

# Polka Dot Plays

**Herbert Puchta**  
with Deborah Friedland



**Teacher's Guide**  
Introduction to Drama  
Teaching Notes  
Answer Keys

# Play 1 *The Perfect Son*



# Play 1 *The Perfect Son*

## Roles

2

## Runtime

3-4 minutes

## Set

A park bench

## Props

2 chairs or a bench. Optional props are trees, bushes, flowers, park animals: birds, squirrels, ducks.

## Style

A short comedy sketch

## Synopsis

A man shows off to his friend that he has the perfect son. The friend cannot believe what he is saying.

## Language level

A1 - A2 Elementary



## Language areas

Present simple (3rd person singular affirmative, negative and questions); verb phrases (*do homework, tell a lie, come home late* etc.)

## Themes

Polite behaviour, days, dates, seasons

## Audio

The dramatized audio for this play is available on Helbling e-zone  and the Helbling Media App .

## Stage tips

This is a very simple sketch that doesn't require a lot of props. The scene can be set by using a few pictures of trees and bushes drawn on poster paper, and two chairs can be used as the park bench where the two people are sitting. You can get pupils to create trees and bushes made from cardboard, paper, wool etc. or even act them out on stage holding word cards 'bush', 'tree' etc.

As there are only two characters, you can give multiple actors the same role and act out the play more than once which will produce different results. Or have two actors per scene.

## Variations

- Pupils add their own ideas to the script, e.g. by using adverbs of frequency (*Does he always do what you tell him? Does he sometimes break things?*).
- Change the script to fit a different theme: The perfect teacher / the perfect friend / the perfect mum / grandfather. Encourage them to think of alternative ideas for endings that would work for those ideas e.g. the perfect teacher never gives homework, etc.

## Games and Activities

- **Feelings Walk** Actors act out the different emotions of the characters: pride, disbelief, laughter, etc
- **Tableaux** Create small tableaux for the inset scenes when Robert is talking about his son: does homework, gets good marks, comes home late. Give a different actor the part of the son for each of these mini-scenes and have them freeze in the background when the play continues.
- **Hot Seat** Questions for Robert: *Is your son like you? How often do you run in the park?* Questions for Andrew: *Do you have any children? Do you like Robert?*

# Play 1 *The Perfect Son*

Page	Aim / Theme	Language
4-5 Welcome	Introduction to the play setting, characters and some key vocabulary	Animals: <i>a duck, a bird, a squirrel</i> Adjectives: <i>big, small, tall, short, happy, fat, thin, funny, sad, angry</i>
6-7 Prepare	Words Pre-teaching key lexis	The family: <i>mother, father, son, daughter</i> Present simple questions and answers: <i>How old is he/she? His / Her name is ... . What's his/her name? His / Her name is ... . Do you + verb. What time do you + verb</i>
8-15 Play 1	Fully illustrated script of <i>The Animal ABC</i> Dramatized audio available on Helbling e-zone and Helbling Media App	
16-17 Practice 1	Comprehension activities	Adverb phrases: <i>in the park, at home, at school</i> Adjectives: <i>great, intelligent, good, bad, fantastic, interesting, true, late, wrong, perfect</i>
18-19 Practice 2	Useful language	Family tree: <i>mother, father, sister, brother, grandmother, grandfather</i> Singular and irregular plural forms: <i>man – men, woman – women, child – children, baby – babies, person – people.</i> Adverbs of frequency: <i>always, often, sometimes, never</i> Present simple verbs: <i>give, read, play, tell</i>
20-21 Practice 3	Characters & action	
22-23 Practice 4	Sequence of events	
24-25 Practice 5	My story Draw your family Write a story	Present simple with adverbs of frequency
26-27 Theme 1	Polite behaviour	Imperative forms (positive and negative) Verbs: <i>do, ask, help, wait, tidy up, lock, put, share, play, ride, push, shout, drop, take</i>
28-29 Theme 2	When is your birthday?	Days of the week, Months, Seasons Numbers, Dates
30-31 Theme 3	Project Make props for the play	
32-33 Games & Puzzles	Word search	Members of the family
34-35 Room for reflection	Self-assessment	<i>I enjoy / don't enjoy, I'm good at + verb-ing</i> <i>I want to learn more about ...</i> <i>I can + verb</i> <i>I know how to + verb</i>

# Teaching Notes and Answer Keys

## Pages 4-5 Welcome



The aim of the lesson is to introduce the characters of the story and the setting of a park.

### Your turn! Find.

- Ask pupils to focus on the picture. Ask: *Where is the play set? What are the people doing? Model both the present simple and present continuous: It's a park. There are lots of people in the park. Two boys are playing football. A girl is running.*
- They then work together and find the small animals in the Your turn! box. They can point or circle the answers.
- Explain that pupils will meet these two characters in the play. Tell them the man in the red jacket is Robert and the man in the yellow top is Andrew. Get them to speculate about what they are doing and what the play is about.

### Answers

The duck is swimming on the pond. There is a red bird in the tree and a black bird on the bench. There are two squirrels in the tree and one in the bottom left corner near the bench. There is a football on the right in the background where two boys are playing football.

## 2 Describe the two men in the picture.

Pre-teach any words in the boxes that pupils might not know. Model pronunciation of two-syllable words: *happy*; *funny*; *angry*. Have a class discussion and encourage pupils to be inventive about the characters and use as many words as possible. Elicit a few suggestions and write them on the board for less confident writers to copy down.

### Suggested answers

Robert is small and thin. He's funny and happy. Andrew is tall and fat. He is sad.

### Extension

Ask pupils to think of a character they like from a story or television show and describe them using the words. Or use flashcards or photos of different people and ask pupils to talk about them: *She's small and funny. He's tall and thin.*

## Pages 6-7 Prepare



The aim of the lesson is to teach the key vocabulary of the play.

### 1 Write the words.

Ask pupils to look at the photo of the family and get them to name the relationships. Practice the pronunciation of the words around the class.

# Play 1 *The Perfect Son*

## Answers

L-R: mother, daughter, son, father

## 2 Match the questions and answers.

Ask pupils to look at the photos and read the questions and answers in the speech bubbles.

- Pupils work in pairs reading the speech bubbles aloud and matching them as questions and answers.

## Answers

How old is she? – She's 7.

What's her name? – Her name is Maya.

How old is he? – He's 8 years old.

What's his name? – His name is Arun.

## Extension

Ask pupils to go around the class and ask and answer the same question about their classmates.

## 3 Match the sentences with the photos.

- The aim of the exercise is to teach key verbs and expressions from the play.
- Focus pupils' attention on the photos A-F.
- Elicit ideas about what the children are doing in each scene. Then ask them to read the sentences in the boxes 1-6 and match them with each action.

## Answers

1 C 2 E 3 A 4 F 5 B 6 D

## 4 Answer for you.

- Ask pupils to talk about their own habits using the present simple. Model a few sentences on the board and then get them to write their own answers.

## Answers

Pupils' own answers.



## Extension

Get pupils to practise the difference between present simple: *Lana does her homework.* Explain: *She does it every day / she always does it.* Ask: *What is she doing now?* And elicit the response in the present continuous: *She's doing her homework.*

## Pages 8-15 *The Perfect Son*



Before pupils listen to the play, encourage them to predict what it might be about by looking at the pictures and talking about them. Ask some prediction questions: *What can you see? Who are the characters? Where are they? What do you think is going to happen?*

  Play the audio and encourage pupils to look at the pictures as the story develops.

## Acting and directing tips for Grade 3

At Grade 3, the pupils will understand what makes a story interesting or funny so make the most of their ideas for creating interesting and amusing plays at this level. Refer to the Introduction for more details on the following points to consider when giving out roles, stage management and coaching actors.

## Sets for the two plays

- Use the illustrations as ideas for sets or brainstorm with pupils where they want to set the plays.

- Ask pupils to break down the plays into individual items of scenery and backdrop, or props they need to make. Each scene can have the same scenery, or each can be different.

### Stage

- Consider the shape and location of the stage. You could decide on a traditional front-facing stage or have the action in the centre with the audience sitting in a circle around the sides. Another option is a corridor stage in which the audience is asked to move between sets. This will require a considerable amount more work to set up and move the audience in between sets, but actors could be in charge of directing the audience to their seats for each scene.

### Questions for the director/s

- How does each scene look when you watch it from the audience? See Introduction on staging and blocking.
- How can you incorporate different levels? Is the character lying down, sitting or at mid-height, standing up?
- How can more actors be included, even if these are non-speaking parts? Brainstorm people in a park and what they might be doing: *children playing on the roundabout, a couple walking a dog, a group having a picnic.*

## Pages 16-17 Practice 1

The screenshot shows a worksheet titled 'Practice 1 Comprehension'. It contains four main sections:

- Section 1: Answer the questions.** Includes questions like 'Where does the play take place?' and 'How many people are in the play?' with a small illustration of a park scene.
- Section 2: Tick the words you hear.** A list of words with checkboxes: great, bad, fantastic, interesting, true, late, wrong, perfect.
- Section 3: Match.** A matching exercise with speech bubbles and a list of names: 'John's too nervous', 'It's right', 'It's for Robert', 'John's too nervous', 'It's right', 'It's for Robert'.
- Section 4: Listen again and complete the sentences.** A list of sentences with blanks for completion.

The aim of this lesson is to check understanding of the story. The first three exercises are aimed at global listening and exercise 4 tests more detailed understanding.

### Listen to the play and do the tasks.

Listen to the whole play once while pupils follow the text and look at the pictures. You can listen again page-by-page, pausing the audio, depending on how easily pupils can follow the narrative.

#### 1 Answer the questions.

- Pupils tick or circle the correct option. For any non-readers, focus on oral work only.

#### Answers

1 in the park 2 two 3 two friends 4 Robert

#### 2 Tick the words you hear.

- Focus on the words and model pronunciation. Have pupils repeat them aloud. Pupils tick the words they hear in the play.

#### Answers

great, bad, fantastic, true, late, perfect

#### 3 Write a ✓ or a ✗.

- Ask the whole class to read the sentences and decide if they are true or false.

- Pupils do the task individually. Elicit answers with the whole class.

## Answers

1 ✓ 2 ✗ 3 ✓ 4 ✗

## 4 Listen again and complete the sentences.

- Ask pupils to read the sentences and try and guess what type of word is in the gap.
- Play the audio again. Pupils do the task individually and then compare their answers.

## Answers

1 have 2 Does 3 doesn't 4 's 5 forgets 6's

## 5 Match.

- Pupils read match by drawing a line between the speech bubbles then practise the questions and answers in pairs.
- Ask them to get up and walk around the class asking and answering the questions to see how much and how accurately they can remember the language.

## Answers

What's his name? His name's Jonathan.

How old is he? He's eight.

Does he forget to do his homework?

No, he doesn't. Never!

## 6 Answer the questions.

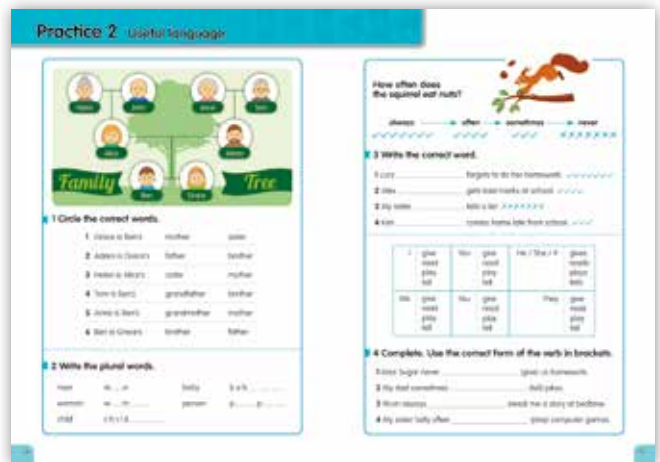
- Ask pupils to discuss the answers, then write them in complete sentences.

## Answers

1 He doesn't tell lies, he never forgets to do his homework, he doesn't use bad language, he doesn't get bad marks at school, and he doesn't come home late.

2 He is eight months old.

## Pages 18-19 Practice 2



The worksheet contains the following exercises:

- 1 Circle the correct words.**
  - 1 Alice is Ben's mother father
  - 2 Adam is David's father brother
  - 3 Helen is Mary's sister mother
  - 4 Tom is Ben's grandfather brother
  - 5 James is Ben's grandfather mother
  - 6 Ben is James' brother father
- 2 Write the plural words.**
  - name names
  - mother mothers
  - brother brothers
  - child children
- 3 Write the correct word.**
  - 1 Last \_\_\_\_\_ forgot to do his homework.
  - 2 She \_\_\_\_\_ got bad marks at school.
  - 3 My little \_\_\_\_\_ tells a lot.
  - 4 Her \_\_\_\_\_ comes home late from school.
- 4 Complete. Use the correct form of the verb in brackets.**
  - 1 Peter (sugar) name (give) at homework.
  - 2 My dad (sometimes) (tell) jokes.
  - 3 My mother (never) (watch) me a story at bedtime.
  - 4 My sister (silly) often (play) computer games.

The aim of the lesson is to practise words and expressions from the play and to extend the language area with further vocabulary.

## 1 Circle the correct words.

- Introduce the topic of families by asking pupils a couple of general questions: *How many children are there in your family? What is a family tree?* Elicit a few answers around the class.
- Focus attention on the family tree illustration and practise pronunciation of the names and where the stress is in longer names: *Helen*, John, Anne, Tom, *Alice*, *Adam*, Ben, Grace.
- Ask them to work in pairs and study the family tree then circle the answers. Go through them with the whole class.

## Answers

1 sister 2 father 3 mother 4 grandfather  
5 grandmother 6 brother

## Extension

- Pupils can draw their own family tree, based on the model illustration. Draw a simple family tree on the board if you wish as an example or invent one. They can decorate the tree or make family tree posters to display in the classroom.



- Ask pupils to make a questionnaire and go around the class asking each other about their families. Or they can write a series of questions on cards and ask different people the questions: *Do you have any brothers or sisters? What's your mother's / father's / sister's / brother's name? Do you have grandparents? What are their names? How old is your brother? How old is your sister?*

## 2 Write the plural words.

- Revise the concept of singular and plural. Demonstrate, for example: *one pen, two pens*. Explain that most nouns have just an 's' added to make them plural but some words have a different plural form.
- Focus on the singular forms and elicit ideas about the plurals of these words. Have pupils share what they know and drill the pronunciation of the plural forms.
- Go through the answers and check spellings are correct.

### Answers

men, women, children, babies, people

## 3 Write the correct word.

Focus on the squirrel picture and ask the question given: *How often does the squirrel eat nuts?* Go through the options to explain the difference between *always, often, sometimes, never*.

- Pupils choose the correct answers based on the number or ticks and crosses then check their answers in pairs. Drill whole sentences individually or chorally with the whole class.
- Pupils ask each other the questions and answers.

### Answers

1 always 2 often 3 never 4 sometimes

## 4 Complete. Use the correct form of the verbs in brackets.

- Focus pupils' attention on the verb table and give them a chance to read the verbs and become familiar with what is in each box.
- Write a letter 's' or draw 'Sammy squirrel' on the board in a prominent place as a memory aid. Nominate pupils at random to say the third person form of the verbs in the box.
- Pupils work individually and check their answers in pairs.

### Answers

1 gives 2 tells 3 reads 4 plays

## Pages 20-21 Practice 3

The image shows a worksheet titled 'Practice 3 Characters and action'. It is divided into two main sections. Section 1, 'Complete the story', includes a short story about a squirrel named Sammy and a picture of a squirrel sitting on a bench. Section 2, 'What does your mum say about YOU?', includes a cartoon illustration of a family and several speech bubbles for students to write in.

The aim of the lesson is to talk about the characters and action in the play.

## 1 Complete the story.

- Ask pupils to look at the picture and to tell the story of the play themselves.
- They then read through the summary and circle or underline the correct words to complete the sentences.
- Practise reading fluency either by nominating pupils to read the story aloud to the whole class or individually. Go around the class, listen and check pronunciation.

## Answers

Two, at the park, son, He, he, lies, he, forgets to do, He, early, His, good, believes, eight

## 2 What does your mum say about you?

- The aim of the exercise is to give pupils an opportunity for more open practice of the language in a personalised context.
- Pay attention to any of your pupils whose family does not include a mum, such a child whose mother has died or lives with other members of the family or has a carer. They can swap for a different family member.
- Work with the whole class and elicit some ideas about what mum says about you. Remind them of the verbs and language from the play: *do homework / come home late / get good marks* etc as a starting point. Brainstorm more ideas and write them on the board: *go to bed on time, get up early, help in the house, is clever at school, etc.*
- Ask pupils to work in pairs and do the exercise orally, using the notes on the board to help. Nominate different pupils to guess what the friend says in reply.
- Ask pupils to write their own conversation in the speech bubbles.

## Answers

Pupils' own answers.

## Pages 22-23 Practice 4

**Practice 4** Sequence of events

**1 Put the pictures in the correct order.**



**2 Describe the pictures. Complete the sentences.**

When you describe what...

The first:  The last: 

The aim of the lesson is to check pupils' understanding of the sequence of events in the play.

### 1 Put the pictures in the correct order.

- Ask pupils to look at the pictures and number them in order, according to the story.
- Focus attention on the example 1 that is given (picture 2 middle row page 22) and elicit which is the next picture. Check all pupils write the number 2 in the correct tick box (picture 1 middle row).
- Pupils continue on their own.
- Go over the answers and check with the whole class.

## Answers

Top row: 5, 4; Middle row: 2, 1; Bottom row: 3, 6

### Extension

Have pupils write out their sentences on strips of paper. Mix them up then give to another pair and put the story in the correct order, or match under the pictures.

### 2 Describe the pictures. Complete the sentences.

- Using the pictures as prompts, pupils write full sentences. There can be more than one answer.

- Elicit suggested answers and write them on the board in a different order and then ask them to write them under the correct picture.

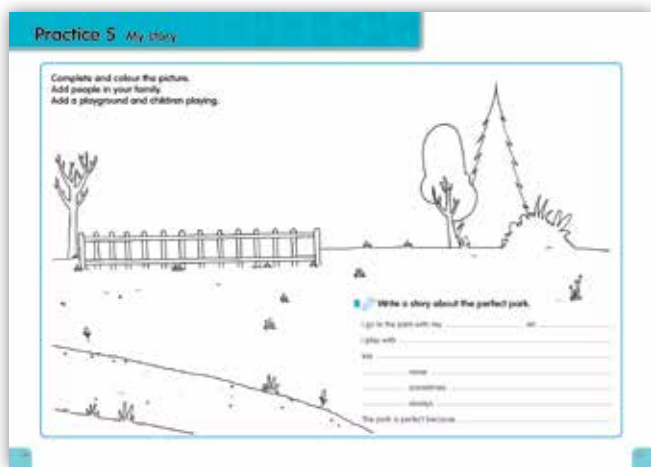
### Suggested answers

Robert and Andrew are *in the park*. The boy *comes home* late. The teacher *gives the boy his homework*. The boy *doesn't do his homework*. The perfect son is *Jonathan!*

### Extension

Photocopy the pictures on pages 22-23 and make picture cards to play a game. Spread out pictures face down across the desk. Pupils take it in turns to turn over a card and describe the picture.

## Page 24-25 Practice 5



The aim of the lesson is for pupils to create their own picture of a similar scene with their own characters and scenery.

### Complete and colour the picture.

- Pupils can choose how much or how little they want to add, depending on their confidence in drawing and colouring. Focus on colours and shapes. Ask: *What colour is the sky? What colour is the grass? Is the tree tall?*

### Add people in your family.

- Ask them to add some people in their family in the picture.
- They can also add animals such as birds, ducks, squirrels, dogs etc.

### Add a playground and children.

- Finally, get them to add playground or sports equipment such as swings, a slide, a roundabout, a bicycle etc.
- Encourage them to share and describe their pictures to each other when they've finished.

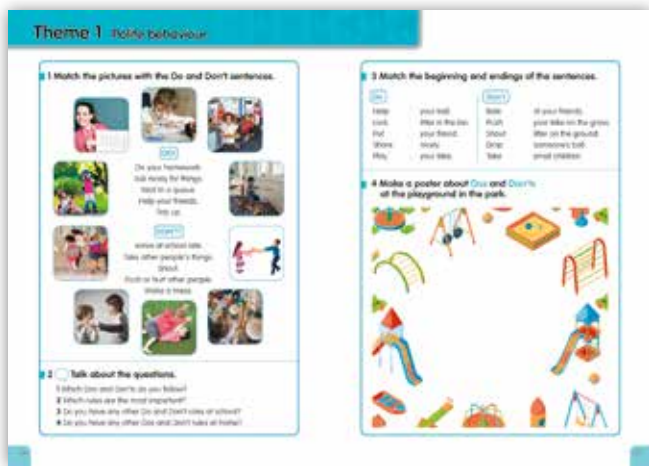
### Write a story about the perfect park.

- Pupils use the picture they have drawn to write a story.
- Focus attention on the writing frame as a scaffolding for their story. Ask: *Who do you go to the park with? Who do you play with? What do you do together? Why is the park perfect?*
- Encourage them to say what they want to say and supply any extra vocabulary they need, writing new words on the board and modelling the pronunciation.
- Pointing out the adverbs and ask them to think about what they never, sometimes, always do at the park.

### Example answer

I go to the park with my brother on Sunday afternoon. I play with my brother on the swings. We like the playground. We never go with our baby sister. We sometimes play football and we always run. The park is perfect because we have a great time.

## Pages 26-27 Theme 1



The aim of the lesson is to explore the 'dos' and 'don'ts' of being polite and good behaviour.

### 1 Match the pictures with the **Do** and **Don't** sentences.

- Ask pupils what rules there are in the classroom. You may want to write a definition of *rule* on the board: a rule is something you must or must not do.
- Write Do and Don't on the board and write an example under each. Ask: *How do you ask a question?* Elicit: *Raise your hand.* Ask: *Is it polite / OK to run in the classroom?* Elicit: Don't run.
- Write some verbs on the board: *ask, wait, help, tidy up, arrive, take, shout, push, hurt, make a mess.* Nominate different pupils to demonstrate by miming or demonstrating what they mean and making whole sentences.
- Model the imperative form of the verbs, i.e. the base form with *to*. Point out that the imperative does not change and does not need a pronoun: Wait. Not ~~You~~ wait.
- Ask pupils to look at each photo in turn and match it with the correct Do and Don't sentences.
- Check answers with the whole class.

- Put pupils in groups and write their own list of classroom rules. Write ideas on the board.

### Answers

Clockwise from top: Do your homework. Wait in a queue. Tidy up. Don't take someone's things. Don't make a mess. Don't push or hurt someone. Don't shout. Don't arrive at school late. Help your friends. Ask nicely for things.

### Extension

Ask each group to give a presentation about their own classroom rules.

### 2 Talk about the questions.

- Ask pupils to work in pairs and small groups and discuss the questions.
- Give them some answer prompts: *I do ...* *I don't ...* *The most important rule is ...* *At school, ...* *At home, ...*

### Answers

Pupils' own questions and answers.

### 3 Match the beginning and endings of the sentences.

- Focus attention on the task and the words in each column.
- Explain that pupils should match a verb from the first column with a noun phrase in the second.
- Do a couple of examples with the class and then, in pairs, pupils complete the task.

### Answers

Do

Help your friend. Lock your bike. Put litter in the bin. Share your ball. Play nicely.

Don't

Ride your bike on the grass. Push small children. Shout at your friends. Drop litter on the ground. Take someone's ball.

#### 4 Make a poster about Dos and Don'ts at the playground.

- The aim of the exercise is to consolidate the language work on imperatives and polite behaviour.
- Use the pictures to teach or revise the names of the play equipment in the park: *swings, roundabout, slide, climbing frame, sandpit, seesaw.*
- Pupils can use the sentences they created above or write new ones.
- Display the posters in the classroom.

### Pages 28-29 Theme 2



The aim of the lesson is to learn and practise a range of core vocabulary.

- Pupils can do exercises 1-4 individually or in pairs.
- Alternatively, put the class into four groups of four (Group A, Group B, Group C and Group D) and give them one exercise each to do.
- Then put them into new groups of one pupil from each group A, B, C, and D to peer-teach the answers for the exercise they did in their first group.
- Check answers with the whole class.

#### 1 Write the days of the week.

- Focus on the topic by asking: *What day is it today?*
- Pupils recite the days of the week and practise the spellings. Model pronunciation and syllable stress: *Monday, Tuesday, Wednesday* (point out the letter *d* is silent), *Thursday, Friday, Saturday, Sunday.*

#### Answers

M-onda-y, T-ues-d-a-y, W-e-dn-esday, Thursday, F-riday, S-atursday, Su-nday

#### 2 Write the months.

- Focus attention on the pictures and names of the seasons. Ask: *What season is it – winter, spring, summer or autumn?* You could show them more photos of different seasons.
- Pupils recite the months and practise spellings. Model pronunciation and syllable stress: *January, February* (point out that the first *r* is silent) *March, April, May, June, July, August, September, November, December.*

#### Answers

Spring: M-ar-ch, A-p-ril, M-a-y, Summer: J-u-ne, J-u-ly, A-ug-u-s-t

Autumn: S-e-p-tem-b-e-r, O-c-t-ober, N-o-v-e-m-ber

Winter: D-e-cem-b-er, Jan-u-ar-y, Fe-bru-a-ry

#### 3 Write the letters and match the numbers.

- Drill the numbers 1-10 with the whole class.
- Have them match up the numbers in words and figures 1-10. Point out that in *eight* the letters *gh* are silent.

#### Answers

o-n-e, t-w-o, thr-ee, f-ou-r, f-i-v-e, s-i-x, s-e-v-e-n, e-i-gh-t, n-i-n-e, t-e-n

## 4 Write the letters and match the numbers.

- Focus attention on the calendar page for July. Drill the ordinal numbers (numbers that tell the position of something in a list).

## 5 Write the letters and match the numbers.

Pupils write their own answers. Pay attention to spellings.

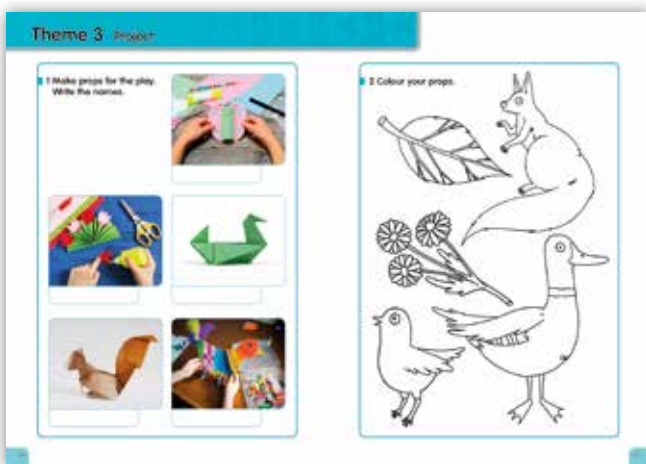
### Extension

Ask pupils to line themselves up around the walls of the classroom in order of their birthdays. Pupils ask and answer and stand in front of or behind another pupil with a birthday before or after theirs.

## 6 Write the letters and match the numbers.

- Pupils work individually to write full questions.
- Ask them to interview each other and write down their partners answers.
- Practise asking and answering complete questions and answers.

## Page 30-31 Theme 3



The aim of the lesson is to make props for the play. The templates can be photocopied and enlarged to be used in the performance.

## 1 Make props for the play. Write the names.

- Ask pupils to write the names of the plants and animals under the props.
- Have a class discussion about how to make the props. Ask:

*What is the butterfly made of?*

*What are the flowers made of?*

*What is the duck made of?*

*What is the squirrel made of?*

*What is the bird made of?*

*How can you make the squirrel? (Fold the paper.)*

*How can you make the bird? (Stick on some feathers.)*

- Focus on the things in the photos in order to teach the names of different types of material and other supplies for arts and crafts: *paper, cardboard, string, glue, fabric, wool, buttons* (e.g. for eyes), *feathers* (the bird's tail), *scissors, paint, colouring pencils*.

### Answers

butterfly, flowers, duck, squirrel, bird

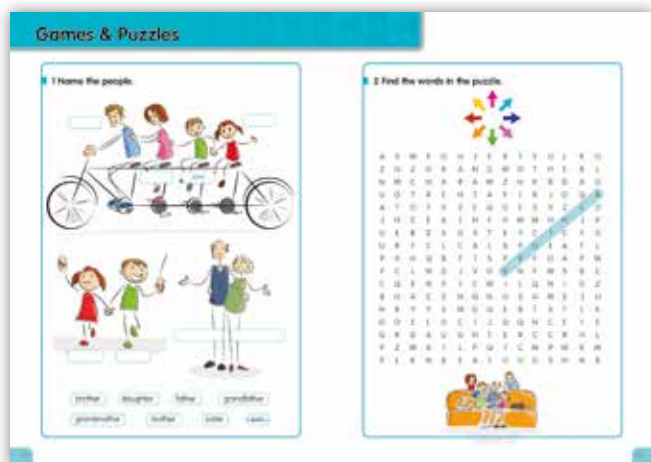
## 2 Colour your props.

- Ask pupils to choose one prop to make each or allow them to make as many as they like in the time available.
- Tell them to colour the props however they like, then cut them out and stick them onto card to use when they perform the play.

### Extension

Ask pupils to bring in materials from home to make their props. Put one or two pupils in charge of a box for the props. They can distribute the props for the performance and collect them afterwards.

## Pages 32-33 Games & Puzzles



The aim of the lesson is to provide fun language practice and revision.

### 1 Name the people.

- Revise the words for the members of the family by looking at the pictures and asking pupils to label the pictures with the correct words in the boxes.

#### Answers

(on the bicycle) father, mother, son, daughter.  
(below the bicycle) sister, brother; grandmother, grandfather

### 2 Find the words in the puzzle.

Explain the words in exercise 1 are hidden in the word search. Focus on the arrows and ask pupils what they mean. Elicit the direction of the arrows and use example in the puzzle to show the direction of BROTHER is diagonal.

#### Answers

GRANDMOTHER row 2 across L-R  
DAUGHTER row 3 from bottom L-R  
SON 6 rows from bottom, backwards  
MOTHER row 2 from left, down  
FATHER row 4 backwards in centre of row  
BROTHER – given as example diagonal from top to bottom  
GRANDFATHER 4 rows from bottom, first letter on the left going up diagonally  
SISTER row 10 down / 3 rows from right edge going down

## Pages 34-35 Room for reflection.



The aim of the lesson is to reflect on the drama performance and for self-assessment. It does not need preparation and gives pupils a chance to think about what they have learned. Allow a few minutes at the end of a lesson for discussion and then to tick the boxes according to the criteria: *I enjoy ...*, *I don't enjoy ...*, *I'm good at ...*, etc.

### I CAN

The self-assessment chart gives the pupils an opportunity for reflection on what they have learned.

Focus on the three smiley faces at the top of the chart and elicit what they mean in terms of confidence and achievement:



Very happy



Quite happy / OK



Not sure

- Ask pupils to read through the skills and language points in the table. These relate to the language and vocabulary topics and the themes they have learned.
- They then assess their own performance and tick how they feel about each of the items in the table.