







# Contents

Unit	CLIL Topic	Structures	Key Language			
0. Hello Flo!		Sit down, stand up	Colours: red, blue, yellow, green, orange, purple			
1. Ready for school! Page 30	Tools and machines	Hurry up! Come on! What's this / that? It's my Wow! It's a picture, puzzle, purple, plasticine, pig	Pencil case, rubber, glue, sharpener, crayon, school bag, pencil, scissors, book Numbers: 1-10 Shapes: square, triangle, circle			
2. Move your body! Page 62	The human body	Singular and plural Imperatives: Wave your right / Ieft hand. Stamp your right / Ieft foot. That's easy! Finished!	Girl, boy, children; wave, shake, open, move, left, right Parts of the body: hand, foot, feet, arms, leg, head, body Parts of the face: eyes, ears, hair, nose, mouth			
3. What's the weather like? Page 94	The physical world	Put your on. Take your off. What's the weather like? It's It isn't Yes, it is. No, it isn't. Come outside / inside to play. Round and round the rock I go	Sunny, raining, snowing, windy hot, cold, inside, outside Clothes: gloves, wellies, hat, scarf, coat			
4. At home with my family Page 126	The communities we belong to	Is she in the? Where's? Is it? Prepositions: on / under + furniture; in + room Who's that? She's / He's my mum / dad Is that your mum? Where? Over there!	Family: mum, dad, brother, sister Rooms: bedroom, bathroom, kitchen, living room Furniture: bed, bath, cupboard, sofa			





Unit	CLIL Topic	Structures	Key Language		
5. This is my town! Page 158	Landscapes and habitats	This is Prepositions: at, next to There's a (bus station) next to the (library). (Grandad's) on the bus	Town: sweet shop, supermarket, hospital, library, bus station, park Numbers: 11-29		
6. Off to work! Page 190	People and human activities	I'm / he's / she's a at home / work / school What do you want to be? I want to be a See you later, alligator! I want to be a	Jobs: nurse, bus driver, gardener, teacher, builder, police officer  Work places: building site, police station  Clothes: boots, gloves, jacket		
7. Animal world Page 222	Living creatures	Listen! What's that? It's a I can see a It's + adjective (Recognition) What can you hear? It's there! I want a pet, a perfect pet. A perfect pet for me, you see.	Animals: bird, fish, frog, rabbit; elephant, monkey, parrot, snake, tiger; cat, dog, goldfish, mouse, turtle Adjectives: big, small, quiet, noisy, hard, soft		
8. I'm hungry! Page 254	Culture and civilization	I've got (20) teeth. I've got + toy Can I have, please? Yum! Yum! I like (Recognition) Do you like? I love it! It's my favourite toy!	Food: apple, banana, water, juice, sandwich, cake, crisps, biscuits, sausages Adjectives: hungry, thirsty Meals: breakfast, lunch, tea, dinner Toys: doll, train, car, bike		

### **Festivals**

HalloweenPage 286ChristmasPage 290EasterPage 298



# Methodology

The increasing focus on language learning in the early stages of education has brought about many changes in the way we teach young learners. Most recently the focus has moved towards integrating, in some way, both the target language and the main curricular contents. This approach has led to many variants of content and language-integrated learning. **Sparks** provides a content and language-related learning programme for the full six years of primary education.



#### **Dual Focus**

Content-related learning involves a dual focus in each lesson. Teachers work with both the language objectives and the content objectives at the same time.

At the beginning of each lesson the teacher works with the conceptual framework, which supports the target language. This ensures that the language learning process is properly supported by the child's cognitive development. In this way learning English is not limited to simply learning another set of words, but involves developing the concepts that stand behind the words. At the end of each lesson the teacher checks that the children have grasped both the language, the concepts and the content.

#### **Classroom work**

Content-related learning has several very positive effects on classroom activity:

- Teachers can take advantage
   of the children's existing
   knowledge of the contents
   and related concepts to scaffold their learning of the
   language.
- Children are immediately active participants in the classroom. Each lesson in *Sparks* begins and ends with a whole group activity where the children are encouraged to display their knowledge orally.
- Teachers have a far wider pool of contents and resources to work from. This broadens the field for both the teacher and the learner.

Content-related learning has several very positive effects on children's learning:

 Children are much more likely to participate in classes when they are regarded as individuals with something to offer.

- Children learn the language within the framework of the concepts that sustain it. This means that the children's cognitive development runs parallel to their language development.
- Children can identify content objectives much more easily than language objectives: learning about animals is a recognisable activity for children; learning about verb tenses is not.
- When the teacher uses caretaker language to support the children's language, they move into an area of development which is slightly above their natural stage. This approach helps the children to move forward in their learning and undertake work that they would not be able to do without the support of the teacher, so progress is more visible to the learner. (See section on caretaker language).



All lessons (except the last one, which is a revision lesson) involve three stages:

#### 1. Presentation

This is the first stage of the lesson and is done before the children look at their books; they use a variety of resources such as the posters, poster pop-outs, flashcards and story cards. These activities are teacher-led and involve the whole group. They are carried out orally.

#### 2. Work with the book

In this next stage the children focus on the work in their books. The previous stage ensures that the work undertaken in the book is properly supported and the children are able to complete the activities successfully.

#### 3. Practice

The final stage of each lesson is done after the children have completed the activities in their books. These activities are teacher-led and involve the whole group.

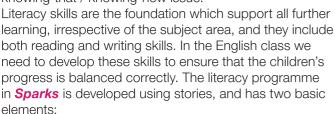






#### Literacy

Teaching young learners involves not just developing their language and knowledge base, but also developing their basic skills. This is sometimes known as the knowing-that / knowing-how issue.



- Literacy development: In order to ensure progress in literacy, children must learn to recognise the basic elements of a piece of text, and how they are put together. This involves skills such as sequencing, character development, prediction and anticipation, descriptions of places, people and objects, time lines, purpose and inference. By encouraging the children to notice and work with these features they will very gradually be able to incorporate them into their own pieces of written work.
- Phonics: Understanding the relationship between sounds and letters is essential for reading and writing correctly. In the case of the English language this is extremely complex and requires consistent and careful work. The children will start working with basic initial sounds, and gradually move through the different sound sections of words and on to more complex questions of pronunciation and intonation. This cannot be done quickly and must be paced through the 6 levels.

#### Caretaker language

Caretaker language describes a way of using language to maximise comprehension. It originated as a term to describe how parents and other carers talk to young children as they are learning to speak. The characteristics of caretaker language include: guessing meaning, supplying chunks of language, rephrasing unclear or incorrect words or sounds, repeating key information and prompting to keep the conversation going.

The explicit purpose of caretaker language is to help the child understand and use language by maximising his/her exposure to it. As teachers we should be careful not to limit ourselves to a closed view of the amount of unfamiliar language children can understand.

An analysis of caretaker language provides some clues for teachers as to how they can use English and provide a language model in the classroom. Some of the most relevant characteristics of caretaker language include:

- The use of visuals and other props to clarify meaning.
- The use of tone of voice and body language to clarify meaning.
- Repetition and clarification of key messages.
- Meaning checks to ensure the message has been understood.
- A restricted range of topics so the content is predictable.
- (Slightly) slower and carefully articulated speech.
- Short, well-formed sentences.
- Closed questioning to keep the conversation going.

Caretaker language specifically aims to help the child to speak and express him/herself. It achieves this by supporting the child actively in the conversation, providing any language that the child needs to convey his/her thoughts.



#### Communication

Throughout *Sparks*, children are encouraged to push their communicative capacity to a maximum. In order to do this, teachers need to be aware of the fact that real communication involves children using the language to say what they want to say, and not what the teacher wants them to say.

The main focus of all lessons in *Sparks* is oral communication. All lessons begin and end with a whole class activity designed to encourage the children to speak. Initially their contributions will be in L1. The teacher should not discourage this, but enrich it by using caretaker language and providing the words the children need. As the children become more confident in their use of English, they will begin to use a mixture of the two languages. Again, the teacher should not discourage this hybrid version, which is an essential stage before the children can move more completely into English.

In the final stage of each lesson the teacher turns the focus of the class onto the children's own experiences. This is achieved in the form of a game or other type of communicative activity. This stage ensures that the language the children are learning in the classroom becomes consolidated within the child's field of experience, in other words, it comes to life.



# Student's material



The Student's Book contains all the core work for the year divided into 8 units. The stickers, which are in the middle of the book, are used in Lesson 8 as a form of key language revision for the unit.





The pop-outs are used in lessons 2, 3, 6 or 7, depending on the requirements of each unit. These pop-outs are easy for children to use and do not require the use of scissors. There are also mini-versions of the flashcards: key vocabulary pop-outs. These provide children with an opportunity to join in with the revision games.





Each level comes with an interactive Multi-ROM designed for the exploitation of the course contents through the use of new technologies. The *Sparks* Multi-ROMs come with complementary activities and include all the songs and stories from the level in the form of audio CD tracks. This methodological resource gives children the opportunity to work alone and helps develop learner autonomy.



## Activity Book

The Activity Book provides additional support for the Student's Book. The exercises in the Activity Book can be done in class or be given as homework. The activities are sufficiently straightforward for the children to be able to do them alone and without any support.



# Teacher's maferial



### Teacher's Book

The Teacher's Book contains step-by-step instructions for each lesson. It also contains information to help the teacher develop the necessary skills for working with a content-related approach and useful sections such as how to anticipate difficulties and prepare for each lesson. There are also optional games and practice opportunities for basic competences.



Teachers are provided with a complete set of CDs that include all the songs, audio activities and stories for each level.

### Stick puppets

There are four puppets that represent the main characters from the course. They are used to present and support learning.

## Poster and Pop-outs

Side A of the poster and the poster pop-outs provide additional support for presenting the basic contents of the unit and all the specific themes.





Side B of the poster and the poster pop-outs provide support for the story. The poster shows the story scene and other background elements. The pop-outs are used to show what happens in the story. These elements support the development of children's literacy skills.

### Story cards

The story cards are big versions of the story frames and include a transcript of the story on the back of the cards.



## Puppet

An adorable mascot that accompanies children as they work their way through the course.

### Flashcards

The teacher uses the flashcards to help present the vocabulary. The optional pages also provide suggestions for games that involve the flashcards.

#### DVD

A DVD with characters (played by British actors) who are involved in everyday situations.

There is a catchy song for each unit and a picture dictionary.



The Teacher's Resource Book includes photocopiable sheets which are divided into a number of sections. There are exercise sheets for use with the DVD, extension activities, sheets for children who have recently joined the class, reading and writing activities, tests and a story for "First Readers" (Richmond Primary Readers). The pack also comes with exam tips and advice for those children taking Trinity or Cambridge Younger Learner Exams.

### E-solutions

The interactive resources for the teacher include four CD-ROMs per level:

- 1. The student's Multi-ROM.
- 2. Young Learners Exams (Starters level)
  The CD-ROM YLE can be used in
  the language laboratory or on an interactive
  whiteboard.
- **3.** Teacher's Interactive Resources:

This contains e-flashcards, e-storycards and e-posters. The digital components of SPARKS are compatible with all available interactive whiteboard software.

















# Lessons 4

An entertaining story that is designed to motivate children and encourage them to read.

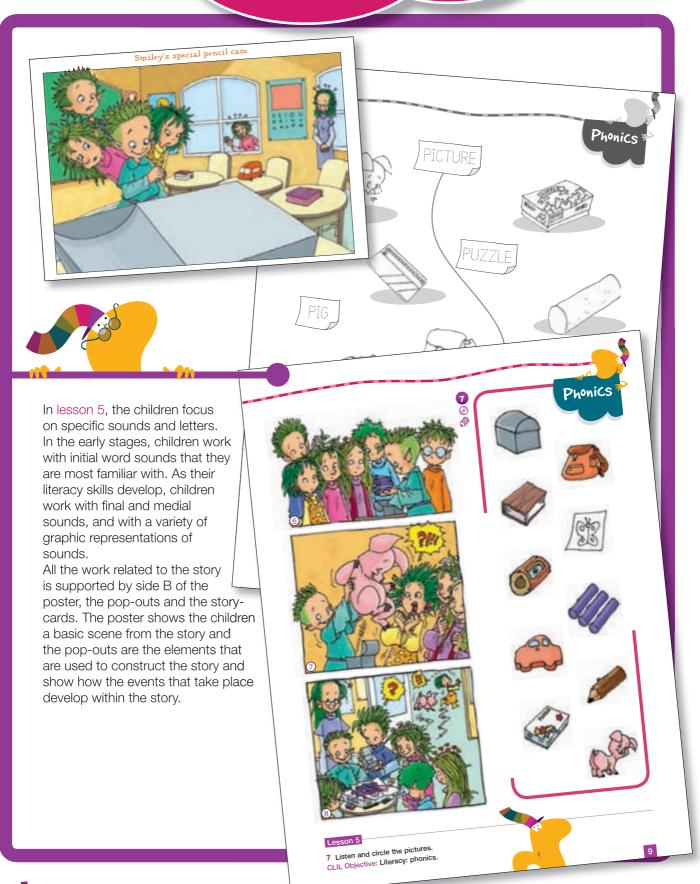
In **Sparks**, children work with a specially-designed reading programme in the 8 units of the book and throughout the six levels of the course. In these two lessons, the children listen to and work with a story that puts the general topic of the unit into context.



In lesson 4, the children focus on story comprehension. They also work on literacy skills such as story sequencing, character development and anticipation.

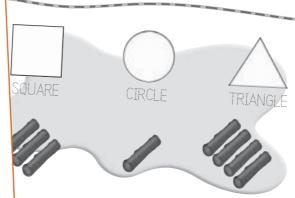










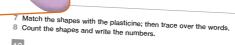




8 Sing *The shape song* and trace the lines with your fingers.

9 Match and glue the pop-outs.

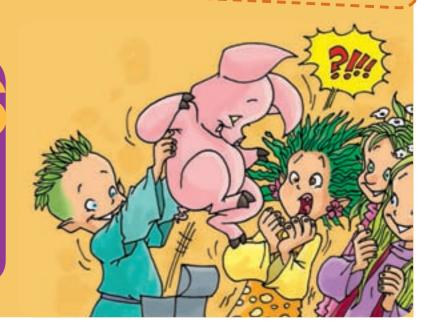
CLIL Objective: Recognising the composition of shapes.



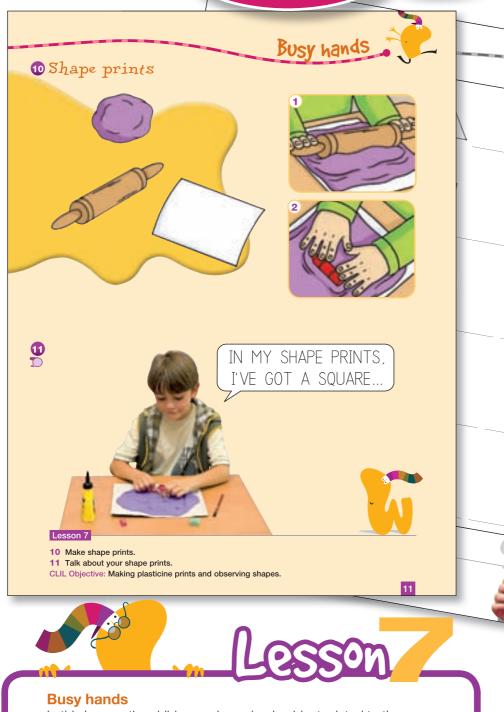


In this lesson, the children work with the third specific theme.

The focus of this lesson is the same as the focus for lessons 2 and 3.







In this lesson, the children make a simple object related to the general topic of the unit.

Then, they use the object to participate in a communicative activity with their classmates. These activities are carried out orally and are designed to encourage the children to make an effort with the language in order to develop their communicative ability.



# Lesson =

#### **Busy minds**

Each unit ends with an assessment of the work that the children have completed. The Student's Book contains stickers that can be used for key language assessment within the context of the general topic, which ensures that the content objectives are obtained. The language objectives are assessed orally as part of the continuous assessment, which is staged progressively throughout the unit. A written assessment of language objectives is provided in the Activity Book.

A fun way to revise and consolidate newly-acquired concepts, content and language.







# Basic competences



### Units

Basic Competences in Sparks 1



















X+:- MC	X	×	×	×	X	X	X	X	Х
<b>₩</b> KIPW	X		×	×	X	×	X	×	Х
PIDC		X	×	X	X	X	X	X	Х
ICC	Х	X	×	X	X	X	X	X	Х
<b>CAC</b>	Х	X	X	X	X	X	Х	X	Х
<b>W</b> LTL	Х	X	X	X	X	X	X	X	Х
C API	Х	Х	X	X	Х	X	Х	X	Х







#### **Mathematical competence**

As well as all the purely mathematical exercises that children are asked to complete, there are other activities that contribute to the development of skills that are characteristic of this competence. These include temporal story sequencing and the ordering of picture frames. Literacy also plays a part in the development of mathematical competence through work on the pronunciation of numbers.



#### Knowledge and interaction with the physical world

A series of informative texts related to the physical world are included in Literacy skills work. These provide children with an opportunity to improve their knowledge of the natural world and the influence and relationships that human beings have with the space within which they live.



#### Processing information and digital competence

Work in this area leads to the development of skills that help with the search for, selection of and understanding of information. Activities related to imagery and the analysis of simple questions all contribute to the development of this competence from the early stages of the course. Along with these topics of a general nature, there are also activities in this cycle that involve working directly with the computer.



#### Interpersonal and civic competence

Given that language is the basis of communication, Literacy skills have an important part to play in the development of this competence, which is comprised of the skills necessary for co-existence. Learning to communicate with others and understanding what they are trying to convey is essential for children's development as social beings. Language can also provide children with opportunities to come into contact with forms of reality that are different from their own. This in turn can help eliminate any notions of stereotyping or prejudice.



#### **Cultural and artistic competence**

Literacy also plays an important part in the development of this competence through reading texts and drama-based activities. Exercises that involve interpreting the images that accompany the texts also allow for the development of skills that are associated with this competence. In the Teacher's Book, there are ideas for activities based on the linguistic aspect of the course that lead to the creation of works of art.



#### Competence in 'learning to learn'

The correct use of language is a basic learning tool. Reading facilitates access to knowledge, and writing activities provide children with an opportunity to re-formulate the language and assimilate it. Questions involving the need to improve reading and understanding, as well as the correct expression of knowledge, contribute to the development of this competence. Activities that focus on concentration, memory or the construction of meaning also help to contribute to the development of learning.



#### **Autonomy and personal initiative**

Activities and exercises in the area of Literacy are designed in such a way that they can be carried out individually. In all units, children are given opportunities to demonstrate their communicative skills with the linguistic knowledge that they have acquired up until this point. Activities that encourage children to empathise with others or to choose between a number of options also help with the development of this competence.

UNIT 0 LESSON 1 HELLO FLO!

#### **CLIL Objective**

Introducing people.

Curricular link: Social Science

#### **Language Objectives**

Structures: What's your name? I'm (Flo). Hello!

Resources: CD; puppets (Flo, Smiley, Stretch)

#### HELLO FLO!

#### **Presentation**

Point to yourself and say: *Hello! I'm (Ana)*. Point to children at random and ask: *What's your name?* Encourage the children to say: *I'm (David)*.

Hold up a copy of the Student's Book and Activity Book and say: *These are our new English books. Let's open them and have a look.* Let the children browse through the books for a while and ask questions (they will do this in L1). Answer their questions in English.

Use the stick puppets to introduce the characters (Flo, Smiley and Stretch).

Hold up (Flo) and say: Hello! I'm (Flo). Encourage the children to say: Hello, Flo.

Repeat with the other characters.

#### Work with the book



#### Student's Book, page 2, Activity 1

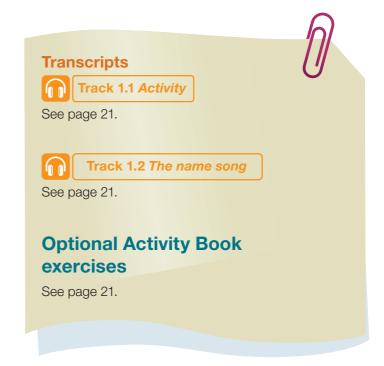
Open the Student's Book at page 2. Point to the page number and say: Open your books at page 2. Look at the children in the picture. Let's listen to the children.

Play **Track 1.1**. Point to the characters as they speak. Play **Track 1.1** again. Children listen and point to the pictures of the characters.

Point to Flo and ask: What's her name? Point to Smiley and ask: What's his name? Point to Stretch and ask: What's his name? Remind the children of the characters' names.

Say: Let's sing The name song.

Play **Track 1.2**. Sing the song. Encourage the children to join in with some of the words or to just hum along. Play **Track 1.2** again. Tell the children to join in. Sing the first two lines of the song again, substituting Flo's name for someone who is singing in the class. Point to children at random and ask them to sing the reply in verse 3. Encourage the children to sing the song around the class until everyone has said their name.



#### **Practice**

Hold up the Student's Book at page 2. Point to Flo. Say: What does she say? Encourage the children to join in with you: Hello! I'm Flo! What's your name? Then point to Smiley and repeat the process.

Say: That's the end of our English class today. Let's say goodbye to Flo, Smiley and Stretch. Point to the characters one by one and say: Bye, bye (Flo)! Encourage the children to join in. Once you have said goodbye to all three characters, close your book. Instruct the children to close their books and put them away.

# Hello Flo!





#### Lesson 1

**1** Listen and point to the characters. Sing *The name song*. CLIL Objective: Introducing people.

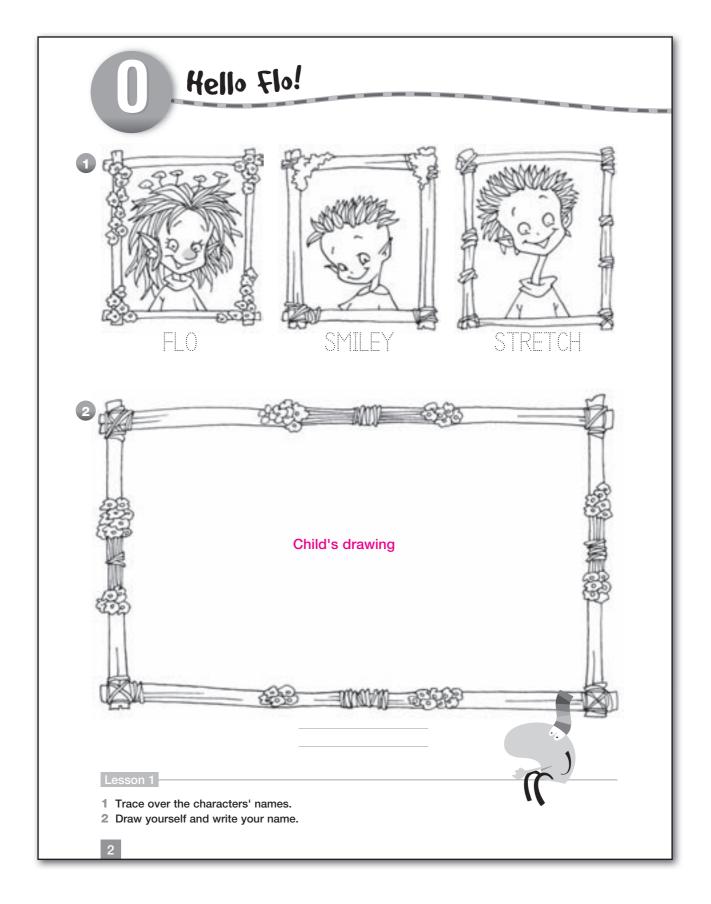
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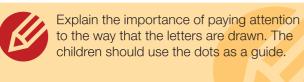


Explain that they have to look at the pictures while they are listening to the song so they can understand it better.



This activity offers an opportunity to develop ideas of companionship. Draw children's attention to the way the characters in the book come out of their homes to greet the new child and introduce themselves to him.







As the children are drawing themselves, they can think about their own individual features and characteristics.

#### **Activity Book**

#### Page 2, Activity 1

Say: Open your Activity Books at page 2. Look at Activity 1.

Tell the children to identify the characters.

The children trace over the names.

#### Page 2, Activity 2

Say: Look at Activity 2.

The children do a self-portrait and write their names. The children show their drawings to the rest of the class and say their names.



#### Let's play!

#### **Puppet game**

#### What's my name?

Tell the children to choose a name for the puppet (it should be an English name). Help them if necessary.

Write all the suggestions for names on the

The whole class now has to decide on a name for the puppet. It's important to explain that the puppet is going to be their friend and that she is going to be with them for the duration of the course.



#### Resources

#### **Teacher's Resource Book**

Diagnostic Test. Activity 1. See Transcript **Track 2.27** 

#### **Transcripts**



#### **Track 1.1 Activity**

Flo: Hello! I'm Flo. What's your name?

Smiley: Hello! I'm Smiley.

Flo: Come and meet my friend!

Stretch: Hello, Flo!

Flo: Hello, Stretch! Meet my new friend.

**Stretch:** Hello! I'm Stretch. What's your name?

Smiley: Hello! I'm Smiley.



#### Track 1.2 The name song

Hello! I'm Flo. Hello! I'm Flo. What's your name? What's your name? Hello! I'm Smiley. Hello! I'm Smiley. What's your name? What's your name?



#### Track 2.27 Diagnostic Test. Activity 1

#### Listen and number the animals.

It's a monkey! It's a monkey! Write number 1.

It's an elephant! It's an elephant! Write number 2.

It's a snake! It's a snake! Write number 3.

It's a fish! It's a fish! Write number 4.

It's a cat! It's a cat! Write number 5.

It's a frog! It's a frog! Write number 6.

It's a dog! It's a dog! Write number 7.

It's a tiger! It's a tiger! Write number 8.

It's a bird! It's a bird! Write number 9.

It's a mouse! It's a mouse! Write number 10.

#### **Anticipating difficulties**

Children's capacity to produce any English spontaneously will be very limited indeed, if not non-existent. However, you should still encourage them to participate and talk in class. They can do this in their mother tongue (L1), while you support their language production by feeding back the words they need in English. It will probably be some time before they begin to speak in English, but if you insist that they only use English, there is the danger that they won't want to speak in English at all. They should get used to hearing you speak English all the time, even as they speak to you in L1. As they speak, you can remind them of words they do know and supply the language they need to take part in the class.

#### **CLIL Objective**

Recognising primary and secondary colours.

Curricular link: Music; Art

#### Language Objectives

Vocabulary: red, yellow, blue, green, orange, purple

Structures: Here's my...

Resources: CD and flashcards (red, yellow, blue,

green, orange, purple)

Materials: crayons (red, yellow, blue, green, orange

and purple)

#### THE COLOURS

### Presentation

Say: Today we are going to learn about colours. Hold up a blue, yellow and red flashcard. Ask volunteers to come to the front, to touch one of the flashcards and to say the colour. Prompt them when necessary.

Hold up a green, purple and orange flashcard and repeat the process.

Ask the children to find something blue in the classroom. Repeat with the other colours to ensure that the children recognise the colours.

Point to a child's (crayon) and say: What colour is this? Repeat with other objects to practise the six colours. Hold up a yellow and red crayon. Ask the children to name the colours.

Say: Let's put these two colours together. Which colour do we get? Hold up the orange crayon. Ask the children to name the colour. Repeat for purple (red and blue) and green (yellow and blue).

Say: Let's sing The colour song.

Play Track 1.3. Do the actions and sing along (jump up and down and run on the spot).

Play Track 1.3 again. Children join in with the colours and the actions.

#### Work with the book n



#### Student's Book, page 3, Activity 2

Say: Open your books at page 3. Look at the picture. Ask: What colours can you see in this picture? Children call out words.

Children listen to the song again and point to the corresponding colours as they hear them.

Children colour in the hand prints in the correct colours. Hold up your book and point to the footprints. Ask the children to name the two colours that mix together and to name the resulting colours.



#### **Practice**

Divide the class into three groups, 1, 2 and 3. Give each group two pots of paint (group 1: red and yellow; group 2: red and blue; group 3: yellow and blue), some paint brushes and a sheet of white paper per child. Tell the children to paint one hand in one colour in order to make a print on one side of the paper. Then, the children paint the other hand with the other colour and make another print on the other side. Ask the children to rub their hands together and make a third print in the middle of the two prints.

Ask volunteers to show their handprint pictures to the rest of the class and to name the colours.