Sparks

Teacher's Book

Richmond

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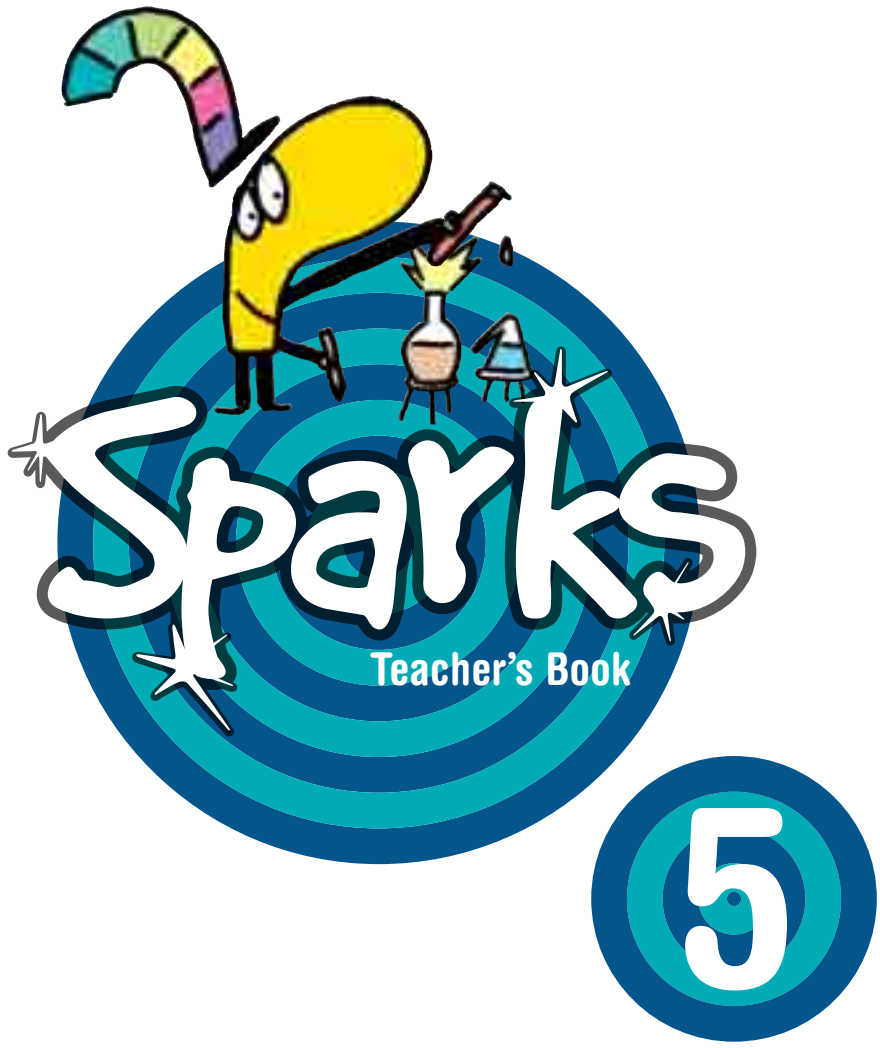


Richmond

Contents

Unit	CLIL Topic	Structures	Key Language
0. Are you ready? Page 20		*What's your name? How old are you? What's your favourite…? What languages do you speak? Where are you from?*	Internet: *download, click, file, music, photo, video, search, website, internet, dot, dash, underscore, at* Alphabet (review)
1. Me and my body Page 32	The human body	*Has got/Have got* *Can you…?* Comparatives: *longer, bigger…* *too* + adjective Frequency: *once, twice, (five) times a week, every day*	Body parts Action verbs: *catch, run, throw, jump* Activities: *go* + *swimming, for a walk; play* + sports; *do* + *gymnastics*
2. Wild animals around us Page 72	Living things	Present simple *in the morning/afternoon* How wide/long?	Animals Verbs: *live, eat, sleep, wash, feed, hunt, look after*
3. The changing landscape Page 112	Landscape and habitats	*There is are; Are there any? Is there a…? Where is/are…?* Present continuous *What is happening?* *He/She/It is + ing* *They/We are + ing*	Landscape Manmade features Adjectives Verbs: *watching, coming out, falling down, flowing, burning, leaving, building*
4. Growing food Page 152	Properties of material	*How often do you…?* Countable vs uncountable *How much/many…?* Present simple Present continuous	Food Verbs: *grow, eat, plant, collect, need, come from, pick, make, freeze, dry, cook, mix, cut, boil, melt* Quantities

Unit	CLIL Topic	Structures	Key Language
5. The blue planet Page 192	World environments	*There is a/There are some* *There isn't a/There aren't any* + countable/ uncountable nouns *I can/can't* + verb	Visible features (review) + *islands, factories, rubbish, farms* Verbs: *reuse, recycle, reduce, put* Adjectives
6. My family history Page 232	People and human activities	Past simple, *was/were* *There was/were…* Questions: *When/Where/ Who was…?* Dates: *In* + year Comparatives: *taller, shorter* Time clauses: *last year*	Family (review) + *cousins, step-sister, half-sister* Professions Places in a town
7. Communication Page 272	Tools and machines	Past simple regular verbs *He invented… Did he invent…? He didn't invent…* *Was/were* Comparatives and Superlatives	Inventions Verbs: *invent, develop, discover, observe, live, work, donate, study, finish, travel, admire* Emotions
8. A long time ago in Egypt Page 312	Culture and civilization	Past simple irregular verbs *They ate… They didn't eat… Did they eat?* *Was/were*	Egyptian society Artifacts Verbs: *ate, drank, wore, had, made, went, found*

Festivals

Christmas Page 352 **New Year** Page 356 **Carnival** Page 360 **Earth Day** Page 364

Methodology

The increasing focus on language learning at 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 lead 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 and the concepts.

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).

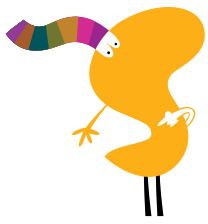
All lessons (except the last one, which is a revision unit) involve three stages:

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 and flashcards. 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 skills are the foundation which support all further learning, irrespective of the subject area, and they include both reading and writing skills. In the English class we need to develop these skills to ensure that the children's progress is balanced correctly. The literacy programme in ***Sparks*** is developed using stories, and has two basic elements:

- 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 at helping 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.

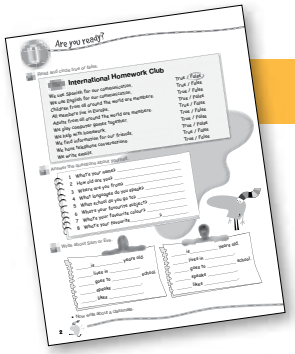
The main focus of all lessons in ***Sparks*** is oral communication. All lessons begin and end with a whole class activity designed to encourage the children to speak. Initially their contributions will be in L1. The teacher should not discourage this, but enrich it by using caretaker language and providing 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

Student's Book

The Student's Book contains all the core work for the year divided into 8 units. In turn, each unit is comprised of 10 lessons.



Activity Book

The Activity Book provides additional support for the Student's Book. This work can be done in class or set as homework. The activities are simple enough for the children to do alone.

Multi-RoM

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.

Cut-outs

The cut-outs are used for vocabulary games and some optional Activity Book activities.
There are also key vocabulary cut-outs that children can use for vocabulary revision games. These games and the suggestions for using the cut-outs appear on the Options pages at the end of the each lesson in the Teacher's Book. Photocopiable pages of the cut-outs are available in the Teacher's Resource Book for those children who do not have the Activity Book, or in cases where the cut-outs go missing.

Grammar and Writing Booklet

Each unit comes with a text that provides children with an opportunity to develop their writing skills and practise gramatical structures related to the topic of the unit. The guide for these pages can be found in the Options pages of lessons 2, 3, 6 and 7.

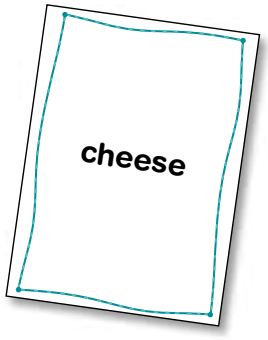
Teacher's material

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, practice opportunities for basic competences and sections that give advice for carrying out continuous assessment.

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

Posters
The poster (sides A and B) and the poster pop-outs provide additional support for presenting the basic contents of the unit.

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.

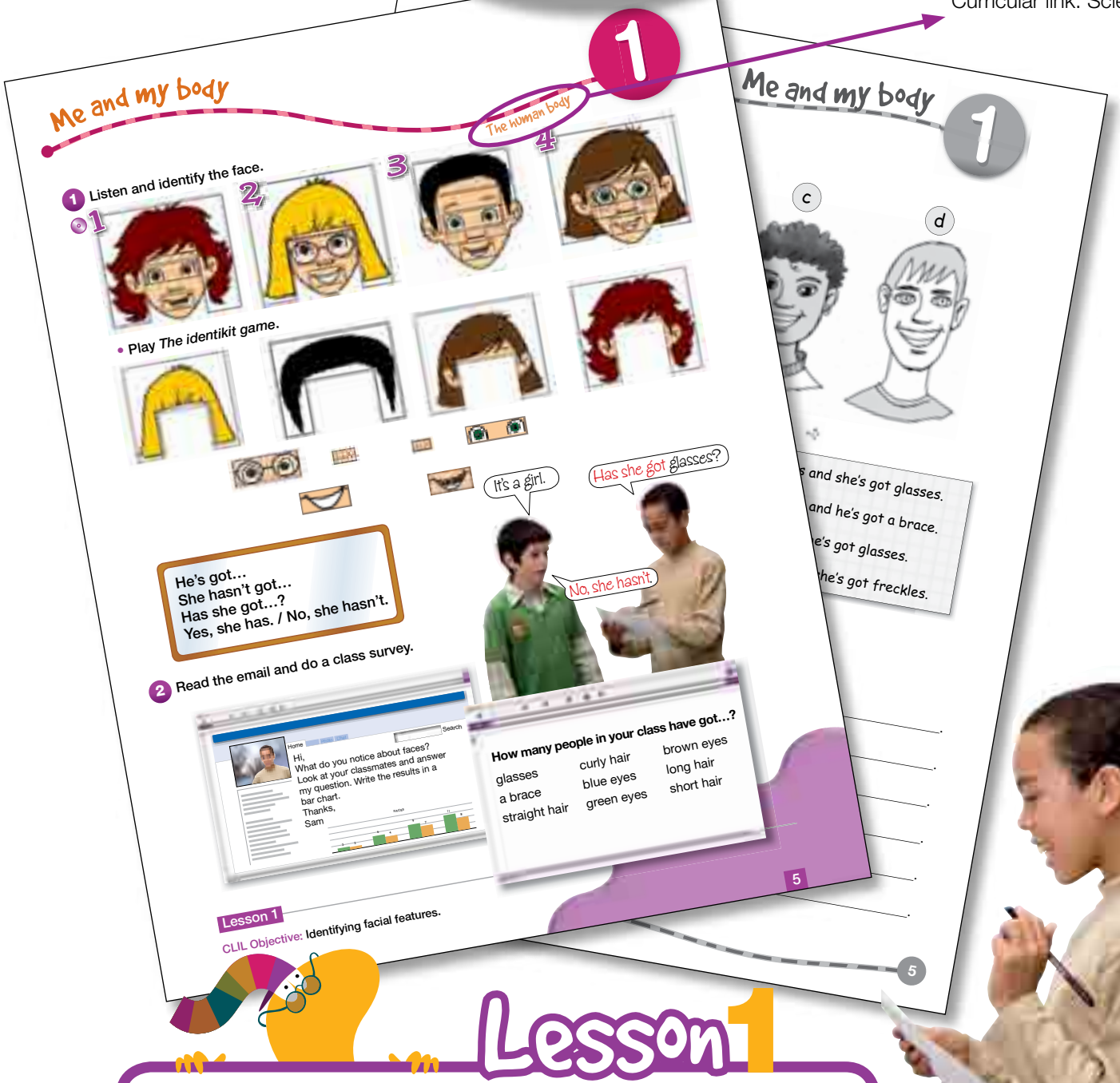
Resource Book
The Teacher's Resource Book includes photocopiable sheets which are divided into a number of sections. There are exercise sheets for use with the DVD, extension activities, sheets for children who have recently joined the class, reading activities, conversation ideas, tests and a story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

E-solutions
The interactive resources for the teacher include three CD-ROMs per level:

1. The student's Multi-ROM.
2. Interactive YLE practice (Flyers):
   The *YLE* CD-ROM can be used in the language laboratory or on an interactive whiteboard.
3. Sparks Digital:
   An innovative digital version of all the components of ***Sparks*** in a CD-ROM. Sparks Digital can be used to prepare the classes at home or on the interactive whiteboard.

Step by step

Curricular link: Science

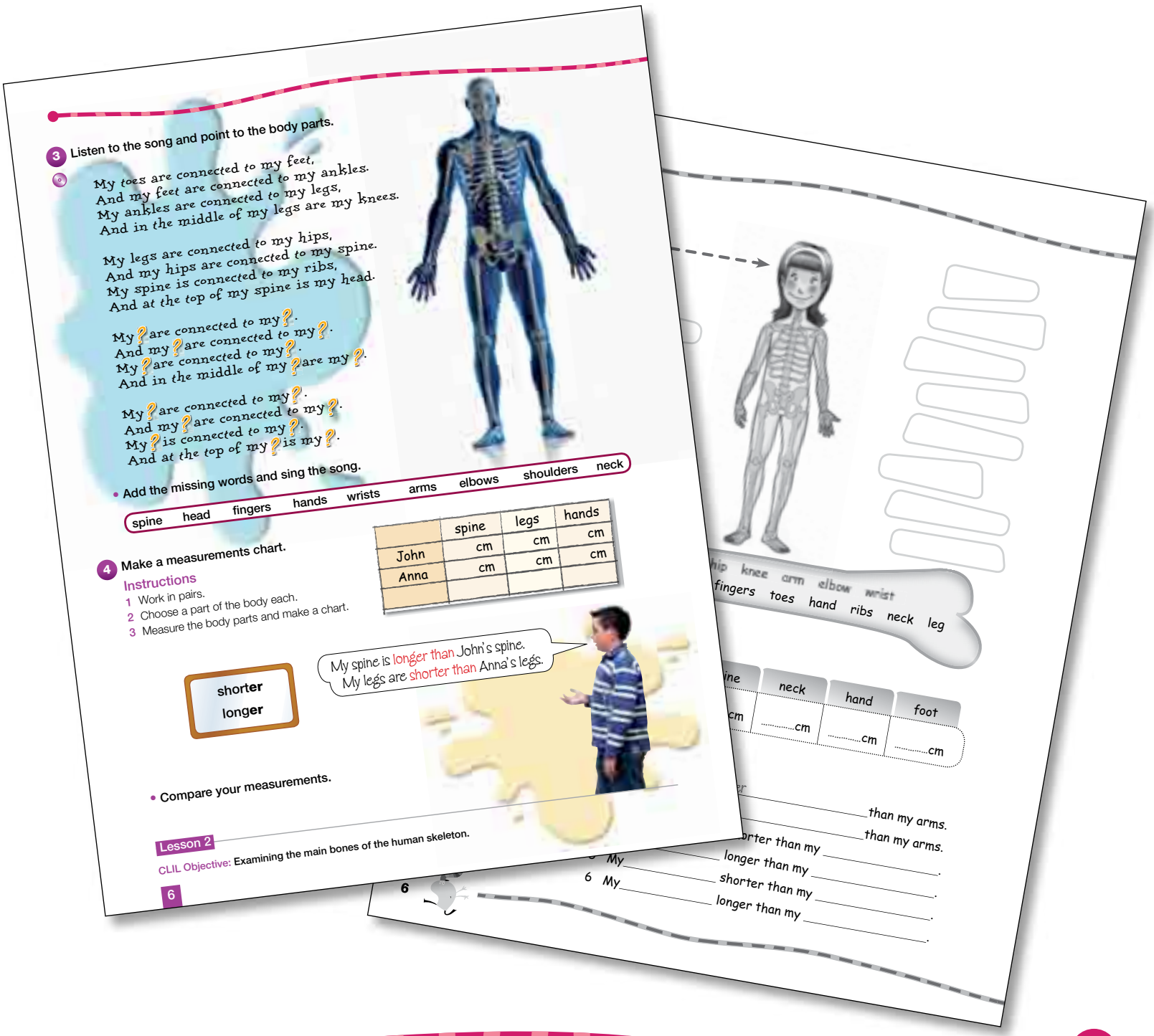


Lesson 1

This first part of this lesson sets the context for the children and presents the topic of the unit. The children are asked to draw on their existing knowledge of the topic. This is followed by a join-in activity which is used to introduce the functional language. The teacher uses side A of the poster and the pop-outs to support these activities.

Lesson 2

The general topic of each unit is divided into four specific themes. Each one of these themes provides an opportunity for new language input. In this lesson, the children work with the first specific theme. The teacher can make use of the poster and the pop-outs in the presentation part of each lesson.



3 Listen to the song and point to the body parts.

My toes are connected to my feet,
And my feet are connected to my ankles.
My ankles are connected to my legs,
And in the middle of my legs are my knees.

My legs are connected to my hips,
And my hips are connected to my spine.
My spine is connected to my ribs,
And at the top of my spine is my head.

My ? are connected to my ?.
And my ? are connected to my ?.
My ? are connected to my ?.
And in the middle of my ? are my ?.

My ? are connected to my ?.
And my ? are connected to my ?.
My ? is connected to my ?.
And at the top of my ? is my ?.

• Add the missing words and sing the song.

spine head fingers hands wrists arms elbows shoulders neck

4 Make a measurements chart.

Instructions
1 Work in pairs.
2 Choose a part of the body each.
3 Measure the body parts and make a chart.

	spine	legs	hands
John	cm	cm	cm
Anna	cm	cm	cm

shorter
longer

My spine is longer than John's spine.
My legs are shorter than Anna's legs.

• Compare your measurements.

Lesson 2
CLIL Objective: Examining the main bones of the human skeleton.

6

hip knee arm elbow wrist
fingers toes hand ribs neck leg

	neck	hand	foot
cm	.....cm	.....cm	.....cm

than my arms.
than my arms.
orter than my _____.
My _____ longer than my _____.
6 My _____ shorter than my _____.
_____ longer than my _____.

Step by step

Lesson 3

5 Read and say *true* or *false*.

1 I can catch...
- without moving my feet.
- without moving my wrists.

2 I can throw...
- without moving my arms.
- without bending my elbows.

3 I can run...
- without moving my knees.
- without moving my shoulders.

4 I can jump...
- without bending my ankles.
- without moving my arms.

• Do the actions and check your answers.

6 Write questions with the words and test a classmate.

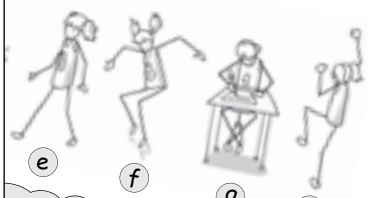
walk	jump	run	throw	catch	write

Lesson 3

CLIL Objective: Analysing the body parts involved in simple movements.

7

...the chart.



...you move when you...?

	jump	walk	swim	climb

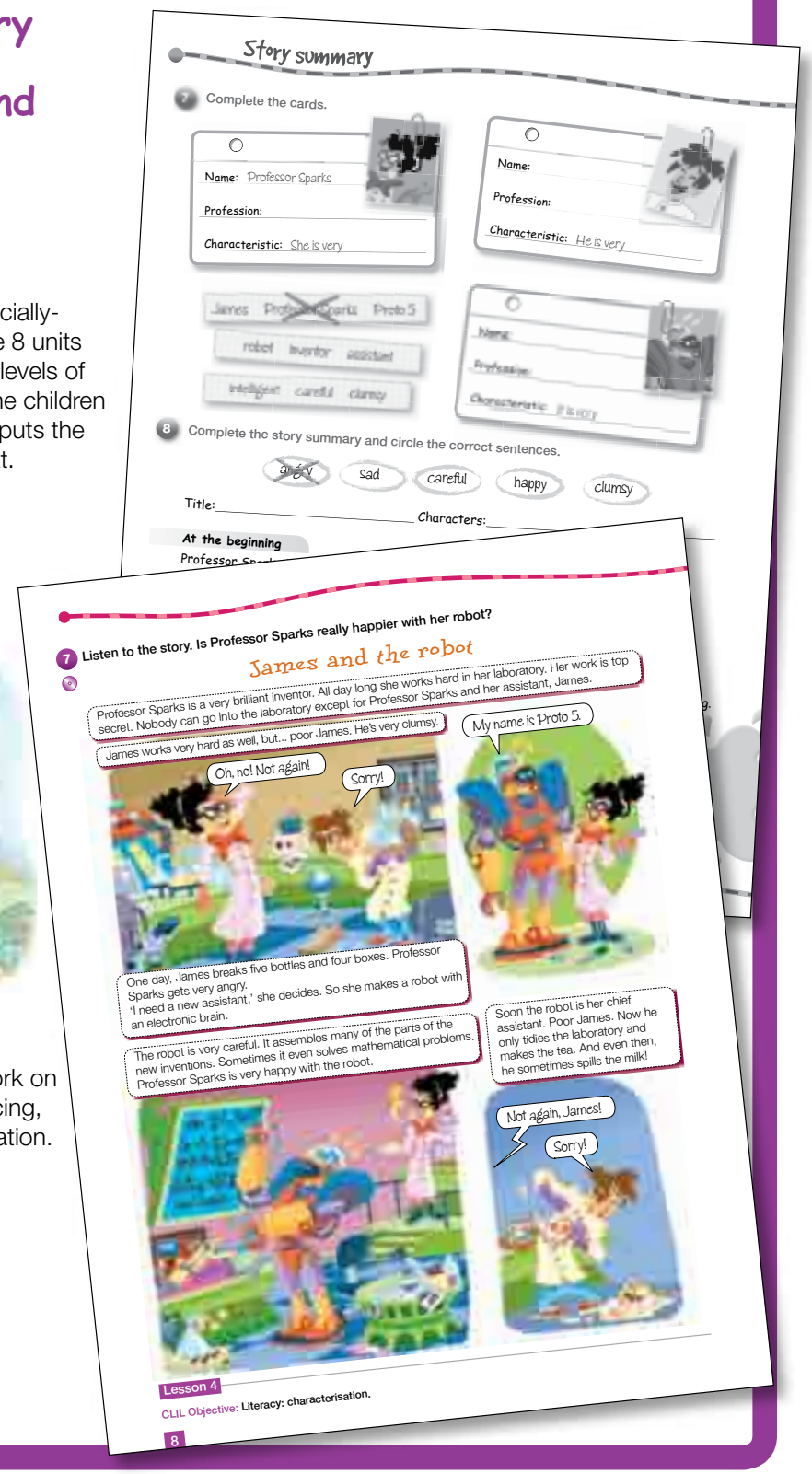
...my arms.
...y hips.
...y knees.
...shoulders.

7

"In this lesson, the second specific theme is presented and practised. Additional vocabulary is provided, and concepts related to the general theme are dealt with."

Lessons 4 & 5

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

In ***Sparks***, chidren 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.