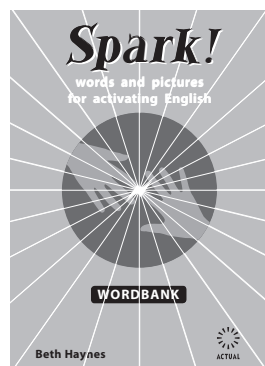


SPARK! WORKBOOK 2: TEACHERS' PROGRAMMING GUIDE



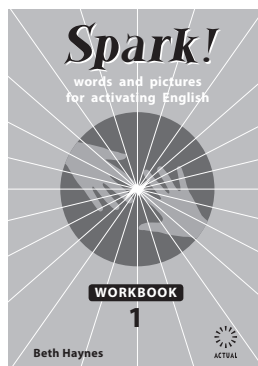
Mapped to:

Intensive English Programs Curriculum Framework: Level 1



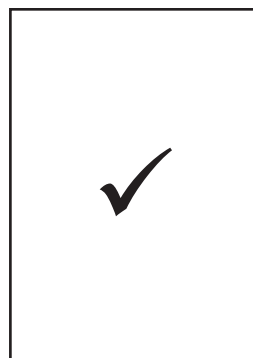
Foundation Level working towards Level 2

• BLUE



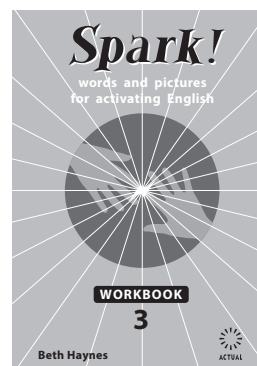
Foundation Level working towards Level 1

• RED



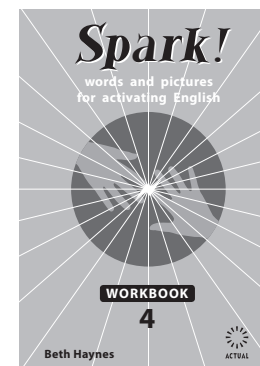
Level 1

• 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 2

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL WORKING TOWARDS LEVEL 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
1	5, 23, 35, 77	Choose the Word • table	FOUNDATION LEVEL: 5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols.	<ul style="list-style-type: none">• teacher goes through pronunciation on the overhead projector, focussing on sound/ spelling discrimination• teacher and students together find the correct word from the alternatives• students do independently• students can check their work for homework, using Wordbank• note: It is good for the students to familiarise themselves with the <i>Wordbank</i>, and use it independently to learn word sets and check spellings.	<ul style="list-style-type: none">• browsing, scanning, skimming• distinguish between similar sound/ letter patterns in words• instructional language: <i>put – circle – row – column</i>• reference book layout (Spark! Wordbank): <i>contents page, page number, heading, items within headings</i>	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL WORKING TOWARDS LEVEL 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
2	6-12	<p>Can you do it?</p> <ul style="list-style-type: none"> labelling activities interview questions and replies: speech balloons class survey grid describing and recounting activities 	<p>FOUNDATION LEVEL:</p> <p>3. Can negotiate a simple transaction.</p> <p>5. Can listen for simple detail.</p> <p>9. Can demonstrate appropriate reading behaviours.</p> <p>10. Can demonstrate a developing awareness of sound/ letter correspondences.</p> <p>11. Can read a bank of common sight words and symbols.</p> <p>12. Can read and respond to simple sentences in familiar contexts.</p> <p>16. Can copy text legibly.</p> <p>17. Can identify and label familiar items.</p> <p>18. Can write simple sentences.</p> <p>LEVEL 1:</p> <p>17. Can copy text accurately and legibly.</p>	<ul style="list-style-type: none"> introduce topic and brainstorm things you can do look at <i>Activities</i> in Wordbank label phrases and pictures class survey: compose questions and statements to request and give information about abilities students interview each other in pairs transfer spoken text into written statements – affirmative and negative – using repetition and variation within basic patterns to practise pronunciation and recall teacher models basic strategies for classroom exchange, eg: 'Could you say that again, please?' – 'Can you spell your name?' – 'Wait a minute.' <p>extension:</p> <ul style="list-style-type: none"> T/F statements or cloze statements on board based on results of class survey or introducing new items students reconstruct grid in notebook to make further questions and statements 	<ul style="list-style-type: none"> <i>Activities: Can you do it? – What can you do?</i> <i>Can you ...? – Yes, I can. – No, I can't.</i> <i>She/He/I can/can't....</i> ability: modal <i>can</i> + action verb (+ article + noun), eg. <i>can ride a bike</i> present tense: <i>to be able (can)</i> 1st, 2nd, 3rd person pronouns articles: <i>a, some, any</i> phrases related to activities yes/no and wh- question forms affirmative and negative statements communicative strategies to initiate, maintain and close exchanges, eg. use repetition, seek clarification and explanation, use politeness conventions short spoken replies longer written 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
3	13-17	Numbers A: Ordinal <ul style="list-style-type: none"> • table • word search • list • number sentences 	FOUNDATION LEVEL: 3. Can negotiate a simple transaction. 5. Can listen for simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 18. Can write simple sentences. LEVEL 1: 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> • introduce numbers: teacher could point to a student and they say the next number in the series • pronounce numbers, listen for correct numbers • teacher could say a number and students write it down – teacher writes number in words, students write in numerals and vice versa • students write missing numbers in table • transfer in writing from numerals to words and words to numerals • number sentences – make written sentences from numerals and from words to numerals • complete word search extension: <ul style="list-style-type: none"> • students make number sentences for dictating to each other 	<ul style="list-style-type: none"> • <i>to be, to equal, to make</i> • ordinal numbers 1-100 • numerals and words • number sentences • listening and pronunciation, syllable stress, eg. 'three – thir-'teen – 'thir-ty – 'thir-ty 'three • identity – addition • simple present tense identifying verbs: <i>is, equals, makes</i> • conjunctions: <i>plus, and</i> • synonyms, technical language: <i>plus/and – equals/ is/ makes</i> • upper and lower case 	



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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	18,19	Transport Where are they? <ul style="list-style-type: none"> • labelling • crossword puzzle • picture cloze of transport and location • descriptive sentences 	FOUNDATION LEVEL: 5. Can listen for simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences. LEVEL 1: 17. Can copy text accurately and legibly. 20. Can write a simple description. [sentence level]	<ul style="list-style-type: none"> • brainstorm names of transport • look at <i>Transport</i> in Wordbank • label modes of transport • complete crossword puzzle • insert names of transport and prepositions to form descriptive sentences about transport and location 	<ul style="list-style-type: none"> • <i>What are they called?</i> • <i>Where are they?</i> • nouns for types of transport • nouns of place • present simple: <i>to be</i> • action verbs • present continuous, eg. <i>is going</i> • noun groups: article/ adjective/ noun • joining noun groups • adjectives of size, colour, speed • prepositional phrases of location 	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL WORKING TOWARDS LEVEL 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
5	24-28	<p>Do you have it?</p> <ul style="list-style-type: none"> labelling possessions interview questions and replies class survey grid personal description 	<p>FOUNDATION LEVEL:</p> <p>3. Can negotiate a very simple transaction.</p> <p>5. Can listen for very simple detail.</p> <p>9. Can demonstrate appropriate reading behaviours.</p> <p>10. Can demonstrate a developing awareness of sound/ letter correspondences.</p> <p>11. Can read a bank of common sight words and symbols.</p> <p>12. Can read and respond to simple sentences in familiar contexts.</p> <p>16. Can copy text legibly.</p> <p>17. Can identify and label familiar items.</p> <p>18. Can write simple sentences.</p> <p>LEVEL 1:</p> <p>17. Can copy text accurately and legibly.</p>	<ul style="list-style-type: none"> introduce topic: possessions match and label noun groups and pictures class survey: compose questions and statements to request and give information about possessions transfer spoken text into descriptive written statements – using repetition and variation within basic patterns to practise pronunciation and recall <p>extension:</p> <ul style="list-style-type: none"> teacher makes T/F or cloze sentences on board students reconstruct grid in notebook and then ask further questions and tell 	<ul style="list-style-type: none"> <i>What do you have?</i> <i>Do you have ...? – Yes, I do. – No, I don't.</i> <i>I have – I don't have</i> <i>S/he has – S/he doesn't have</i> possession: <i>have</i> + article + noun, eg. <i>have a bike</i> simple present tense: <i>to have</i> 1st, 2nd, 3rd person pronouns and verbs articles: <i>a, some, any</i> noun groups related to objects, eg. <i>a bike</i> yes/no and wh- question forms affirmative and negative statements interview strategies short spoken replies longer written 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
6	29	Find a Word <ul style="list-style-type: none"> • table • classification 	FOUNDATION LEVEL: 3. Can negotiate a very simple transaction. 5. Can listen for very simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 16. Can copy text legibly. 17. Can identify and label familiar items. LEVEL 1: 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> • focus on first letter of words • basic research skills: skim and scan to locate lexical items within categories • fill in a table • play as a game in groups extension: <ul style="list-style-type: none"> • use words in sentences 	<ul style="list-style-type: none"> • word skills • 1st letter of word • sound/ letter discrimination • reference skills • classification, information hierarchy • table: <i>rows, columns</i> • <i>headings/ topics, items/ examples</i> 	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL WORKING TOWARDS LEVEL 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
7	30-34	Sport: Equipment and Actions <ul style="list-style-type: none"> • labelling • table • descriptive sentences • descriptive paragraphs 	LEVEL 1: <p>3. Can negotiate a simple transaction.</p> <p>4. Can express a personal opinion.</p> <p>5. Can listen for simple detail.</p> <p>7. Can listen, respond to and give a simple spoken description. [sentence and paragraph levels]</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. [sentence and paragraph levels]</p> <p>15. Can read and respond to a simple set of instructions.</p> <p>17. Can copy text accurately and legibly.</p> <p>20. Can write a simple description. [sentence and paragraph levels]</p> <p>21. Can write a simple information report. [sentence and paragraph levels]</p>	<ul style="list-style-type: none"> • review <i>Sport</i> in Wordbank • label sports • identify sports on grid, ticking and crossing the equipment you use and the actions you do • form descriptive sentences, classifying and grouping information extension: <ul style="list-style-type: none"> • combine sentences from <i>Equipment</i> and <i>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> • depending on level, add further details, eg. how many teams/ players, how many points • personal preferences and abilities • construct report from matrix 	<ul style="list-style-type: none"> • <i>What do you use? – Do you use ...?</i> • <i>What do you do? – You ...</i> • <i>In ... you use ... – In ... you ...</i> • vocabulary of sports, equipment and actions • simple present tense • action verbs: <i>to do, to run/ jump/ etc</i> • identifying verbs: <i>to be, to have</i> • <i>to use</i> (equipment) • information report staging: general classifying statement, description 	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL WORKING TOWARDS LEVEL 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
8	36-40	Do You Like It? <ul style="list-style-type: none"> labelling interview questions and replies class survey grid personal preferences/opinions 	FOUNDATION LEVEL: <p>3. Can negotiate a very simple transaction.</p> <p>4. Can express a simple personal opinion.</p> <p>5. Can listen for very simple detail.</p> <p>9. Can demonstrate appropriate reading behaviours.</p> <p>10. Can demonstrate a developing awareness of sound/ letter correspondences.</p> <p>11. Can read a bank of common sight words and symbols.</p> <p>12. Can read and respond to simple sentences in familiar contexts.</p> <p>16. Can copy text legibly.</p> <p>17. Can identify and label familiar items.</p> <p>18. Can write simple sentences.</p> LEVEL 1: <p>17. Can copy text accurately and legibly.</p>	<ul style="list-style-type: none"> match and label phrases and pictures about activities and objects class survey: compose questions and statements to find out about preferences, likes and dislikes transfer spoken text into written statements, affirmative and negative, using repetition and variation within basic patterns to practise pronunciation and recall extension: <ul style="list-style-type: none"> T/F statements or cloze statements on board based on results of class survey or introducing new items students reconstruct grid in notebook and then ask further questions give reasons using <i>because</i> 	<ul style="list-style-type: none"> <i>What do you like?</i> <i>Do you like...? – Yes, I do. – No, I don't.</i> <i>I like – I don't like</i> <i>S/he likes – S/he doesn't like</i> preferences: <i>to like</i> phrases related to activities: verb + article + noun eg. <i>riding a bike</i> simple present tense: <i>to like</i> 1st, 2nd, 3rd person pronouns and verbs articles: <i>a, some, any</i> nouns about objects and activities yes/no and <i>wh-</i> question forms affirmative and negative statements interview strategies short spoken replies longer written statements give reasons using <i>because</i> 	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL WORKING TOWARDS LEVEL 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
9	41-46	Money <ul style="list-style-type: none"> • identifying and describing • instructions 	FOUNDATION LEVEL: 3. Can negotiate a very simple transaction. 5. Can listen for simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 17. Can identify and label familiar items. 18. Can write simple sentences. LEVEL 1: 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> • identify different coins and notes in Wordbank or use real money • add coins, add coins and notes • Student A and Student B exchange information about amounts (then change roles) • distinguish pronunciation of different numerical amounts 	<ul style="list-style-type: none"> • <i>How much money?</i> • numbers: numerals and words • addition • words and symbols: <i>cents, dollar/s</i>, including positioning of the symbols, (eg. \$10 – 10¢) • <i>coins, notes</i> • singular and plural 	



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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	47-53	Fruit and Vegetables <ul style="list-style-type: none"> • labelling • table • list • classifying, defining • instructions • descriptive sentences • information report • paragraphs • personal preferences 	FOUNDATION LEVEL: 4. Can express a simple personal opinion. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 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. LEVEL 1: 3. Can negotiate a simple transaction. 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. 11. Can demonstrate appropriate reading behaviours. 13. Can read and respond to a simple description. [sentences] 15. Can read and respond to a simple set of instructions. 17. Can copy text accurately and legibly. 20. Can write a simple description. [sentence level] 21. Can write a simple information report. [paragraph level]	<ul style="list-style-type: none"> • brainstorm names of fruits and vegetables on board and look in Wordbank • label fruits and vegetables • identify and classify fruits and vegetables (being aware of some cross-cultural differences in demarcating) • students instruct each other about colouring the pictures • write names in alphabetical order • form descriptive, defining sentences • indicate preferences • short information paragraphs combine classifying sentences with descriptive sentences, eg. ... <i>(name) is a ... (fruit/vegetable). It is ... (colour).</i>	<ul style="list-style-type: none"> • <i>What are they called? – What is it called? – What is this called?</i> • <i>Which are fruits and which are vegetables?</i> • <i>Colour the + (fruit/ vegetable) + colour.</i> • <i>My favourite ... is</i> • nouns of fruits and vegetables • imperative • colours • prepositions: <i>with, on, outside, inside, underneath</i> • <i>is/are</i> (singular/ plural) • distinguishing similar words, eg. <i>peas, peach, pear</i> • alphabetical order • information report staging: general classifying statement, description • note: singular/ plural, use of articles, and countable/ uncountable nouns are presented but not comprehensively explained because of complexities 	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL WORKING TOWARDS LEVEL 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
11	54-59	How Often? <ul style="list-style-type: none"> labelling interview questions and replies class survey grid describing and recounting activities 	FOUNDATION LEVEL: 3. Can negotiate a simple transaction. 4. Can express a simple personal opinion. 5. Can listen for simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences. LEVEL 1: 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> model the frequency cline on board – have students reproduce it and pronounce the words, eg. <i>occasionally</i> match and label phrases and pictures model short question and reply exchange class survey: compose questions and statements to talk about activities transfer spoken text to written statements – affirmative and negative note: word order is modelled but not explicitly explained extension: T/F statements or cloze statements on board based on results of class survey, or introducing new items students reconstruct grid in notebook and ask further questions on a separate occasion, students study <i>Frequency</i> cline in Wordbank and reconstruct using additional vocabulary 	<ul style="list-style-type: none"> <i>How often do you do it?</i> <i>How often do you ...?</i> <i>I go – S/he goes</i> <i>to go, to do</i> phrases related to activities: verb + article + noun phrases about activities, eg. <i>ride a bike</i> timeless present tense verbs 1st, 2nd, 3rd person pronouns and verbs nouns about objects and activities articles: <i>a, some, any</i> frequency words: <i>every day/ most days/ sometimes/ occasionally/ never</i> affirmative and negative statements yes/no and wh- question forms interview strategies short spoken replies longer written statements 	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL WORKING TOWARDS LEVEL 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
12	60-68	Food Shopping <ul style="list-style-type: none"> labelling crossword transaction: speech balloons list recipes 	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] 11. Can demonstrate appropriate reading behaviours. 13. Can read and respond to a simple description. [sentence level] 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> label foods and complete crossword puzzle goods and services transaction: role play buying and selling food – information gap missing letters extension: <ul style="list-style-type: none"> make shopping lists give out cards and various food items – students must ask others and exchange their own items food in other countries simple recipes, eg. chicken and vegetable stir-fry, vegetable soup, salad, fruit salad 	<ul style="list-style-type: none"> <i>What are they called?</i> food items quantities – packaging (countable, uncountable) word skills – missing letters, double letters, sounds <i>customer, sales assistant</i> 	
13	68,69	Numbers B: Cardinal <ul style="list-style-type: none"> word search list 	FOUNDATION LEVEL: 5. Can listen for simple detail. 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols. 18. Can write simple sentences. LEVEL 1: 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> compare cardinal with ordinal numbers model pronunciation of ordinal numbers and cardinal numbers look in Wordbank to revise spelling listening exercise: writing numbers demonstrate how to use cardinal numbers, eg: <i>Tuesday is the second day of the school week.</i> extension: <ul style="list-style-type: none"> teacher makes cloze sentences for students to complete 	<ul style="list-style-type: none"> cardinal numbers, <i>1st</i> to <i>20th</i> – numerical symbols and words compare with ordinals writing numerals and words, eg. <i>3rd, third</i> noun groups upper and lower case pronunciation, eg. <i>thir'teen, thir'teenth, 'thir-ti-eth</i> <i>is</i> 	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL WORKING TOWARDS LEVEL 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
14	70-76	<p>Animals: Size, Legs/ Wings, Movement</p> <ul style="list-style-type: none"> labelling crossword puzzle table classifying, defining descriptive sentences information report reference books internet 	<p>FOUNDATION LEVEL:</p> <p>10. Can demonstrate a developing awareness of sound/ letter correspondences.</p> <p>11. Can read a bank of common sight words and symbols.</p> <p>17. Can identify and label familiar items.</p> <p>LEVEL 1:</p> <p>5. Can listen for simple detail.</p> <p>7. Can listen, respond to and give a simple spoken description. [sentence and paragraph levels]</p> <p>8. Can listen, respond to and give a simple spoken information report. [sentence and paragraph levels]</p> <p>11. Can demonstrate appropriate reading behaviours.</p> <p>13. Can read and respond to a simple description. [sentence and paragraph levels]</p> <p>17. Can copy text accurately and legibly.</p> <p>20. Can write a simple description. [sentence and paragraph levels]</p> <p>21. Can write a simple information report. [paragraph level]</p>	<ul style="list-style-type: none"> brainstorm names of animals on board – perhaps play an animal sounds guessing game refer to <i>Animals</i> and <i>Size</i> cline in Wordbank – students could reconstruct in their notebooks label animals complete crossword puzzle identify/classify characteristics on grid: size, legs/wings, movement write descriptive sentences 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> <p>extension:</p> <ul style="list-style-type: none"> <i>What animal is it?</i> guessing game compare and contrast – discuss further animals and make sentences, eg. <i>An elephant and a whale are both very big.</i> or: <i>Elephants, camels and horses are very big and they can all walk and run. However, the elephant is the biggest.</i> research animals in library or on internet transfer and generalise language patterns of description and information report to other topics mark information on matrix 	<ul style="list-style-type: none"> <i>What are they called?</i> <i>How big are they? – How big is it? – Is it ...?</i> <i>What do they have? – What does it have? – Does it have ...?</i> <i>How do they move? – How does it move? – Does it ...?</i> <i>What are they like? – What is it like?</i> <i>A/n ... is It has ... and it can</i> <i>Does it ...? – Does a?</i> <ul style="list-style-type: none"> nouns of animals identifying, describing, classifying – levels of categorisation: <i>size, legs/ wings, movement</i> <i>to be, to have</i>, verbs of movement singular and plural noun groups: <i>a (size) animal – (number) legs</i> alphabetical order research skills information report staging: general classifying statement, description 	



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INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: FOUNDATION LEVEL WORKING TOWARDS LEVEL 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
15	78-82	What Did You Do? <ul style="list-style-type: none"> labelling activities interview questions and replies class survey grid describing and recounting activities 	FOUNDATION LEVEL: 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 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. 5. Can listen for simple detail. 6. Can listen, respond to and tell a simple recount. 11. Can demonstrate appropriate reading behaviours. 12. Can read and respond to a simple recount. [sentence and paragraph levels] 17. Can copy text accurately and legibly. 19. Can write a simple recount. [sentence and paragraph levels]	<ul style="list-style-type: none"> introduce topic and brainstorm activities, then add past tense match and label phrases and pictures class survey: compose questions and statements to request and give information about activities in the past transfer spoken text into written statements – affirmative and negative complete table of positive and negative past tense verbs compose sentences about self make recount paragraphs 	<ul style="list-style-type: none"> <i>What did you do yesterday?</i> <i>Did you ... yesterday? – Yes, I did. – No, I didn't.</i> <i>I – I didn't</i> <i>She/He.... – She/He didn't....</i> phrases related to activities: verb + article + noun, eg. <i>ride a bike</i> simple past tense action verbs, <i>feel, read</i> verbs <i>to do: did, do</i> 1st, 2nd and 3rd person pronouns and verbs articles: <i>a, some, any</i> noun groups about objects and activities time markers: <i>yesterday</i> yes/no and <i>wh-</i> question forms affirmative and negative statements interview strategies short spoken replies longer written statements 	



Teachers' Programming Guide: Spark! Workbook 2

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16	83-89	Time Days and Dates Time Measurements <ul style="list-style-type: none"> • clockface • descriptive sentences (identifying) 	FOUNDATION LEVEL: 9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound/ letter correspondences. 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. 7. Can listen, respond to and give a simple spoken description. [sentence level] 11. Can demonstrate appropriate reading behaviours. 13. Can read and respond to a simple description. [sentence level] 17. Can copy text accurately and legibly. 20. Can write a simple description. [sentence level]	<ul style="list-style-type: none"> • introduce by asking questions about times, eg. 'What time is it now? – What time is lunch?' etc • refer to <i>Time</i> in Wordbank – read through the times • read clockfaces • label digital clocks in numerals • draw times on clockfaces and write in words • read digital times and write in words • sequence times • match different expressions for time • complete exercises about <i>Days and Dates, Time Measurements</i> extension: • barrier activity with students telling and writing various times • <i>How many ... in a ...? (lessons in a day, minutes in a lesson, etc)</i> • 12 hour clock and 24 hour clock (introduce on a separate occasion) 	<ul style="list-style-type: none"> • <i>What's the time? – What time is it? – It's ...</i> • <i>How many are there? – There are ...</i> • numbers, days, dates • <i>past/to, half, quarter, twenty</i> • identifying: <i>is, are</i> • writing times in numerals and words • two ways of saying times, eg. <i>one forty five, a quarter to two</i> • forms of time notation: clockface, digital 	



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17	90-94	A Picnic • verb table • picture cloze • recount	LEVEL 1: 5. Can listen for simple detail. 6. Can listen, respond to and tell a simple recount. 12. Can read and respond to a simple recount. 17. Can copy text accurately and legibly. 19. Can write a simple recount.	• complete verb table by matching past tense verbs with present tense verbs • complete cloze passage focussing on people, time, location, sequence of events • rewrite recount in 3rd person	• <i>What did they do?</i> • action verbs: simple past tense • 1st and 3rd person pronouns – <i>I/my/we – he/his/they</i> • noun groups and adjectives • time markers/ connectives: <i>Last weekend, Then, 8 o'clock, After lunch, After that, At home, Later</i> • prepositional phrases of time and location • paragraphs • recount staging: orientation, and sequence of activities/ events, reorientation	
18	95	One Weekend Day • recount	LEVEL 1: 5. Can listen for simple detail. 6. Can listen, respond to and tell a simple recount. 12. Can read and respond to a simple recount. 17. Can copy text accurately and legibly. 19. Can write a simple recount.	• write personal recount incorporating some language from previous work, and new scaffolded language extension: 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	