

SPARK!

WORKBOOK 4:

TEACHERS'

PROGRAMMING

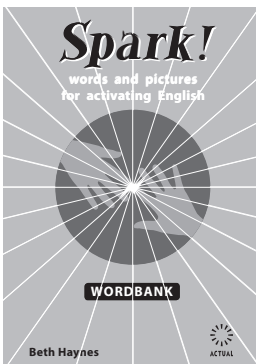
GUIDE



Mapped to:

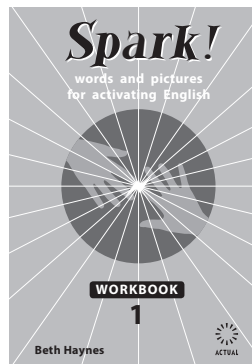
Adult ESOL Core Curriculum:

Entry 1 working towards Entry 2 (continuing)



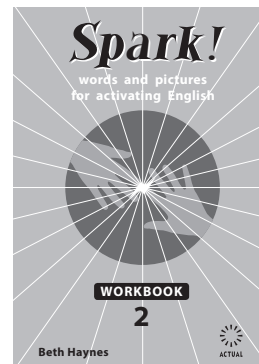
Milestones 6-8
working towards Entry 2

• **BLUE**



Milestones 6-8
working towards Entry 1

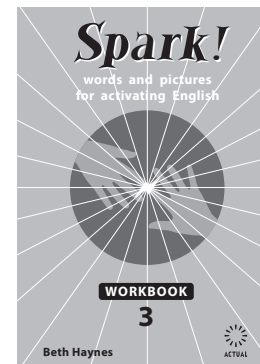
• **RED**



Entry 1

• **ORANGE**

European Languages Framework:
Wordbank: A1-A2
Workbooks 1 & 2: A1
Workbooks 3 & 4: A2



Entry 1 working towards
Entry 2 (introductory)

• **GREEN**



Entry 1 working towards
Entry 2 (continuing)

• **PURPLE**

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Beth Haynes



Teachers' Programming Guide: Spark! Workbook 4

ESOL CORE CURRICULUM: ENTRY 1 WORKING TOWARDS ENTRY 2

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	CORE CURRICULUM DESCRIPTORS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
1	5-9	<p>Feelings</p> <ul style="list-style-type: none"> labelling explanatory sentences 	<p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Lr/E2.6 listen to and identify simply expressed feelings and opinions</p> <p>Rt/E1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E1.2 recognise the different purposes of texts at this level</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Ws/E2.1 construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but</p> <p>Ws/E2.2 use adjectives</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> present <i>Feelings</i> section of Spark! <p>Wordbank</p> <ul style="list-style-type: none"> talk about feelings, pronounce names label pictures write names of feelings in sentences and choose sentence endings complete cloze sentences copy sentences <p>extension:</p> <ul style="list-style-type: none"> miming and guessing feelings talking and writing about feelings of self and classmates 	<ul style="list-style-type: none"> <i>How do they feel? – How do you feel?</i> <i>How does s/he feel?</i> <i>I feel ... when I ...</i> <i>S/he feels when... s/he...</i> feeling adjectives 1st, 2nd and 3rd person pronouns and verbs timeless present tense <i>to feel</i> action verbs 2-clause sentences with conjunction <i>when</i> pronouns 	



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2	10-15	<p>Favourites Classifying</p> <ul style="list-style-type: none"> • table • sentences: descriptive, preferences, opinion • class survey grid • descriptive paragraphs • explanatory sentences 	<p>Lr/E.1.2 listen for detail using key words to extract some specific information Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Lr/E2.6 listen to and identify simply expressed feelings and opinions</p> <p>Rt/E1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rt/E2.3 identify common sources of information</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> • use referencing skills to locate items within various topics of Wordbank • make sentences about self • class survey about favourites • transfer results of survey to make sentences about classmates • classify vocabulary items into categories <p>extension:</p> <ul style="list-style-type: none"> • give reasons using <i>because</i>: <i>My favourite ... is ... because</i> • make descriptive paragraphs classifying items into topics, eg: <i>Yellow, brown, green and orange are colours.</i> • dislikes 	<ul style="list-style-type: none"> • <i>What do you like the best?</i> • <i>What is your favourite ...?</i> • <i>My favourite ... is</i> • <i>... 's favourite ... is ...</i> • <i>My favourite ... is ... because</i> • book structure: <i>topics/ contents, page numbers, headings, items</i> • classification • personal preferences • explanatory sentences using <i>because</i> • 1st, 2nd, 3rd person pronouns • affirmative and negative 	



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3	16-22	Things at School <ul style="list-style-type: none"> labelling crossword puzzle description and definitions information gap: instructions 	<p>Lr/E2.1 listen for and follow the gist of explanations, instructions and narratives</p> <p>Lr/E2.2 listen for detail in short explanations, instructions and narratives</p> <p>Sc/E2.3 express clearly statements of fact and short accounts and descriptions</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E2.3 use punctuation correctly, e.g. capital letters, full stops and question marks</p> <p>Ws/E2.1 construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> brainstorm things at school match and label complete crossword puzzle answer quiz make defining, describing sentences join beginnings and endings of sentences information gap activity: Student A and Student B give each other instructions (then change roles) <p>extension:</p> <ul style="list-style-type: none"> play I Spy game, Kim's game 	<ul style="list-style-type: none"> <i>What are they called?</i> <i>What is it? – What are they?</i> <i>What is it like? – What are they like?</i> <i>Do it.</i> <i>A ... is/are ... and you</i> <i>It is ..., it has ... and you</i> vocabulary of furniture, equipment, stationery, other objects describing, defining, identifying instructions and procedures action verbs – imperatives 2nd, 3rd person pronouns conjunction <i>and</i> – joining sentences 	



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4	23-31	<p>The Weather</p> <ul style="list-style-type: none"> • speech balloons: structured dialogue • labelling • picture cloze • temperature cline • description • preferences • chart – record-keeping • weather reports 	<p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Lr/E2.6 listen to and identify simply expressed feelings and opinions</p> <p>Rt/E2.1 trace and understand the main events of chronological and instructional texts</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rt/E2.3 identify common sources of information</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Ws/E2.2 use adjectives</p> <p><i>Ws/E2.4</i> use a capital letter for proper nouns</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> • discuss the weather • present vocabulary in Wordbank • conversational exchange in pairs • make questions and responses • label pictures, write adjectives in sentences • temperature cline • complete weather chart • transfer information from chart to make descriptive sentences • observe weather patterns, record findings to make own weather chart • transfer data into descriptive sentences <p>extension:</p> <ul style="list-style-type: none"> • compare weather in different parts of the world • look at weather reports in newspaper, on TV, internet • construct report from matrix and/or matrix from report 	<ul style="list-style-type: none"> • <i>What is the weather like?</i> • <i>How hot or cold is it?</i> • <i>Do you like this weather? – Yes, I do. – No, I don't.</i> • <i>What was the weather like?</i> • <i>What will the weather be like?</i> • <i>It's/ It is – It is a ... day.</i> • <i>Today is.... – On ..., it was</i> • preferences • describing • weather vocabulary, adjectives, temperature cline • <i>like (1)</i> preferences • <i>like (2)</i> description • <i>to be</i> • present and past tenses • sentences and paragraphs 	



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5	32-42	<p>Family</p> <p>Robin Lee's Family Sam Lee's Family My Family</p> <ul style="list-style-type: none"> • diagram • description • information report • table • list 	<p>Lr/E2.2 listen for detail in short explanations, instructions and narratives</p> <p>Sc/E2.2 make requests and ask questions to obtain information in everyday contexts</p> <p>Sc/E2.3 express clearly statements of fact and short accounts and descriptions</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Rw/E2.5 use initial letters to find and sequence words in alphabetical order</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Wt/E2.1 use written words and phrases to record or present information</p> <p>Ws/E2.3 use punctuation correctly, e.g. capital letters, full stops and question marks</p> <p>Ws/E2.4 use a capital letter for proper nouns</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> • talk generally about immediate and extended families, mindful of any possible sensitivities • present <i>Family</i> in Wordbank • label family tree diagram (<i>Robin Lee</i>) • transfer information from diagram to make descriptive and identifying sentences • identify and describe family relationships • label family tree diagram from another point of view (<i>Sam Lee</i>) • make describing and identifying sentences • group vocabulary into alphabetical order in list • group vocabulary into gender categories in table • write a personal description or information report of own family <p>extension:</p> <ul style="list-style-type: none"> • if there are no sensitive issues, ask and tell about each other's families 	<ul style="list-style-type: none"> • <i>Who are they? – Who is s/he?</i> • <i>What are they called? – What is s/he called?</i> • <i>What order do they go in?</i> • <i>Are they male or female?</i> • <i>Who are they?</i> • <i>Who is/ are...?</i> • <i>This is – Those are</i> • <i>My ... is/ are</i> • <i>... is/ are – ... is/ are called</i> • describing and identifying family members and family relationships • point of view • male and female pronouns: <i>I, my, we, our, he, she</i> • <i>simple</i> present tense verbs: <i>to be, to have, to be called</i> • singular and plural • alphabetical order: 1st letter, other letters • information report staging: general classifying statement and description • note: 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>) • note: accurate control over descriptive text of this kind will develop very gradually 	



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6	43,44	<p>Dates</p> <ul style="list-style-type: none"> • information gap activity 	<p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Sc/E.1.3 ask questions to obtain specific information</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E1.2 recognise the different purposes of texts at this level</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Ws/E2.4 use a capital letter for proper nouns</p> <p>Ww/E2.1 spell correctly the majority of personal details and familiar common words</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> • present topic, practise reading dates: days, months, years • Student A and Student B complete information gap activity <p>extension:</p> <ul style="list-style-type: none"> • make questions and statements using dates, eg. birthdays, special days • students construct similar information gap exercises <p>note: 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"> • <i>When?</i> • dates: days, months, years • words and numerals • numerical items in numerals and words • discriminating between sound and spelling patterns, eg. <i>sixth, sixteenth</i> – <i>second, two</i> 	



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7	45-51	<p>Opinions</p> <ul style="list-style-type: none"> • word cline • word search • opinions: conversational exchange [sentence level] 	<p>Lr/E2.5 respond to straightforward questions</p> <p>Lr/E2.6 listen to and identify simply expressed feelings and opinions</p> <p>Sc/E2.1 speak clearly to be heard and understood in straightforward exchanges</p> <p>Sc/E2.2 make requests and ask questions to obtain information in everyday contexts</p> <p>Lr/E2.8/ Sd/E2.1 follow the main points and make appropriate contributions to the discussion</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Rw/E2.4 use a simplified dictionary to find the meaning of unfamiliar words</p> <p>Ws/E2.1 construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but</p> <p>Ws/E2.2 use adjectives</p> <p>Ws/E2.3 use punctuation correctly, e.g. capital letters, full stops and question marks</p> <p>Ww/E2.1 spell correctly the majority of personal details and familiar common words</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> • present word cline from <i>Wordbank: How good or bad?</i> • students then complete cline in <i>Workbook</i> • model conversational exchange • present and reinforce content vocabulary through word search • conversational exchange in pairs about personal opinions/ preferences • make sentences about classmates • make sentences about self extension: <ul style="list-style-type: none"> • discuss further topics, adding more detail to statements and giving reasons with <i>because</i> 	<ul style="list-style-type: none"> • <i>How good or bad?</i> • <i>What do you think about it/ them?</i> • <i>How much do you like it/ them?</i> • <i>I like/ don't like it/ them.</i> • <i>I think it's/ they're</i> • <i>S/he likes/ doesn't like S/he thinks it's/ they're</i> • pronunciation and intonation • vocabulary items • vocabulary cline: <i>How good or bad?</i> • adjectives • 1st, 2nd, 3rd person • singular and plural • affirmative and negative • further vocabulary, eg. <i>interesting, delicious</i> • reasons using <i>because</i> 	



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8	52-57	<p>The House: Rooms, Bedroom</p> <ul style="list-style-type: none"> labelling picture description instructions floor plan 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E2.2 make requests and ask questions to obtain information in everyday contexts</p> <p>Sc/E2.3 express clearly statements of fact and short accounts and descriptions</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Wt/E2.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E2.2 use adjectives</p> <p>Ws/E2.3 use punctuation correctly, e.g. capital letters, full stops and question marks</p> <p>Ww/E2.1 spell correctly the majority of personal details and familiar common words</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> present <i>House and Rooms</i> in Wordbank brainstorm and discuss label picture of the house make descriptive text based on picture of house description of own house or flat label parts of bedroom and objects in picture read instructions and colour items make descriptive text based on colours of items class survey about bedrooms description of own room <p>extension:</p> <ul style="list-style-type: none"> rewrite as description in paragraphs floor plan of house/flat, classroom, playground 	<ul style="list-style-type: none"> <i>What are they called?</i> <i>What is in the/ your bedroom?</i> <i>What colours?</i> <i>What colour/s is/are ...?</i> <i>How many ... are there?</i> <i>Is/ Are there a/any?</i> <i>Colour the</i> <i>There is/are...</i> <i>It is/ has... – They are ...</i> <i>There is a/ are</i> <i>The ... is/are ...</i> vocabulary of house, rooms, bedroom, colours prepositional phrases to show location singular and plural note: accurate control over descriptive text of this kind will develop very gradually 	



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9	58-62	<p>Opposites</p> <ul style="list-style-type: none"> • word list • descriptive sentences • crossword puzzle • information gap 	<p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rt/E2.3 identify common sources of information</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Rw/E2.4 use a simplified dictionary to find the meaning of unfamiliar words</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Wt/E2.1 use written words and phrases to record or present information</p> <p>Ws/E2.2 use adjectives</p>	<ul style="list-style-type: none"> • find opposites wordlist from Wordbank (Adjectives) to complete identifying sentences • transfer this vocabulary to complete crossword puzzle • write missing opposite words in sentences • information gap activity based on opposite words • make questions • construct further sentences 	<ul style="list-style-type: none"> • <i>What is the opposite?</i> • <i>What are they like?</i> • <i>What is he/ she/ it like?</i> • <i>... is the opposite of</i> • <i>The ... isn't – It's/ She's/ He's</i> • opposites wordlist (<i>Adjectives</i>) from Wordbank • pronouns: <i>it/ he/ she - they - It's/ He's/ She's ...</i> • positive and negative 	



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10	63-67	<p>Places</p> <ul style="list-style-type: none"> • explanatory sentences (picture cloze) • board game • instructions 	<p>Lr/E.1.3 follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Lr/E2.1 listen for and follow the gist of explanations, instructions and narratives</p> <p>Lr/E2.2 listen for detail in short explanations, instructions and narratives</p> <p>Rt/E2.1 trace and understand the main events of chronological and instructional texts</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Wt/E2.1 use written words and phrases to record or present information</p>	<ul style="list-style-type: none"> • write missing vocabulary of everyday places and explanatory phrases in sentences • explain instructions about playing game • play the board game about places to go in pairs or small groups <p>extension:</p> <ul style="list-style-type: none"> • students construct their own board game about a different topic 	<ul style="list-style-type: none"> • <i>Where do you want to go?</i> • <i>What can you go there for?</i> • <i>You can go to the/ your ... to/ when</i> • <i>You want to/ feel Go to the ...</i> • instructional language for playing board game: <i>marker, dice</i> • <i>start, finish, square, winner</i> • <i>Go back/forward ... spaces.</i> • <i>Miss a turn.</i> • <i>can + verb</i> • names of places • imperatives • action verbs • verb-noun phrases • note: <i>die</i> is strictly the correct singular form; the parts of the game layout are not strictly 'square'; and it can also be called a 'board' game even on paper and in a book. 	



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ESOL CORE CURRICULUM: ENTRY 1 WORKING TOWARDS ENTRY 2

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	CORE CURRICULUM DESCRIPTORS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
11	68-71	<p>Address</p> <ul style="list-style-type: none"> • information exchange: speech balloons • form • envelope • personal information • street directory 	<p>Lr/E2.5 respond to straightforward questions</p> <p>Sc/E2.1 speak clearly to be heard and understood in straightforward exchanges</p> <p>Sc/E2.2 make requests and ask questions to obtain information in everyday contexts</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rt/E2.3 identify common sources of information</p> <p>Rw/E2.1 read and understand words on forms related to personal information, e.g. first name, surname, address, postcode, age, date of birth</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Wt/E2.1 use written words and phrases to record or present information</p> <p>Ws/E2.3 use punctuation correctly, e.g. capital letters, full stops and question marks</p> <p>Ws/E2.4 use a capital letter for proper nouns</p> <p>Ww/E2.1 spell correctly the majority of personal details and familiar common words</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> • link with <i>Places</i> above – these places are more general • go through <i>Places in the World</i> and <i>Address</i> in Wordbank • role play information exchange about personal details • fill in the missing words in short information exchange • interview a classmate • fill in a form with basic personal details about self and about a classmate • address an envelope • note: adapt for UK • extension: • students construct other forms, adding further details, eg. birthday • use street directory or GPS • write descriptive sentences about self and classmates • write and mail a letter to a classmate or another person • visit post office 	<ul style="list-style-type: none"> • part/ whole relationships of address and place: <i>flat/ unit number, street number, street, suburb/ town, city, capital city, state, country, world</i> • family name, given name • singular/ plural • wh- and yes/no questions • statements 	



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12	72-80	<p>Directions</p> <ul style="list-style-type: none"> • map-reading • descriptive procedures • street directory 	<p>Sc/E.1.4 make statements of fact clearly</p> <p>Sc/E.1.3 ask questions to obtain specific information</p> <p>Lr/E2.4 listen to and follow short, straightforward explanations and instructions</p> <p>Sc/E2.1 speak clearly to be heard and understood in straightforward exchanges</p> <p>Rt/E2.3 identify common sources of information</p> <p>Rt/E2.1 trace and understand the main events of chronological and instructional texts</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Wt/E2.1 use written words and phrases to record or present information</p> <p>Ws/E2.2 use adjectives</p> <p>Ws/E2.4 use a capital letter for proper nouns</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> • locate specific information on a map • read procedure about directions and mark the route on a map • information gap activities in pairs about reading directions and marking routes • give spoken instructions for directions <p>extension:</p> <ul style="list-style-type: none"> • make more directions exercises, choosing a destination • students tell each other how to get to places, eg. within school, in local area • use street directory or GPS 	<ul style="list-style-type: none"> • <i>How do you get there/ get to the ...?</i> • imperatives • proper nouns for places • vocabulary of directions: <i>straight ahead, turn left/ right, corner, etc</i> • connectives/ sequence markers: <i>until, Keep going, Then, From there, After that, Finally</i> 	



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13	81,82	<p>Places in Australia Capital Cities Places in Other Countries</p> <ul style="list-style-type: none"> • cloze • descriptive questions and statements • map-reading • atlas • information report 	<p>Lr/E.1.2 listen for detail using key words to extract some specific information Sc/E.1.4 make statements of fact clearly Lr/E2.3 listen for and identify the main points of short explanations or presentations Lr/E2.4 listen to and follow short, straightforward explanations and instructions Lr/E2.5 respond to straightforward questions Rt/E2.3 identify common sources of information Rw/E2.2 recognise high frequency words and words with common spelling patterns Rw/E2.3 use phonic and graphic knowledge to decode words Wt/E1.1 use written words and phrases to record or present information Ws/E1.1 construct a simple sentence Wt/E2.1 use written words and phrases to record or present information Ws/E2.2 use adjectives Ws/E2.3 use punctuation correctly, e.g. capital letters, full stops and question marks Ws/E2.4 use a capital letter for proper nouns Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> • explain very simply part/ whole relationships of places in Australia • write missing words in sentences • rearrange jumbled questions about capital cities and states • use atlas <p>extension:</p> <ul style="list-style-type: none"> • explain part/ whole relationships of places in other relevant countries • rewrite as an information report text with introductory sentence to identify and classify • write an information report about other countries 	<ul style="list-style-type: none"> • <i>What are the capital cities?</i> • <i>... is a – It has</i> • <i>The capital city of ... is</i> • place vocabulary: <i>country, states, state, capital city, suburb, town, street, street number, postcode</i> • descriptive sentences • information text staging: general classifying statement, description 	



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14	83,84	<p>The Solar System</p> <ul style="list-style-type: none"> labelling diagram information sentence cloze 	<p>Lr/E2.1 listen for and follow the gist of explanations, instructions and narratives</p> <p>Lr/E2.2 listen for detail in short explanations, instructions and narratives</p> <p>Lr/E2.3 listen for and identify the main points of short explanations or presentations</p> <p>Lr/E2.4 listen to and follow short, straightforward explanations and instructions</p> <p>Lr/E2.5 respond to straightforward questions</p> <p>Sc/E2.3 express clearly statements of fact and short accounts and descriptions</p> <p>Sc/E2.4 ask questions to clarify understanding</p> <p>Rt/E2.1 trace and understand the main events of chronological and instructional texts</p> <p>Rt/E2.3 identify common sources of information</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Wt/E2.1 use written words and phrases to record or present information</p>	<ul style="list-style-type: none"> brainstorm knowledge about the planets, look at diagram in Wordbank, discuss concept of planets going round Sun, moon going round Earth, etc label diagram of the Solar System explain very simply part/whole relationships present <i>Size</i> word cline from <i>Wordbank</i>, and explain that it's relative, that one thing write missing words in information report relating to size <p>extension:</p> <ul style="list-style-type: none"> Which planet is the hottest/ coldest/ biggest/ smallest? library or internet research 	<ul style="list-style-type: none"> <i>The ... is – There are</i> vocabulary of the Solar System <i>Size</i> word cline (<i>How big or small?</i>): <i>tiny, big, vast</i>, etc defining and informing <i>relative, depends on</i> (one thing is relative/ depends on another thing) 	



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15	85-93	<p>Lily was Lucky!</p> <ul style="list-style-type: none"> narrative: theme of a lucky escape verb table/ list picture cloze narrative summary 	<p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Lr/E2.1 listen for and follow the gist of explanations, instructions and narratives</p> <p>Lr/E2.2 listen for detail in short explanations, instructions and narratives</p> <p>Rt/E2.1 trace and understand the main events of chronological and instructional texts</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rs/E2.1 read and understand linking words and adverbials in instructions and directions, e.g. next, then, right and straight on</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Ws/E2.1 construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but</p> <p>Ws/E2.2 use adjectives</p> <p>Ww/E2.1 spell correctly the majority of personal details and familiar common words</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> complete cloze narrative focussing on people, time, location, events rewrite narrative in 3rd person and using paragraphs refer to <i>Verbs</i> in Wordbank complete verb table by matching past tense verbs with present tense verbs complete list of present tense and past tense verbs write missing verbs in sentence summary focus on narrative staging and paragraphs for beginning, middle, end talk and write about when students were lucky or unlucky <p>extension:</p> <ul style="list-style-type: none"> students make questions to ask each other and write their own recount, anecdote or narrative 	<ul style="list-style-type: none"> <i>What happened to Lily?</i> action verbs – simple past tense – regular and irregular verbs first and third person pronouns: <i>I, my, we – he, his, they</i> changing 1st person to 3rd: <i>I/ she – my, me/ her – myself/ herself</i> noun groups with adjectives conjunctions and time markers: <i>Yesterday morning, at 7.45</i> adverbs and prepositional phrases of time and location conditional, eg: <i>If I couldn't... I would have to ...</i> (note: introduced implicitly, but not yet as explicit teaching point) paragraphs narrative staging: orientation, sequence of activities/ events, complication, evaluation and resolution 	



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16	94, 95	Shopping Game <ul style="list-style-type: none"> • board game • instructions/procedure 	<p>Lr/E.1.3 follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Lr/E2.1 listen for and follow the gist of explanations, instructions and narratives</p> <p>Lr/E2.2 listen for detail in short explanations, instructions and narratives</p> <p>Rt/E1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E2.1 trace and understand the main events of chronological and instructional texts</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rw/E2.2 recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 use phonic and graphic knowledge to decode words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ww/E2.1 spell correctly the majority of personal details and familiar common words</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> • explain instructions about playing game • play the board game about buying things in pairs or small groups <p>extension:</p> <ul style="list-style-type: none"> • students construct their own board game about a different topic 	<ul style="list-style-type: none"> • <i>What do you want to buy?</i> • <i>You want to buy.... Go to the ...</i> • instructional language for playing board game • names of shops • imperatives • action verb infinitives: <i>to buy</i> 	