

Student Book

# Rainbow

English



**Todd Cordy**





## **Rainbow English 4 - 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**

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Unit	Page	Topic	Learning Objective
<b>1 Greetings</b>	<b>10</b>	Greetings and Daily Routines	Able to say and identify the appropriate greetings for different times of the day
	<b>11</b>		Able to say and identify different common actions and the time of day they occur
	<b>12</b>		Able to say and identify the appropriate phrases and questions for a simple conversation
	<b>13</b>		Become more familiar with actions and the time of day they happen
	<b>14</b>	Conversation Corner	Able to respond to, and then ask, questions about daily actions and about how people feel
	<b>15</b>	Story Time	Able listen to the teacher read a story with six parts and to understand the story using the pictures to help comprehension
	<b>16</b>	Review	Become more familiar with vocabulary for actions and times of the day by completing sentences and drawing appropriate pictures to match
	<b>17</b>	Song – The Greeting Song	Able to sing and do the actions of the song and become more familiar with greetings
<b>2 The Universe</b>	<b>18</b>	Natural Features and the Weather	Able to say and identify natural features in the sky at day and at night
	<b>19</b>		Able to describe the weather
	<b>20</b>		Able to say and identify some specific weather features
	<b>21</b>		Become more familiar with vocabulary about the weather and natural features in the sky by matching words to pictures
	<b>22</b>	Conversation Corner	Able to respond to, and then ask, questions about the weather

Vocabulary	Grammar Focus	Language Pattern
good morning, good afternoon, good evening, good night, mother, grandfather, father	common <b>greetings</b> ; use of comma – <b>Good morning, Mother</b>	<b>Good morning, Mother</b>
morning, afternoon, evening, night, go to school, go home, play with my toys, go to bed	placement of time phrases at the beginning of a sentence – <b>In the morning I.</b> ; prepositional phrases – <b>in the morning/afternoon/evening – at night</b>	<b>In the morning, I go to school.</b> <b>At night, I go to bed.</b>
hello, fine, thank you, goodbye	common greetings; to be + adjective – <b>I am fine</b> ; use of comma – <b>I am fine, thank you.</b> ; adverb (placement at the end of a sentence, meaning “also”) – <b>too</b>	<b>Hello! / Goodbye!</b> <b>How are you?</b> <b>I am fine, thank you. And you?</b> <b>I am fine too.</b>
morning, afternoon, evening, night, wake up, eat lunch, go to school, play with toys, go to bed, have a bath, go home, swim	prepositional phrases – <b>in the morning/afternoon/evening – at night</b> ; phrasal verbs – <b>wake up/play with</b>	<b>in the morning/afternoon/evening</b> <b>at night</b> <b>wake up/play with</b>
do, morning, afternoon, school, home, fine, feel, sick	question form – <b>what? / how?</b> ; common greetings; to be + adjective – <b>I am fine</b> ; use of comma – <b>I am fine, thank you.</b>	<b>What do you do in the afternoon?</b> <b>In the afternoon, I go home.</b> <b>How are you?</b> <b>I am fine, thank you.</b>
good morning, friends, wave, teacher, everybody, say, goodbye, mummy, like, school, go, see, hello, bell, ring, time to start, class	3 <sup>rd</sup> person singular ‘s’ – <b>goes / sees</b> ; time phrase – <b>in the morning</b> ; direct speech – <b>“Hello!”</b> ; like + v-ing – <b>She likes going to</b> ; possessive pronoun – <b>her</b> ; common greetings – <b>Good morning!</b>	<b>Amanda goes to school in the morning.</b> <b>Amanda sees her friends, Ben.</b> <b>“Hello!” She greets him.</b> <b>The bell rings. It is time to start class.</b> <b>She says, “Goodbye, Mother!”</b> <b>She likes going to school.</b> <b>“Good morning, Amanda and Ben,” says the teacher.</b> <b>“Good morning, Miss Jane!”</b> <b>Amanda and Ben wave to their teacher.</b>
morning, afternoon, evening, night	placement of time phrases at the beginning of a sentence – <b>In the morning I.</b> ; prepositional phrases – <b>in the morning/afternoon/evening – at night</b> ;	<b>In the morning, I ...</b>
good morning everybody, goodbye	common greetings	<b>Good morning to you.</b> <b>Goodbye everybody.</b>
day, night, sun, rainbow, cloud, moon, sky, star	singular nouns – <b>the sun</b> ; definite article – <b>the</b> ; indefinite article – <b>a</b> ; plural nouns – <b>clouds</b>	<b>the sun</b> <b>a rainbow</b> <b>clouds</b>
be, hot, cold, sunny, rainy, windy, cloudy	to be + adjective – <b>It is cold.</b>	<b>It is cold/hot/sunny.</b>
be, rainbow, flood, tsunami, storm	adverb (at the beginning of a sentence) – <b>there</b> ; indefinite article – <b>a</b>	<b>There is a rainbow/a flood.</b>
cloudy, rainy, stars, moon, rainbow, flood, storm, sun, windy, sky, cold	singular nouns – <b>moon</b> ; plural nouns – <b>stars</b> ; adjectives – <b>windy</b>	<b>flood</b> <b>moon</b> <b>stars</b> <b>windy</b>
can, see, be, like, weather, today, rainbow, moon, hot, rainy	question form – <b>what?</b> ; modal of ability – <b>can</b> ; to be + adjective – <b>It is rainy.</b>	<b>What can you see?</b> <b>I can see a rainbow.</b> <b>What is the weather like today?</b> <b>It is rainy.</b>

Unit	Page	Topic	Learning Objective
<b>2</b> <b>The Universe</b>	<b>23</b>	Story Time	Able listen to the teacher read a story with six parts and to understand the story using the pictures to help comprehension
	<b>24</b>	Review	Become more familiar with the concepts of hot and cold objects through a matching activity
	<b>25</b>	Song – Twinkle, Twinkle Little Star	Able to sing and do the actions of the song and become more familiar with the vocabulary about the universe
<b>3</b> <b>My Country</b>	<b>26</b>	In the Village	Able to say and identify common objects and natural features in a village
	<b>27</b>		Able to read and say simple sentences about what people do in a village
	<b>28</b>	Indonesia	Able to say and identify typical features of Indonesia
	<b>29</b>		Become more familiar with the vocabulary for typical Indonesian features by answering questions about a picture
	<b>30</b>	Conversation Corner	Able to respond to, and then ask, questions about activities in a village and in Indonesia
	<b>31</b>	Story Time	Able listen to the teacher read a story with six parts and to understand the story using the pictures to help comprehension
	<b>32</b>	Review	Become more familiar with vocabulary for features of Indonesia



Vocabulary	Grammar Focus	Language Pattern
say, want, be, hot, today, mother, will, rain, must, wear, jacket, now, cold, should, have, listen, school, start, look, window, see, sun, rise, wake up, early, morning	3 <sup>rd</sup> person singular 's' – <b>wakes / looks</b> ; time phrases – <b>early in the morning / now / when she is at school</b> ; possessive adjective – <b>her</b> ; modal verbs – <b>must / will / should</b> ; stating a regret – <b>should have listened</b> ; subject pronouns – <b>I / you/ she / it</b> ; phrasal verbs – <b>look out of / wake up / starts to / listen to</b>	<b>Anita wakes up early in the morning. She looks out of her window and sees the sun rising. Her mother says, "It will rain today. You must wear a jacket." Anita says, "No! I do not want to. It is hot today." When she is at school, it starts to rain. Now Anita feels cold. She should have listened to her mother.</b>
hot, cold, fire, ice cream, sun, hot tea, fridge, storm, snowman, ice cube, winter, iced tea, soup, rain, summer	uncountable nouns – <b>fire/soup</b> ; countable nouns – <b>storm/sun</b> ; adjectives – <b>hot/cold</b> ; adjective + noun – <b>hot tea/iced tea</b>	<b>fire/ice cream/soup/snowman/ rain/storm/fridge/sun/hot/ cold/hot tea/iced tea</b>
twinkle, little, star, wonder, up, above, world, high, like, diamond, in, sky	prepositional phrase – <b>up above / in the sky</b> ; adverb – <b>so</b> ; interrogative pronouns – <b>how / what</b> ; comparing using 'like' – <b>like a diamond</b>	<b>Twinkle, twinkle little star How I wonder what you are Up above the world so high Like a diamond in the sky</b>
in, village, river, house, mountain, farm, field, horse, cart, farmer	singular nouns; indefinite article – <b>a</b>	<b>a river / a house</b>
live, in, house, grow, crops, field, carry, things, cart, play, river	subject pronoun – <b>we</b> ; preposition – <b>in</b> indefinite article – <b>a</b>	<b>We live in a house. We grow crops in a field. We carry things in a cart. We play in a river.</b>
Indonesia, volcanoes, flag, batik, food, beaches, animals, active, red, white, colourful, spicy, beautiful, unique	conjunction (joining two adjectives)– <b>and</b> ; adjective + noun – <b>colourful batik/spicy food</b> ;	<b>red and white flag colourful batik/spicy food/ beautiful beaches/ unique animals/ active volcanoes</b>
be, two, three, house, boy, play, river, orang utans, red, cart, volcano	adverb – <b>there</b> ; 'to be' verb – <b>is/are</b> ; adjective + noun – <b>two houses/red cart</b>	<b>There are two houses. There is a red cart.</b>
can, see, eat, do, in, village, farm, field, grow, food, Indonesia, spicy, active, volcanoes	question form + modal – <b>what can?</b> ; subject pronouns – <b>we</b> ; modal – <b>can</b> preposition – <b>in</b>	<b>What can we see in a village? We can see a farm. What can we eat in Indonesia? We can eat spicy food.</b>
rooster, wake up, early, morning, family, eat, spicy, food, dinner, father, works, field, afternoon, play, river, with, sister, live, house, village, naughty, monkey, try, steal	articles – <b>a / the</b> ; 3 <sup>rd</sup> person 's' – <b>lives / works</b> ; possessive adjective – <b>his / their</b> ; adjectives – <b>spicy / naughty / early</b> ; prepositional phrases – <b>in a village /in the field/ in the river/for dinner / with his sister</b> ; present continuous – <b>is trying</b> ; time phrases - <b>in the morning / in the afternoon</b>	<b>Sam lives in a house in a village. The roosters wake him up early in the morning. In the morning his father works in the field. In the afternoon Sam plays in the river with his sister. His family eats spicy food for dinner. A naughty monkey is trying to steal their food!</b>
volcano, cart, mountain, farm, batik, flag, field, river, house	singular nouns – <b>volcano</b>	<b>volcano/cart/mountain/etc.</b>

Unit	Page	Topic	Learning Objective
<b>3 My Country</b>	<b>33</b>	Song – In a Village	Able to sing and do the actions of the song and become more familiar with the vocabulary for living in a village
<b>4 Communication Devices</b>	<b>34</b>	Actions & Positions of Communication Devices	Able to say and identify common communication devices
	<b>35</b>		Become more familiar with communication devices by linking them with their actions in short sentences
	<b>36</b>		Say and identify locations around a house, become more familiar with communication devices and review prepositions of place
	<b>37</b>		Practise their spelling of the words for communication devices and review counting
	<b>38</b>	Conversation Corner	Able to respond to, and then ask, questions about communication devices
	<b>39</b>	Story Time	Able listen to the teacher read a story with six parts and to understand the story using the pictures to help comprehension
	<b>40</b>	Review	Become more familiar with the vocabulary and spelling of communication devices
	<b>41</b>	Song – The Telephone Song	Able to sing and do the actions of the song and become more familiar with the vocabulary for communication devices



Vocabulary	Grammar Focus	Language Pattern
live, in, house, village, play, river, eat, some, spicy, food, see, volcano	subject pronoun – <b>I</b> ; preposition – <b>in</b> ; indefinite article – <b>a</b> ; adjective – <b>some/spicy</b>	<b>I live in a house</b> <b>I play in a river</b> <b>I eat some spicy food</b> <b>I see a volcano</b>
newspaper, letter, radio, telephone, television, computer	singular nouns – <b>newspaper/letter</b> ; indefinite article – <b>a/an</b>	<b>a newspaper/a letter/etc.</b>
be, watch, television, read, newspaper, talk, telephone, listen, radio, use, computer, write, letter	articles – <b>a / an / the</b> ; present continuous – <b>am watching</b> ; phrasal verb – <b>talking on</b> ; verb + to – <b>listening to</b>	<b>I am watching television.</b> <b>I am writing a letter.</b> <b>I am reading the newspaper.</b> <b>I am talking on the telephone.</b> <b>I am listening to the radio.</b> <b>I am using the computer.</b>
telephone, television, newspaper, computer, radio, letter, on, table, bookcase, floor, desk, shelf, bench	definite article – <b>the</b> ; prepositions of place – <b>on</b>	<b>The telephone is on the table.</b> <b>The newspaper is on the floor.</b>
television, telephone, letter, radio, computer, newspaper	plural nouns – <b>televisions</b>	<b>televisions/newspapers/etc.</b>
be, do, use, computer, watch, television, telephone, newspaper	question form – <b>what? where?</b> ; subject pronouns – <b>I / it</b> ; article – <b>the</b> ; prepositions – <b>on</b> ; present continuous – <b>I am using the computer</b>	<b>What are you doing?</b> <b>I am using the computer.</b> <b>Where is the telephone?</b> <b>It is on the bench.</b>
father, be, read, newspaper, have, see, phone, mother, ask, look, bookshelf, can, help, say, stand up, chair, sit	question form – <b>have you?</b> ; direct speech – <b>"Have you seen my phone?" asks Jessica's mother.</b> ; Possessive 's – <b>Jessica's</b> ; possessive adjectives – <b>my/ her</b> ; present perfect – <b>have seen / have looked</b> ; prepositional phrase – <b>on the bookshelf / on his chair</b> ; phrasal verbs – <b>stand up / sit on</b> ; negatives – <b>no / not</b> ; present continuous – <b>is reading</b> ; past continuous – <b>was sitting</b> ; modal – <b>can</b>	<b>"Have you seen my phone?" asks Jessica's mother.</b> <b>"Have you looked on the bookshelf?" asks Jessica.</b> <b>Jessica's mother looks on the bookshelf. "No, it is not there!"</b> <b>Jessica's father is reading the newspaper. "Have you seen my phone?" her mother asks.</b> <b>"No, but I can help you look for it," says her father. He stands up.</b> <b>The phone was on his chair.</b> <b>He was sitting on it!</b>
letter, television, telephone, desk, newspaper, shelf, radio, computer, floor	singular nouns – <b>letter/desk</b>	<b>letter/desk/etc.</b>
telephone, be, ring, now	present continuous – <b>is ringing</b> ; contraction – <b>it's</b> ; prepositional phrase – <b>for you</b>	<b>The telephone is ringing now</b> <b>It's for you</b>

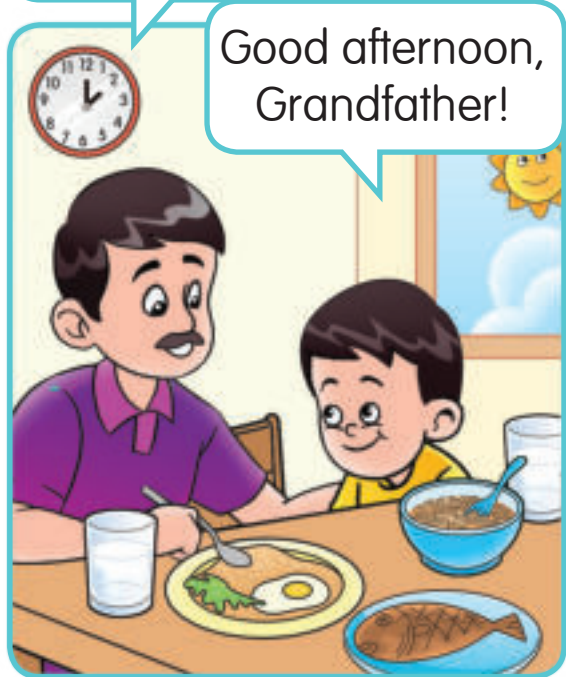
# Unit 1: Greetings



Good morning!



Good afternoon!



Good evening!



Good night!

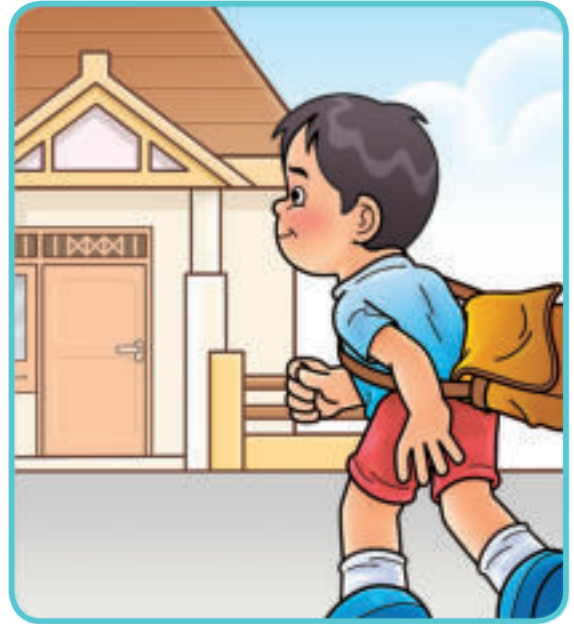




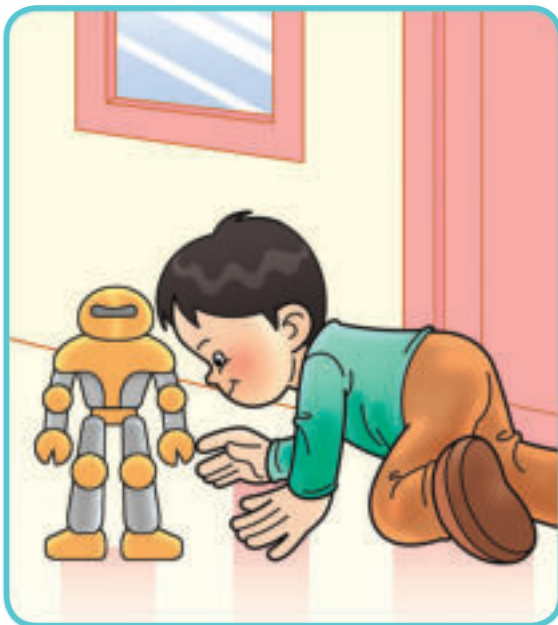
# What do you do every day?



In the morning, I go to school.



In the afternoon, I go home.



In the evening, I play with my toys.



At night, I go to bed.





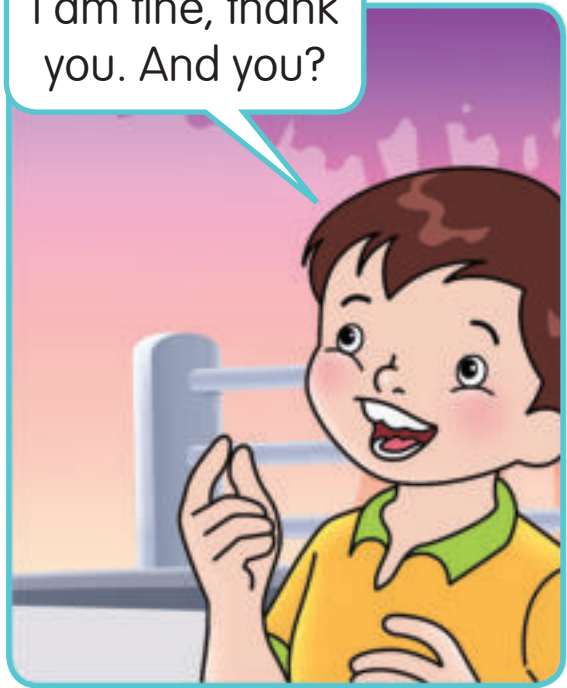


# Meeting People

Hello! How are you?



I am fine, thank you. And you?



I am fine too.



Goodbye!





Match the activity to the time of day.



in the morning

in the afternoon

in the evening

at night

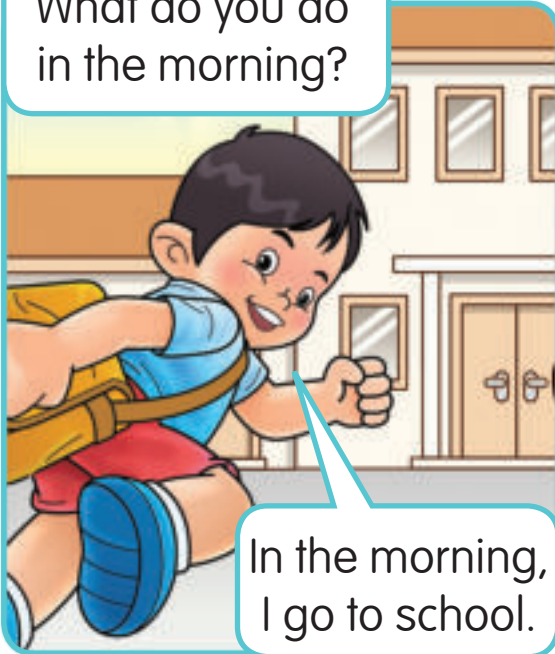




# Conversation Corner

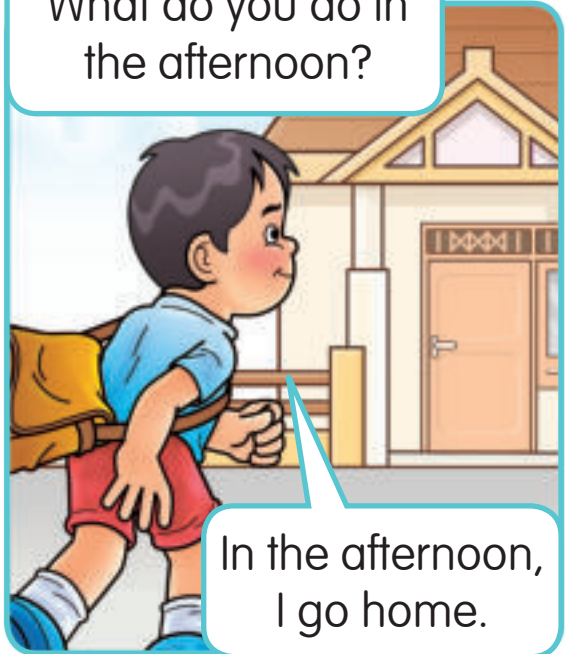
Practise the questions and answers with your teacher, and then with a friend.

What do you do in the morning?



In the morning, I go to school.

What do you do in the afternoon?



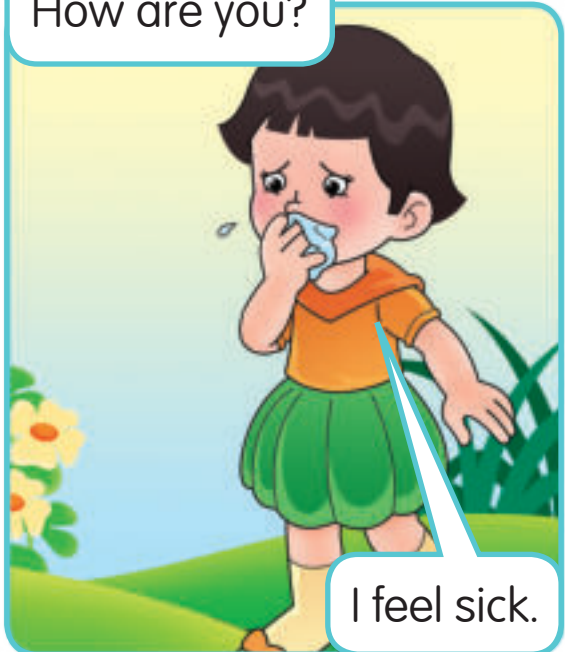
In the afternoon, I go home.

How are you?



I am fine, thank you

How are you?



I feel sick.







# Story Time

Put the story in the correct order by writing numbers 1 to 6 next to the pictures. Then tell the story.



"Good morning, Miss Jane!"  
Amanda and Ben wave to  
their teacher.



"Good morning, Amanda  
and Ben," says the teacher.



She says, "Goodbye,  
Mother!"  
She likes going to school.



Amanda sees her friend, Ben.  
"Hello!" she greets him.



The bell rings. It is time  
to start class.



Amanda goes to school  
in the morning.





# Unit 1: Greetings



What do you do every day? Complete each sentence and draw a picture of the activity.

In the morning, I

\_\_\_\_\_



In the afternoon, I

\_\_\_\_\_



In the evening, I

\_\_\_\_\_



At night, I

\_\_\_\_\_








# Song

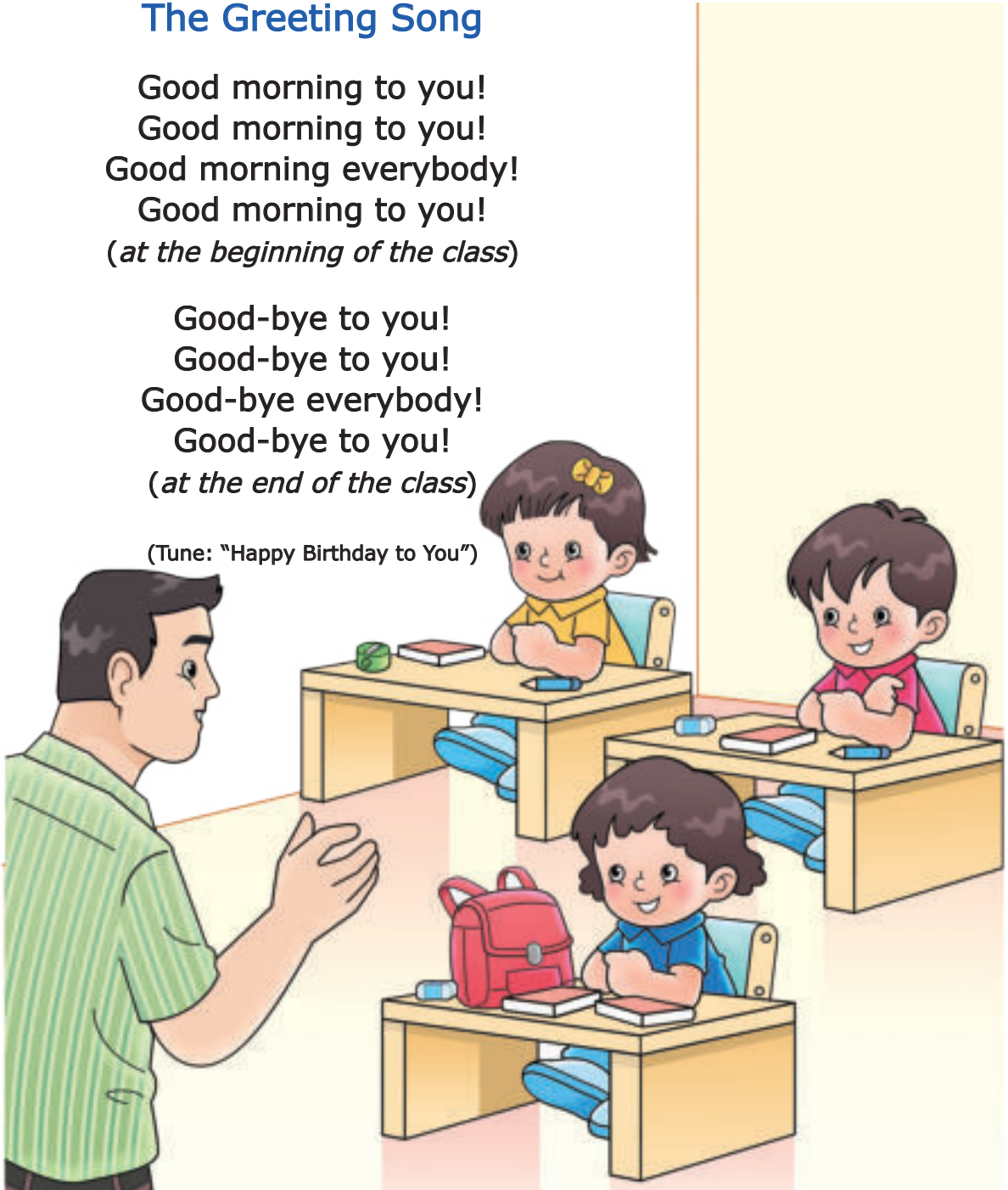
Sing the song and wave to your teacher and friends.

## The Greeting Song

Good morning to you!  
Good morning to you!  
Good morning everybody!  
Good morning to you!  
(*at the beginning of the class*)

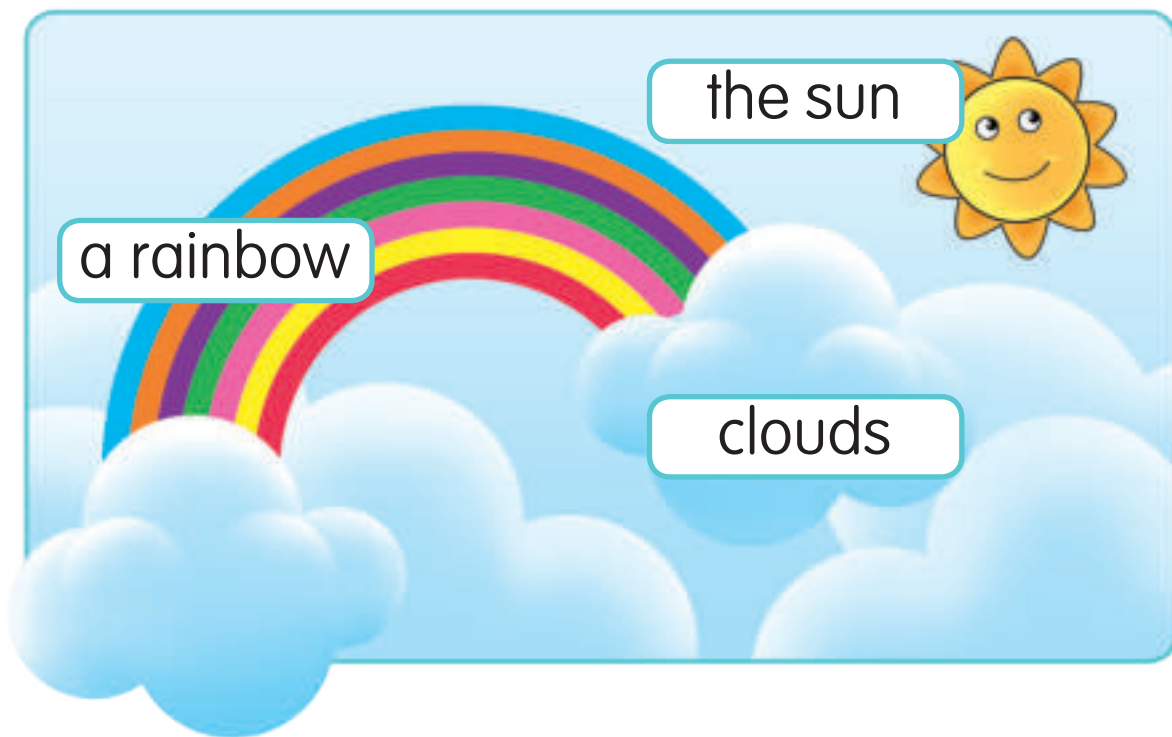
Good-bye to you!  
Good-bye to you!  
Good-bye everybody!  
Good-bye to you!  
(*at the end of the class*)

(Tune: "Happy Birthday to You")





## Day



## Night





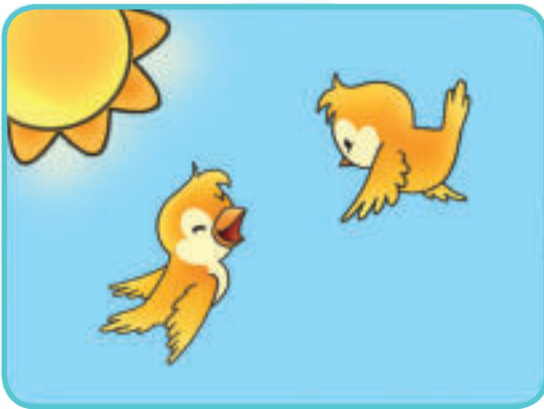
# What is the weather like?



It is hot.



It is cold.



It is sunny.



It is rainy.



It is windy.



It is cloudy.







There is a rainbow.



There is a flood.



There is a tsunami.




There is a storm.





Circle the correct words that match the pictures.

 <p>cloudy</p>	<p>rainy</p>	
<p>stars</p>	<p>moon</p>	
<p>rainbow</p>	<p>flood</p>	
<p>storm</p>	<p>sun</p>	
<p>cold</p>	<p>sun</p>	
<p>windy</p>	<p>sky</p>	





# Conversation Corner

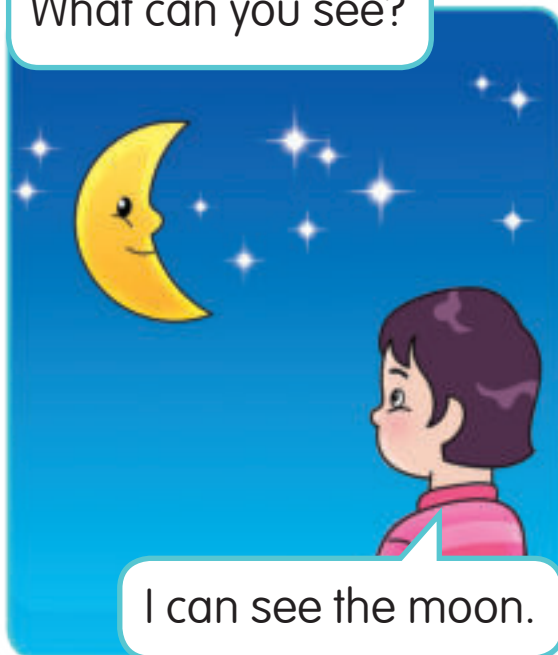
Practise the questions and answers with your teacher, and then with a friend.

What can you see?



I can see a rainbow.

What can you see?



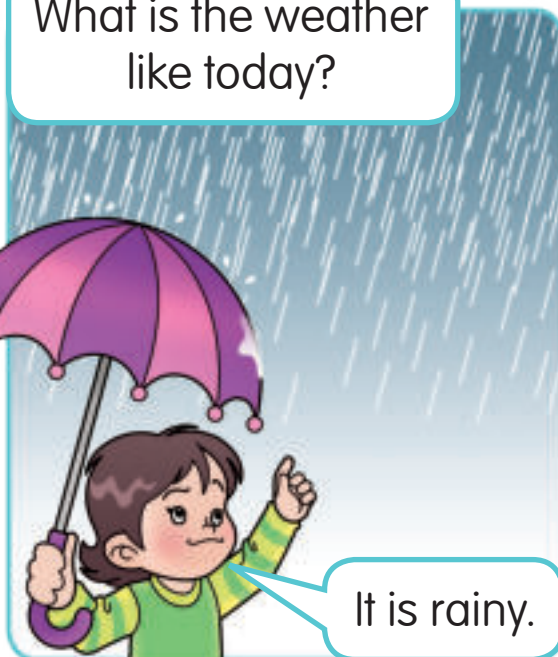
I can see the moon.

What is the weather like today?



It is hot.

What is the weather like today?



It is rainy.







# Story Time

Put the story in the correct order by writing numbers 1 to 6 next to the pictures. Then tell the story.



Anita says, "No. I do not want to. It is hot today."



Her mother says, "It will rain today. You must wear a rain jacket."



Now Anita feels cold. She should have listened to her mother.



Anita wakes up early in the morning.



She looks out of her window and sees the sun rising.



When she is at school, it starts to rain.



# Unit 2: The Universe



Is it hot or cold? Draw a line from the picture to the word "hot" or "cold".



fire



ice cream



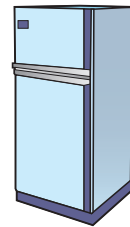
sun



hot tea



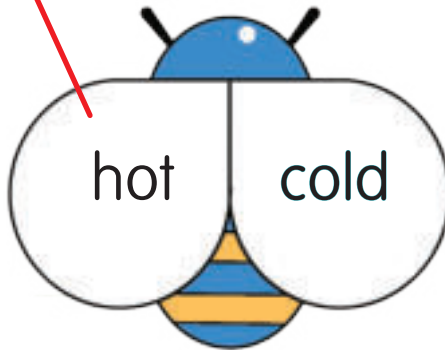
summer



fridge



rain



hot

cold



storm



soup



candle



iced tea



winter



ice cube



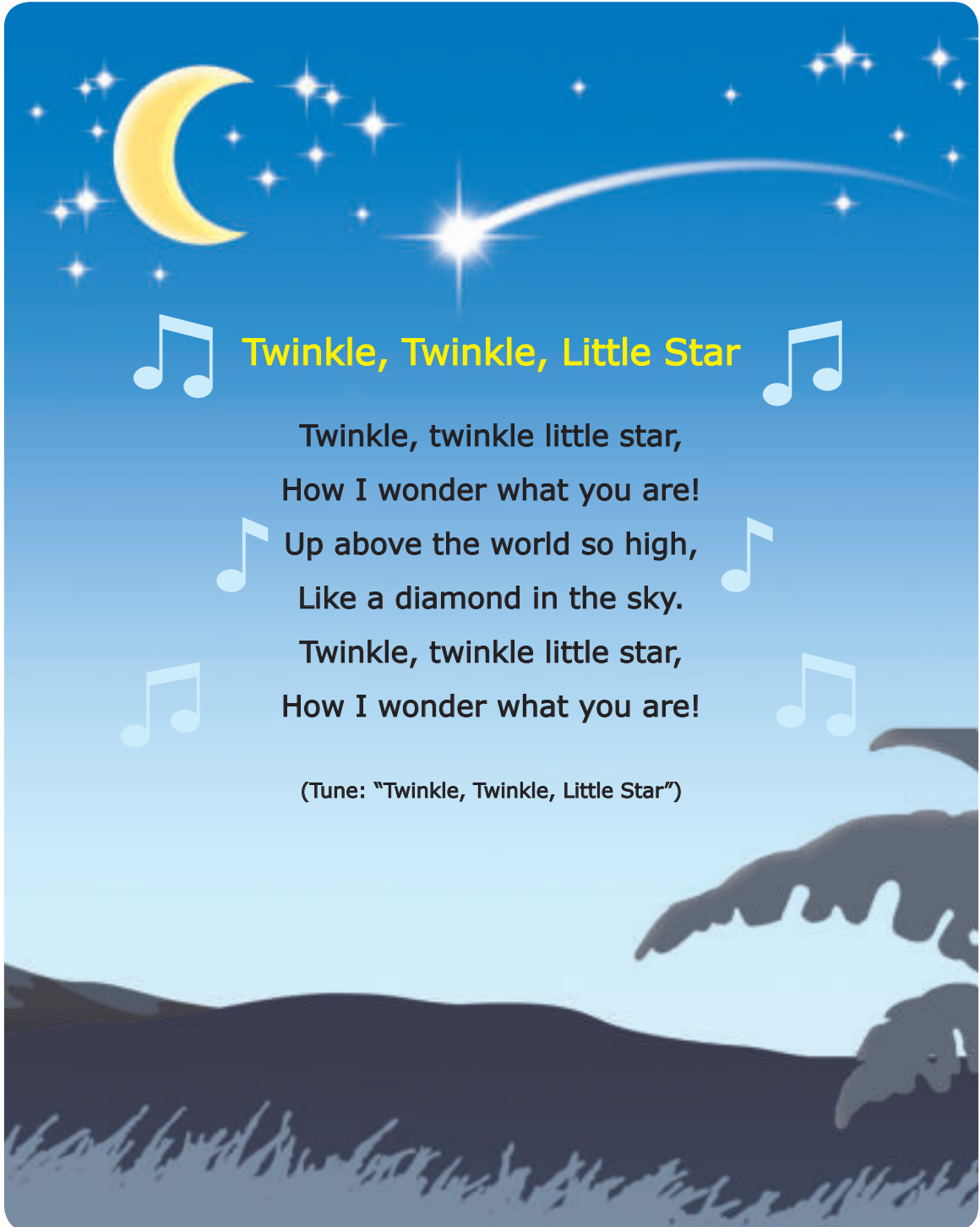
snowman





# Song

Sing the song and do the actions.



## ♪ Twinkle, Twinkle, Little Star ♪

Twinkle, twinkle little star,  
How I wonder what you are!

♪ Up above the world so high, ♪  
Like a diamond in the sky.

♪ Twinkle, twinkle little star, ♪  
How I wonder what you are!

(Tune: "Twinkle, Twinkle, Little Star")

