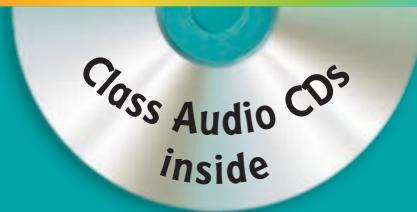


# Rainbow 5 Bridge

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**  
Mary Charrington

Jessica Finnis  
Mary Charrington

# Rainbow Bridge

## Teacher's Guide 5

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

**OXFORD**  
UNIVERSITY PRESS

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# Rainbow Bridge Level 5 Syllabus

Starter unit					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify the pronouns <i>he, she</i> and <i>they</i></li> <li>Listen and identify the possessive adjectives <i>his, her</i> and <i>their</i></li> <li>Listen and identify the names of countries</li> <li>Listen and understand about where somebody is from</li> <li>Listen and understand answers to <i>How are you?</i></li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer about the Class Book characters</li> <li>Ask and answer about how somebody is</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Say how I am</li> <li>Say where I and others come from</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write where I and others come from</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>England, Wales, Italy, Poland, Australia</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>I'm Ann. My name's Ben. His name's Luca. Her name's Megan.</li> <li>What's his/her name? His/her name's ...</li> <li>What are their names? Their names are ...</li> <li>Where's he/she from? He's/She's from ...</li> <li>Where are they from? They're from ...</li> <li>How are you? I'm fine, thanks. And you? I'm very well, thanks.</li> </ul>
Unit 1					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify natural features</li> <li>Listen and understand sentences about natural features</li> <li>Listen and understand simple instructions on how to protect the environment</li> <li>Listen to a story</li> <li>Recognize the /s/ and /ʃ/ sounds</li> <li>Listen to an episode from a mythical story for enjoyment</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer questions about natural features</li> <li>Empathize with people who move away from their home</li> <li>Sing and mime a song</li> <li>Make and present a Nature Rules leaflet</li> <li>Make and present a Respect Nature lapbook</li> <li>Practise the /s/ and /ʃ/ sounds in a tongue-twister</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read an episode from a mythical story for enjoyment</li> <li>Make predictions about a story</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write the names of natural features</li> <li>Complete sentences about natural features</li> <li>Answer comprehension questions on a story</li> <li>Complete a picture</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 cave, a waterfall, a river, a volcano, a mountain, a hill, a wood, a beach</li> <li>she, sells, seashells, seashore</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>There's a waterfall/There are two caves.</li> <li>Is there a beach? Yes, there is./No, there isn't.</li> <li>Are there mountains? Yes, there are./No, there aren't.</li> <li>Walk on the path!</li> <li>Don't pick the flowers!</li> <li>Put your litter in the bin!</li> <li>Close the gate!</li> </ul>
Unit 2					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify jobs and workplaces</li> <li>Listen to a story</li> <li>Understand the importance of keeping safe</li> <li>Recognize the /f/ sound and the consonant blend /fr/</li> <li>Listen to an episode from a mythical story for enjoyment</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer questions about jobs</li> <li>Sing and mime a song</li> <li>Practise the /f/ sound and the consonant blend /fr/ in a tongue-twister</li> <li>Make a class display about a dream job</li> <li>Make and present a Jobs lapbook</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand sentences about jobs and workplaces</li> <li>Read a story</li> <li>Read an episode from a mythical story for enjoyment</li> <li>Make predictions about a story</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write the names of jobs and workplaces</li> <li>Complete sentences about jobs and workplaces</li> <li>Answer comprehension questions on a story</li> <li>Write sentences about an important job</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 footballer, a nurse, a chef, a vet, a police officer, a firefighter</li> <li>a kitchen, a fire station, a hospital, an animal hospital, a police station, a stadium</li> <li>firefighter, Fred, fights, fires, Fridays</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>There's a vet. He helps animals. There's a chef. She cooks food.</li> <li>He/She works in a kitchen.</li> <li>What do you want to be? I want to be a vet. Why? I love animals.</li> </ul>

Unit 3					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify daily routine activities</li> <li>Listen and identify time</li> <li>Listen and understand sentences about daily routine activities</li> <li>Listen to a story</li> <li>Understand the consequences of breaking rules</li> <li>Recognize the /h/ sound</li> <li>Listen to an episode from a mythical story for enjoyment</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer questions daily routine activities</li> <li>Ask and tell the time</li> <li>Sing and mime a song</li> <li>Practise the /h/ sound in a tongue-twister</li> <li>Make and present a daily routines clock</li> <li>Make and present a Daily Routines lapbook</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read an episode from a mythical story for enjoyment</li> <li>Make predictions about a story</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write daily routine activities</li> <li>Complete sentences about daily routine activities</li> <li>Answer comprehension questions on a story</li> <li>Write sentences about your daily routines</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>have lunch, watch TV, get up, go to bed, have a shower, go to school, do homework, go home</i></li> <li><i>o'clock, quarter past, half past, quarter to</i></li> <li><i>hungry, Harry, has, honey, hamburgers, half</i></li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li><i>He/She gets up at 7 o'clock. He has lunch at half past 1.</i></li> <li><i>What's the time? It's quarter to/past seven.</i></li> <li><i>What time do you get up? I get up at seven o'clock.</i></li> </ul>
Unit 4					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify shops and prices</li> <li>Identify the value of British coins</li> <li>Listen to a story</li> <li>Understand the importance of being polite</li> <li>Recognize the /ð/ sound</li> <li>Listen to an episode from a mythical story for enjoyment</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer questions about where to buy things</li> <li>Ask and answer questions about prices</li> <li>Sing and mime a song</li> <li>Practise the /ð/ sound in a tongue-twister</li> <li>Make a shopping centre and act out a shopping dialogue</li> <li>Make and present a Shopping lapbook</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Do sums to add up coins</li> <li>Read a story</li> <li>Read an episode from a mythical story for enjoyment</li> <li>Make predictions about a story</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write the names of shops</li> <li>Say and write prices</li> <li>Complete a shopping dialogue</li> <li>Answer comprehension questions on a story</li> <li>Write sentences about the shops in your town</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 supermarket, a toyshop, a newsagent's, a sports shop, a clothes shop, a bookshop</i></li> <li><i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred</i></li> <li><i>10p, 20p, 50p, £1.00, £2.00</i></li> <li><i>this, that</i></li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li><i>Where can you buy a map? At the bookshop.</i></li> <li><i>Can I have a map, please? Here you are.</i></li> <li><i>Can I have some cheese, please?</i></li> <li><i>How much is that?</i></li> <li><i>£3.50/70p.</i></li> </ul>
Unit 5					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify free-time activities</li> <li>Listen and understand sentences about free-time activities</li> <li>Listen to a story</li> <li>Understand the importance of being a good friend</li> <li>Listen to an episode from a mythical story for enjoyment</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer questions about free-time activities</li> <li>Sing and mime a song</li> <li>Make and present a blog about a famous person</li> <li>Make and present a <i>Rainbow Bridge</i> lapbook and talk about the course you have just completed</li> <li>Act out a story</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read an episode from a mythical story for enjoyment</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write free-time activities</li> <li>Complete sentences about free-time activities</li> <li>Complete the summary of the story you have just read</li> <li>Write sentences about your free-time activities</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>riding a bike, eating a pizza, listening to music, writing a postcard, playing the guitar, swimming, painting a picture, reading a book</i></li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li><i>What are you doing? I'm listening to music.</i></li> <li><i>What's he/she doing?</i></li> <li><i>He's/She's reading a book.</i></li> </ul>
Bridge unit					
Skills					Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify the vocabulary learned in Levels 4 and 5</li> <li>Listen and understand the questions learned in Levels 4 and 5</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer questions using the language learned in Levels 4 and 5</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Say and write the language learned in Levels 4 and 5</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>Vocabulary learned in Levels 4 and 5</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>Structures learned in Levels 4 and 5</li> </ul>

## Reading and writing

Places we love			
Skills			Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify personal information</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand texts about favourite places</li> <li>Identify expressions used to give personal information</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Complete a chart with somebody's personal information</li> <li>Write a paragraph about yourself</li> </ul>	<ul style="list-style-type: none"> <li>Develop reading and writing skills</li> </ul>

I am Malala				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify personal information</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand a text about a famous person</li> <li>Read for specific information</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Complete a text with information about a famous person</li> <li>Complete a text with information about your favourite person</li> </ul>	<ul style="list-style-type: none"> <li>Develop reading and writing skills</li> </ul>	

Happy holidays				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify details about a holiday place</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand a text about a visit to a special place</li> <li>Read for specific information</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Complete a text with information about a holiday place</li> <li>Complete a brochure with information about your favourite holiday place</li> </ul>	<ul style="list-style-type: none"> <li>Develop reading and writing skills</li> </ul>	

## Culture

British scouts				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and understand words related to Scouts</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Design and present Scout badges</li> <li>Discuss wanting to be a Scout</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand texts about Scouts and what they do</li> <li>Think about being a Scout</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write and say words related to Scouts and what they do</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><i>camping, hiking, survival skills, challenge, uniform, scarf, backpack, badges, outdoors</i></li> </ul>

British authors				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and understand words related to British authors and their books</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Make and present a poster about your favourite author</li> <li>Talk about British authors and their books</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand texts about British authors and their books</li> <li>Think about what books you like to read</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write and say words related to authors and their books</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><i>writes, draws, plots, main character, fantasy, adventures, popular, doodles, magic</i></li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li><i>My favourite author is ...</i></li> <li><i>My favourite book is ...</i></li> <li><i>The main characters are ...</i></li> <li><i>It's a fantasy/adventure/funny/scary book.</i></li> </ul>

British music				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and understand words related to music and musicians</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Make and present a poster on your favourite musician</li> <li>Talk about British music and musicians</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand texts about British music and musicians</li> <li>Think about what music you like to listen to</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write and say words related to music and musicians</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><i>singer, musician, band, hits, tracks, download, radio, fans, concert, pop, rock, hip-hop</i></li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li><i>My favourite musician(s) is/are ...</i></li> <li><i>He/She/They play(s) rock/pop/hip-hop music.</i></li> <li><i>His/Her/Their biggest hits are ...</i></li> <li><i>My favourite song is ...</i></li> </ul>

## CLIL

History: Life in Roman Britain				
Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify items related to Roman Britain</li> <li>Listen and understand sentences related to life in Roman Britain</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Make and present a Roman Britain lapbook</li> <li>Talk about Roman Britain</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand important events on a timeline</li> <li>Think about life in Roman Britain</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write and say words related to items in Roman Britain</li> <li>Complete the dates on a timeline about Roman Britain</li> <li>Complete a mind map about Roman Britain</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><i>wall, catapult, coins, tablet, fort, chariot, baths, mosaic</i></li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li><i>In 500 BC the Celts occupy Britain.</i></li> <li><i>I live in a villa near Londinium.</i></li> </ul>

## Geography: The United Kingdom

Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify the countries and seas of the UK</li> <li>Listen and understand sentences about the national flags of the UK</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Make a United Kingdom lapbook</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Think about the UK</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write and say words related to the countries and seas of the UK</li> <li>Answer questions on the UK</li> <li>Complete UK national flags and a text on the UK</li> <li>Design a school flag</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>England, Scotland, Northern Ireland, Wales, Atlantic Ocean, North Sea, English Channel, Irish Sea</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>There are four countries in the UK.</li> <li>The Union Jack is the national flag of the UK.</li> </ul>

## Geography: Time zones

Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify words related to time zones</li> <li>Listen and understand sentences about different time zones</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Make a Time zones lapbook</li> <li>Talk about what people are doing in a different country</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Think about time zones</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write and say words related to time zones</li> <li>Complete sentences on time zones</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Greenwich Royal Observatory, Arctic Circle, Primer Meridian, latitude, longitude, Antarctic, Equator</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>Walk/cycle to school.</li> <li>Turn off lights.</li> <li>Recycle our rubbish.</li> </ul>

## Science: Climate change

Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify words related to climate change</li> <li>Listen and understand a text on global warming</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Play a word game on global warming</li> <li>Make a Climate change</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Think about climate change</li> <li>Understand about your carbon footprint</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write and say words related to climate change</li> <li>Complete sentences on environmental issues</li> <li>Write notes on how to reduce your carbon footprint</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>air pollution, electricity, wind turbines, landfill, travel, recycling</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>When it's 12 o'clock in London, it's 10 o'clock in Sydney.</li> </ul>

## Festivals

### Christmas around the world

Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify Christmas items</li> <li>Listen and understand Christmas items</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer about Christmas traditions</li> <li>Sing a traditional Christmas song</li> <li>Play a game using words about Christmas</li> <li>Make and present a poster about Christmas traditions in your country</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Think about Christmas traditions around the world and compare them with Christmas traditions in your country</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write sentences about Christmas traditions</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>tradition, Santa Claus, concert, Christmas carols, candy canes, beach, surfing</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>We eat ... We go to ... We decorate ... We make ... We get ... We see ...</li> </ul>

### Easter around the world

Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify Easter items</li> <li>Listen and understand Easter items</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer about Easter traditions</li> <li>Play a game using words about Easter</li> <li>Make and present a poster about Easter traditions in your country</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Think about Easter traditions around the world and compare them with Easter traditions in your country</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write sentences about Easter traditions</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Easter bonnets, dress up, roll, dye, candy, jelly beans, parade</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>We eat ... We go to ... We decorate ... We make ... We get ... We see ...</li> </ul>

### Celebrations around the world

Skills				Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify texts about celebrations around the world</li> <li>Listen and understand texts about celebrations around the world</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Play a game about celebrations</li> <li>Make and present a poster about celebrations in Australia or the USA</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Think about celebrations around the world</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write sentences about celebrations</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>flags, fireworks, barbecue, picnic, face paint, national</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>We put on ... We wave ... We have ... We go to ... We watch ...</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 Guide.

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 on 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 Guide 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 Guide

There is one Teacher's Guide 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 Guide) 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 fairy tale.

#### 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.



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 Guide 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 ongoing 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 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 Guide. 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 recognize 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.



Teachers can make use of test results to recalibrate their teaching plans and incorporate new activities and ways of working, individually or in groups. They can also make use of different materials, choosing what is best suited to their pupils' needs.

## 6 Citizenship

*Rainbow Bridge* includes various cross-curricular themes linked to citizenship, including at Levels 4 and 5:

- Care of the environment (endangered animals, pollution)
- Interpersonal skills (making friends, being a good friend)
- Emotional skills (resilience, courage)
- Health and safety (obeying rules, assessing danger, map reading)
- Food and nutrition (healthy eating)
- Acceptance of other people (other countries, nationalities)

In *Rainbow Bridge* 4 and 5, the children focus on interpersonal skills, as they learn to work in a school social group rather than just with their parents or other carers. Being able to recognize one's own, and other people's, emotions is a vital life skill and the values that arise from the stories help develop empathy and compassion for others. For example, the first unit of Level 5 draws pupils' attention to how it might feel to move to an unfamiliar place, something a number of pupils may already have experienced. After the story in Lessons 3 and 4 are dedicated Citizenship activities shown by a *Citizenship Values* icon.

One of the key issues in any modern school is the integration of immigrant children. Learning English can be an important integrating factor for pupils from other countries, in that it offers opportunities to talk about, and respect, differences between cultures while also finding common ground.

The way pupils behave and interact in class is at least as influential in fostering positive attitudes as a discussion of, for example, respecting the differences between people. It is important in English lessons, as in other lessons, for children to listen to each other, to develop the confidence to speak in front of their peers, to follow the rules set up for the whole class and to control their own emotions when appropriate.

*Rainbow Bridge* provides the opportunities for interaction with peers through work with projects, class games, class theatre and other group activities.

## 7 Culture

The exploration of British culture is a fundamental aspect of learning with *Rainbow Bridge*. The authentic and lively photos in the Culture pages provide the opportunity to learn interesting things about British children's daily life. These Culture pages focus on aspects of British life that are of interest to pupils of this age group: for example, British schools, towns and villages, British authors and music. The photos allow pupils to form ideas of what Britain looks like, as well as giving them the opportunity to find out about institutions such as the royal family. Pupils are encouraged to reflect on similarities and differences between their own culture and Britain's, using the Culture pages as a starting point for discussions of these topics.

## 8 Festivals

In addition to the Culture lessons, celebrating festivals such as Christmas, Easter and Halloween in class is another great opportunity for pupils to have a direct experience of an aspect of life in Britain. During the Festivals lessons, pupils make craft objects associated with the particular festival and have a chance to sing and move around through songs, chants, dances and games. The festival pages are attractively presented, showing pictures and photos of British children modelling the different festival activities. In Level 5, pupils move on from just comparing the festivals in Britain with their own country to looking at how certain festivals and also national days are celebrated around the world.

## Teaching Tips for including pupils with Special Educational Needs (SEN)

This section contains practical advice and tips on teaching pupils with special educational needs (SEN). These pupils may need some extra help and support in their learning of English. By following these tips, an inclusive classroom for all pupils can be created.

### 1 Be a role model

Show that you respect and celebrate differences between people and encourage the children to follow your example. Talk privately to anyone who is reluctant to work with someone with SEN, and give praise and rewards to children who exhibit inclusive teamwork.

### 2 See the person, not the label

Get to know each child as a person and do not label anyone by their SEN. It is particularly important when working with pupils with SEN to find out their interests and their strengths and try to find activities which tap into these.

### 3 Celebrate difference and diversity

Make the most of differences between pupils and encourage children to work together to maximize their strengths.

Note that pupils with a different L1 may speak one language at home and another at school, so English might be the third language they are learning. This can affect their thinking and processing time and it can also be emotionally challenging. Praise their ability to learn different languages, and recognize their efforts. Try to provide opportunities for them to share their culture and teach the class a couple of words in their language. Be sensitive when focusing on festivals and traditions.

### 4 Work on class management

All pupils need structure and consistency to feel safe in the classroom, and this is particularly true of pupils with SEN. They often have problems understanding and following rules and instructions, so clear, consistent classroom management is vital. Remember that it is easier to start with clear rules and expectations than to try to establish them when things are going wrong. Involve your pupils in making the rules for your English lessons, even if they are quite young. You may find it useful to draw up a 'class contract'. Ask pupils to write down five rules for the class which they think would make learning safe and fun. Ask them to begin each