

# **SPARK!**

## **WORKBOOK 3:**

### **TEACHERS'**

### **PROGRAMMING**

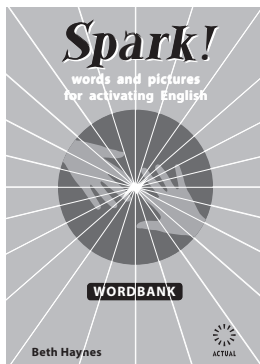
### **GUIDE**



Mapped to:

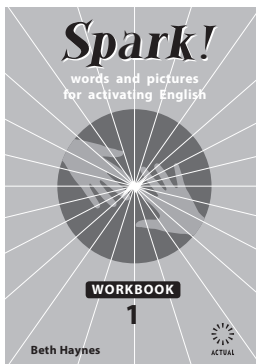
**Intensive English Programs Curriculum Framework:**

**Level 1 working towards Level 2 (introductory)**



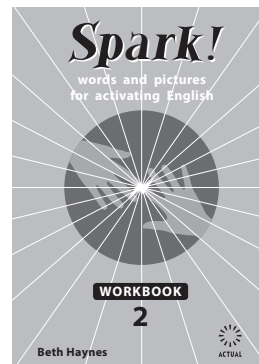
Foundation Level working towards Level 2

• **BLUE**



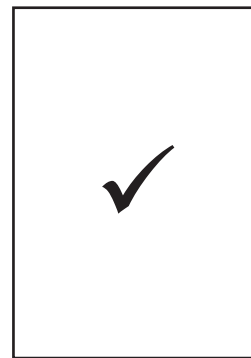
Foundation Level working towards Level 1

• **RED**



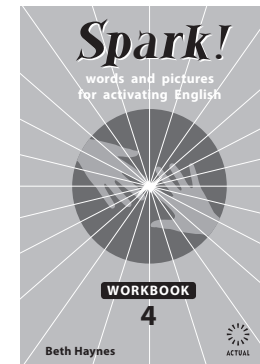
Level 1

• **ORANGE**



Level 1 working towards Level 2 (introductory)

• **GREEN**



Level 1 working towards Level 2 (continuing)

• **PURPLE**

© Actual Enterprises 2014  
[www.actual.com.au](http://www.actual.com.au)

No unauthorised photocopying. Actual Enterprises disclaims any responsibility for the content.

**Acknowledgement:**  
Extracts from the Intensive English Programs Curriculum Framework (2004) reproduced by permission of the NSW Dept of Education and Training.

**Beth Haynes**



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
1	5-13	<b>The Holidays</b> <ul style="list-style-type: none"> <li>• labelling</li> <li>• crossword puzzle</li> <li>• student survey grid</li> <li>• recount</li> <li>• description</li> </ul>	<b>LEVEL 1:</b> 4. Can express a personal opinion. 5. Can listen for simple detail.  <b>LEVEL 2:</b> 2. Can negotiate an oral transaction. 3. Can listen, respond to and tell a recount. 9. Can read and respond to a recount. 18. Can write a recount.	<ul style="list-style-type: none"> <li>• discuss what students did in holidays</li> <li>• match and label phrases and pictures about activities</li> <li>• complete crossword puzzle</li> <li>• read and pronounce questions</li> <li>• class survey grid: compose questions and statements to request and give information about classmates' holiday activities</li> <li>• use repetition and variation within basic patterns</li> <li>• interview – pair-work: ask another student more detailed questions about the holidays, including recounting activities, evaluating and giving opinions, describing weather, feelings, thoughts</li> <li>• teacher could model basic strategies for classroom exchange, eg, 'Could you say that again, please?' – 'Can you spell your name?' – 'Wait a minute.'</li> <li>• teacher demonstrates writing of a recount</li> <li>• students individually write a recount</li> <li>• teacher makes cloze sentences on the board about students' holidays</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What did you do in the holidays?</i></li> <li>• <i>Did you ... in the holidays?</i></li> <li>• <i>How were your holidays?</i></li> <li>• wh- questions</li> <li>• yes/no questions</li> <li>• past simple tense</li> <li>• verb-noun phrases</li> <li>• 1st, 2nd, 3rd person pronouns</li> <li>• affirmative and negative</li> <li>• describing weather</li> <li>• actions, feelings, thoughts</li> <li>• paragraphs</li> <li>• evaluating and giving opinions</li> <li>• open, maintain and close exchanges, eg. use repetition, seek clarification, politeness conventions</li> <li>• recount staging: orientation, sequence of activities/ events, reorientation</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>2</b>	14-18	<b>Questions and Replies, Sentences</b> <ul style="list-style-type: none"> <li>• questions and replies: speech balloons</li> <li>• descriptive recount paragraphs</li> </ul>	<b>FOUNDATION:</b> 12. Can read and respond to simple sentences in familiar contexts. <b>LEVEL 1:</b> 4. Can express a personal opinion. 5. Can listen for simple detail. 20. Can write a simple description. <b>LEVEL 2:</b> 2. Can negotiate an oral transaction.	<ul style="list-style-type: none"> <li>• revise question forms and reply forms from <i>Spark! Workbook 2</i></li> <li>• students complete questions and replies about 'ride a bike'</li> <li>• students form questions and replies on two other topics</li> <li>• ask, tell and write about a classmate</li> <li>• write about self</li> <li><b>extension:</b></li> <li>• rewrite as paragraphs, adding more detail</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can you ...? – Yes, I can. – No, I can't.</i></li> <li>• <i>Do you have a ...? – Yes, I do. – No, I don't.</i></li> <li>• <i>Do you like ...? – Yes, I do. – No, I don't.</i></li> <li>• <i>How often do you ...? – Every week. – Never. [etc]</i></li> <li>• <i>Did you ... yesterday? – Yes, I did. – No, I didn't.</i></li> <li>• 1st, 2nd, 3rd person pronouns</li> <li>• affirmative and negative, 3rd person: <i>can/ can't – has/ doesn't have – likes/ doesn't like, played/ didn't play</i></li> <li>• affirmative and negative, 1st and 2nd person: <i>can/ can't – have/ don't have – like/ don't like – played/ didn't play</i></li> </ul>	
<b>3</b>	19, 43	<b>Maths Puzzles: Add and Subtract Multiply and Divide</b> <ul style="list-style-type: none"> <li>• crossword puzzle</li> </ul>	<b>LEVEL 1:</b> 5. Can listen for simple detail. 11. Can demonstrate appropriate reading behaviours. 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> <li>• revise addition and subtraction number sentences</li> <li>• number sentences could be first given orally</li> <li>• students complete crossword puzzle</li> <li>• then multiply and divide</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are the answers? – What is the answer?</i></li> <li>• operations</li> <li>• add and subtract, numbers 1-100</li> <li>• multiply and divide, numbers 1-100</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
4	20-22	<p><b>Words and Sentences:</b> <b>Making 3-Syllable Words</b></p> <ul style="list-style-type: none"> <li>• syllables and words</li> <li>• matching</li> <li>• labelling sentences: description, recount, instruction, evaluation, question</li> </ul>	<p><b>FOUNDATION LEVEL:</b> 10. Can demonstrate a developing awareness of sound/ letter correspondences. 11. Can read a bank of common sight words and symbols.</p> <p><b>LEVEL 1:</b> 5. Can listen for simple detail. 11. Can demonstrate appropriate reading behaviours. 17. Can copy text accurately and legibly.</p>	<ul style="list-style-type: none"> <li>• revise one-syllable and two-syllable words from <i>Spark!</i></li> </ul> <p><b>Workbook 1</b></p> <ul style="list-style-type: none"> <li>• introduce 3-syllable words, and model stress and intonation, clicking fingers or clapping hands to indicate a strong/ heavily stressed syllable</li> <li>• 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</li> <li>• students join the 1st, 2nd and 3rd syllables of words</li> <li>• label the pictures</li> <li>• transfer these words into sentences [revising a variety of sentence types]</li> <li>• (Later refer to the <i>Sounds and Spelling Reference</i> at the end of this <b>Workbook</b>.)</li> <li>• note: students can see that a syllable (one sound) may have just one or, here, up to five letters</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>• games identifying syllable patterns in other words</li> </ul>	<ul style="list-style-type: none"> <li>• three-syllable words</li> <li>• concepts of letters, morphemes/ graphemes, syllables, words, sentences</li> <li>• recognise that words are made up of syllables – identify common syllables within words</li> <li>• pronunciation and spelling: high frequency words</li> <li>• stress patterns: stressed and unstressed syllables, especially the <i>shwa</i> sound</li> <li>• nouns</li> <li>• 1st, 2nd, 3rd person</li> <li>• various sentence types: description, question, explanation, recount, instruction</li> <li>• various tenses: present, past, future</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
5	23-31	<b>Patterns and Clothes</b> <ul style="list-style-type: none"> <li>• crossword puzzle</li> <li>• pictures</li> <li>• picture cloze</li> <li>• descriptive sentences</li> </ul>	<b>LEVEL 1:</b> 5. Can listen for simple detail. 7. Can listen, respond to and give a simple spoken description. [sentence and paragraph levels] 11. Can demonstrate appropriate reading behaviours. 13. Can read and respond to a simple description. [sentence and paragraph levels] 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 and paragraph levels]	<ul style="list-style-type: none"> <li>• introduce patterns and clothes based on what students are wearing and classroom objects and pictures</li> <li>• teacher and class look at patterns from <b>Wordbank</b>, pronounce</li> <li>• complete crossword puzzle</li> <li>• teacher and class look at clothes and colours from <b>Wordbank</b></li> <li>• teacher demonstrates the task requirements of <i>The Washing</i>: reading the noun groups – <i>colour – colour and write – draw, colour and write</i></li> <li>• students write the missing words and draw and colour the clothes</li> <li>• students read the texts about people's clothes, writing the missing words and colouring the clothes</li> <li>• copy the texts</li> <li>• draw a simple picture of self and write a paragraph about what they are wearing based on the given sentence patterns</li> <li>• as above, draw a simple picture of a classmate and write a paragraph</li> <li>• complete sentences about clothes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Hanging out the washing</i></li> <li>• <i>Put the washing on the clothesline.</i></li> <li>• <i>Hang the clothes on the line.</i></li> <li>• <i>What do you wear/ take/ bring?</i></li> <li>• <i>The woman/ man/ girl/ boy is wearing .... – He/She has .... – He/ She is holding/ carrying ....</i></li> <li>• <i>I am wearing .... – I have .... – I am holding/ carrying ....</i></li> <li>• <i>I usually wear/ take/ bring ....</i></li> <li>• names of patterns</li> <li>• noun groups: colours and names of clothes</li> <li>• descriptions of people's clothes, 3rd person</li> <li>• descriptions of own clothes, 1st person</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>6</b>	32-35	<b>The Park</b> <ul style="list-style-type: none"> <li>• picture</li> <li>• table</li> <li>•description and classifying</li> </ul>	<b>LEVEL 1:</b> 3. Can negotiate a simple transaction. 5. Can listen for simple detail. 7. Can listen, respond to and give a simple spoken description. 11. Can demonstrate appropriate reading behaviours. 13. Can read and respond to a simple description. 17. Can copy text accurately and legibly. 20. Can write a simple description.	<ul style="list-style-type: none"> <li>• brainstorm what you might see in the park – classify as people, animals, objects</li> <li>• students look at the picture with the teacher and brainstorm names of people, animals and things they can see and what is happening</li> <li>• Student A and Student B tell each other the missing words on their chart and write their own missing words</li> <li>• complete sentences describing the park using the words from the last exercise</li> <li><b>extension:</b></li> <li>• list/ classify and tabulate nouns and present continuous verbs</li> <li>• sub-classify nouns into people, animals, natural objects, made objects</li> <li>• with the teacher scaffolding, students could rewrite these sentences into paragraphs</li> <li>• students could write a description of another place, based on these sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What can you see?</i></li> <li>• <i>The ... is ....</i></li> <li>• <i>There is/are ....</i></li> <li>• <i>A/ an/ some ... is/ are ....</i></li> <li>• <i>It is a good day.</i></li> <li>• present continuous</li> <li>• describing: vocabulary of people, animals and objects in a park, colours</li> <li>• singular and plural</li> <li>• activities: what is happening</li> <li>• plus prepositional phrases of location</li> <li>• description: what there is and what is happening in the picture of the park</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
7	36, 37	<b>Making a Design</b> <ul style="list-style-type: none"> <li>• diagram</li> <li>• instructions/ procedure</li> <li>• table</li> <li>• procedural recount</li> </ul>	<b>LEVEL 1:</b> 5. Can listen for simple detail. 9. Can listen, respond to and give a simple set of spoken instructions. 11. Can demonstrate appropriate reading behaviours. 15. Can read and respond to a simple set of instructions. 17. Can copy text accurately and legibly. 19. Can write a simple recount. [procedural recount]	<ul style="list-style-type: none"> <li>• teacher could first model a simpler and similar set of instructions orally as a listening activity</li> <li>• teacher might also first read how to make a design orally as a listening exercise</li> <li>• students look at diagrams and read instructions with teacher</li> <li>• students take paper, scissors and glue and make designs</li> <li>• match past tense verbs with present verbs in chart</li> <li>• write descriptive recount</li> <li>• note: encourage students to visualise how to construct various designs and what they will look like</li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>• make origami, fortune-teller, or Cat's Cradle, etc</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How to make a paper design</i></li> <li>• <i>What did you do?</i></li> <li>• procedure: present simple tense</li> <li>• procedural recount: past simple tense verbs</li> <li>• imperative</li> <li>• connectives: <i>First, Then, Next, After that, Finally</i></li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>8</b>	38, 39	<b>Computers</b> <ul style="list-style-type: none"> <li>• labelling picture</li> <li>• instructions/ procedures</li> <li>• describing</li> <li>• computers: hardware and software</li> </ul>	<b>LEVEL 1:</b> 9. Can listen, respond to and give a simple set of spoken instructions. 15. Can read and respond to a simple set of instructions. 17. Can copy text accurately and legibly. 20. Can write a simple description.	<ul style="list-style-type: none"> <li>• discuss parts of computer system, build field knowledge</li> <li>• students locate computers in <b>Wordbank</b></li> <li>• read through with teacher</li> <li>• label picture in <b>Workbook</b></li> <li>• write missing instruction verbs in sentences</li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>• students follow these instructions while working on computers</li> <li>• students rewrite the sentences adding connectives</li> <li>• teacher devises activities to focus on describing a computer system</li> <li>• instructions on using a database, encyclopedia, internet, etc</li> </ul>	<ul style="list-style-type: none"> <li>• describing</li> <li>• instructions/ procedures</li> <li>• concept of <i>system</i> and <i>parts/ components</i></li> <li>• vocabulary of computers and <i>word processing</i></li> </ul>	





# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
9	40-42	<b>The Kitchen</b> <ul style="list-style-type: none"> <li>• labelling picture</li> <li>• description (picture cloze)</li> <li>• classifying</li> <li>• word search</li> </ul>	<b>LEVEL 1:</b> 5. Can listen for simple detail. 7. Can listen, respond to and give a simple spoken description. 11. Can demonstrate appropriate reading behaviours. 13. Can read and respond to a simple description. 17. Can copy text accurately and legibly. 20. Can write a simple description.	<ul style="list-style-type: none"> <li>• brainstorm items in kitchen</li> <li>• students locate rooms and kitchen in <b>Wordbank</b></li> <li>• read through with teacher</li> <li>• label boxes for parts of the room and numbered list for objects in the room in <b>Workbook</b></li> <li>• write the names of the objects to complete the description of the kitchen</li> <li>• find names on <i>Word Search</i></li> </ul> <b>extension:</b> <ul style="list-style-type: none"> <li>• students describe their own kitchen and/or the classroom and/or another room</li> <li>• classify words from picture as parts of the room, furniture, appliances, utensils</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What's in the kitchen?</i></li> <li>• <i>What is there?</i></li> <li>• <i>What does the kitchen have?</i></li> <li>• <i>The kitchen has a....</i></li> <li>• <i>There are some... / There is a ....</i></li> <li>• <i>On the ... there is a/ are ....</i></li> <li>• vocabulary: <i>parts of the room, objects (furniture, appliances, utensils)</i></li> <li>• prepositions of location: <i>on, next to</i></li> <li>• singular and plural</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>10</b>	44-46	<b>What to Do</b> <ul style="list-style-type: none"> <li>• game layout</li> <li>• advice</li> </ul>	<b>LEVEL 1:</b> <ul style="list-style-type: none"> <li>3. Can negotiate a simple transaction.</li> <li>4. Can express a personal opinion.</li> <li>5. Can listen for simple detail.</li> <li>9.</li> <li>11. Can demonstrate appropriate reading behaviours.</li> <li>15.</li> </ul>	<ul style="list-style-type: none"> <li>• explain instructions about playing game</li> <li>• play the board game about what to do in pairs or small groups</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What do you want to do?</i></li> <li>• <i>Tell someone what to do.</i></li> <li>• hypothetical: <i>If you ..., you can/ could/should ...</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>You ...</i></li> <li>• <i>You want to .../ like to .../ love to</i></li> <li>• <i>You are .../ feel ...</i></li> <li>• imperatives</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>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>11</b>	47-50	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>casual conversation: speech balloons</li> </ul>	<p><b>LEVEL 1:</b></p> <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>11. Can demonstrate appropriate reading behaviours.</p>	<ul style="list-style-type: none"> <li>depending on students' level, teacher may model conversation with whole class first</li> <li>Student A and Student B read and listen to the conversation together, and write the missing words; and then change roles</li> <li>role play the conversation as a whole</li> <li>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></li> <li>also that <i>What are you going to do?</i> is the same as <i>What will you do?</i></li> <li>Student A and Student B make a real conversation using some of the question prompts from the role play</li> <li><b>note:</b> Too much explicit teacher explanation at this stage could lead to confusion – acquisition through familiarity is also essential.</li> </ul>	<ul style="list-style-type: none"> <li><i>How are you? – How are you doing? – How are you going?</i></li> <li><i>What did you do?</i></li> <li><i>What are going to do? – What will you do?</i></li> <li><i>Where are you going?</i></li> <li><i>This is/ These are ....</i></li> <li>casual conversation: initiation, response, feedback</li> <li>past, present and future tenses</li> <li>communicative strategies and conversational moves, especially related to asking and telling about activities in the past, present and future</li> <li>ambiguities connected with <i>doing</i> and <i>going</i></li> <li>ellipsis in conversation</li> <li>pronunciation, intonation</li> <li><b>note:</b> 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>)</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
12	51-53	<b>Measuring</b> <ul style="list-style-type: none"> <li>• description</li> <li>• procedure</li> </ul>	<b>LEVEL 1:</b> 5. Can listen for simple detail. 11. Can demonstrate appropriate reading behaviours. <b>LEVEL 2:</b> 6. Can listen, respond to and present a spoken procedure. 12. Can read and respond to a procedure.	<ul style="list-style-type: none"> <li>• teacher with whole class discuss vocabulary and complete cloze exercise</li> <li>• teacher could first give supported oral instructions on drawing a simpler pattern</li> <li>• then teacher reads <i>Measure and draw</i> procedure with students</li> <li>• students measure and draw the pattern in their books</li> <li>• count the rectangles and triangles, including overlapping shapes (ie. 16 triangles and 9 rectangles)</li> <li><b>extension:</b></li> <li>• students draw a different simple pattern and write instructions based on model text for another student to construct</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Measure and draw</i></li> <li>• <i>How many are there?</i></li> <li>• concepts of measurement, direction, spatial position</li> <li>• equipment: <i>ruler, set square, pencil</i></li> <li>• procedure</li> </ul>	
13	54	<b>Making a Collage</b> <ul style="list-style-type: none"> <li>• picture cloze</li> <li>• instructions</li> <li>• planning recount</li> <li>• collage</li> <li>• procedural recount</li> </ul>	<b>LEVEL 1:</b> 9. Can listen, respond to and give a simple set of spoken instructions. 15. Can read and respond to a simple set of instructions. 19. Can write a simple recount. <b>LEVEL 2:</b> 21. Can write a simple procedure. [procedural recount]	<ul style="list-style-type: none"> <li>• teacher discusses with students and together identify the missing materials</li> <li>• teacher gives out materials</li> <li>• students answer questions about what they will do</li> <li>• then students make collage</li> <li>• after they finish, students can also write about what they did do (procedural recount)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How to make a collage</i></li> <li>• <i>We will ....</i></li> <li>• materials: <i>paper, scissors, magazines, paste</i></li> <li>• instructions/ planned procedure in future simple tense: <i>We will ...</i></li> <li>• descriptive recount in past simple tense (<i>We made a collage. We used .... etc</i>)</li> <li>• visual awareness</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
14	55-61	<p><b>Activities</b> <b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• table</li> <li>• matching and labelling pictures</li> <li>• descriptive phrases and sentences</li> </ul>	<p><b>LEVEL 1:</b> 5. Can listen for simple detail. 7. Can listen, respond to and give a simple spoken description. [describing activities, at sentence level] 13. Can read and respond to a simple description. [describing activities, at sentence level] 20. Can write a simple description. [describing activities, at sentence level]</p>	<ul style="list-style-type: none"> <li>• teacher explains spelling rules with whole class using OHP and students give answers</li> <li>• <b>A: Verbs:</b></li> <li>• students match and label verbs with pictures</li> <li>• make sentences using these verbs with no object (intransitively)</li> <li>• <b>B: Verb-Noun Phrases:</b></li> <li>• match words in verb-noun phrases, label pictures</li> <li>• make sentences using verb-noun phrases with preposition and object</li> <li>• <b>C: Verb-Noun Phrases:</b></li> <li>• match and label</li> <li>• make sentences using verb-noun phrases without preposition but with object</li> <li>• <b>note:</b> demonstrate usage of present continuous within sentences but not try to explicitly explain all the complexities and variants</li> <li><b>extension:</b></li> <li>• students think of more verbs and spellings for -ing words</li> <li>• make further sentences</li> </ul>	<ul style="list-style-type: none"> <li>• action verbs, 'simple' verbs and present continuous verbs</li> <li>• spelling rules for -ing verbs: (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></li> <li>• verb-noun phrases using 3 different patterns: – <b>A: Verbs:</b> subject pronoun + intransitive present continuous verb: <i>He/ She/ They is/are ...ing.</i> – <b>B: Verb-Noun Phrases:</b> subject pronoun + transitive present continuous verb + preposition + article + object: <i>He/She/ They is/are ...ing to ....</i> – <b>C: Verb-Noun Phrases:</b> subject pronoun + transitive present continuous verb + article + object: <i>He/ She/ They is/are ...ing ....</i></li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>15</b>	62-67	<b>Multiply and Divide</b> <ul style="list-style-type: none"> <li>• table</li> <li>• number sequences</li> </ul>	<b>LEVEL 1:</b> 5. Can listen for simple detail. 11. Can demonstrate appropriate reading behaviours. 17. Can copy text accurately and legibly.	<ul style="list-style-type: none"> <li>• look at and review numbers and multiplication in <b>Wordbank</b></li> <li>• teacher demonstrates (with OHP if necessary) how the table can be used for both multiplication and division</li> <li>• students complete <i>Multiplication and Division Table</i></li> <li>• teacher demonstrates with class how to complete the Number Series – referring to <i>Multiplication/Division</i> table where necessary, especially for diagonal number series</li> <li>• <i>Multiplication</i>: teacher explains the variants of the number sentences</li> <li>• students read number sentences in words and complete in numerals</li> <li>• <i>Division</i>: teacher explains the variants of the number sentences, and models the variants of number order shown in the pattern</li> <li>• students again read number sentences in words and complete in numerals</li> </ul>	<ul style="list-style-type: none"> <li>• ... <i>times/ multiplied by ... is/ equals/ makes ...</i></li> <li>• ... <i>divided by ... equals/ is/ makes ...</i></li> <li>• ... <i>into ... equals/ is/ makes ...</i></li> <li>• operations</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>16</b>	68-71	<b>My Friend</b> <ul style="list-style-type: none"> <li>• description</li> <li>• questions and statements</li> </ul>	<b>LEVEL 2:</b> 2. Can negotiate an oral transaction. 4. Can listen, respond to and give a spoken description. 10. Can read and respond to a description. 19. Can write a description.	<ul style="list-style-type: none"> <li>• discuss having a friend, either now or previously</li> <li>• teacher reads description: <i>My Friend (1)</i> with whole class following in their own book, or else as a listening activity</li> <li>• teacher with whole class read the missing words of <i>My Friend (2)</i> and make the answer stems</li> <li>• then students complete the full answers</li> <li>• ask each other the questions about each other's friend</li> <li>• write a description about their own friend</li> </ul>	<ul style="list-style-type: none"> <li>• statements, 3rd person: <i>is called – comes from – lives – speaks – has – is – likes to wear</i></li> <li>• questions, 2nd and 3rd person: <i>is called – come from – live – speak – have – is – like to wear</i></li> <li>• description: appearance, background, family, interests, personality, qualities of a good friend</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
17	72-79	<p><b>Where are they?</b> <b>Where are the animals?</b></p> <ul style="list-style-type: none"> <li>labelling pictures</li> <li>descriptive sentences</li> </ul>	<p><b>LEVEL 1:</b> 5. Can listen for simple detail. 7. Can listen, respond to and give a simple spoken description. [sentence level] 13. Can read and respond to a simple description. [sentence level] 20. Can write a simple description. [sentence level]</p>	<ul style="list-style-type: none"> <li>teacher reads the nouns in <i>Where are they? (1)</i> with the class, using OHP</li> <li>together select the 2 nouns for each picture</li> <li>students write the correct nouns in their books</li> <li>together go through <i>Where are they? (2)</i> selecting the correct preposition to link the 2 nouns using OHP</li> <li>students complete the sentences in their books</li> <li>similarly for <i>Where are they? (3)</i></li> <li>for <i>Where are they? (4)</i> students must also select the prepositions as well</li> <li>similarly for <i>Where are they? (5)</i></li> <li>for <i>Where are they? (6)</i> students must join the subject with the verb-preposition phrase and then with the object</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>more detailed descriptions from pictures or real life</li> </ul>	<ul style="list-style-type: none"> <li><i>Where are they?</i></li> <li><i>Where are the animals?</i></li> <li><i>is/are</i></li> <li>present continuous verbs</li> <li>descriptive sentences: article + subject + verb/ verb group + preposition of location + article + noun</li> <li>descriptive sentences in 4 patterns: – <b>A:</b> <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>B:</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> – <b>C:</b> <i>The</i> + object/ animal + <i>is</i> + colour. eg: <i>The snake is black and orange.</i> – <b>D:</b> <i>There is</i> + <i>a/n/</i> <i>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></li> </ul>	





# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
<b>18</b>	80-82	<b>Shapes and Fractions</b> <ul style="list-style-type: none"> <li>• diagrams, shapes</li> <li>• instructions/ procedure</li> <li>• descriptive sentences</li> </ul>	<b>LEVEL 1:</b> 5. Can listen for simple detail. 9. Can listen, respond to and give a simple set of spoken instructions. 17. Can copy text accurately and legibly. 15. Can read and respond to a simple set of instructions. 20. Can write a simple description. [sentence level]	<ul style="list-style-type: none"> <li>• introduce shapes and fractions, demonstrate on board</li> <li>• review <i>Shapes and Fractions</i> in <b>Wordbank</b></li> <li>• students complete exercises</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How much is it?</i></li> <li>• <i>What fraction of the circle/ rectangle is it?</i></li> <li>• <i>This is ....</i></li> <li>• <i>Divide the/ these shapes.</i></li> <li>• vocabulary of shapes, fractions, colours</li> <li>• <i>Colour the + fraction + of the + shape + colour. eg:</i> <i>Colour two thirds of the rectangle yellow.</i></li> <li>• <i>Fraction + of the + shape + is + colour. eg:</i> <i>One sixth of the triangle is blue.</i></li> <li>• mathematical concepts</li> </ul>	



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
19	83-86	<p><b>What are you like?</b></p> <ul style="list-style-type: none"> <li>describing personality and character</li> <li>casual conversation: discussing selves</li> </ul>	<p><b>LEVEL 2:</b></p> <p>2. Can negotiate an oral transaction.</p> <p>4. Can listen, respond to and give a spoken description. [sentence level]</p> <p>5. Can listen, respond to and give a spoken information report.</p> <p>8. Can listen and respond to a simple explanation. [sentence level]</p> <p>10. Can read and respond to a description. [sentence level]</p> <p>19. Can write a description. [sentence and paragraph levels]</p>	<ul style="list-style-type: none"> <li>introduce on board:               <ul style="list-style-type: none"> <li>like (1): 'What do you like?' and</li> <li>like (2): 'What is it like?' and 'What are you like?' – giving examples of question and statement forms which students copy in notebooks</li> </ul> </li> <li>teacher reads through the <b>Workbook</b> questions with the class, explaining some vocabulary and modelling pronunciation – perhaps a page at a time</li> <li>select students to ask and tell with whole class</li> <li>model conversational strategies, including not answering the queries</li> <li>students ask and tell in pairs or threes and then move around the class to ask everyone</li> <li>make sentences about their classmates</li> <li>make sentences about themselves</li> </ul> <p><b>extension:</b></p> <ul style="list-style-type: none"> <li>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> ....</li> </ul>	<ul style="list-style-type: none"> <li>What do you like?</li> <li>What is it like?</li> <li>What are you like? – What is s/ he like?</li> <li>Are you ...? – Yes, I am. – No, I'm not. – Sometimes I am.</li> <li>I am/ 'm not/ am sometimes ...</li> <li>... is/ isn't/ is sometimes ...</li> <li>2nd person questions, 1st person replies</li> <li>1st person, 3rd person statements</li> <li>affirmative and negative</li> <li>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)</li> <li>like (1): preference, eg:               <ul style="list-style-type: none"> <li>What do you like? I like oranges.</li> <li>What weather do you like? – I like hot weather.</li> </ul> </li> <li>like (2): describing characteristics of people, animals or things, such as people's personality and appearance, eg:               <ul style="list-style-type: none"> <li>What is it like? What is the weather like? The weather is hot. It is hot.</li> <li>What are you like? I am good at science.</li> <li>What is s/he like? He is tall with dark hair.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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>)</li> </ul>



# Teachers' Programming Guide: Spark! Workbook 3

INTENSIVE ENGLISH PROGRAMS CURRICULUM FRAMEWORK: LEVEL 1 WORKING TOWARDS LEVEL 2 (INTRODUCTORY)

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	IEP LEARNING OUTCOMES Students can:	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
20	87-95	Saturday: A Lazy Saturday A Busy Saturday My Busy Day  • table • picture cloze • recount	<b>LEVEL 2:</b> 3. Can listen, respond to and tell a recount. 9. Can read and respond to a recount. 18. Can write a recount.	<i>A Lazy Saturday:</i> • introduce the topic by talking about weekend activities of the students • depending on level of class, revise <i>Activities</i> from <b>Wordbank</b> • 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 <i>A Busy Saturday:</i> • 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)	• <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	