

Student Book

Rainbow

English



Todd Cordy





Rainbow English 1 - Student Book

Todd Cordy

© PT. ASTA Ilmu Sukses (member of mentari group)

First Published March 2014

First Reprinted 2015

Second Reprinted 2016

Third Reprinted 2017

Fourth Reprinted 2018

Fifth Reprinted 2019

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Published by :

PT. ASTA Ilmu Sukses

Rukan Sentra Niaga Puri Indah Blok T1 - 14

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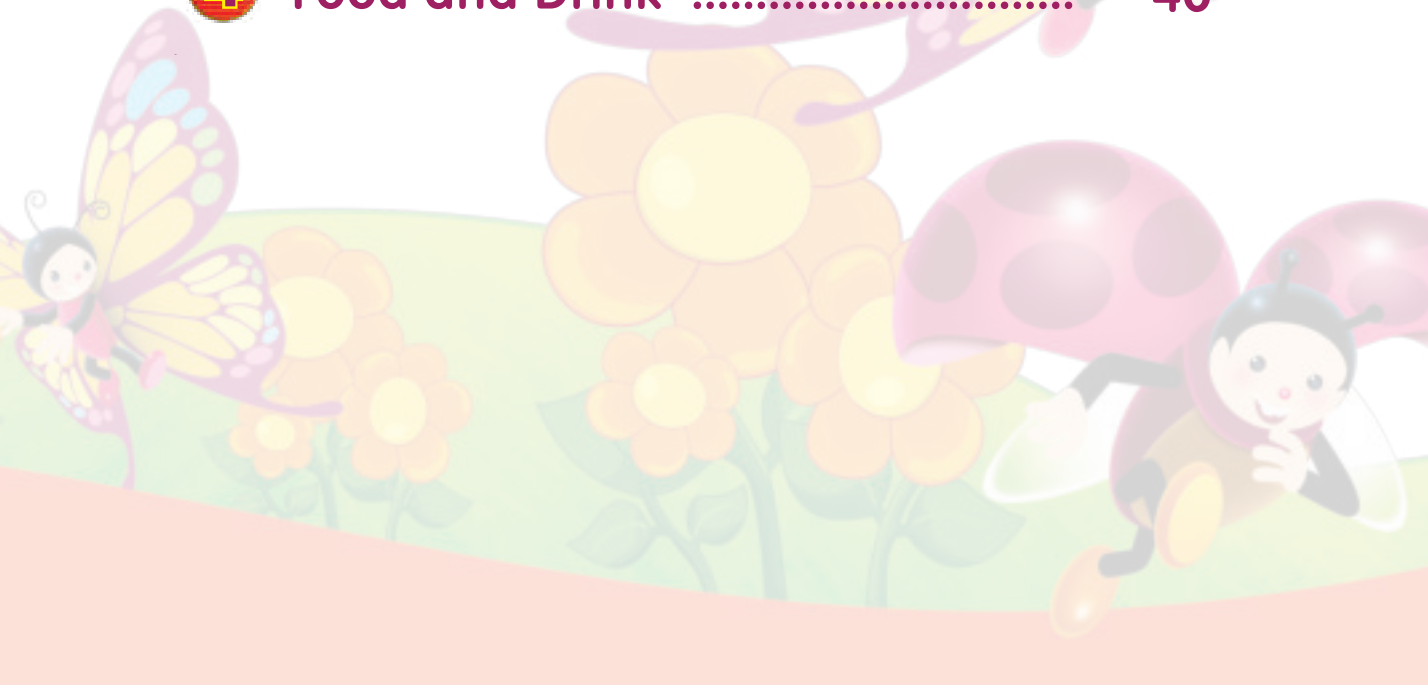
My School 24



My Family and My House 32



Food and Drink 40



Unit	Page	Topic	Learning Objective
Introduction	8	Alphabet	Able to say and identify the letters of the alphabet
	9		Able to sing the song and become more familiar with the alphabet
	10	Numbers	Able to count from 1-10, count a group of objects and say the correct total
	11		Able to sing and do the actions of the song and become more familiar with numbers 1-10
	12	Colours	Able to say and identify basic colours
	13		Able to sing and become more familiar with identifying colours
	14	Shapes	Able to say and identify basic shapes
	15		Able to sing, do the actions of the song and become more familiar with the vocabulary for shapes
1 Myself	16	Parts of the Face	Able to say and identify their gender; able to say and identify parts of the face.
	17		Able to say how many of each part of the face they have using a short sentence
	18		Able to match a written word to the correct picture and become more familiar with parts of the face
	19	Parts of the Body	Able to say and identify parts of the body
	20		Able to say how many of each part of the body they have using a short sentence
	21	Conversation Corner	Able to respond to, and then ask, questions about the number of body parts they have
	22	Song – Head, Shoulders, Knees & Toes	Able to sing and do the actions of the song, and become more familiar with vocabulary for parts of the body
	23	Fun with Phonics	Able to match sounds to written letters
2 My School	24	My Classroom	Able to say and identify classroom objects
	25		Able to describe classroom objects in a short sentence
	26		Able to match a written word to the correct picture
	27	The Playground	Able to say and identify playground equipment
	28		Able to say, identify and act out actions

Vocabulary	Grammar Focus	Language Pattern
A-Z Various objects	singular nouns – apple	apple / ball / etc.
Numbers 1-10	question form - how many? ; introduction to plural nouns – elephants	How many elephants are there?
Numbers 1-10, little, elephant, boy, girl	numbers as adjectives – two ; introduction of adjectives – little	3 little elephants
red, yellow, green, blue, pink, purple, white, orange, brown, black	colours as nouns – red	red / blue / yellow / etc.
red, yellow, pink, green, purple, orange, rainbow	conjunctions – and , subject pronouns – I modal of ability – can	red and yellow I can see a rainbow.
circle, triangle, rectangle, square, diamond, heart	singular nouns – circle	circle / square / etc.
circle, triangle, rectangle, square, diamond, heart, it's, a	object pronoun – it , indefinite article – a 'be' verb: - is	It's a circle.
boy, girl, hair, ear, eye, chin, nose, mouth	subject pronoun – I , 'be' verb: - am indefinite article – a	I am a boy.
hair, ear, eye, chin, nose, mouth	'have' verb: - have , plural nouns – eyes numbers as adjectives – two	I have two eyes.
	singular nouns – eye	eye / nose / etc.
head, fingers, knee, foot, neck, shoulder, hand, toes	singular nouns – head	head/knee/etc.
	'have' verb: - have/has plural nouns – feet (irregular)	I have two feet
ear, finger, eye, nose	question form – how many? ; subject pronouns – I / you ; 'have' verb: have ; plural nouns – ears	How many ears / eyes / noses / fingers do you have?
head, shoulder, knee, toe, eye, ear, mouth, nose	conjunctions – and , singular nouns – head plural nouns – shoulders	head, shoulders, knees and toes
eye, hair, foot, toes, ear, head, mouth, knee	PRONUNCIATION FOCUS phonemes: /aɪ/-/ɪə/-/f/-/g/-/h/-/m/-/n/-/t/	
teacher, table, book, eraser, bag, chair, pencil, sharpener	singular nouns – table	teacher/table/etc.
chair, bag, book, pencil, yellow, red, green, blue	demonstrative pronoun – this ; indefinite article - a ; adjectives before nouns – red chair	This is a red chair.
bag, chair, sharpener, table, eraser, teacher	singular nouns – bag	bag/chair/etc
climbing frame, swing, sandpit, slide, see-saw, roundabout	singular nouns – slide	slide/see-saw/etc.
jump, skip, walk, run, climb, kick	subject pronoun – I ; modal of ability + verb – can jump	I can jump.

Unit	Page	Topic	Learning Objective
	29	Conversation Corner	Able to respond to, and then ask, questions about classroom objects and their abilities
	30	Song – The Actions Song	Able to sing and do the actions of the song, and become more familiar with the vocabulary for actions
	31	Fun with Phonics	Able to match sounds to written letters
3 My Family and My House	32	My Family	Able to say and identify family members
	33		Able to identify family members using a short sentence
	34	My House	Able to say and identify parts of a house
	35		Able to say and identify rooms of a house, and describe the location of family members
	36		
	37	Conversation Corner	Able to respond to, and then ask, questions about family members & rooms of a house
	38	Song – The Family Song	Able to sing and do the actions of the song, and become more familiar with family vocabulary
	39	Fun with Phonics	Able to match sounds to written letters
4 Food and Drink	40	Meals	Able to say and identify food, drinks and meals
	41		Able to say and identify food, drinks and meals
	42	Likes & Dislikes	Able to use basic sentences to describe what food and drinks they like/do not like Can identify food and drinks they like/do not like
	43		Able to match a sentence to the correct picture
	44	Healthy & Unhealthy Food & Drinks	Able to say and identify healthy/unhealthy food and drinks
	45	Conversation Corner	Able to respond to, and then ask, questions about food and drinks
	46	Song – The Lunch Song	Able to sing and do the actions of the song and become more familiar with the vocabulary for food and drinks
	47	Fun with Phonics	Able to match sounds to written letters

Vocabulary	Grammar Focus	Language Pattern
book, jump, climb	question form – what ; 'be' verb: - is demonstrative pronoun - this ; question form – can ? positive / negative response using modal of ability – can / cannot	What is this?; Can you jump? Yes, I can. / No, I cannot.
walk, run, jump, kick	modal of ability – can ; present continuous – am having ; contraction – I'm	I can walk; I'm having fun.
walk, run, book, pencil, jump, teacher, play, chair	PRONUNCIATION FOCUS phonemes: /w/-/b/-/p/-/dʒ/-/t/-/p/-/r/-/tʃ/	
grandmother, grandfather, father, mother, brother, sister	singular nouns – mother	mother / brother / etc.
	question form – who? ; subject pronoun – they, she, he ; possessive adjective – my ; 'be' verb: - is	Who are they? She is my mother.
roof, window, gate, fence, wall, floor, door	singular nouns – roof ; definite article – the ; indefinite article – a/an	the roof / a window / etc.
mother, father, kitchen, living room	Possessive adjective – my ; 'be' verb: - is ; preposition of place – in ; definite article – the	My mother is in the kitchen.
brother, sister, bathroom, bedroom	Possessive adjective – my ; 'be' verb: - is ; preposition of place – in ; definite article – the	My brother is in the bathroom.
mother, sister, bathroom, living room	question form – who? / where? ; subject pronoun – she / he ; possessive adjective - your	Who is he? Where is your mother?
family, father, mother, brother, sister, love	object pronoun – you	I love you, Father.
television, door, gate, kitchen, father, pillow, grandfather, roof, living room, window	PRONUNCIATION FOCUS phonemes: /t/-/d/-/g/-/k/-/f/-/p/-/k/-/g/-/l/-/r/-/w/	
meals, breakfast, lunch, time, bread, milk, tea, eggs, noodles, fruit, juice, soda, chicken	question form – what? ; subject pronoun – you ; preposition – for	What do you have for breakfast?
meals, dinner, time, water, fish, rice, chocolate milk, vegetables, drink, food, chicken	question form – what? ; preposition – for question form using two nouns – food or drink? conjunction – or	What do you have for dinner? Food or drink?
like, fish, bread, milk, soda, chicken, fruit, pizza, water, juice, noodles, vegetables, tea, egg	subject pronoun – I ; positive and negative responses – do / do not	I like fish. I do not like bread.
like, juice, noodles, pizza, tea	subject pronoun – I ; positive and negative responses – do / do not	I like juice. I do not like tea.
healthy, unhealthy, fruit, sweets, milk, soda, juice, pizza, vegetables, fish, water	question form using two adjectives – healthy or unhealthy? ; conjunction – or ; subject + 'be' + adjective – Fruit is healthy	Healthy or unhealthy? Fruit is healthy.
breakfast, like, healthy, unhealthy, ice-cream, tea, fish, soda, bread, milk	question form – what? ; closed question form (with verb + noun) – Do you like tea? ; closed question form (with noun + adjective) – Is fish healthy?	What do you have for breakfast? Do you like tea? Is fish healthy?
like, want, eat, have, noodles, pizza, chicken, lunch, water, milk, juice, drink	imperative (used as an invitation /recommendation) – let's	Let's eat lunch together.
pizza, juice, soda, ice-cream, noodles, vegetables	PRONUNCIATION FOCUS phonemes: /b/-/p/-/dʒ/-/s/-/k/-/aɪ/-/i/-/n/-/m/-/w/-/v/	




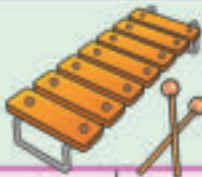


Alphabet

a		i	
b		j	
c		k	
d		l	
e		m	
f		n	
g		o	
h		p	





q		v	
r		w	
s		x	
t		y	
u		z	

Song

Sing the song and point to the letters, or make the letters with your hands or body.

The Alphabet Song



a, b, c, d, e, f, g
h, i, j, k, l, m, n, o, p
q, r, s,
t, u, v, w, x
y and z



Now I know my a, b, c
Next time won't you sing with me?

(Tune: "The Alphabet Song")





Numbers

How many elephants are there?

1 one		6 six	
2 two		7 seven	
3 three		8 eight	
4 four		9 nine	
5 five		10 ten	





Song

Sing the song and do the actions. Use your fingers to show the number you are singing, and use your hands to show the animal.

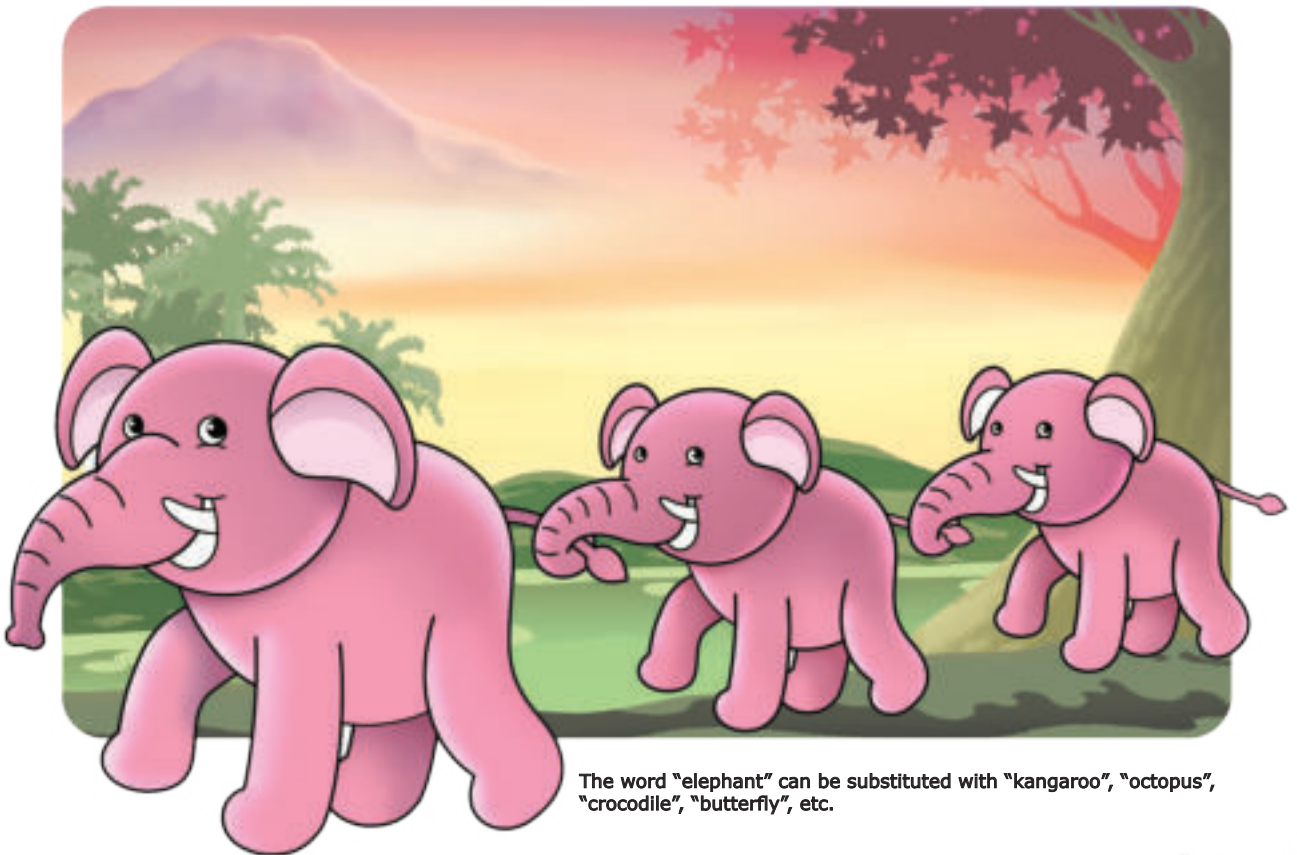
The Counting Song



1 little, 2 little, 3 little elephants,
4 little, 5 little, 6 little elephants,
7 little, 8 little, 9 little elephants,
10 little elephant boys and girls



(Tune: "10 Little Indian Boys")



The word "elephant" can be substituted with "kangaroo", "octopus", "crocodile", "butterfly", etc.





Colours



red



yellow



green



purple



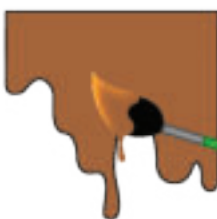
orange



blue



pink



brown



black



white





Song

Sing the song and point to the colours.

The Rainbow Song



Red and yellow and pink and green,
Purple and orange and blue,
I can see a rainbow, see a rainbow,
See a rainbow, too.

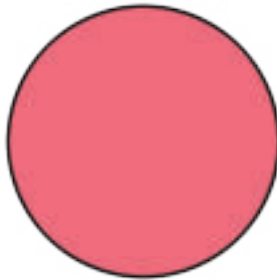


(Tune: "Rainbow Song")

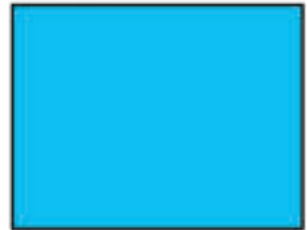




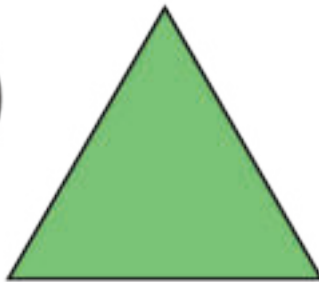
Shapes



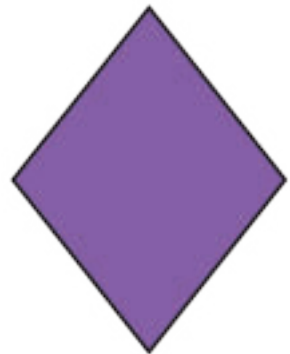
circle



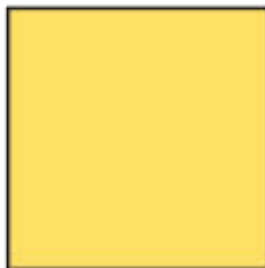
rectangle



triangle



diamond



square



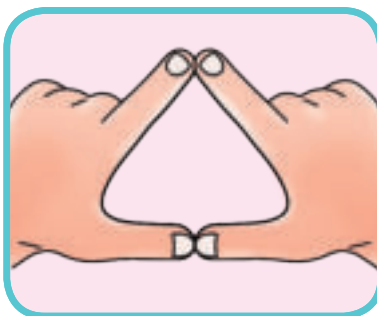
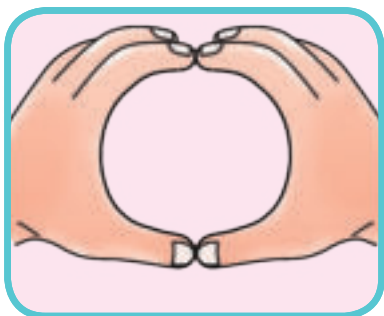
heart





Song

Sing the song and do the hand actions.



The Shapes Song

It's a circle,

It's a triangle,

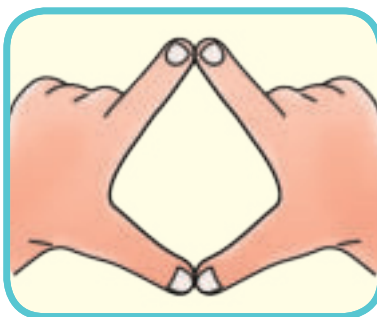
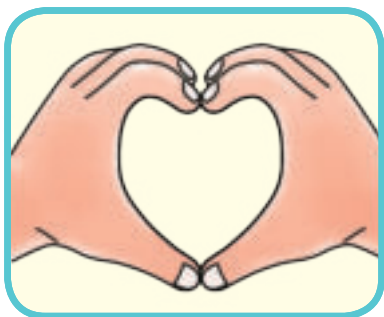
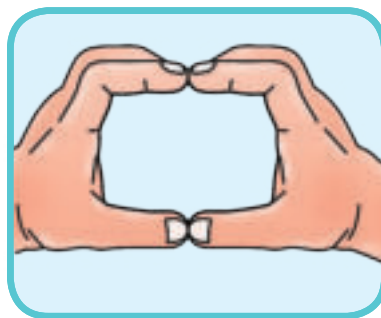
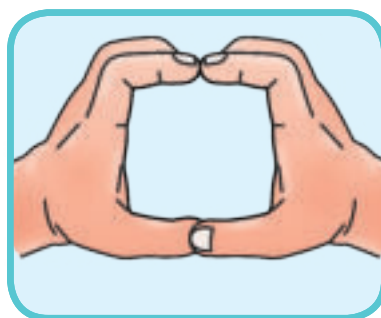
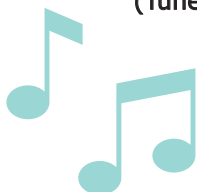
It's a square, it's a square

It's a rectangle,

It's a diamond,

It's a heart, it's a heart

(Tune: "My Darling Clementine")





I am...

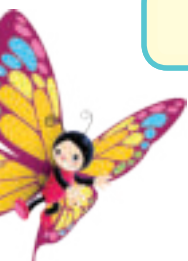
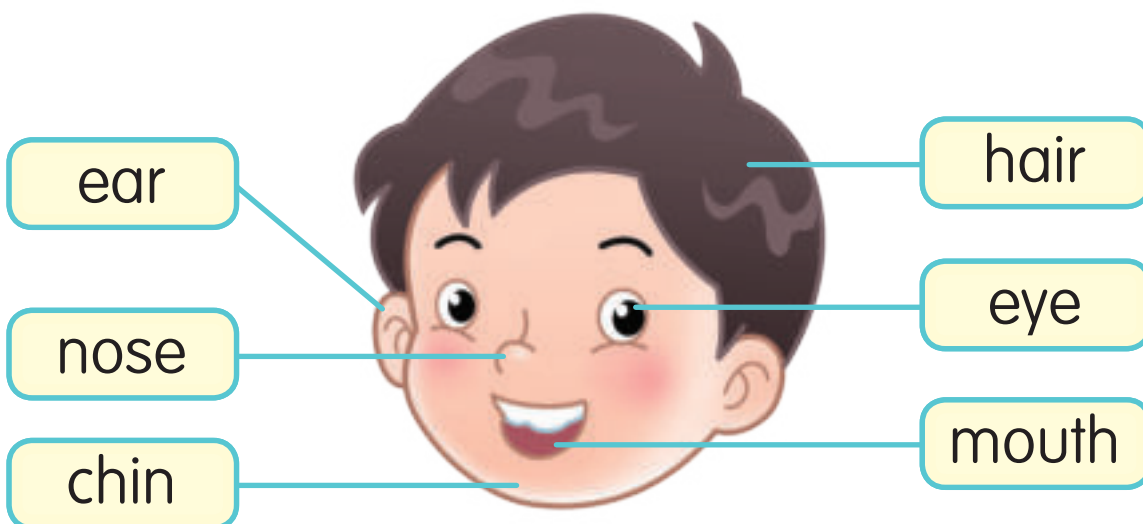


a boy



a girl

Parts of the Face





I have...



two ears



hair



two eyes



a mouth



a nose



a chin





Unit 1: Myself

Circle the picture that matches the word.

eye



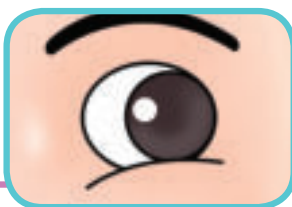
nose



ear



chin



mouth

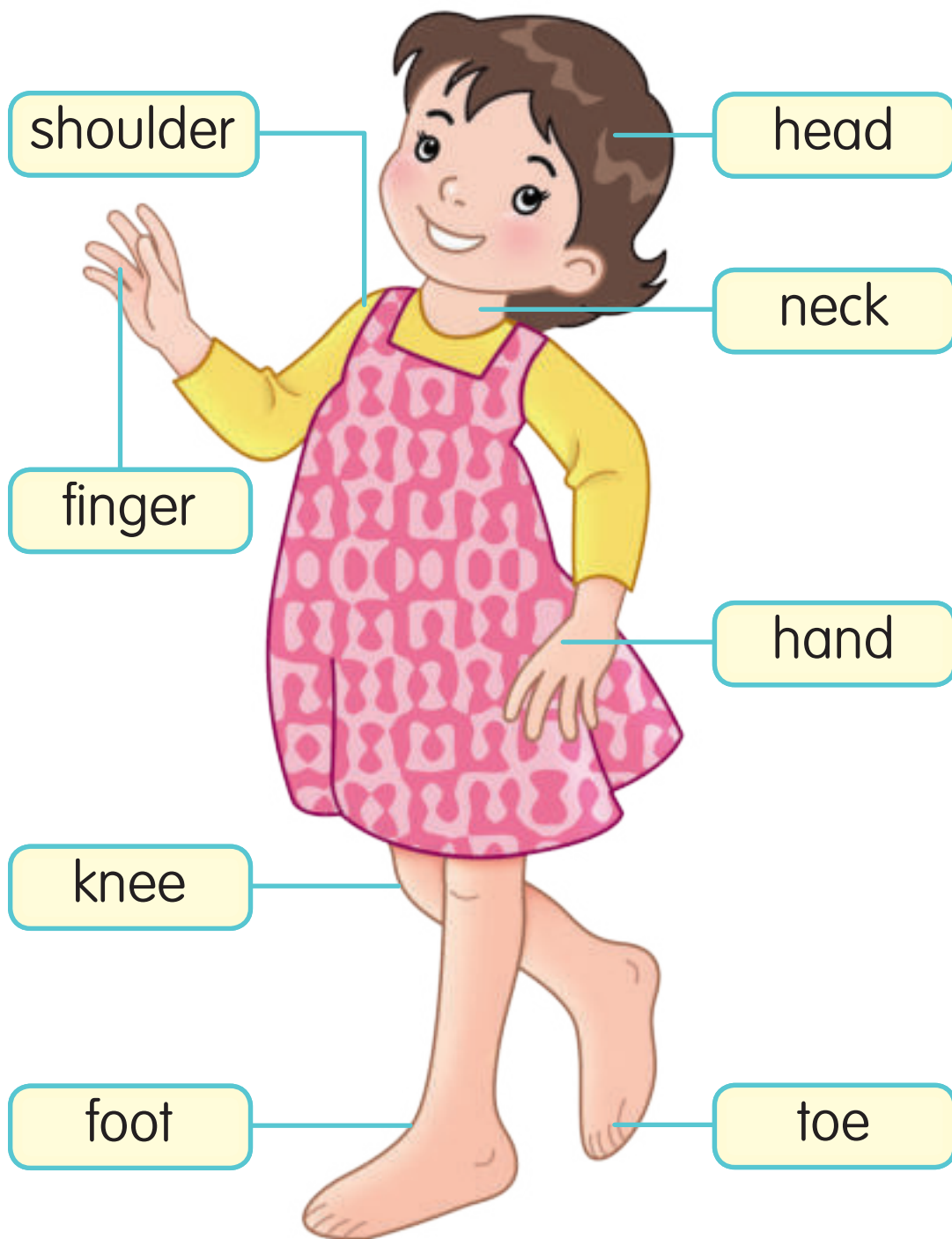


hair





Parts of the Body

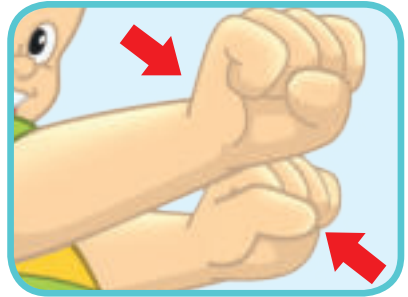




I have...



two shoulders



two hands



two knees



two feet



ten fingers



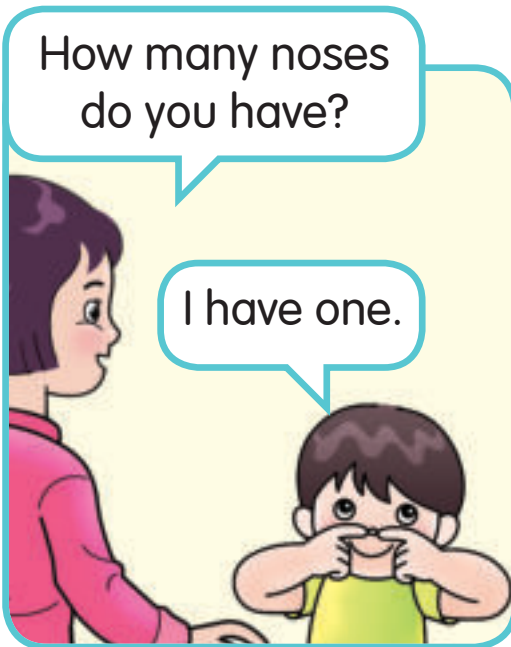
ten toes





Conversation Corner

Practise the questions and answers with your teacher, and then with a friend.





Song

Sing and do the actions.



Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes,
Knees and toes!

Head, shoulders, knees and toes,
Knees and toes!

And eyes, and ears, and mouth, and nose,

Head, shoulders, knees and toes,
Knees and toes!



(Tune: "Head, Shoulders, Knees and Toes")





Fun with Phonics

Say the sound of the letter. Circle the picture that begins with the same sound.

e



f



h



m



n



t



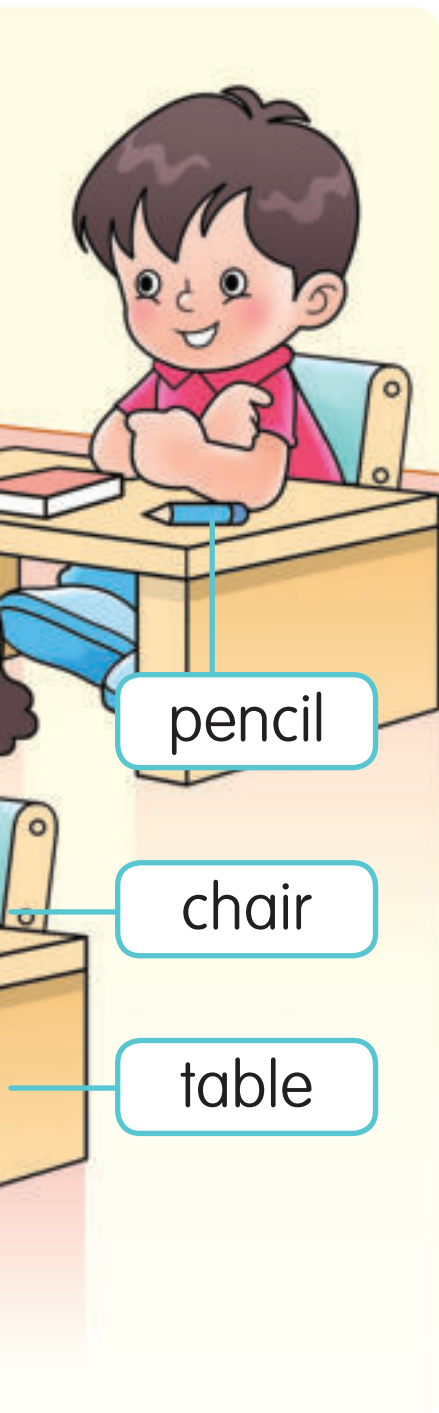


My Classroom





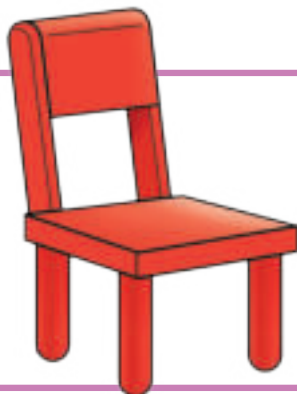
This is...



pencil

chair

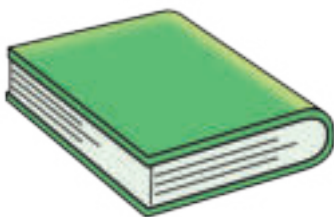
table



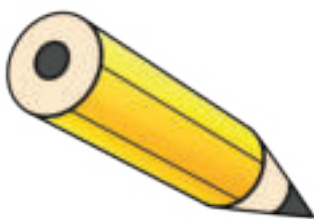
a red chair



a blue bag



a green book



a yellow pencil





Unit 2: My School

Draw a line to match the word to the picture.

bag

chair

sharpener

table

eraser

teacher





The Playground





What can you do in the playground?

I can...



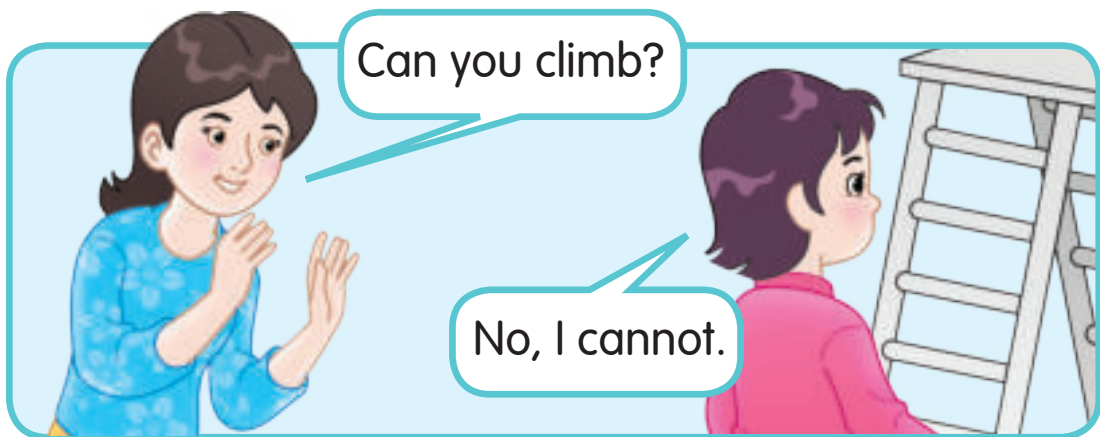
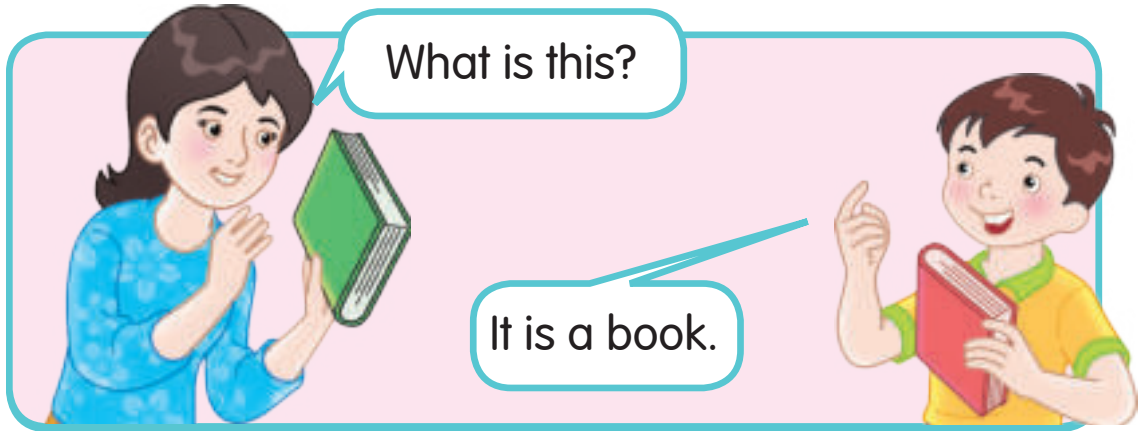
Circle the things you can do.





Conversation Corner

Practise the questions and answers with your teacher, and then with a friend.



Sing and do the actions.



I can kick and I can jump and I can jump, I can jump,
I can kick and I can jump,
I'm having fun!



(Tune: "London Bridge is Falling Down")





Fun with Phonics

Say the sound of the letter. Circle the picture that begins with the same sound.

w



p



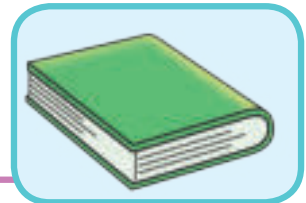
r



j



b



t

