

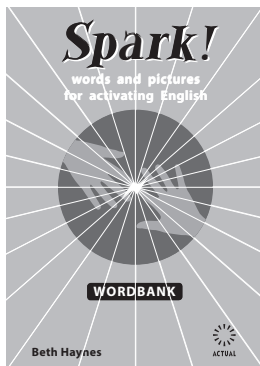
SPARK!

WORKBOOK 3:

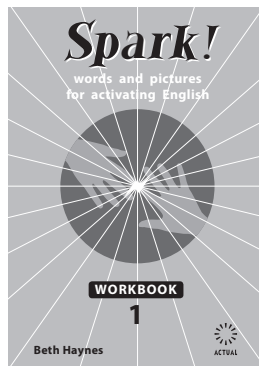
TEACHERS'

PROGRAMMING

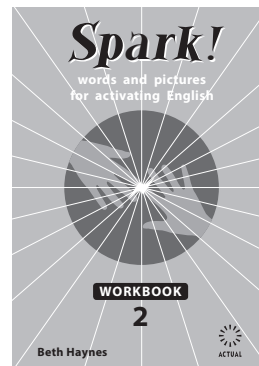
GUIDE



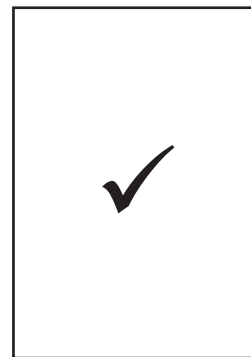
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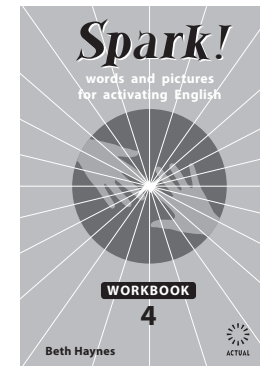
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Beth Haynes



Teachers' Programming Guide: Spark! Workbook 3

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
1	5-13	The Holidays <ul style="list-style-type: none"> • labelling • crossword puzzle • student survey grid • recount • description 	<ul style="list-style-type: none"> • discuss what students did in holidays • match and label phrases and pictures about activities • complete crossword puzzle • read and pronounce questions • class survey grid: compose questions and statements to request and give information about classmates' holiday activities • use repetition and variation within basic patterns • interview – pair-work: ask another student more detailed questions about the holidays, including recounting activities, evaluating and giving opinions, describing weather, feelings, thoughts • teacher could model basic strategies for classroom exchange, eg, 'Could you say that again, please?' – 'Can you spell your name?' – 'Wait a minute.' • teacher demonstrates writing of a recount • students individually write a recount • teacher makes cloze sentences on the board about students' holidays 	<ul style="list-style-type: none"> • <i>What did you do in the holidays?</i> • <i>Did you ... in the holidays?</i> • <i>How were your holidays?</i> • wh- questions • yes/no questions • past simple tense • verb-noun phrases • 1st, 2nd, 3rd person pronouns • affirmative and negative • describing weather • actions, feelings, thoughts • paragraphs • evaluating and giving opinions • open, maintain and close exchanges, eg. use repetition, seek clarification, politeness conventions • recount staging: orientation, sequence of activities/ events, reorientation 	



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2	14-18	Questions and Replies, Sentences <ul style="list-style-type: none"> • questions and replies: speech balloons • descriptive recount paragraphs 	<ul style="list-style-type: none"> • revise question forms and reply forms from Spark! Workbook 2 • students complete questions and replies about 'ride a bike' • students form questions and replies on two other topics • ask, tell and write about a classmate • write about self extension: • rewrite as paragraphs, adding more detail 	<ul style="list-style-type: none"> • <i>Can you ...? – Yes, I can. – No, I can't.</i> • <i>Do you have a ...? – Yes, I do. – No, I don't.</i> • <i>Do you like ...? – Yes, I do. – No, I don't.</i> • <i>How often do you ...? – Every week. – Never. [etc]</i> • <i>Did you ... yesterday? – Yes, I did. – No, I didn't.</i> • 1st, 2nd, 3rd person pronouns • affirmative and negative, 3rd person: <i>can/ can't – has/ doesn't have – likes/ doesn't like, played/ didn't play</i> • affirmative and negative, 1st and 2nd person: <i>can/ can't – have/ don't have – like/ don't like – played/ didn't play</i> 	
3	19, 43	Maths Puzzles: Add and Subtract Multiply and Divide <ul style="list-style-type: none"> • crossword puzzle 	<ul style="list-style-type: none"> • revise addition and subtraction number sentences • number sentences could be first given orally • students complete crossword puzzle • then multiply and divide 	<ul style="list-style-type: none"> • <i>What are the answers? – What is the answer?</i> • operations • add and subtract, numbers 1-100 • multiply and divide, numbers 1-100 	



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4	20-22	<p>Words and Sentences: Making 3-Syllable Words</p> <ul style="list-style-type: none"> • syllables and words • matching • labelling sentences: description, recount, instruction, evaluation, question 	<ul style="list-style-type: none"> • revise one-syllable and two-syllable words from <i>Spark! Workbook 1</i> • introduce 3-syllable words, and model stress and intonation, clicking fingers or clapping hands to indicate a strong/ heavily stressed syllable • sound out the <i>shwa</i> vowel which can cause spelling confusion in weak/ lightly stressed syllables and show students that there are different spellings for it • students join the 1st, 2nd and 3rd syllables of words • label the pictures • transfer these words into sentences [revising a variety of sentence types] • (Later refer to the <i>Sounds and Spelling Reference</i> at the end of this <i>Workbook</i>.) • note: students can see that a syllable (one sound) may have just one or, here, up to five letters • extension: • games identifying syllable patterns in other words 	<ul style="list-style-type: none"> • three-syllable words • concepts of letters, morphemes/ graphemes, syllables, words, sentences • recognise that words are made up of syllables – identify common syllables within words • pronunciation and spelling: high frequency words • stress patterns: stressed and unstressed syllables, especially the <i>shwa</i> sound • nouns • 1st, 2nd, 3rd person • various sentence types: description, question, explanation, recount, instruction • various tenses: present, past, future 	



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5	23-31	Patterns and Clothes <ul style="list-style-type: none"> • crossword puzzle • pictures • picture cloze • descriptive sentences 	<ul style="list-style-type: none"> • introduce patterns and clothes based on what students are wearing and classroom objects and pictures • teacher and class look at patterns from Wordbank, pronounce • complete crossword puzzle • teacher and class look at clothes and colours from Wordbank • teacher demonstrates the task requirements of <i>The Washing</i>: reading the noun groups – <i>colour – colour and write – draw, colour and write</i> • students write the missing words and draw and colour the clothes • students read the texts about people's clothes, writing the missing words and colouring the clothes • copy the texts • draw a simple picture of self and write a paragraph about what they are wearing based on the given sentence patterns • as above, draw a simple picture of a classmate and write a paragraph • complete sentences about clothes 	<ul style="list-style-type: none"> • <i>Hanging out the washing</i> • <i>Put the washing on the clothesline.</i> • <i>Hang the clothes on the line.</i> • <i>What do you wear/ take/ bring?</i> • <i>The woman/ man/ girl/ boy is wearing – He/She has – He/She is holding/ carrying</i> • <i>I am wearing – I have – I am holding/ carrying</i> • <i>I usually wear/ take/ bring</i> • names of patterns • noun groups: colours and names of clothes • descriptions of people's clothes, 3rd person • descriptions of own clothes, 1st person 	



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6	32-35	The Park <ul style="list-style-type: none"> • picture • table •description and classifying 	<ul style="list-style-type: none"> • brainstorm what you might see in the park – classify as people, animals, objects • students look at the picture with the teacher and brainstorm names of people, animals and things they can see and what is happening • Student A and Student B tell each other the missing words on their chart and write their own missing words • complete sentences describing the park using the words from the last exercise extension: <ul style="list-style-type: none"> • list/ classify and tabulate nouns and present continuous verbs • sub-classify nouns into people, animals, natural objects, made objects • with the teacher scaffolding, students could rewrite these sentences into paragraphs • students could write a description of another place, based on these sentences 	<ul style="list-style-type: none"> • <i>What can you see?</i> • <i>The ... is</i> • <i>There is/are</i> • <i>A/ an/ some ... is/ are</i> • <i>It is a good day.</i> • present continuous • describing: vocabulary of people, animals and objects in a park, colours • singular and plural • activities: what is happening • plus prepositional phrases of location • description: what there is and what is happening in the picture of the park 	



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7	36, 37	Making a Design <ul style="list-style-type: none"> • diagram • instructions/ procedure • table • procedural recount 	<ul style="list-style-type: none"> • teacher could first model a simpler and similar set of instructions orally as a listening activity • teacher might also first read how to make a design orally as a listening exercise • students look at diagrams and read instructions with teacher • students take paper, scissors and glue and make designs • match past tense verbs with present verbs in chart • write descriptive recount • note: encourage students to visualise how to construct various designs and what they will look like • extension: <ul style="list-style-type: none"> • make origami, fortune-teller, or Cat's Cradle, etc 	<ul style="list-style-type: none"> • <i>How to make a paper design</i> • <i>What did you do?</i> • procedure: present simple tense • procedural recount: past simple tense verbs • imperative • connectives: <i>First, Then, Next, After that, Finally</i> 	
8	38, 39	Computers <ul style="list-style-type: none"> • labelling picture • instructions/ procedures • describing • computers: hardware and software 	<ul style="list-style-type: none"> • discuss parts of computer system, build field knowledge • students locate computers in Wordbank • read through with teacher • label picture in Workbook • write missing instruction verbs in sentences • extension: <ul style="list-style-type: none"> • students follow these instructions while working on computers • students rewrite the sentences adding connectives • teacher devises activities to focus on describing a computer system • instructions on using a database, encyclopedia, internet, etc 	<ul style="list-style-type: none"> • describing • instructions/ procedures • concept of <i>system</i> and <i>parts/ components</i> • vocabulary of computers and <i>word processing</i> 	



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9	40-42	The Kitchen <ul style="list-style-type: none"> labelling picture description (picture cloze) classifying word search 	<ul style="list-style-type: none"> brainstorm items in kitchen students locate rooms and kitchen in Wordbank <ul style="list-style-type: none"> read through with teacher label boxes for parts of the room and numbered list for objects in the room in Workbook <ul style="list-style-type: none"> write the names of the objects to complete the description of the kitchen find names on <i>Word Search</i> extension: <ul style="list-style-type: none"> students describe their own kitchen and/or the classroom and/or another room classify words from picture as parts of the room, furniture, appliances, utensils 	<ul style="list-style-type: none"> <i>What's in the kitchen?</i> <i>What is there?</i> <i>What does the kitchen have?</i> <i>The kitchen has a....</i> <i>There are some... / There is a</i> <i>On the ... there is a/ are</i> vocabulary: <i>parts of the room, objects (furniture, appliances, utensils)</i> prepositions of location: <i>on, next to</i> singular and plural 	



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10	44-46	What to Do <ul style="list-style-type: none"> • game layout • advice 	<ul style="list-style-type: none"> • explain instructions about playing game • play the board game about what to do in pairs or small groups 	<ul style="list-style-type: none"> • <i>What do you want to do?</i> • <i>Tell someone what to do.</i> • hypothetical: <i>If you ..., you can/could/should</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>You</i> • <i>You want to .../ like to .../ love to • You are .../ feel ...</i> • imperatives • 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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11	47-50	<p>Conversation</p> <ul style="list-style-type: none"> casual conversation: speech balloons 	<ul style="list-style-type: none"> depending on students' level, teacher may model conversation with whole class first Student A and Student B read and listen to the conversation together, and write the missing words; and then change roles role play the conversation as a whole teacher might show some of the ambiguities: <i>How are you going?</i> is the same as <i>How are you?</i> and <i>How are you doing?</i> – but different to <i>Where are you going?</i> also that <i>What are you going to do?</i> is the same as <i>What will you do?</i> Student A and Student B make a real conversation using some of the question prompts from the role play note: Too much explicit teacher explanation at this stage could lead to confusion – acquisition through familiarity is also essential. 	<ul style="list-style-type: none"> <i>How are you? – How are you doing? – How are you going?</i> <i>What did you do?</i> <i>What are going to do? – What will you do?</i> <i>Where are you going?</i> <i>This is/ These are</i> casual conversation: initiation, response, feedback past, present and future tenses communicative strategies and conversational moves, especially related to asking and telling about activities in the past, present and future ambiguities connected with <i>doing</i> and <i>going</i> ellipsis in conversation pronunciation, intonation note: various tense forms are introduced, but not explicitly explained, for example: past continuous tense, present continuous for future event (eg: <i>I'm having a party</i>), <i>might</i>, <i>would/ I'd</i>, <i>can</i>, modals (<i>might</i>, <i>would</i>) 	



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12	51-53	Measuring <ul style="list-style-type: none"> • description • procedure 	<ul style="list-style-type: none"> • teacher with whole class discuss vocabulary and complete cloze exercise • teacher could first give supported oral instructions on drawing a simpler pattern • then teacher reads <i>Measure and draw</i> procedure with students • students measure and draw the pattern in their books • count the rectangles and triangles, including overlapping shapes (ie. 16 triangles and 9 rectangles) extension: <ul style="list-style-type: none"> • students draw a different simple pattern and write instructions based on model text for another student to construct 	<ul style="list-style-type: none"> • <i>Measure and draw</i> • <i>How many are there?</i> • concepts of measurement, direction, spatial position • equipment: <i>ruler, set square, pencil</i> • procedure 	
13	54	Making a Collage <ul style="list-style-type: none"> • picture cloze • instructions • planning recount • collage • procedural recount 	<ul style="list-style-type: none"> • teacher discusses with students and together identify the missing materials • teacher gives out materials • students answer questions about what they will do • then students make collage • after they finish, students can also write about what they did do (procedural recount) 	<ul style="list-style-type: none"> • <i>How to make a collage</i> • <i>We will</i> • materials: <i>paper, scissors, magazines, paste</i> • instructions/ planned procedure in future simple tense: <i>We will ...</i> • descriptive recount in past simple tense (<i>We made a collage. We used etc</i>) • visual awareness 	



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14	55-61	Activities Spelling Rules <ul style="list-style-type: none"> • table • matching and labelling pictures • descriptive phrases and sentences 	<ul style="list-style-type: none"> • teacher explains spelling rules with whole class using OHP and students give answers • A: Verbs: • students match and label verbs with pictures • make sentences using these verbs with no object (intransitively) • B: Verb-Noun Phrases: • match words in verb-noun phrases, label pictures • make sentences using verb-noun phrases with preposition and object • C: Verb-Noun Phrases: • match and label • make sentences using verb-noun phrases without preposition but with object • note: demonstrate usage of present continuous within sentences but not try to explicitly explain all the complexities and variants • extension: • students think of more verbs and spellings for -ing words • make further sentences 	<ul style="list-style-type: none"> • action verbs, 'simple' verbs and present continuous verbs • spelling rules for -ing verbs: <ol style="list-style-type: none"> (1) just add -ing, eg. <i>walking</i> (2) drop the 'e', eg. <i>dancing</i> (3) double the last letter, eg. <i>sitting</i> • verb-noun phrases using 3 different patterns: <ul style="list-style-type: none"> – A: Verbs: subject pronoun + intransitive present continuous verb: <i>He/ She/ They is/are ...ing.</i> – B: Verb-Noun Phrases: subject pronoun + transitive present continuous verb + preposition + article + object: <i>He/She/ They is/are ...ing to</i> – C: Verb-Noun Phrases: subject pronoun + transitive present continuous verb + article + object: <i>He/ She/ They is/are ...ing</i> 	



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15	62-67	Multiply and Divide <ul style="list-style-type: none"> • table • number sequences 	<ul style="list-style-type: none"> • look at and review numbers and multiplication in Wordbank • teacher demonstrates (with OHP if necessary) how the table can be used for both multiplication and division • students complete <i>Multiplication and Division Table</i> • teacher demonstrates with class how to complete the Number Series – referring to <i>Multiplication/Division</i> table where necessary, especially for diagonal number series • <i>Multiplication</i>: teacher explains the variants of the number sentences • students read number sentences in words and complete in numerals • <i>Division</i>: teacher explains the variants of the number sentences, and models the variants of number order shown in the pattern • students again read number sentences in words and complete in numerals 	<ul style="list-style-type: none"> • ... <i>times/ multiplied by ... is/ equals/ makes ...</i> • ... <i>divided by ... equals/ is/ makes ...</i> • ... <i>into ... equals/ is/ makes ...</i> • operations 	
16	68-71	My Friend <ul style="list-style-type: none"> • description • questions and statements 	<ul style="list-style-type: none"> • discuss having a friend, either now or previously • teacher reads description: <i>My Friend (1)</i> with whole class following in their own book, or else as a listening activity • teacher with whole class read the missing words of <i>My Friend (2)</i> and make the answer stems • then students complete the full answers • ask each other the questions about each other's friend • write a description about their own friend 	<ul style="list-style-type: none"> • statements, 3rd person: <i>is called – comes from – lives – speaks – has – is – likes to wear</i> • questions, 2nd and 3rd person: <i>is called – come from – live – speak – have – is – like to wear</i> • description: appearance, background, family, interests, personality, qualities of a good friend 	



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17	72-79	<p>Where are they? Where are the animals?</p> <ul style="list-style-type: none"> labelling pictures descriptive sentences 	<ul style="list-style-type: none"> teacher reads the nouns in <i>Where are they?</i> (1) with the class, using OHP together select the 2 nouns for each picture students write the correct nouns in their books together go through <i>Where are they?</i> (2) selecting the correct preposition to link the 2 nouns using OHP students complete the sentences in their books similarly for <i>Where are they?</i> (3) for <i>Where are they?</i> (4) students must also select the prepositions as well similarly for <i>Where are they?</i> (5) for <i>Where are they?</i> (6) students must join the subject with the verb-preposition phrase and then with the object <p>extension:</p> <ul style="list-style-type: none"> more detailed descriptions from pictures or real life 	<ul style="list-style-type: none"> <i>Where are they?</i> <i>Where are the animals?</i> <i>is/are</i> present continuous verbs descriptive sentences: article + subject + verb/ verb group + preposition of location + article + noun descriptive sentences in 4 patterns: <ul style="list-style-type: none"> A: <i>The</i> + subject + <i>is/are</i> + preposition + <i>the</i> + object. eg: <i>The plant is in the ground.</i> <i>The girl is inside the yard.</i> B: <i>The</i> + subject + verb group + preposition + <i>the</i> + object. eg: <i>The girl is dancing with the boy.</i> <i>The moon goes around the sun.</i> C: <i>The</i> + object/ animal + <i>is</i> + colour. eg: <i>The snake is black and orange.</i> D: <i>There is</i> + <i>a/n/ There are</i> + colour + subject + preposition + <i>the</i> + colour + object, eg: <i>There is a black and orange snake in the green grass.</i> 	
18	80-82	<p>Shapes and Fractions</p> <ul style="list-style-type: none"> diagrams, shapes instructions/ procedure descriptive sentences 	<ul style="list-style-type: none"> introduce shapes and fractions, demonstrate on board review <i>Shapes and Fractions</i> in Wordbank students complete exercises 	<ul style="list-style-type: none"> <i>How much is it?</i> <i>What fraction of the circle/ rectangle is it?</i> <i>This is</i> <i>Divide the/ these shapes.</i> vocabulary of shapes, fractions, colours <i>Colour the</i> + fraction + <i>of the</i> + shape + colour. eg: <i>Colour two thirds of the rectangle yellow.</i> Fraction + <i>of the</i> + shape + <i>is</i> + colour. eg: <i>One sixth of the triangle is blue.</i> mathematical concepts 	



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19	83-86	<p>What are you like?</p> <ul style="list-style-type: none"> describing personality and character casual conversation: discussing selves 	<ul style="list-style-type: none"> introduce on board: <ul style="list-style-type: none"> like (1): 'What do you like?' and like (2): 'What is it like?' and 'What are you like?' – giving examples of question and statement forms which students copy in notebooks teacher reads through the Workbook questions with the class, explaining some vocabulary and modelling pronunciation – perhaps a page at a time select students to ask and tell with whole class model conversational strategies, including not answering the queries students ask and tell in pairs or threes and then move around the class to ask everyone make sentences about their classmates make sentences about themselves <p>extension:</p> <ul style="list-style-type: none"> students could select 3 topics, make extra questions, give extra information, write paragraphs, for example: <i>I'm interested in music. I feel ... when I listen to many types of music, but my favourite music is ... I like to listen to music ... when</i> 	<ul style="list-style-type: none"> What do you like? What is it like? What are you like? – What is s/he like? Are you ...? – Yes, I am. – No, I'm not. – Sometimes I am. I am/ 'm not/ am sometimes is/ isn't/ is sometimes ... 2nd person questions, 1st person replies 1st person, 3rd person statements affirmative and negative compare with <i>What is it like?</i> and <i>What do you like?</i> demonstrating and clarifying possible confusions between them (depending on readiness of students) like (1): preference, eg: <ul style="list-style-type: none"> What do you like? I like oranges. What weather do you like? – I like hot weather. like (2): describing characteristics of people, animals or things, such as people's personality and appearance, eg: <ul style="list-style-type: none"> What is it like? What is the weather like? The weather is hot. It is hot. What are you like? I am good at science. What is s/he like? He is tall with dark hair. 	



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20	87-95	<p>Saturday: A Lazy Saturday A Busy Saturday My Busy Day</p> <ul style="list-style-type: none"> • table • picture cloze • recount 	<p><i>A Lazy Saturday:</i></p> <ul style="list-style-type: none"> • introduce the topic by talking about weekend activities of the students • depending on level of class, revise <i>Activities</i> from Wordbank • complete verb table by matching past tense verbs with present tense verbs • teacher could first read whole text as a listening activity, questioning re main ideas • on a second reading, students could listen for detail (for example, using selected items from the <i>Did they do it?</i> exercise) • complete cloze passage focussing on people, time, location, sequence of events <p><i>A Busy Saturday:</i></p> <ul style="list-style-type: none"> • as above but with more detail in the text • students reread text to find whether Tom and Anna did the various activities • make questions and answers based on the previous table and ask each other • write a recount about a busy day of their own (again, teacher may need to model a sample recount on the board or OHP) 	<ul style="list-style-type: none"> • <i>Did they do it? – Did s/he ...? – Yes, he did. – No, she didn't. – Did you ...?</i> • activities: noun-verb phrases • action verbs: simple past tense • regular and irregular verbs • affirmative and negative • 1st and 3rd person pronouns: <i>I/ my/ we, he/ she – his/ her/ they</i> • changing 1st person to 3rd: <i>I/ she – my, me/ her – myself/ herself</i> • noun groups with adjectives • time and sequence markers/ connectives: <i>On Saturday, So, then, After that, also, Later, Finally</i> • adverbs and prepositional phrases of time and location • paragraphs • recount staging: orientation, sequence of activities/ events, reorientation • strategies for continuing a conversation, eg. tact, respecting privacy, softening questions, feedback, indications of interest, agreement, understanding (eg. <i>That's private. – That's personal. – I'd rather not say. – Oh, really! – Me, too. – That sounds good.</i>) 	