

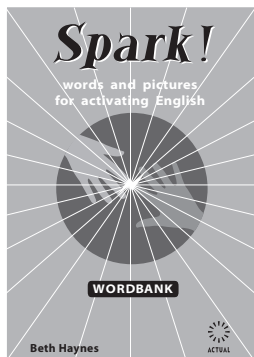
# **SPARK!**

## **WORKBOOK 2:**

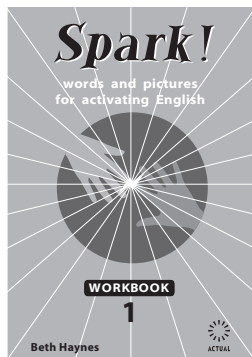
### **TEACHERS'**

#### **PROGRAMMING**

##### **GUIDE**



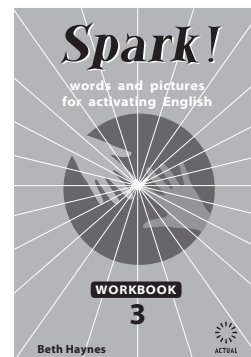
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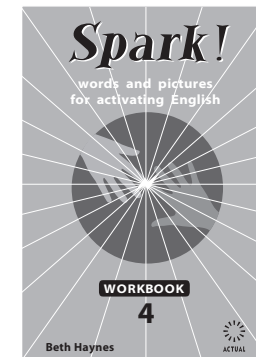
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**Beth Haynes**



# Teachers' Programming Guide: Spark! Workbook 2

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
1	5, 23, 35, 77	<p><b>Choose the Word</b></p> <ul style="list-style-type: none"> <li>• table</li> </ul>	<ul style="list-style-type: none"> <li>• teacher goes through pronunciation on the overhead projector, focussing on sound/ spelling discrimination</li> <li>• teacher and students together find the correct word from the alternatives</li> <li>• students do independently</li> <li>• students can check their work for homework, using <b>Wordbank</b></li> <li>• <b>note:</b> It is good for the students to familiarise themselves with the <b>Wordbank</b>, and use it independently to learn word sets and check spellings.</li> </ul>	<ul style="list-style-type: none"> <li>• browsing, scanning, skimming</li> <li>• distinguish between similar sound/ letter patterns in words</li> <li>• instructional language: <i>put – circle – row – column</i></li> <li>• reference book layout (<b>Spark! Wordbank</b>): <i>contents page, page number, heading, items within headings</i></li> </ul>	
2	6-12	<p><b>Can you do it?</b></p> <ul style="list-style-type: none"> <li>• labelling activities</li> <li>• interview questions and replies: speech balloons</li> <li>• class survey grid</li> <li>• describing and recounting activities</li> </ul>	<ul style="list-style-type: none"> <li>• introduce topic and brainstorm things you can do</li> <li>• look at <i>Activities</i> in <b>Wordbank</b></li> <li>• label phrases and pictures</li> <li>• class survey: compose questions and statements to request and give information about abilities</li> <li>• students interview each other in pairs</li> <li>• transfer spoken text into written statements – affirmative and negative – using repetition and variation within basic patterns to practise pronunciation and recall</li> <li>• teacher models basic strategies for classroom exchange, eg: <i>'Could you say that again, please?'</i> – <i>'Can you spell your name?'</i> – <i>'Wait a minute.'</i></li> <li>• <b>extension:</b> <ul style="list-style-type: none"> <li>• T/F statements or cloze statements on board based on results of class survey or introducing new items</li> <li>• students reconstruct grid in notebook to make further questions and statements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Activities: Can you do it? – What can you do?</i></li> <li>• <i>Can you ...? – Yes, I can. – No, I can't.</i></li> <li>• <i>She/He/I can/can't....</i></li> <li>• ability: modal <i>can</i> + action verb (+ article + noun), eg. <i>can ride a bike</i></li> <li>• present tense: <i>to be able (can)</i></li> <li>• 1st, 2nd, 3rd person pronouns</li> <li>• articles: <i>a, some, any</i></li> <li>• phrases related to activities</li> <li>• yes/no and wh- question forms</li> <li>• affirmative and negative statements</li> <li>• communicative strategies to initiate, maintain and close exchanges, eg. use repetition, seek clarification and explanation, use politeness conventions</li> <li>• short spoken replies</li> <li>• longer written statements</li> </ul>	



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<b>3</b>	13-17	<b>Numbers A: Ordinal</b> <ul style="list-style-type: none"> <li>• table</li> <li>• word search</li> <li>• list</li> <li>• number sentences</li> </ul>	<ul style="list-style-type: none"> <li>• introduce numbers: teacher could point to a student and they say the next number in the series</li> <li>• pronounce numbers, listen for correct numbers</li> <li>• teacher could say a number and students write it down – teacher writes number in words, students write in numerals and vice versa</li> <li>• students write missing numbers in table</li> <li>• transfer in writing from numerals to words and words to numerals</li> <li>• number sentences – make written sentences from numerals and from words to numerals</li> <li>• complete word search</li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>• students make number sentences for dictating to each other</li> </ul>	<ul style="list-style-type: none"> <li>• <i>to be, to equal, to make</i></li> <li>• ordinal numbers 1-100</li> <li>• numerals and words</li> <li>• number sentences</li> <li>• listening and pronunciation, syllable stress, eg. 'three – thir-'teen – 'thir-ty – 'thir-ty 'three</li> <li>• identity – addition</li> <li>• simple present tense identifying verbs: <i>is, equals, makes</i></li> <li>• conjunctions: <i>plus, and</i></li> <li>• synonyms, technical language: <i>plus/and – equals/ is/ makes</i></li> <li>• upper and lower case</li> </ul>	
<b>4</b>	18,19	<b>Transport Where are they?</b> <ul style="list-style-type: none"> <li>• labelling</li> <li>• crossword puzzle</li> <li>• picture cloze of transport and location</li> <li>• descriptive sentences</li> </ul>	<ul style="list-style-type: none"> <li>• brainstorm names of transport</li> <li>• look at <i>Transport</i> in <b>Wordbank</b></li> <li>• label modes of transport</li> <li>• complete crossword puzzle</li> <li>• insert names of transport and prepositions to form descriptive sentences about transport and location</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are they called?</i></li> <li>• <i>Where are they?</i></li> <li>• nouns for types of transport</li> <li>• nouns of place</li> <li>• present simple: <i>to be</i></li> <li>• action verbs</li> <li>• present continuous, eg. <i>is going</i></li> <li>• noun groups: article/ adjective/ noun</li> <li>• joining noun groups</li> <li>• adjectives of size, colour, speed</li> <li>• prepositional phrases of location</li> </ul>	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
5	24-28	<b>Do you have it?</b> <ul style="list-style-type: none"> <li>labelling possessions</li> <li>interview questions and replies</li> <li>class survey grid</li> <li>personal description</li> </ul>	<ul style="list-style-type: none"> <li>introduce topic: possessions</li> <li>match and label noun groups and pictures</li> <li>class survey: compose questions and statements to request and give information about possessions</li> <li>transfer spoken text into descriptive written statements – using repetition and variation within basic patterns to practise pronunciation and recall</li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>teacher makes T/F or cloze sentences on board</li> <li>students reconstruct grid in notebook and then ask further questions and tell</li> </ul>	<ul style="list-style-type: none"> <li><i>What do you have?</i></li> <li><i>Do you have ...? – Yes, I do. – No, I don't.</i></li> <li><i>I have .... – I don't have ....</i></li> <li><i>S/he has .... – S/he doesn't have ....</i></li> <li>possession: <i>have + article + noun, eg. have a bike</i></li> <li>simple present tense: <i>to have</i></li> <li>1st, 2nd, 3rd person pronouns and verbs</li> <li>articles: <i>a, some, any</i></li> <li>noun groups related to objects, eg. <i>a bike</i></li> <li>yes/no and wh- question forms</li> <li>affirmative and negative statements</li> <li>interview strategies</li> <li>short spoken replies</li> <li>longer written statements</li> </ul>	
6	29	<b>Find a Word</b> <ul style="list-style-type: none"> <li>table</li> <li>classification</li> </ul>	<ul style="list-style-type: none"> <li>focus on first letter of words</li> <li>basic research skills: skim and scan to locate lexical items within categories</li> <li>fill in a table</li> <li>play as a game in groups</li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>use words in sentences</li> </ul>	<ul style="list-style-type: none"> <li>word skills</li> <li>1st letter of word</li> <li>sound/ letter discrimination</li> <li>reference skills</li> <li>classification, information hierarchy</li> <li>table: <i>rows, columns</i></li> <li><i>headings/ topics, items/ examples</i></li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 2

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
7	30-34	<p><b>Sport: Equipment and Actions</b></p> <ul style="list-style-type: none"> <li>labelling</li> <li>table</li> <li>descriptive sentences</li> <li>descriptive paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>review <i>Sport</i> in <b>Wordbank</b></li> <li>label sports</li> <li>identify sports on grid, ticking and crossing the equipment you use and the actions you do</li> <li>form descriptive sentences, classifying and grouping information</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>combine sentences from <i>Equipment and Actions</i> to form descriptive paragraphs, eg: <i>Volleyball is a sport where you use a ball and a net. You throw, hit and bounce the ball, and run.</i></li> <li>depending on level, add further details, eg. how many teams/ players, how many points</li> <li>personal preferences and abilities</li> <li>construct report from matrix</li> </ul>	<ul style="list-style-type: none"> <li><i>What do you use? – Do you use ...?</i></li> <li><i>What do you do? – You ....</i></li> <li><i>In ... you use .... – In ... you ....</i></li> <li>vocabulary of sports, equipment and actions</li> <li>simple present tense</li> <li>action verbs: <i>to do, to run/ jump/ etc</i></li> <li>identifying verbs: <i>to be, to have</i></li> <li><i>to use</i> (equipment)</li> <li>information report staging: general classifying statement, description</li> </ul>	
8	36-40	<p><b>Do You Like It?</b></p> <ul style="list-style-type: none"> <li>labelling</li> <li>interview questions and replies</li> <li>class survey grid</li> <li>personal preferences/opinions</li> </ul>	<ul style="list-style-type: none"> <li>match and label phrases and pictures about activities and objects</li> <li>class survey: compose questions and statements to find out about preferences, likes and dislikes</li> <li>transfer spoken text into written statements, affirmative and negative, using repetition and variation within basic patterns to practise pronunciation and recall</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>T/F statements or cloze statements on board based on results of class survey or introducing new items</li> <li>students reconstruct grid in notebook and then ask further questions</li> <li>give reasons using <i>because</i></li> </ul>	<ul style="list-style-type: none"> <li><i>What do you like?</i></li> <li><i>Do you like...? – Yes, I do. – No, I don't.</i></li> <li><i>I like .... – I don't like ....</i></li> <li><i>S/he likes .... – S/he doesn't like ....</i></li> <li>preferences: <i>to like</i></li> <li>phrases related to activities: verb + article + noun eg. <i>riding a bike</i></li> <li>simple present tense: <i>to like</i></li> <li>1st, 2nd, 3rd person pronouns and verbs</li> <li>articles: <i>a, some, any</i></li> <li>nouns about objects and activities</li> <li>yes/no and wh- question forms</li> <li>affirmative and negative statements</li> <li>interview strategies</li> <li>short spoken replies</li> <li>longer written statements</li> <li>give reasons using <i>because</i></li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 2

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9	41-46	<b>Money</b> <ul style="list-style-type: none"> <li>identifying and describing</li> <li>instructions</li> </ul>	<ul style="list-style-type: none"> <li>identify different coins and notes in <b>Wordbank</b> or use real money</li> <li>add coins, add coins and notes</li> <li>Student A and Student B exchange information about amounts (then change roles)</li> <li>distinguish pronunciation of different numerical amounts</li> <li><b>note:</b> can be adapted for UK</li> </ul>	<ul style="list-style-type: none"> <li><i>How much money?</i></li> <li>numbers: numerals and words</li> <li>addition</li> <li>words and symbols: <i>cents, dollar/s</i>, including positioning of the symbols, (eg. \$10 – 10¢)</li> <li><i>coins, notes</i></li> <li>singular and plural</li> </ul>	
10	47-53	<b>Fruit and Vegetables</b> <ul style="list-style-type: none"> <li>labelling</li> <li>table</li> <li>list</li> <li>classifying, defining</li> <li>instructions</li> <li>descriptive sentences</li> <li>information report</li> <li>paragraphs</li> <li>personal preferences</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm names of fruits and vegetables on board and look in <b>Wordbank</b></li> <li>label fruits and vegetables</li> <li>identify and classify fruits and vegetables (being aware of some cross-cultural differences in demarcating)</li> <li>students instruct each other about colouring the pictures</li> <li>write names in alphabetical order</li> <li>form descriptive, defining sentences</li> <li>indicate preferences</li> <li>short information paragraphs combine classifying sentences with descriptive sentences, eg. ... <i>(name) is a ... (fruit/vegetable). It is ... (colour).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>What are they called? – What is it called? – What is this called?</i></li> <li><i>Which are fruits and which are vegetables?</i></li> <li><i>Colour the + (fruit/ vegetable) + colour.</i></li> <li><i>My favourite ... is ....</i></li> <li>nouns of fruits and vegetables</li> <li>imperative</li> <li>colours</li> <li>prepositions: <i>with, on, outside, inside, underneath</i></li> <li><i>is/are</i> (singular/ plural)</li> <li>distinguishing similar words, eg. <i>peas, peach, pear</i></li> <li>alphabetical order</li> <li>information report staging: general classifying statement, description</li> <li><b>note:</b> singular/ plural, use of articles, and countable/uncountable nouns are presented but not comprehensively explained because of complexities</li> </ul>	



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<b>11</b>	54-59	<b>How Often?</b> <ul style="list-style-type: none"> <li>labelling</li> <li>interview questions and replies</li> <li>class survey grid</li> <li>describing and recounting activities</li> </ul>	<ul style="list-style-type: none"> <li>model the frequency cline on board – have students reproduce it and pronounce the words, eg. <i>occasionally</i></li> <li>match and label phrases and pictures</li> <li>model short question and reply exchange</li> <li>class survey: compose questions and statements to talk about activities</li> <li>transfer spoken text to written statements – affirmative and negative</li> <li><b>note:</b> word order is modelled but not explicitly explained</li> <li><b>extension:</b> <ul style="list-style-type: none"> <li>T/F statements or cloze statements on board based on results of class survey, or introducing new items</li> <li>students reconstruct grid in notebook and ask further questions</li> <li>on a separate occasion, students study <i>Frequency cline</i> in <b>Wordbank</b> and reconstruct using additional vocabulary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><i>How often do you do it?</i></li> <li><i>How often do you ...?</i></li> <li><i>I go .... – S/he goes ....</i></li> <li><i>to go, to do</i></li> <li>phrases related to activities: verb + article + noun phrases about activities, eg. <i>ride a bike</i></li> <li>timeless present tense verbs</li> <li>1st, 2nd, 3rd person pronouns and verbs</li> <li>nouns about objects and activities</li> <li>articles: <i>a, some, any</i></li> <li>frequency words: <i>every day/ most days/ sometimes/ occasionally/ never</i></li> <li>affirmative and negative statements</li> <li>yes/no and wh- question forms</li> <li>interview strategies</li> <li>short spoken replies</li> <li>longer written statements</li> </ul>	
<b>12</b>	60-68	<b>Food Food Shopping</b> <ul style="list-style-type: none"> <li>labelling</li> <li>crossword</li> <li>transaction: speech balloons</li> <li>list</li> <li>recipes</li> </ul>	<ul style="list-style-type: none"> <li>label foods and complete crossword puzzle</li> <li>goods and services transaction: role play buying and selling food – information gap</li> <li>missing letters</li> <li><b>extension:</b> <ul style="list-style-type: none"> <li>make shopping lists</li> <li>give out cards and various food items – students must ask others and exchange their own items</li> <li>food in other countries</li> <li>simple recipes, eg. chicken and vegetable stir-fry, vegetable soup, salad, fruit salad</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><i>What are they called?</i></li> <li>food items</li> <li>quantities – packaging (countable, uncountable)</li> <li>word skills – missing letters, double letters, sounds</li> <li><i>customer, sales assistant</i></li> </ul>	



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<b>13</b>	68,69	<b>Numbers B: Cardinal</b>  • word search • list	<ul style="list-style-type: none"><li>• compare cardinal with ordinal numbers</li><li>• model pronunciation of ordinal numbers and cardinal numbers</li><li>• look in <b>Wordbank</b> to revise spelling</li><li>• listening exercise: writing numbers</li><li>• demonstrate how to use cardinal numbers, eg: <i>Tuesday is the second day of the school week.</i></li></ul> <b>extension:</b> <ul style="list-style-type: none"><li>• teacher makes cloze sentences for students to complete</li></ul>	<ul style="list-style-type: none"><li>• cardinal numbers, <i>1st</i> to <i>20th</i> – numerical symbols and words</li><li>• compare with ordinals</li><li>• writing numerals and words, eg. <i>3rd, third</i></li><li>• noun groups</li><li>• upper and lower case</li><li>• pronunciation, eg. <i>thir'teen, thir'teenth, 'thir-ti-eth</i></li><li>• <i>is</i></li></ul>	



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14	70-76	<p><b>Animals: Size, Legs/ Wings, Movement</b></p> <ul style="list-style-type: none"> <li>labelling</li> <li>crossword puzzle</li> <li>table</li> <li>classifying, defining</li> <li>descriptive sentences</li> <li>information report</li> <li>reference books</li> <li>internet</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm names of animals on board – perhaps play an animal sounds guessing game</li> <li>refer to <i>Animals</i> and <i>Size</i> cline in <b>Wordbank</b> – students could reconstruct in their notebooks</li> <li>label animals</li> <li>complete crossword puzzle</li> <li>identify/classify characteristics on grid: size, legs/wings, movement</li> <li>write descriptive sentences</li> <li>add classifying statement and make information text paragraphs, eg. <i>A/an ... is a/an animal. It is ... or A/an ... is a/an animal which is ...</i></li> <li><b>extension:</b> <ul style="list-style-type: none"> <li><i>What animal is it?</i> guessing game</li> <li>compare and contrast – discuss further animals and make sentences, eg. <i>An elephant and a whale are both very big. or: Elephants, camels and horses are very big and they can all walk and run. However, the elephant is the biggest.</i></li> <li>research animals in library or on internet</li> <li>transfer and generalise language patterns of description and information report to other topics</li> <li>mark information on matrix</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><i>What are they called?</i></li> <li><i>How big are they? – How big is it? – Is it ...?</i></li> <li><i>What do they have? – What does it have? – Does it have ...?</i></li> <li><i>How do they move? – How does it move? – Does it ...?</i></li> <li><i>What are they like? – What is it like?</i></li> <li><i>A/n ... is .... It has ... and it can ....</i></li> <li><i>Does it ...? – Does a ... ...?</i></li> <li>nouns of animals</li> <li>identifying, describing, classifying – levels of categorisation: <i>size, legs/ wings, movement</i></li> <li><i>to be, to have</i>, verbs of movement</li> <li>singular and plural</li> <li>noun groups: <i>a (size) animal – (number) legs</i></li> <li>alphabetical order</li> <li>research skills</li> <li>information report staging: general classifying statement, description</li> </ul>	



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<b>15</b>	78-82	<b>What Did You Do?</b> <ul style="list-style-type: none"> <li>labelling activities</li> <li>interview questions and replies</li> <li>class survey grid</li> <li>describing and recounting activities</li> </ul>	<ul style="list-style-type: none"> <li>introduce topic and brainstorm activities, then add past tense</li> <li>match and label phrases and pictures</li> <li>class survey: compose questions and statements to request and give information about activities in the past</li> <li>transfer spoken text into written statements – affirmative and negative</li> <li>complete table of positive and negative past tense verbs</li> <li>compose sentences about self</li> <li>make recount paragraphs</li> </ul>	<ul style="list-style-type: none"> <li><i>What did you do yesterday?</i></li> <li><i>Did you ... yesterday? – Yes, I did. – No, I didn't.</i></li> <li><i>I .... – I didn't ....</i></li> <li><i>She/He.... – She/He didn't....</i></li> <li>phrases related to activities: verb + article + noun, eg. <i>ride a bike</i></li> <li>simple past tense</li> <li>action verbs, <i>feel, read</i> verbs</li> <li><i>to do: did, do</i></li> <li>1st, 2nd and 3rd person pronouns and verbs</li> <li>articles: <i>a, some, any</i></li> <li>noun groups about objects and activities</li> <li>time markers: <i>yesterday</i></li> <li>yes/no and <i>wh-</i> question forms</li> <li>affirmative and negative statements</li> <li>interview strategies</li> <li>short spoken replies</li> <li>longer written statements</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 2

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>16</b>	83-89	<b>Time</b> <b>Days and Dates</b> <b>Time Measurements</b> <ul style="list-style-type: none"> <li>• clockface</li> <li>• descriptive sentences (identifying)</li> </ul>	<ul style="list-style-type: none"> <li>• introduce by asking questions about times, eg. 'What time is it now? – What time is lunch?' etc</li> <li>• refer to <i>Time</i> in <b>Wordbank</b> – read through the times</li> <li>• read clockfaces</li> <li>• label digital clocks in numerals</li> <li>• draw times on clockfaces and write in words</li> <li>• read digital times and write in words</li> <li>• sequence times</li> <li>• match different expressions for time</li> <li>• complete exercises about <i>Days and Dates</i>, <i>Time Measurements</i></li> <li><b>extension:</b></li> <li>• barrier activity with students telling and writing various times</li> <li>• <i>How many ... in a ...? (lessons in a day, minutes in a lesson, etc)</i></li> <li>• 12 hour clock and 24 hour clock (introduce on a separate occasion)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What's the time? – What time is it? – It's ....</i></li> <li>• <i>How many are there? – There are ....</i></li> <li>• numbers, days, dates</li> <li>• <i>past/to, half, quarter, twenty</i></li> <li>• identifying: <i>is, are</i></li> <li>• writing times in numerals and words</li> <li>• two ways of saying times, eg. <i>one forty five, a quarter to two</i></li> <li>• forms of time notation: clockface, digital</li> </ul>	
<b>17</b>	90-94	<b>A Picnic</b> <ul style="list-style-type: none"> <li>• verb table</li> <li>• picture cloze</li> <li>• recount</li> </ul>	<ul style="list-style-type: none"> <li>• complete verb table by matching past tense verbs with present tense verbs</li> <li>• complete cloze passage focussing on people, time, location, sequence of events</li> <li>• rewrite recount in 3rd person</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What did they do?</i></li> <li>• action verbs: simple past tense</li> <li>• 1st and 3rd person pronouns – <i>I/my/we – he/his/they</i></li> <li>• noun groups and adjectives</li> <li>• time markers/ connectives: <i>Last weekend, Then, 8 o'clock, After lunch, After that, At home, Later</i></li> <li>• prepositional phrases of time and location</li> <li>• paragraphs</li> <li>• recount staging: orientation, and sequence of activities/ events, reorientation</li> </ul>	



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<b>18</b>	95	<b>One Weekend Day</b>  • recount	• write personal recount incorporating some language from previous work, and new scaffolded language • <b>extension:</b> interviews, writing about classmates	• <i>What did you do?</i> • action verbs – simple past tense • 1st person pronouns: <i>I, my, we</i> • paragraphs • recount staging: orientation, sequence of activities/ events, reorientation	