

Rainbow Bridge Serbian edition

Level 3

Teaching notes for unit 9: Learn and play (pages 76–85)

Lesson 1 p.76

Objectives

Recognise and use personal pronouns and possessive adjectives
Match the personal pronouns to the possessive adjectives
Complete sentences with possessive adjectives

Language

I, you, he, she, it, we, you, they
my, your, his, her, its, our, your, their

Materials

Class Book p.76, Workbook p. 124

Warmer

- Mime *tired, hot, hungry, thirsty, happy* and *sad*. Ask pupils to name the feelings. When they guess correctly, say *Yes, I am (happy)*. Then, encourage them to say *You are (happy)*. Continue until the pupils are confident with the forms.

1 Look, read and say.

- Ask pupils to look at the picture on page 76 of the Class Book. Ask a different pupil to read each sentence and encourage pupils to point to the corresponding person or people.
- To practise *he / she / we*, whisper a feeling to a girl, a boy and a group of pupils. Ask them to come to the front and mime the action. Encourage the class to say *She / He / They are (cold)* and for the individual to reply *Yes, I am (cold)* or the group to say *Yes, we are (cold)*. Repeat with different pupils.

2 Look, read and say.

- Clarify the meaning of *teddy* and *rabbis* if necessary. Ask a different pupil to read each sentence and illustrate the possessive adjectives with classroom objects, e.g. a pen or a pencil. Say *This is my / your pen. This is his / her pencil*.
- Give a girl, a boy and a group of pupils a classroom object. Ask them to come to the front and show their classroom object. Encourage the class to say *This is her / his / their (ruler)* and for the individual to reply *Yes, this is my (ruler)* or the group to say *Yes, this is our (rubber)*. Repeat with different pupils.

3 Write.

- Ask pupils to complete the table with the words in the word pool. Encourage pupils to look back at the sentences in exercise 2 if necessary.
- Check answers as a class.
- Call out a pronoun and encourage pupils to say the corresponding possessive adjective.

my your his her its our your their

4 Write.

- Ask pupils to look at the picture and read the speech bubbles. Point out that they need to use different possessive adjectives to complete the sentences.
- Pupils complete the sentences on their own and compare their answers in pairs. Encourage pupils to look back at the table in exercise 3.
- Check answers as a class.

1 his 2 Her 3 Its

1 Complete the table. WB p.124

- Ask pupils to look at the table. Elicit that the verb in the table is *to be* and its conjugations. Call out a pronoun and ask the class to name the corresponding conjugation of *to be*.
- Elicit that the second column of the table contains the short forms (contractions) of the verb. Ask pupils to complete the short forms.
- Check answers as a class.
- Call out a line from the first column of the table, e.g. *I am*, and ask the class to say the short form, e.g. *I'm*. Continue, and correct any mispronunciations.

I (I'm) You (You're) He (He's) She (She's) It (It's) We (We're) You (You're) They (They're)

2 Look and write. Say the dialogues. WB p.124

- Ask pupils to look at the pictures. Confirm the meaning of *scarf* if necessary. The pupils complete the dialogues with the possessive adjectives in the word pool.
- Check answers as a class.
- Ask pupils to say the dialogues in pairs. Ask confident pairs to demonstrate their dialogues.

1 my, your 2 her, his 3 your, my, their, our

3 Look and write. WB p.124

- Ask pupils to look at the pictures. The pupils complete the dialogues with possessive adjectives.
- Check answers as a class.

1 My 2 Your 3 Her 4 His 5 Our 6 Their

Extension activities

Ask pupils to work in groups, drawing and writing a dialogue like those in exercise 2, and including as many possessive adjectives as they can. Ask confident pairs to demonstrate their dialogues.

Lesson 2 p.77

Objectives

Learn how to use the possessive case

Talk about people's clothes

Language

This is (Jack)'s.

(Jack)'s (hat is blue).

Materials

Class Book p.77, Workbook p. 125

Warmer

- Pick up a classroom object from a pupil's desk, e.g. a pen. Say *Whose is this pen?* Encourage pupils to say *This is (his / her) (pen).* Continue with different classroom objects, individuals and groups of pupils to practise *my / your / our / their.*

1 Look, read and say.

- Tell pupils to turn to page 77 in the book. Read the speech bubbles. Ask pupils to repeat after you.
- Ask four pupils to take the four parts of the story and read it out loud. Repeat with different pupils.
- Point to picture 2 and say *Polly's jumper.* Then ask pupils *Whose jumper is it?* and elicit *(This is) Polly's jumper.* Repeat with *Greg's shoe* and *Mr Potter's hat.* Elicit that we use 's at the end of someone's name to say that the thing belongs to them. Ask pupils to read the box below the story.
- Pick up a classroom object from a pupil's desk, e.g. a pen. Say *Whose is this pen?* Encourage pupils to say *This is (Jane)'s pen.* Continue with different classroom objects and individuals.

2 Look and write.

- Elicit the names of the clothes before you start the task. Ask pupils to follow the lines from the pieces of clothing to the children and then complete the sentences.
- Check answers as a class.

1 Polly's 2 Greg's 3 Jack's T-shirt 4 Polly's skirt

4 Read and colour. WB p.125

- Hold up different coloured pencils or pens (make sure you show pupils blue, black, red, yellow, green, purple, pink and orange). Ask pupils to name the colours.

- Ask pupils to look at the picture and read the sentences. Confirm the meaning of *trainers* and *trousers* if necessary. The pupils colour the picture according to the sentences.
- Ask pupils to compare their pictures in pairs. Monitor and correct if necessary.

Extension activities

In groups, ask a pupil to say a sentence about another pupil in the group, e.g. (*Simon's (trousers are black)*). The pupils say *Yes!* if the sentence is true. If it isn't, they say *No!* and correct the sentence. Individual pupils continue to say sentences.

Lesson 3 p.78

Objectives

Revise the possessive case

Learn and complete sentences with *this, that, these* and *those*

Language

This is (Jack)'s (jumper).

This / That is a (ball).

These / Those are (balls).

Materials

Class Book p.78, Workbook p. 125

Warmer

- Point to a piece of clothing or a classroom object belonging to a pupil. Encourage the class to say *This is (Marie)'s (pencil case)*. Continue with different pupils and clothing or classroom objects.

1 Play the game.

- Ask pupils to look at the picture on page 78 of the Class Book. Elicit the names of the pieces of clothing and the ball.
- In pairs, pupils take turns making sentences about objects 1–8 by looking at the main picture to see who it belongs to. To confirm how to play the game, say the example and point to Polly's jumper in the picture.
- Pupils play the game in pairs.
- Check answers as a class.

1 This is Polly's jumper.

2 This is Greg's T-shirt.

3 This is Jack's ball.

4 This is Jack's sock.

5 This is Greg's shoe.

6 This is Polly's sock.

7 This is Greg's jumper.

8 This is Polly's T-shirt.

2 Look, read and say.

- Read each sentence and ask pupils to repeat after you.
- Illustrate each sentence with some balls. For example, take one ball, hold it close to you say *This is a ball*. Put the ball away from you and say *That is a ball*. Repeat with two balls to demonstrate *these* and *those*. Elicit that we use *this* and *these* for singular and plural objects close to us, and *that* and *those* for singular and plural objects further away from us.
- Demonstrate *this / that / these / those* with different classroom objects and encourage pupils to make sentences.
- Ask pupils to compare their sentences in pairs.
- Ask confident pupils to say their sentences in front of the class.

3 Look, read and write *this, that, these or those*.

- Before pupils start the activity, ensure they understand *kite* and *traffic lights*. It may be helpful to your class if you ask which pictures show near objects and which show far objects before they do the activity.
- Ask pupils to compare their answers in pairs.
- Check answers as a class.

1 That 2 This 3 Those 4 These

5 Look and write. Say. WB p.125

- Ask pupils to look at the pictures and complete the sentences with the words in the word pool. If necessary, point to the example and elicit that we use *that* in this instance because ball is singular and not close to the girl.
- Ask pupils to compare their answers in pairs.
- Check answers as a class.

1 That, That 2 Those, Those 3 This 4 These

Extension activities

Ask pupils to write four sentences about things they can see in the classroom using *this, that, these* and *those*. Tell them to use one of the words incorrectly. They swap their sentences with a pupil next to them. The pupil has to find and correct the mistake.

Lesson 4 p.79

Objectives

Learn when to use definite and indefinite articles

Use and omission of the definite article in set phrases

Complete sentences with *a*, *an* or *the*

Language

a, *an*, *the*

Materials

Class Book p.79, Workbook p.126

Warmer

- Call out classroom objects or images using *a* and *an*. Ask pupils to point to the corresponding object or image, e.g. *a pen*, *an elephant*. Elicit that we use *a* or *an* to talk about one thing, and that we use *an* with a word that starts with *a*, *e*, *i*, *o* or *u*.

1 Look, read and say.

- Ask the class to turn to page 79 in their Class Book. Read out the sentences and ask pupils to repeat after you. Ask pupils when we use *a* or *an* and when we use *the*. Elicit that we use *a* or *an* when we talk about something for the first time, and we use *the* when we mention it again, or when we talk about something that there is only one of (like the moon). Ask pupils to look at the sentences again, and ask why *The doll* and *The chair* is used in pictures 2 and 3. Elicit that this is because both objects have been mentioned before.
- If necessary, repeat with more examples with objects in the classroom, e.g. *This is a pen. The pen is blue. / This is a bag. The bag is big. / This is a teddy. The teddy is happy.* In pairs, pupils could make their own sentences using *a* or *an* and *the*.

2 Look, read and circle.

- Before pupils do the exercise, ask them to think about whether each sentence talks about something for the first time, or whether it mentions it again. Elicit that they should choose *a* if it mentions a person, animal or object for the first time, and *the* if it is mentioned again.
- Pupils complete the activity and check their answers in pairs.
- Check answers as a class.

1 a, The 2 an, a 3 a, The

3 Look, read and say.

- Say the phrases and ask pupils to repeat after you. Clarify any names of places that they may not be familiar with. Elicit that for some places we use *the* and for others we don't.
- Mime activities that you can do at the places listed in the exercise. Make sure pupils understand what each mime represents (e.g. *waiting at the train station*, *swimming at the beach*, *writing in a book at school*). For each activity you mime, ask the class to say the corresponding phrase, e.g. *at the park*. As the pupils get more confident, ask them to continue the activity in pairs or small groups.

4 Write *at or at the*.

- Pupils complete the sentences. Tell them to look back at exercise 3 if necessary.

1 at the 2 at 3 at the 4 at the

6 Read and tick (✓) the correct sentences. WB p.126

- If the pupils haven't come across the term *delicious* yet, clarify it before they do the activity.
- Check answers as a class. Ask pupils to explain the reasons for their answers, using what they have learnt from the Class Book for this lesson.

1 b 2 a 3 a

Extension activities

Ask pupils to write correct and incorrect sentences with *a / an* and *the* as per Workbook page 126 exercise 6. They swap their sentences with a partner, who has to tick the correct sentences.

Lesson 5 p.80

Objectives

Learn to conjugate the verbs *to have*, *to go* and *to get up* in first and third person

Learn to say what they eat for breakfast, lunch and dinner

Learn to say when they get up and go to bed

Language

What do you have for breakfast / lunch / dinner?

in the morning, at night

Materials

Class Book p.80, Workbook p.126

Warmer

- Ask *What's your favourite meal?* Elicit answers from the class and write their suggestions on the board. Clarify any unknown language.

1 Look, read and say.

- Ask pupils to look at the picture on page 80 of the Class Book. Clarify who Percy and Puff are.
- Point to each picture and say the questions and answers. Encourage children to repeat after you. Clarify the meaning of the food by pointing to the thought bubbles.
- Ask *Why is Puff's dinner terrible?* Elicit that it's unhealthy. Ask pupils to give you suggestions for a healthy dinner.

2 Write.

- Point to the third frame in exercise 1 and elicit that we use *have* when we talk about ourselves, but *has* when talking about another person. Draw pupils' attention to the example.
- Ask pupils to do the activity, and check answers as a class.

1 has 2 has 3 has

3 Write.

- Point to *I have ...* and elicit that pupils need to write about themselves.
- Ask some confident pupils to say what they have for breakfast, lunch and dinner.

Pupils' own answers

4 Ask and answer.

- Ask pupils to work in pairs and take turns asking and answering questions about breakfast, lunch and dinner, using the speech bubbles in the exercise. Monitor and help if necessary.
- When pupils finish, ask a confident pupil the questions and then retell the class what you have learned, using *he / she*. Make sure pupils notice the use of *has*.
- Ask pupils to work with a new partner and tell them what they have found out about their previous partners.

Pupils' own answers

5 Look, read and say.

- Point to each picture and say the sentences. Encourage children to repeat after you. Clarify the meaning of *get up* and *go to bed*.
- Point to the third frame in the Class Book to remind pupils that when we are talking about someone else, we use *he / she* depending on whether they are a boy or a girl. Elicit that when we use *he / she*, *get* changes to *gets*, and *go* changes to *goes*.

6 Talk about your partner.

- Ask pupils to read the speech bubbles.
- Choose a boy and say *He gets up in the morning*, then a girl and say *She goes to bed at night*.
- Pupils work in pairs and make sentences about their partner.
- Ask pupils to share their sentences with the class.

He / She gets up in the morning. He / She goes to bed at night.

7 Look and write. WB p.126

- Point to the example. Explain that pupils should complete the sentences with *have* or *has*.
- Check answers as a class.

1 have 2 has 3 has 4 have 5 has 6 has

8 Look and write. WB p.126

- Point to the example. Explain that pupils should complete the sentences with the correct form of *to get up* and *to go to bed*.
- Check answers as a class.

1 get, gets up 2 go, goes to bed

Extension activities

- In groups, pupils take turns to say true and false sentences about what they have for breakfast, lunch and dinner. The sentences could include some unusual choices. The group has to decide which sentences are true and which are false.

Lesson 6 p.81

Objectives

Learn to tell the time

Learn to ask for permission

Language

What's the time? It's ...

o'clock, quarter to, half past, quarter past

May I ...? Yes, you may.

Can I ...? Yes, you can.

Materials

Class Book p.81, Workbook p.127

Warmer

- Ask pupils *What's the time?* Elicit the time and write it on the board. With less confident pupils, let them use their first language to tell you the time, and then provide the translation. Draw a clock on the board and elicit from pupils where you should place the hands of the clock so the clock reflects the current time.

1 Look, read and say.

- Divide the class into two groups. Ask one group to read the girl's part and the other to read the boy's part. Then ask them to swap roles.
- Draw pupils' attention to the clocks in the pictures, and make sure they understand what time is in each of the pictures. Elicit the meaning of *quarter past*, *quarter to* and *half past*.
- Draw four clocks on the board to illustrate *o'clock*, *quarter past*, *half past* and *quarter to*. Change the small hand on the clocks and ask pupils *What time is it?* Encourage them to use *It's ...* in their responses. Repeat as many times as necessary.

2 Read and draw.

- Pupils read the sentences and draw the hands on the clocks.
- Compare answers as a class by illustrating the clock hands on the board.

3 Ask and answer.

- Ask pupils to work in pairs. Each of them draws four clocks in their notebooks. Ask them to show *o'clock*, *quarter past*, *half past* and *quarter to* on their clocks but using different times to those in exercise 2.
- In pairs, pupils take turns to ask and answer questions about the times on their clocks. Monitor and help if necessary.

4 Look, read and write.

- Tell pupils that they are going to learn how to ask for things in the classroom.
- Say the questions and ask pupils to repeat after you. Elicit the meaning of the following words: *leave the room*, *dictionary* and *borrow*. Ask more questions with *May I ...? / Can I ...?* and mime the meaning as you do so, e.g. *May I open the window? Can I close the door? May I sit down?* Stop when you feel the pupils understand the question structures.
- Point to the answers in the word pool. Elicit that we use *Yes, you may* to answer *May I ...?*, and *Yes, you can* to answer *Can I ...?*
- Pupils do the exercise on their own. Check answers as a class.

1 Yes, you may. 2 Yes, you can. 3 Yes, you can.

9 Look and write. WB p.127

- Ask pupils to look at the clock faces and write the times.
- Check answers as a class.

1 half past (twelve) 2 quarter past (nine) 3 It's quarter to seven. 4 It's quarter past two. 5 It's half past four. 6 It's six o'clock.

10 Read, match and say. WB p.127

- Ask pupils to read the questions and answers. Pupils match the questions to the images, and the images to the answers.
- Check answers as a class.

1 match question to WC sign, match WC sign to 'Yes, you may.'

2 match question to pencil, match pencil to 'Yes, you can.'

Extension activities

In pairs, pupils ask and answer questions using *May I ...? / Can I ...?* When their partner replies *Yes, you may / Yes, you can*, the pupil asking the question mimes the action they requested permission for. Pupils take turns asking and answering the questions.

Lesson 7 p.82

Objectives

Learn how to say and write plurals

Language

cats, babies, buses

child, children, tooth, teeth, man, men, leaf, leaves, foot, feet

Materials

Class Book p.82, Workbook p.127

Warmer

- Hold up a pencil and elicit *a pencil* from the class. Then hold up two pencils and elicit *pencils*. Continue with other classroom objects, e.g. *ruler(s), pencil case(s), rubber(s), pen(s)*, etc.

1 Look, read and say.

- Point to each picture and read the labels. Ask pupils to repeat after you.
- Explain that the spelling of each plural word follows some rules. Explain that for most words we make them plural by adding *-s* on the end. For words that end in *a, e, i, o, u* and *y*, we remove the *y* and add *-ies*. Finally, for words that end in *-s, -ch, -sh, -x* and *-z*, we add *-es* to the end.

Illustrate these rules by writing the following on the board:

(1) cat > cats

(2) baby > babies

(3) bus > buses

- In pairs, ask pupils to think of one more word for each rule, e.g. *girls, countries, boxes*. Check answers as a class.

2 Write.

- Ask pupils to look at the pictures and write the plurals. Encourage them to look at the rules on the board for help.
- Check answers as a class.

1 buses 2 cities 3 bikes 4 grapes

3 Write.

- Explain that some plural words don't follow any rules. Pupils will need to learn these plurals.
- Before pupils start, ensure they understand the meaning of the singular words in the activity.
- Pupils write the plurals on the line under each picture.
- Check answers as a class.

child > children tooth > teeth man > men foot > feet leaf > leaves

11 Look and read. Write the plural nouns. WB p.127

- Ask pupils to label the pictures using the plurals of the words in the word pool.
- Compare answers as a class and ask pupils which rule each plural noun follows.

1 buses 2 drums 3 sandwiches 4 sweets 5 teddies 6 kites 7 coats 8 berries 9 boxes

Extension activities

Ask pupils to draw four plural nouns they know for their partner to label. They can be nouns from the lesson. Pupils use their Class Books to see whether they have spelt the words correctly.

Lesson 8 p.83

Objectives

Learn and say how many people there are

Learn and say what they do on different days of the week

Language

How many ... are there in your class?

There are ...

What have you got on ...?

I've got ... on ...

Materials

Class Book p.83, Workbook p.128

Warmer

- Ask pupils to say the numbers 1–30.
- Ask *What day is it today?* Encourage pupils to name the day, and then ask them to name the days of the week.

1 Look and count. Write.

- Ask pupils to count the numbers of girls and boys in the table and write the numbers, then complete the sentences. If necessary, explain that they need to add together the number of boys and girls to answer how many children there are.
- Check answers as a class.

1 twelve girls 2 seventeen boys 3 twenty-nine children

2 Look and count. Ask and answer.

- Tell pupils to use the speech bubbles to ask and answer questions about how many girls, boys and children there are in their class.
- Check answers as a class, asking confident pairs to demonstrate their dialogues.

Pupils' own answers

3 Look and circle the days. Write the days in order.

- Pupils find the days of the week in the word snake before they write them in order.
- Check answers as a class.

1 Monday 2 Tuesday 3 Wednesday 4 Thursday 5 Friday 6 Saturday 7 Sunday

4 Ask and answer.

- Before pupils do the activity, ask them to name the activities in the photos (*football, gymnastics, tennis, dance, basketball*).
- Ask two pupils to read the speech bubbles. Do another example with a confident pupil. Say *What have you got on Saturday?* Elicit the answer *I've got dance on Saturday*. Pupils take turns to ask and answer questions in pairs.

- Check answers as a class. Ask some confident pairs to demonstrate their dialogues.

What have you got on Monday? I've got football on Monday.

What have you got on Wednesday? I've got gymnastics on Wednesday.

What have you got on Friday? I've got tennis on Friday.

What have you got on Saturday? I've got dance on Saturday.

What have you got on Sunday? I've got basketball on Sunday.

12 Count and write. WB p.128

- Ask pupils to count the boys, girls and children in the picture and complete the sentences.
- Check answers as a class.

1 thirteen girls 2 There are fifteen boys. 3 There are twenty-eight children.

13 Say. WB p.128

- In pairs, ask pupils to say their answers to exercise 12, using the words in the speech bubble.

1 There are thirteen girls. 2 There are fifteen boys. 3 There are twenty-eight children.

14 Read and write. WB p.128

- Ask pupils to read the sentences and write the corresponding day underneath the pictures.
- Check answers as a class.

1 Saturday 2 Thursday 3 Friday 4 Tuesday 5 Wednesday

15 Write about you. WB p.128

- Ask pupils to complete the sentences with activities they do on different days of the week. If necessary, brainstorm some more activities with the class, e.g. swimming, computer club.
- Check answers as a class.

Pupils' own answers

Lesson 9 p.84

Objectives

Learn how to say and write your address and telephone number

Learn about famous people

Language

What's your address? My address is ...

What's your telephone number? It's ...

He's / She's a ...

He's / She's from ...

Materials

Class Book p.84, Workbook p.129

Warmer

- Ask *Who's your favourite footballer / tennis player / singer / actor? What's your favourite band?* Elicit answers from the class. Try to encourage them to say why and give as much information about their favourite person as possible.

1 Look, read and say.

- Ask two pupils to read the dialogue on the page.
- Read the information in the Remember! box. Say the telephone number again and ask pupils to repeat after you.

2 Write.

- Pupils write their address and telephone number.

3 Read and number.

- Ask pupils to look at the pictures and tell you if they know these people. Then pupils read the texts and match them to pictures.
- Check answers as a class.
- Ask pupils about other famous people they like. Ask them to give any interesting information they know about their favourite famous people. Translate from L1 if necessary.

3, 1, 2

16 Read and write. WB p.129

- Pupils read the information about the three people and complete the speech bubbles.
- Check answers as a class.

My name's Ben. My address is 14 Town Street. My telephone number is 0174 783456.

My name's Emily. My address is 6 Blue Street. My telephone number is 0174 772256.

My name's James. My address is 19 Teddy Street. My telephone number is 0174 056392.

Extension activities

In pairs, pupils read the dialogue in exercise 1 but substitute the address and the telephone number with their own. Ask confident pupils to demonstrate their dialogues. Check that they are saying their phone number correctly.

Ask pupils to go around the class or their group asking and answering questions *What's your address? What's your telephone number?* Ask them to write down the answers they hear. They show their answers to the person they asked the question to. Did they get the answers correct?

Lesson 10 p.85

Objectives

Learn to talk about capital cities

Language

... is the capital city.

The ... lives in ...

Materials

Class Book p.85, Workbook p.129

Warmer

- Ask pupils to name their capital city. Elicit what *capital city* means. Elicit the names of any other capital cities of countries that pupils know.

1 Look and read.

- Ask pupils to look at the photos and guess which countries and capital cities the text is about (UK, London and USA, Washington D.C.).
- Ask different pupils to read out parts of the text. Ask comprehension questions to ensure pupils understand what they are reading and to clarify any unknown language, e.g. *Where does the King live? Is the Shard tall or short? Who lives in the White House?*

2 Choose and circle.

- Ask pupils to circle the correct answers. Tell them to look back at the text in exercise 1 if necessary.
- Check answers as a class.

1 London 2 tall 3 President 4 London 5 Washington Monument

3 Play True or False.

- Ask two pupils to read the speech bubbles.
- Ask each pupil to write three sentences about the places in the texts in exercise 1. They should be a mixture of true and false sentences.
- In pairs, pupils take turns to say sentences for their partner to guess if they are true or false.
- Invite some confident pairs to demonstrate their dialogues in front of the class.

Pupils' own answers

17 Read and answer the questions. WB p.129

- Before the pupils do the activity, brainstorm what they know about the capital city of their country, e.g. who lives there, what monuments and attractions there are.
- Pupils read and answer the questions.
- Check answers as a class.

Pupils' own answers

Extra grammar practice Unit 9 p.138

1 Write.

- Pupils write the plural for each word.

1 babies 2 bike 3 cats 4 churches

2 Write.

- Pupils write the singular form for each plural.

1 foot 2 child 3 tooth 4 man 5 leaf