion* is the old name for Britain). Level 4 introduces us to a tribe of Celts who live in a Celtic village (Brevis) in the south of England. In Level 5 the attention moves to the Roman settlement near the Celtic village. The time is around 55–40 BC, when the Romans have arrived in Britain, but have not yet fully taken over.

The richly illustrated fold-out map, found 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 be referred to throughout the school year as the adventures of the characters develop.

## Characters

In the storyline of *Rainbow Bridge* Levels 4 and 5 we meet the following Celtic characters: Briana, a strong, determined ten-year-old girl; her parents Queen Kira and King Cadarn; Briana's friend Dylan, a cheerful cheeky ten-year-old boy; and Galchobar, an elderly wise man and an important community leader. We also meet Max, a lively and slightly bossy ten-year-old Roman boy, the son of a Roman centurion, and Mina, an Egyptian princess. There is an animal character in the form of Fionn, Briana's faithful white pony who is always there to save her.

Real children feature in the Starter units, the Culture and CLIL sections, and the presentation and practice material outside the main storyline.

## Special features of *Rainbow Bridge* Levels 4–5

### Preparation for secondary school

An important focus of Levels 4–5 is preparing pupils for the jump from primary to secondary school. Visually, the course is more photographic and feels more 'grown up'. There is a greater focus on reading and writing at both levels, and an increased number of Workbook pages (four pages per unit) give more opportunity for practice. A more conscious focus on grammar, and the use of grammar reference tables, consolidates pupils' competence and confidence.



## Bridge unit

This special ten-page unit, at the end of Level 5, is designed to make the transition from primary to secondary material as smooth as possible. The unit consists of summaries of the vocabulary, grammar and communication areas pupils have learned. It also includes practice activities for quick revision and refamiliarization. The material is presented as a bright, attractive and easily accessible record and more closely resembles a secondary school text book, to prepare pupils for the next stage of their education.

## Critical thinking skills

These are developed right from the start, with regular *Think* icons in the Class Books 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, for example about different countries, history, different jobs, etc. They also consider emotions and social values, which range from encouraging thoughtful behaviour, such as being polite, saying sorry and helping others, to thinking about wider experiences, such as staying safe, and how it feels to move away from a familiar place.

## Further development of reading and writing

A greater focus on reading and writing in both levels includes graded writing tasks in the Round up lessons at the end of each unit, and the additional legendary story for extra reading practice. Level 5 contains three extra reading and writing sections, emulating the style of a teenage magazine.

## Video

The course is supported by video clips to accompany the CLIL topics. These offer opportunities for exploring real life insights into cross-curricular topics specially selected to be of interest to the target age group.

There is also an animated fairy tale on the DVD for Levels 4 and 5.

## Stories and story exploitation

During Lessons 3 and 4 of *Rainbow Bridge* Levels 4 and 5, pupils hear, read, watch, discuss and role-play the unit story. They look at the fold-out Kingdom of Albion map at the front of their books to locate the events of the story and do one or more activities to show their understanding of the story. A Citizenship theme encourages discussion about a particular value and 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.

## Additional 'legendary' story

Each unit is followed by an episode of an ongoing story: *The Crown of the Dragon King* in Level 4 and *The Lost King* in Level 5. This episodic story is inspired by British legends (it includes legendary characters and places) and gives pupils the opportunity to enjoy some extended reading, as well as to engage in a range of pre- and post-reading activities. The story lessons are enhanced by the use of the poster map, with which pupils find and learn about the story locations.

## Sound play

Lesson 7 of each unit uses lively phonics-based activities, including song lyrics and a tongue-twister, to develop the children's recognition and pronunciation of the key sounds of English. Level 4 concentrates on /k/, /d/, /s/, /h/, /w/ and the blend /br/. Level 5 continues to focus on specific sounds, and goes on to distinguish between different initial sounds. It concludes with reviewing the alphabet in English and using it for spelling questions and explanations.

## 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 how they can keep themselves safe, how they might be a good friend and how they might respect rules. In thinking about these situations, for example in the follow-up project work they do on the stories in Lessons 3 and 4, the children learn to collaborate with each other and transfer skills they have developed in different disciplines.

The craft activities in Lesson 8 also require pupils to think creatively about aspects of real life, as they engage in, for example, making a leaflet of house rules, a chart of daily routines, a timetable, a family tree, and so on.

## Take Home English and lapbooks

In the final Round up lesson of each unit, the children set to work in class on lapbooks which they can take home to show and involve their families. They are compiled from photocopiable masters, arranged, completed and expanded upon to create a visual and written record of the language and content the child has learned. Each of these lapbooks acts as a physical, tactile and attractive summary of the child's work through each unit – an excellent reference and something for each child to relate to and take pride in.

The CLIL sections also include opportunities to make lapbook projects related to the CLIL theme.

## Grammar reference tables

The grammar tables at the back of the Class Book provide a wider grammar reference to the patterns and structures pupils have been learning. These complement and extend the grammar boxes in Lessons 5 and 6 of each unit. 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 (verb conjugation, pronouns, articles, etc.), as shown in the grammar reference tables. Pupils can make use of these tables as and when they wish. They also provide a starting point for the grammatical metalanguage that 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, history, 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 a unit or two, 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
- e-book (a digital version of the material for home use)
- An MP3 CD containing the course audio material (1 disc for Levels 4–5, packaged with Class Book 4)
- Pupils' website: [www.oup.com/elt/rainbowbridge](http://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
- 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 (for each unit) and Mid- and End-of-year Listening, Speaking, Reading and Writing tests.

#### 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 4–5 containing:

- Flashcards for each level
- 4 CLIL posters for each level
- A map poster to accompany the extension story

#### DVD

- One disc for Levels 4–5 featuring the songs, animated versions of the unit stories, CLIL videos and an animated fairytale

#### Digital resources

- The Teacher's website contains a wealth of resources, including a photocopiable template for *Galchobar's Quest* game, evaluation grids, scripts for the DVD voiceovers and additional background cultural information. See [www.oup.com/elt/teacher/rainbowbridge](http://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 unit stories
  - video clips for CLIL

## 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 learned 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](http://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. Their interaction and 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 parents are involved in their children's learning.
- Children and parents can watch the animated stories and sing the 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 another 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 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](http://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 find missing information, listening to select from multiple choice options, listening to parts of the story to identify the correct story frame, longer listening pieces in the Culture sections, songs, chants and tongue-twisters, in addition to listening to instructions in the classroom.

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.** New lexis is presented through listening activities in which pupils hear the words twice on the audio recording and are asked to point to the illustrations in their books while listening.

**Repeat.** Pupils then hear a word or phrase, or a short dialogue, and are asked to repeat it.

### Listen and number/tick/circle/complete/match/draw.

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, tick or circle.

**Listen and read.** As the course progresses, pupils are increasingly asked to listen to a story or dialogue and follow the text on the Class Book page. This is carefully staged to increase their listening ability as well as their reading fluency and confidence. The listening is always preceded by a few questions and answers to establish the context and therefore aid understanding.

### Speaking and interacting

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 the language they have learned in class through the craft items they make in the Lesson 8 'Real life tasks' and during the Festivals, CLIL and Culture lessons. The *Take Home English* lapbook projects also extend their spoken English beyond the classroom.

### Reading and writing

*Rainbow Bridge* Levels 4 and 5 develop reading and writing skills more extensively than in previous levels. Frequently the skills are practised in conjunction with each other. For example, each level starts with a dialogue opener, carried out by the real British children who appear throughout the book. Pupils read and follow the dialogue, then select the appropriate information required for the writing activity. Story comprehension activities also exploit both skills, for example *Read and write True or False; Look and match. Then write; Read. Remember the story and write.*

At this stage of the course, pupils are encouraged to write the words and structures they have learned. Carefully graded activities offer guided writing practice leading to

freer, personalized writing. Pupils read and write the key language and structures in increasingly longer chunks, and they also write short texts about themselves using a given model. Craft activities and lapbook projects in the Round up lessons and CLIL sections often require pupils to write independently, personalizing the language they have learned in the previous lessons.

## 2 Songs and chants

The songs in Levels 4 and 5 can be sung at the start and close of lessons, or used to explore the unit topic in a fun way. Pupils enjoy the songs and experience using English in a more relaxed way. It doesn't matter if pupils can only sing some of the words of the songs: with practice they will become more confident and will be able to sing more of the lyrics. The karaoke versions of the songs on the CD will encourage them to do this.

Occasionally chants or raps are used as the presentation vehicle for new vocabulary. The *Months of the Year* chant in Level 4 is an excellent way to familiarize children with the pronunciation of the months in English, and similarly the *Days of the Week* rap (also in Level 4) is used to present the days of the week in a fun and lively way through a rap which can also be used later in the course for periodic revision.

## 3 Stories

Lessons 3 and 4 focus on the main unit story, starting with a pre-watching activity and then presenting the story with the audio, the Class Book and the DVD. The children locate the story on the fold-out Kingdom of Albion map. Class Book activities check their understanding of the story sequence and focus on specific vocabulary. A further 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. They report back to the class with pictures or role-play to illustrate this.

Each unit is followed by an episode of an ongoing story. The first part, in Level 4, is called *The Crown of the Dragon King*, in which Nadia and Rin encounter Romans, Vikings, Robin Hood and the evil Vordigren in their pursuit of the missing jewels. In Level 5 the story continues as *The Lost King*, with Nadia and Rin travelling to different corners of the United Kingdom in search of King Arthur to help them fend off Vordigren and avert a crisis. The references to real places, backed up by the accompanying poster map, increase pupils' sense of the geography of the United Kingdom. Meanwhile, the story, loosely based on the legend of King Arthur, engages them in an imaginative world and consolidates as well as extends the language they have been learning. Pupils gain experience in reviewing what has happened in the story and predicting what they think will happen next, and they also have the precious opportunity simply to enjoy some extended reading.

## 4 Cross-curricular skills (CLIL)

The Teacher's Book provides guidance on integrating the activities in *Rainbow Bridge* with those in other areas of the curriculum when appropriate. 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 CLIL 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., as well as practising creative and manual dexterity skills in the lapbook projects. They also call upon pupils' existing knowledge and relate the topics they are exploring to their own life experience.

The CLIL material, as in previous levels, consists of a large poster for each topic, a DVD episode to introduce the topic, and two corresponding pages in the Class Book. Pupils first watch the DVD and are then referred to the poster and encouraged to talk about the topic as a whole class. The key vocabulary items in English are presented via the poster and pupils are then invited to complete the activities in their Class Books. The exercises in the Class Book focus both on the vocabulary and on the subject matter, incorporating general academic skills which are useful across the curriculum.

At the end of the CLIL section, there is a class lapbook project related to the topic. This offers a fantastic opportunity for pupils to explore the topic further. Guidance for each of these projects can be found in the lesson notes.

## 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
- The Round up sections in Lessons 9 and 10 at the end of every unit in the Class Book (see below)

The purpose of the Round up section is to revise the main learning points of the unit and evaluate how much pupils have learned.

While pupils are doing these activities, it is a good time to use the Evaluation grids to record how particular groups or individual pupils are progressing. 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 sections
- The lapbooks the children make in the *Take Home English* craft activities encourage pupils to use the language 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 photocopyable 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 demonstrate what they learned at home, and in this way it reinforces the links between home and school, teacher and parent and child.

- A general test with a main focus on listening, plus a specific speaking test for each unit. Mid- and End-of-year Listening, Speaking, Reading and Writing tests to evaluate pupils' summative ability across the skills.

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 general 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 not appear on the audio track, so they are simply a visual guide as to how pupils complete the activity.

In order to ensure that a test works as a tool to assess pupils' progress, identify weaknesses and put in place appropriate consolidation strategies, teachers may want to carry out a quick revision of the unit before administering the test. This will help pupils to recognise that errors can help identify where improvement is needed, rather than being something negative.

When a pupil achieves all the unit objectives, it may still be advisable to review the teaching plans in order to introduce further consolidation activities and to make the lessons more stimulating.