

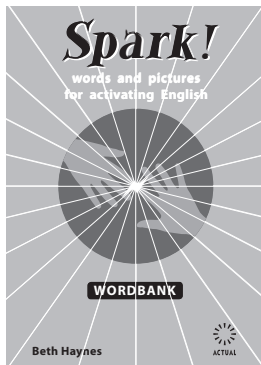
# **SPARK!**

## **WORKBOOK 4:**

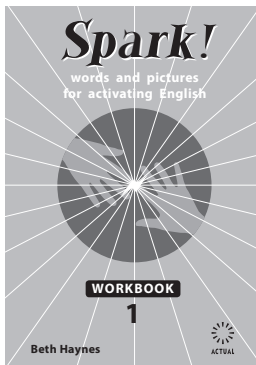
### **TEACHERS'**

### **PROGRAMMING**

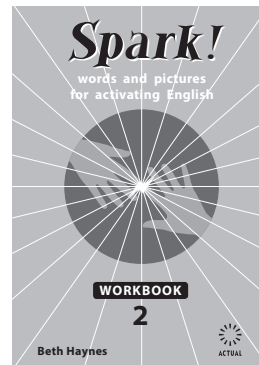
### **GUIDE**



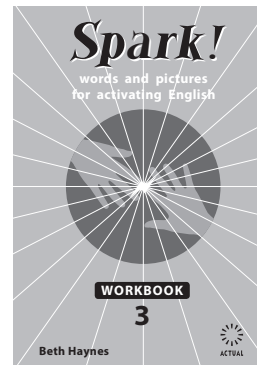
• BLUE



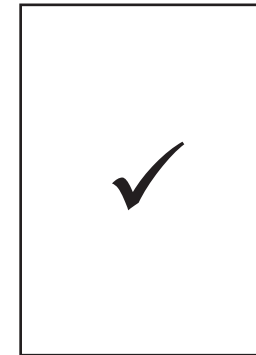
• RED



• ORANGE



• GREEN



• PURPLE

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**Beth Haynes**



# Teachers' Programming Guide: Spark! Workbook 4

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>1</b>	5-9	<b>Feelings</b> <ul style="list-style-type: none"> <li>labelling</li> <li>explanatory sentences</li> </ul>	<ul style="list-style-type: none"> <li>present <i>Feelings</i> section of <b>Spark!</b></li> </ul> <b>Wordbank</b> <ul style="list-style-type: none"> <li>talk about feelings, pronounce names</li> <li>label pictures</li> <li>write names of feelings in sentences and choose sentence endings</li> <li>complete cloze sentences</li> <li>copy sentences</li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>miming and guessing feelings</li> <li>talking and writing about feelings of self and classmates</li> </ul>	<ul style="list-style-type: none"> <li><i>How do they feel? – How do you feel?</i></li> <li><i>How does s/he feel?</i></li> <li><i>I feel ... when I ...</i></li> <li><i>S/he feels when... s/he...</i></li> <li>feeling adjectives</li> <li>1st, 2nd and 3rd person pronouns and verbs</li> <li>timeless present tense</li> <li><i>to feel</i></li> <li>action verbs</li> <li>2-clause sentences with conjunction <i>when</i></li> <li>pronouns</li> </ul>	
<b>2</b>	10-15	<b>Favourites Classifying</b> <ul style="list-style-type: none"> <li>table</li> <li>sentences: descriptive, preferences, opinion</li> <li>class survey grid</li> <li>descriptive paragraphs</li> <li>explanatory sentences</li> </ul>	<ul style="list-style-type: none"> <li>use referencing skills to locate items within various topics of <b>Wordbank</b></li> <li>make sentences about self</li> <li>class survey about favourites</li> <li>transfer results of survey to make sentences about classmates</li> <li>classify vocabulary items into categories</li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>give reasons using <i>because</i>: <i>My favourite ... is ... because ....</i></li> <li>make descriptive paragraphs classifying items into topics, eg: <i>Yellow, brown, green and orange are colours.</i></li> <li>dislikes</li> </ul>	<ul style="list-style-type: none"> <li><i>What do you like the best?</i></li> <li><i>What is your favourite ...?</i></li> <li><i>My favourite ... is ....</i></li> <li><i>... 's favourite ... is ...</i></li> <li><i>My favourite ... is ... because ....</i></li> <li>book structure: <i>topics/ contents, page numbers, headings, items</i></li> <li>classification</li> <li>personal preferences</li> <li>explanatory sentences using <i>because</i></li> <li>1st, 2nd, 3rd person pronouns</li> <li>affirmative and negative</li> </ul>	



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unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
3	16-22	<b>Things at School</b> <ul style="list-style-type: none"> <li>labelling</li> <li>crossword puzzle</li> <li>description and definitions</li> <li>information gap: instructions</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm things at school</li> <li>match and label</li> <li>complete crossword puzzle</li> <li>answer quiz</li> <li>make defining, describing sentences</li> <li>join beginnings and endings of sentences</li> <li>information gap activity: Student A and Student B give each other instructions (then change roles)</li> <li><b>extension:</b></li> <li>play I Spy game, Kim's game</li> </ul>	<ul style="list-style-type: none"> <li><i>What are they called?</i></li> <li><i>What is it? – What are they?</i></li> <li><i>What is it like? – What are they like?</i></li> <li><i>Do it.</i></li> <li><i>A ... is/are ... and you ....</i></li> <li><i>It is ..., it has ... and you ....</i></li> <li>vocabulary of furniture, equipment, stationery, other objects</li> <li>describing, defining, identifying</li> <li>instructions and procedures</li> <li>action verbs – imperatives</li> <li>2nd, 3rd person pronouns</li> <li>conjunction <i>and</i> – joining sentences</li> </ul>	
4	23-31	<b>The Weather</b> <ul style="list-style-type: none"> <li>speech balloons: structured dialogue</li> <li>labelling</li> <li>picture cloze</li> <li>temperature cline</li> <li>description</li> <li>preferences</li> <li>chart – record-keeping</li> <li>weather reports</li> </ul>	<ul style="list-style-type: none"> <li>discuss the weather</li> <li>present vocabulary in <b>Wordbank</b></li> <li>conversational exchange in pairs</li> <li>make questions and responses</li> <li>label pictures, write adjectives in sentences</li> <li>temperature cline</li> <li>complete weather chart</li> <li>transfer information from chart to make descriptive sentences</li> <li>observe weather patterns, record findings to make own weather chart</li> <li>transfer data into descriptive sentences</li> <li><b>extension:</b></li> <li>compare weather in different parts of the world</li> <li>look at weather reports in newspaper, on TV, internet</li> <li>construct report from matrix and/or matrix from report</li> </ul>	<ul style="list-style-type: none"> <li><i>What is the weather like?</i></li> <li><i>How hot or cold is it?</i></li> <li><i>Do you like this weather? – Yes, I do. – No, I don't.</i></li> <li><i>What was the weather like?</i></li> <li><i>What will the weather be like?</i></li> <li><i>It's/ It is .... – It is a ... day.</i></li> <li><i>Today is.... – On ..., it was ....</i></li> <li>preferences</li> <li>describing</li> <li>weather vocabulary, adjectives, temperature cline</li> <li><i>like (1)</i> preferences</li> <li><i>like( 2)</i> description</li> <li><i>to be</i></li> <li>present and past tenses</li> <li>sentences and paragraphs</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 4

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
5	32-42	<p><b>Family</b></p> <p><b>Robin Lee's Family</b> <b>Sam Lee's Family</b> <b>My Family</b></p> <ul style="list-style-type: none"> <li>• diagram</li> <li>• description</li> <li>• information report</li> <li>• table</li> <li>• list</li> </ul>	<ul style="list-style-type: none"> <li>• talk generally about immediate and extended families, mindful of any possible sensitivities</li> <li>• present <i>Family</i> in <b>Wordbank</b></li> <li>• label family tree diagram (<i>Robin Lee</i>)</li> <li>• transfer information from diagram to make descriptive and identifying sentences</li> <li>• identify and describe family relationships</li> <li>• label family tree diagram from another point of view (<i>Sam Lee</i>)</li> <li>• make describing and identifying sentences</li> <li>• group vocabulary into alphabetical order in list</li> <li>• group vocabulary into gender categories in table</li> <li>• write a personal description or information report of own family</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>• if there are no sensitive issues, ask and tell about each other's families</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Who are they? – Who is s/he?</i></li> <li>• <i>What are they called? – What is s/he called?</i></li> <li>• <i>What order do they go in?</i></li> <li>• <i>Are they male or female?</i></li> <li>• <i>Who are they?</i></li> <li>• <i>Who is/ are...?</i></li> <li>• <i>This is .... – Those are ....</i></li> <li>• <i>My ... is/ are ....</i></li> <li>• <i>... is/ are .... – ... is/ are called ....</i></li> <li>• describing and identifying family members and family relationships</li> <li>• point of view</li> <li>• male and female pronouns: <i>I, my, we, our, he, she</i></li> <li>• <i>simple</i> present tense verbs: <i>to be, to have, to be called</i></li> <li>• singular and plural</li> <li>• alphabetical order: 1st letter, other letters</li> <li>• information report staging: general classifying statement and description</li> <li>• <b>note:</b> 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>)</li> <li>• <b>note:</b> accurate control over descriptive text of this kind will develop very gradually</li> </ul>	



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6	43,44	<p><b>Dates</b></p> <ul style="list-style-type: none"> <li>• information gap activity</li> </ul>	<ul style="list-style-type: none"> <li>• present topic, practise reading dates: days, months, years</li> <li>• Student A and Student B complete information gap activity</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>• make questions and statements using dates, eg. birthdays, special days</li> <li>• students construct similar information gap exercises</li> </ul> <p><b>note:</b> explain the date system often found on computers and in some countries, where the month is before the day</p>	<ul style="list-style-type: none"> <li>• <i>When?</i></li> <li>• dates: days, months, years</li> <li>• words and numerals</li> <li>• numerical items in numerals and words</li> <li>• discriminating between sound and spelling patterns, eg. <i>sixth, sixteenth – second, two</i></li> </ul>	
7	45-51	<p><b>Opinions</b></p> <ul style="list-style-type: none"> <li>• word cline</li> <li>• word search</li> <li>• opinions: conversational exchange [sentence level]</li> </ul>	<ul style="list-style-type: none"> <li>• present word cline from <b>Wordbank</b>: <i>How good or bad?</i></li> <li>• students then complete cline in <b>Workbook</b></li> <li>• model conversational exchange</li> <li>• present and reinforce content vocabulary through word search</li> <li>• conversational exchange in pairs about personal opinions/ preferences</li> <li>• make sentences about classmates</li> <li>• make sentences about self</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>• discuss further topics, adding more detail to statements and giving reasons with <i>because</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How good or bad?</i></li> <li>• <i>What do you think about it/ them?</i></li> <li>• <i>How much do you like it/ them?</i></li> <li>• <i>I like/ don't like it/ them.</i></li> <li>• <i>I think it's/ they're ....</i></li> <li>• <i>S/he likes/ doesn't like .... S/he thinks it's/ they're ....</i></li> <li>• pronunciation and intonation</li> <li>• vocabulary items</li> <li>• vocabulary cline: <i>How good or bad?</i></li> <li>• adjectives</li> <li>• 1st, 2nd, 3rd person</li> <li>• singular and plural</li> <li>• affirmative and negative</li> <li>• further vocabulary, eg. <i>interesting, delicious</i></li> <li>• reasons using <i>because</i></li> </ul>	



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8	52-57	<b>The House: Rooms, Bedroom</b> <ul style="list-style-type: none"> <li>labelling picture</li> <li>description</li> <li>instructions</li> <li>floor plan</li> </ul>	<ul style="list-style-type: none"> <li>present <i>House and Rooms</i> in <b>Wordbank</b></li> <li>brainstorm and discuss</li> <li>label picture of the house</li> <li>make descriptive text based on picture of house</li> <li>description of own house or flat</li> <li>label parts of bedroom and objects in picture</li> <li>read instructions and colour items</li> <li>make descriptive text based on colours of items</li> <li>class survey about bedrooms</li> <li>description of own room</li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>rewrite as description in paragraphs</li> <li>floor plan of house/flat, classroom, playground</li> </ul>	<ul style="list-style-type: none"> <li><i>What are they called?</i></li> <li><i>What is in the/ your bedroom?</i></li> <li><i>What colours?</i></li> <li><i>What colour/s is/are ...?</i></li> <li><i>How many ... are there?</i></li> <li><i>Is/Are there a/any ....?</i></li> <li><i>Colour the ...</i></li> <li><i>There is/are...</i></li> <li><i>It is/has... They are ...</i></li> <li><i>There is a/ are ....</i></li> <li><i>The ... is/are ...</i></li> <li>vocabulary of house,rooms, bedroom, colours</li> <li>prepositional phrases to show location</li> <li>singular and plural</li> <li><b>note:</b> accurate control over descriptive text of this kind will develop very gradually</li> </ul>	
9	58-62	<b>Opposites</b> <ul style="list-style-type: none"> <li>word list</li> <li>descriptive sentences</li> <li>crossword puzzle</li> <li>information gap</li> </ul>	<ul style="list-style-type: none"> <li>find opposites wordlist from <b>Wordbank (Adjectives)</b> to complete identifying sentences</li> <li>transfer this vocabulary to complete crossword puzzle</li> <li>write missing opposite words in sentences</li> <li>information gap activity based on opposite words</li> <li>make questions</li> <li>construct further sentences</li> </ul>	<ul style="list-style-type: none"> <li><i>What is the opposite?</i></li> <li><i>What are they like?</i></li> <li><i>What is he/ she/ it like?</i></li> <li><i>... is the opposite of ....</i></li> <li><i>The ... isn't .... – It's/ She's/ He's ....</i></li> <li>opposites wordlist (<i>Adjectives</i>) from <b>Wordbank</b></li> <li>pronouns: <i>it/ he/ she - they - It's/ He's/ She's ...</i></li> <li>positive and negative</li> </ul>	



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10	63-67	<p><b>Places</b></p> <ul style="list-style-type: none"> <li>• explanatory sentences (picture cloze)</li> <li>• board game</li> <li>• instructions</li> </ul>	<ul style="list-style-type: none"> <li>• write missing vocabulary of everyday places and explanatory phrases in sentences</li> <li>• explain instructions about playing game</li> <li>• play the board game about places to go in pairs or small groups</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>• students construct their own board game about a different topic</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Where do you want to go?</i></li> <li>• <i>What can you go there for?</i></li> <li>• <i>You can go to the/your ... to/when ....</i></li> <li>• <i>You want to/ feel .... Go to the ...</i></li> <li>• instructional language for playing board game: <i>marker, dice</i></li> <li>• <i>start, finish, square, winner</i></li> <li>• <i>Go back/forward ... spaces.</i></li> <li>• <i>Miss a turn.</i></li> <li>• <i>can + verb</i></li> <li>• names of places</li> <li>• imperatives</li> <li>• action verbs</li> <li>• verb-noun phrases</li> <li>• <b>note:</b> <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.</li> </ul>	



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11	68-71	<b>Address</b> <ul style="list-style-type: none"> <li>information exchange: speech balloons</li> <li>form</li> <li>envelope</li> <li>personal information</li> <li>street directory</li> </ul>	<ul style="list-style-type: none"> <li>link with <i>Places</i> above – these places are more general</li> <li>go through <i>Places in the World</i> and <i>Address</i> in <b>Wordbank</b></li> <li>role play information exchange about personal details</li> <li>fill in the missing words in short information exchange</li> <li>interview a classmate</li> <li>fill in a form with basic personal details about self and about a classmate</li> <li>address an envelope</li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>students construct other forms, adding further details, eg. birthday</li> <li>use street directory</li> <li>write descriptive sentences about self and classmates</li> <li>write and mail a letter to a classmate or another person</li> <li>visit post office</li> </ul>	<ul style="list-style-type: none"> <li>part/ whole relationships of address and place: <i>flat/ unit number, street number, street, suburb/ town, city, capital city, state, country, world</i></li> <li>family name, given name</li> <li>singular/ plural</li> <li>wh- and yes/no questions</li> <li>statements</li> </ul>	
12	72-80	<b>Directions</b> <ul style="list-style-type: none"> <li>map-reading</li> <li>descriptive procedures</li> <li>street directory</li> </ul>	<ul style="list-style-type: none"> <li>locate specific information on a map</li> <li>read procedure about directions and mark the route on a map</li> <li>information gap activities in pairs about reading directions and marking routes</li> <li>give spoken instructions for directions</li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>make more directions exercises, choosing a destination</li> <li>students tell each other how to get to places, eg. within school, in local area</li> <li>use street directory or gps</li> </ul>	<ul style="list-style-type: none"> <li><i>How do you get there/ get to the ...?</i></li> <li>imperatives</li> <li>proper nouns for places</li> <li>vocabulary of directions: <i>straight ahead, turn left/ right, corner, etc</i></li> <li>connectives/ sequence markers: <i>until, Keep going, Then, From there, After that, Finally</i></li> </ul>	





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13	81,82	<p><b>Places in Australia Capital Cities</b></p> <p><b>Places in Other Countries</b></p> <ul style="list-style-type: none"> <li>• cloze</li> <li>• descriptive questions and statements</li> <li>• map-reading</li> <li>• atlas</li> <li>• information report</li> </ul>	<ul style="list-style-type: none"> <li>• explain very simply part/ whole relationships of places in Australia</li> <li>• write missing words in sentences</li> <li>• rearrange jumbled questions about capital cities and states</li> <li>• use atlas</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>• explain part/ whole relationships of places in other relevant countries</li> <li>• rewrite as an information report text with introductory sentence to identify and classify</li> <li>• write an information report about other countries</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are the capital cities?</i></li> <li>• ... is a .... – It has ....</li> <li>• <i>The capital city of ... is ....</i></li> <li>• place vocabulary: <i>country, states, state, capital city, suburb, town, street, street number, postcode</i></li> <li>• descriptive sentences</li> <li>• information text staging: general classifying statement, description</li> </ul>	
14	83,84	<p><b>The Solar System</b></p> <ul style="list-style-type: none"> <li>• labelling diagram</li> <li>• information sentence cloze</li> </ul>	<ul style="list-style-type: none"> <li>• brainstorm knowledge about the planets, look at diagram in <b>Wordbank</b>, discuss concept of planets going round Sun, moon going round Earth, etc</li> <li>• label diagram of the Solar System</li> <li>• explain very simply part/whole relationships</li> <li>• present <i>Size</i> word cline from <b>Wordbank</b>, and explain that it's relative, that one thing</li> <li>• write missing words in information report relating to size</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>• Which planet is the hottest/ coldest/ biggest/ smallest?</li> <li>• library or internet research</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The ... is .... – There are ....</i></li> <li>• vocabulary of the Solar System</li> <li>• <i>Size</i> word cline (<i>How big or small?</i>): <i>tiny, big, vast, etc</i></li> <li>• defining and informing</li> <li>• <i>relative, depends on</i> (one thing is relative/ depends on another thing)</li> </ul>	



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