Note for Teachers:

How Spark! Works

The English language is rich and complex, and can be overwhelming. The ***Spark!*** series provides your students with clear signposting and pathways.

Spark! offers a solid foundation of comprehensible input for teachers to build upon. The pictures, words, and grammatical patterns have been carefully selected to clarify and develop basic language skills in meaningful contexts.

Our aim is to fully engage students, to activate all areas, and to bring in all the processing strategies. This calls for a balance and movement between:

- topics and skills
- spoken and written language
- cooperative and independent tasks
- structure and risk-taking
- personal/specific and general
- everyday and school-based work

We also want to make learning purposeful and enjoyable – so that all students can succeed at whichever level they are working towards.

The teacher is the vital link in bringing these textbooks and language to life. With teacher scaffolding, the students can go further.

Here are some general guidelines

Get to know the Wordbank

First, show the students how to navigate the ***Wordbank.*** For example, let them find topics, talk about what they like and what they did, and colour the colours. The ***Wordbank*** is a resource which links in with the ***Workbook*** activities, and which students will also refer to at other times.

Present the Workbook task

You will want to present the vocabulary, topics and activities of the ***Workbooks*** according to your own teaching strategies and the needs of your students. Brainstorm existing knowledge, use the board and overhead transparencies, 'go through' the work with them, practise pronunciation, personalise and contextualise, engage and motivate.

For example, first model the language and requirements of communicative activities with the whole class.

Do the task

When students are clear about the what, how and why of tasks, they will be able to carry them out in a focussed way.

Follow-up and extend

After that, the teacher can provide follow-up, consolidation and extension. If your students are weaker, they may need more unpacking and scaffolding, and fewer items. For stronger students, more challenging, open-ended work can be incorporated.

You can devise any spin-off activities you like – such as flashcards, jazz chants, bingo, change chairs game – as well as connecting the work in ***Spark!*** with further lessons.

As teachers, we have the opportunity to channel students' drive to access, structure and communicate meanings in language; to engage with new knowledge and values; to develop emotionally, socially and creatively; and to gain confidence through success.