

SPARK!

WORKBOOK 4:

TEACHERS'

PROGRAMMING

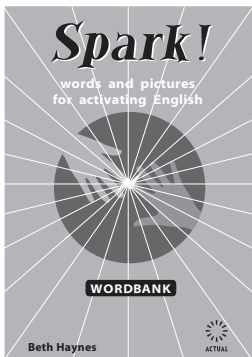
GUIDE



Mapped to:

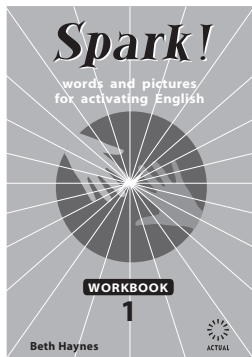
Intensive English Programs Curriculum Framework:

Level 1 working towards Level 2 (continuing)



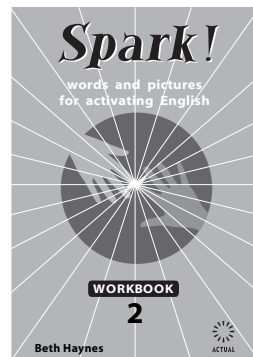
Foundation Level working towards Level 2

• **BLUE**



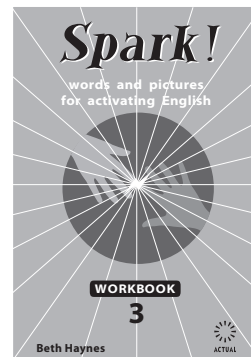
Foundation Level working towards Level 1

• **RED**



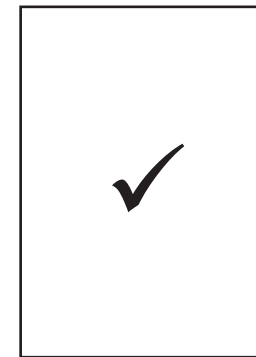
Level 1

• **ORANGE**



Level 1 working towards Level 2 (introductory)

• **GREEN**



Level 1 working towards Level 2 (continuing)

• **PURPLE**

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Beth Haynes



Teachers' Programming Guide: Spark! Workbook 4

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (CONTINUING)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
1	5-9	Feelings <ul style="list-style-type: none"> labelling explanatory sentences 	FOUNDATION LEVEL: 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 17. Can identify and label familiar items. 18. Can write simple sentences. LEVEL 1: 5. Can listen for simple detail. 11. Can demonstrate appropriate reading behaviours. 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> present <i>Feelings</i> section of Spark! Wordbank talk about feelings, pronounce names label pictures write names of feelings in sentences and choose sentence endings complete cloze sentences copy sentences extension: <ul style="list-style-type: none"> miming and guessing feelings talking and writing about feelings of self and classmates 	<ul style="list-style-type: none"> <i>How do they feel? – How do you feel?</i> <i>How does s/he feel?</i> <i>I feel ... when I ...</i> <i>S/he feels when... s/he...</i> feeling adjectives 1st, 2nd and 3rd person pronouns and verbs timeless present tense <i>to feel</i> action verbs 2-clause sentences with conjunction <i>when</i> pronouns 	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (CONTINUING)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
2	10-15	Favourites Classifying <ul style="list-style-type: none"> • table • sentences: descriptive, preferences, opinion • class survey grid • descriptive paragraphs • explanatory sentences 	FOUNDATION LEVEL: 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 17. Can identify and label familiar items. 18. Can write simple sentences. LEVEL 1: 3. Can negotiate a simple transaction. 4. Can express a personal opinion. 5. Can listen for simple detail. 11. Can demonstrate appropriate reading behaviours. 17. Can copy text accurately and legibly. 20. Can write a simple description. [sentence and paragraph levels]	<ul style="list-style-type: none"> • use referencing skills to locate items within various topics of Wordbank • make sentences about self • class survey about favourites • transfer results of survey to make sentences about classmates • classify vocabulary items into categories extension: • give reasons using <i>because: My favourite ... is ... because ...</i> • make descriptive paragraphs classifying items into topics, eg: <i>Yellow, brown, green and orange are colours.</i> • dislikes 	<ul style="list-style-type: none"> • <i>What do you like the best?</i> • <i>What is your favourite ...?</i> • <i>My favourite ... is</i> • <i>... 's favourite ... is ...</i> • <i>My favourite ... is ... because</i> • book structure: <i>topics/ contents, page numbers, headings, items</i> • classification • personal preferences • explanatory sentences using <i>because</i> • 1st, 2nd, 3rd person pronouns • affirmative and negative 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
3	16-22	Things at School <ul style="list-style-type: none"> • labelling • crossword puzzle • description and definitions • information gap: instructions 	LEVEL 1: 3. Can negotiate a simple transaction. 5. Can listen for simple detail. 7. Can listen, respond to and give a simple spoken description. [sentence level] 9. Can listen, respond to and give a simple set of spoken instructions. [sentence level] 11. Can demonstrate appropriate reading behaviours. 13. Can read and respond to a simple description. [sentence level] 20. Can write a simple description. [sentence level]	<ul style="list-style-type: none"> • brainstorm things at school • match and label • complete crossword puzzle • answer quiz • make defining, describing sentences • join beginnings and endings of sentences • information gap activity: Student A and Student B give each other instructions (then change roles) extension: <ul style="list-style-type: none"> • play I Spy game, Kim's game 	<ul style="list-style-type: none"> • <i>What are they called?</i> • <i>What is it? – What are they?</i> • <i>What is it like? – What are they like?</i> • <i>Do it.</i> • <i>A ... is/are ... and you</i> • <i>It is ..., it has ... and you</i> • vocabulary of furniture, equipment, stationery, other objects • describing, defining, identifying • instructions and procedures • action verbs – imperatives • 2nd, 3rd person pronouns • conjunction <i>and</i> – joining sentences 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
4	23-31	The Weather <ul style="list-style-type: none"> • speech balloons: structured dialogue • labelling • picture cloze • temperature cline • description • preferences • chart – record-keeping • weather reports 	LEVEL 1: 4. Can express a personal opinion. 5. Can listen for simple detail. 7. Can listen, respond to and give a simple spoken description. [sentence level] 13. Can read and respond to a simple description. [sentence and paragraph levels] 20. Can write a simple description. [sentence and paragraph levels]	<ul style="list-style-type: none"> • discuss the weather • present vocabulary in Wordbank • conversational exchange in pairs • make questions and responses • label pictures, write adjectives in sentences • temperature cline • complete weather chart • transfer information from chart to make descriptive sentences • observe weather patterns, record findings to make own weather chart • transfer data into descriptive sentences extension: <ul style="list-style-type: none"> • compare weather in different parts of the world • look at weather reports in newspaper, on TV, internet • construct report from matrix and/or matrix from report 	<ul style="list-style-type: none"> • <i>What is the weather like?</i> • <i>How hot or cold is it?</i> • <i>Do you like this weather? – Yes, I do. – No, I don't.</i> • <i>What was the weather like?</i> • <i>What will the weather be like?</i> • <i>It's/ It is – It is a ... day.</i> • <i>Today is.... – On ..., it was</i> • preferences • describing • weather vocabulary, adjectives, temperature cline • <i>like (1)</i> preferences • <i>like (2)</i> description • <i>to be</i> • present and past tenses • sentences and paragraphs 	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (CONTINUING)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
5	32-42	<p>Family</p> <p>Robin Lee's Family Sam Lee's Family My Family</p> <ul style="list-style-type: none"> • diagram • description • information report • table • list 	<p>LEVEL 1: 5. Can listen for simple detail.</p> <p>LEVEL 2: 4. Can listen, respond to and give a spoken description. 8. Can listen, respond to and give a simple spoken information report. 10. Can read and respond to a description. 14. Can read and respond to a simple information report. 21. Can write a simple information report.</p>	<ul style="list-style-type: none"> • talk generally about immediate and extended families, mindful of any possible sensitivities • present <i>Family</i> in Wordbank • label family tree diagram (<i>Robin Lee</i>) • transfer information from diagram to make descriptive and identifying sentences • identify and describe family relationships • label family tree diagram from another point of view (<i>Sam Lee</i>) • make describing and identifying sentences • group vocabulary into alphabetical order in list • group vocabulary into gender categories in table • write a personal description or information report of own family <p>extension:</p> <ul style="list-style-type: none"> • if there are no sensitive issues, ask and tell about each other's families 	<ul style="list-style-type: none"> • <i>Who are they? – Who is s/he?</i> • <i>What are they called? – What is s/he called?</i> • <i>What order do they go in?</i> • <i>Are they male or female?</i> • <i>Who are they?</i> • <i>Who is/ are...?</i> • <i>This is – Those are</i> • <i>My ... is/ are</i> • <i>... is/ are – ... is/ are called</i> • describing and identifying family members and family relationships • point of view • male and female pronouns: <i>I, my, we, our, he, she</i> • <i>simple</i> present tense verbs: <i>to be, to have, to be called</i> • singular and plural • alphabetical order: 1st letter, other letters • information report staging: general classifying statement and description • note: the use of articles and possessive pronouns is demonstrated but not explicitly taught due to its complexity (eg: <i>the Lee family, my family, a sister, 2 brothers, my mother, Mum, an aunt, the husband, our son</i>) • note: accurate control over descriptive text of this kind will develop very gradually 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
6	43,44	Dates <ul style="list-style-type: none"> information gap activity 	LEVEL 1: 5. Can listen for simple detail. 11. Can demonstrate appropriate reading behaviours. 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> present topic, practise reading dates: days, months, years Student A and Student B complete information gap activity extension: <ul style="list-style-type: none"> make questions and statements using dates, eg. birthdays, special days students construct similar information gap exercises note: explain the date system often found on computers and in some countries, where the month is before the day	<ul style="list-style-type: none"> When? dates: days, months, years words and numerals numerical items in numerals and words discriminating between sound and spelling patterns, eg. <i>sixth</i>, <i>sixteenth</i> – <i>second</i>, <i>two</i> 	
7	45-51	Opinions <ul style="list-style-type: none"> word cline word search opinions: conversational exchange [sentence level] 	LEVEL 1: 4. Can express a personal opinion. 5. Can listen for simple detail. 11. Can demonstrate appropriate reading behaviours.	<ul style="list-style-type: none"> present word cline from Wordbank: How good or bad? students then complete cline in Workbook model conversational exchange present and reinforce content vocabulary through word search conversational exchange in pairs about personal opinions/ preferences make sentences about classmates make sentences about self extension: <ul style="list-style-type: none"> discuss further topics, adding more detail to statements and giving reasons with <i>because</i> 	<ul style="list-style-type: none"> How good or bad? What do you think about it/ them? How much do you like it/ them? I like/ don't like it/ them. I think it's/ they're S/he likes/ doesn't like S/he thinks it's/ they're pronunciation and intonation vocabulary items vocabulary cline: <i>How good or bad?</i> adjectives 1st, 2nd, 3rd person singular and plural affirmative and negative further vocabulary, eg. <i>interesting</i>, <i>delicious</i> reasons using <i>because</i> 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
8	52-57	The House: Rooms, Bedroom <ul style="list-style-type: none"> labelling picture description instructions floor plan 	LEVEL 1: <p>5. Can listen for simple detail.</p> <p>7. Can listen, respond to and give a simple spoken description.</p> <p>9. Can listen, respond to and give a simple set of spoken instructions.</p> <p>11. Can demonstrate appropriate reading behaviours.</p> <p>13. Can read and respond to a simple description.</p> <p>15. Can read and respond to a simple set of instructions.</p> <p>20. Can write a simple description.</p>	<ul style="list-style-type: none"> present <i>House and Rooms</i> in Wordbank brainstorm and discuss label picture of the house make descriptive text based on picture of house description of own house or flat label parts of bedroom and objects in picture read instructions and colour items make descriptive text based on colours of items class survey about bedrooms description of own room extension: <ul style="list-style-type: none"> rewrite as description in paragraphs floor plan of house/flat, classroom, playground 	<ul style="list-style-type: none"> <i>What are they called?</i> <i>What is in the/ your bedroom?</i> <i>What colours?</i> <i>What colour/s is/are ...?</i> <i>How many ... are there?</i> <i>Is/Are there a/any?</i> <i>Colour the ...</i> <i>There is/are...</i> <i>It is/has... They are ...</i> <i>There is a/ are</i> <i>The ... is/are ...</i> vocabulary of house,rooms, bedroom, colours prepositional phrases to show location singular and plural note: accurate control over descriptive text of this kind will develop very gradually 	
9	58-62	Opposites <ul style="list-style-type: none"> word list descriptive sentences crossword puzzle information gap 	LEVEL 1: <p>3. Can negotiate a simple transaction.</p> <p>5. Can listen for simple detail.</p> <p>7. Can listen, respond to and give a simple spoken description.</p> <p>11. Can demonstrate appropriate reading behaviours.</p> <p>20. Can write a simple description.</p>	<ul style="list-style-type: none"> find opposites wordlist from Wordbank (Adjectives) to complete identifying sentences transfer this vocabulary to complete crossword puzzle write missing opposite words in sentences information gap activity based on opposite words make questions construct further sentences 	<ul style="list-style-type: none"> <i>What is the opposite?</i> <i>What are they like?</i> <i>What is he/ she/ it like?</i> <i>... is the opposite of ...</i> <i>The ... isn't – It's/ She's/ He's</i> opposites wordlist (<i>Adjectives</i>) from Wordbank pronouns: <i>it/ he/ she - they - It's/ He's/ She's ...</i> positive and negative 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
10	63-67	Places <ul style="list-style-type: none"> • explanatory sentences (picture cloze) • board game • instructions 	LEVEL 1: 3. Can negotiate a simple transaction. 5. Can listen for simple detail. 9. Can listen, respond to and give a simple set of spoken instructions. 11. Can demonstrate appropriate reading behaviours. 13. Can read and respond to a simple description. 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> • write missing vocabulary of everyday places and explanatory phrases in sentences • explain instructions about playing game • play the board game about places to go in pairs or small groups extension: <ul style="list-style-type: none"> • students construct their own board game about a different topic 	<ul style="list-style-type: none"> • <i>Where do you want to go?</i> • <i>What can you go there for?</i> • <i>You can go to the/ your ... to/ when</i> • <i>You want to/ feel Go to the ...</i> • instructional language for playing board game: <i>marker, dice</i> • <i>start, finish, square, winner</i> • <i>Go back/forward ... spaces.</i> • <i>Miss a turn.</i> • <i>can + verb</i> • names of places • imperatives • action verbs • verb-noun phrases • note: <i>die</i> is strictly the correct singular form; the parts of the game layout are not strictly 'square'; and it can also be called a 'board' game even on paper and in a book. 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
11	68-71	Address <ul style="list-style-type: none"> • information exchange: speech balloons • form • envelope • personal information • street directory 	LEVEL 1: 8. Can listen, respond to and give a simple spoken information report. LEVEL 2: 2. Can negotiate an oral transaction. 6. Can listen, respond to and present a spoken procedure. 17. Can complete a formatted text.	<ul style="list-style-type: none"> • link with <i>Places</i> above – these places are more general • go through <i>Places in the World</i> and <i>Address</i> in Wordbank • role play information exchange about personal details • fill in the missing words in short information exchange • interview a classmate • fill in a form with basic personal details about self and about a classmate • address an envelope • note: can be adapted for UK extension: • students construct other forms, adding further details, eg. birthday • use street directory • write descriptive sentences about self and classmates • write and mail a letter to a classmate or another person • visit post office 	<ul style="list-style-type: none"> • part/ whole relationships of address and place: <i>flat/ unit number, street number, street, suburb/ town, city, capital city, state, country, world</i> • family name, given name • singular/ plural • wh- and yes/no questions • statements 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
12	72-80	Directions <ul style="list-style-type: none"> • map-reading • descriptive procedures • street directory 	LEVEL 1: 7. Can listen, respond to and give a simple spoken description. 13. Can read and respond to a simple description. LEVEL 2: 2. Can negotiate an oral transaction. 6. Can listen, respond to and present a spoken procedure. 12. Can read and respond to a procedure. 21. Can write a simple procedure.	<ul style="list-style-type: none"> • locate specific information on a map • read procedure about directions and mark the route on a map • information gap activities in pairs about reading directions and marking routes • give spoken instructions for directions extension: <ul style="list-style-type: none"> • make more directions exercises, choosing a destination • students tell each other how to get to places, eg. within school, in local area • use street directory 	<ul style="list-style-type: none"> • <i>How do you get there/ get to the ...?</i> • imperatives • proper nouns for places • vocabulary of directions: <i>straight ahead, turn left/ right, corner</i>, etc • connectives/ sequence markers: <i>until, Keep going, Then, From there, After that, Finally</i> 	
13	81,82	Places in Australia Capital Cities Places in Other Countries <ul style="list-style-type: none"> • cloze • descriptive questions and statements • map-reading • atlas • information report 	LEVEL 1: 5. Can listen for simple detail. 8. Can listen, respond to and give a simple spoken information report. 11. Can demonstrate appropriate reading behaviours. 14. Can read and respond to a simple information report. 21. Can write a simple information report.	<ul style="list-style-type: none"> • explain very simply part/ whole relationships of places in Australia • write missing words in sentences • rearrange jumbled questions about capital cities and states • use atlas extension: <ul style="list-style-type: none"> • explain part/ whole relationships of places in other relevant countries • rewrite as an information report text with introductory sentence to identify and classify • write an information report about other countries 	<ul style="list-style-type: none"> • <i>What are the capital cities?</i> • <i>... is a – It has</i> • <i>The capital city of... is</i> • place vocabulary: <i>country, states, state, capital city, suburb, town, street, street number, postcode</i> • descriptive sentences • information text staging: general classifying statement, description 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
14	83,84	The Solar System <ul style="list-style-type: none"> labelling diagram information sentence cloze 	FOUNDATION: 17. Can identify and label familiar items. LEVEL 1: 8. Can listen, respond to and give a simple spoken information report. 11. Can demonstrate appropriate reading behaviours. 14. Can read and respond to a simple information report. 21. Can write a simple information report.	<ul style="list-style-type: none"> brainstorm knowledge about the planets, look at diagram in Wordbank, discuss concept of planets going round Sun, moon going round Earth, etc label diagram of the Solar System explain very simply part/whole relationships present <i>Size</i> word cline from Wordbank, and explain that it's relative, that one thing write missing words in information report relating to size extension: <ul style="list-style-type: none"> Which planet is the hottest/ coldest/ biggest/ smallest? library or internet research 	<ul style="list-style-type: none"> <i>The ... is – There are</i> vocabulary of the Solar System <i>Size</i> word cline (<i>How big or small?</i>): <i>tiny, big, vast</i>, etc defining and informing <i>relative, depends on</i> (one thing is relative/ depends on another thing) 	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
15	85-93	Lily was Lucky! <ul style="list-style-type: none"> narrative: theme of a lucky escape verb table/ list picture cloze narrative summary 	LEVEL 1: 10. Can listen and respond to a simple narrative. 16. Can read and respond to a simple narrative. LEVEL 2: 18. Can write a recount.	<ul style="list-style-type: none"> complete cloze narrative focussing on people, time, location, events rewrite narrative in 3rd person and using paragraphs refer to <i>Verbs</i> in Wordbank complete verb table by matching past tense verbs with present tense verbs complete list of present tense and past tense verbs write missing verbs in sentence summary focus on narrative staging and paragraphs for beginning, middle, end talk and write about when students were lucky or unlucky extension: <ul style="list-style-type: none"> students make questions to ask each other and write their own recount, anecdote or narrative 	<ul style="list-style-type: none"> <i>What happened to Lily?</i> action verbs – simple past tense – regular and irregular verbs first and third person pronouns: <i>I, my, we – he, his, they</i> changing 1st person to 3rd: <i>I/ she – my, me/ her – myself/ herself</i> noun groups with adjectives conjunctions and time markers: <i>Yesterday morning, at 7.45</i> adverbs and prepositional phrases of time and location conditional, eg: <i>If I couldn't... I would have to ...</i> (note: introduced implicitly, but not yet as explicit teaching point) paragraphs narrative staging: orientation, sequence of activities/ events, complication, evaluation and resolution 	
16	94, 95	Shopping Game <ul style="list-style-type: none"> board game instructions/ procedure 	LEVEL 1: 3. Can negotiate a simple transaction. 5. Can listen for simple detail. 9. Can listen, respond to and give a simple set of spoken instructions. 11. Can demonstrate appropriate reading behaviours. 15. Can read and respond to a simple set of instructions.	<ul style="list-style-type: none"> explain instructions about playing game play the board game about buying things in pairs or small groups extension: <ul style="list-style-type: none"> students construct their own board game about a different topic 	<ul style="list-style-type: none"> <i>What do you want to buy?</i> <i>You want to buy.... Go to the ...</i> instructional language for playing board game names of shops imperatives action verb infinitives: <i>to buy</i> 	