

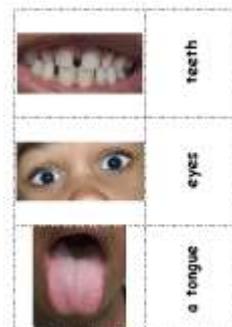
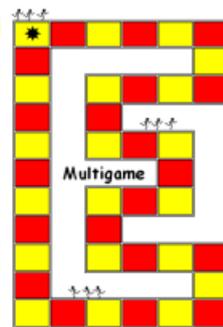


Racing to English

Stage 1: Beginners

CONTENTS

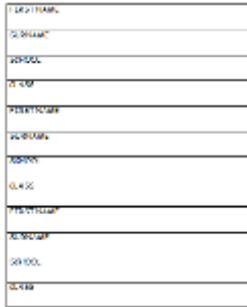
Step 1: Naming (singular) What's this? It's a ...	Step 2: Naming (plural) What are these? They are	Step 3: Face & body Have you got 3 eyes?
Step 4: Have/Has got Has she got a red coat?	Step 5: Likes, dislikes, & food. Do you like rice?	Step 6: Actions She's driving
Step 7: House/rooms, family (2), in/on/under	step 8: Vehicles, street, park & clothes	Math(s) 1: Counting, plus/minus & money
Math(s) 2: Time & lang. of computation	Photo Phonics Intro to letter sounds	



Racing to English: Stage 1

Step 2	Naming (plural) What are these? They are ...	Step 2
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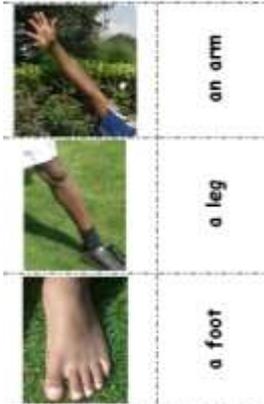
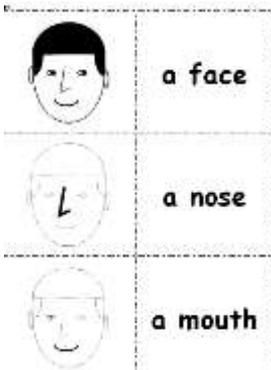
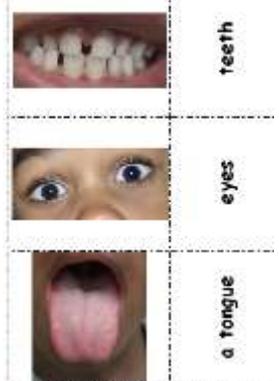
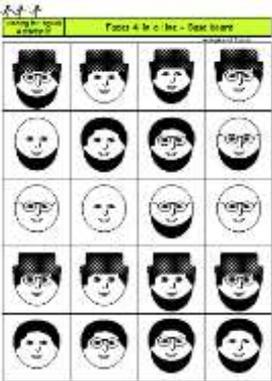
Language learning Focus	
Language functions	Sentence structures
Giving personal details	What's your first name/surname?
Naming objects using the plural form	What are these? They are ...
Asking for things	Please can I have a ...?

 <p>2a. Surname</p>	 <p>2b. Plurals</p>	 <p>2c. People plural</p>	 <p>2d. Fruit/veg 1</p>
 <p>2e. Can I have</p>	 <p>2f. Step 2 photo track (revision)</p>	 <p>2g. Revise & assess step 2</p>	

Racing to English: Stage 1

Step 3	Face & body Have you got ...?	Step 3
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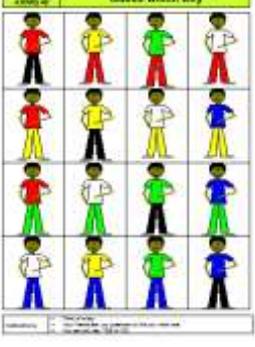
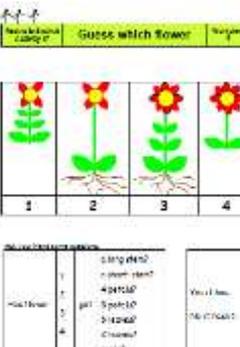
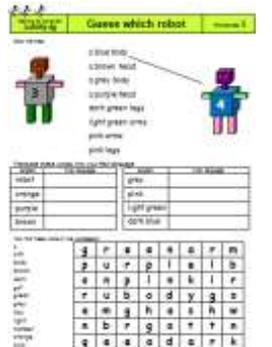
Language learning focus	
Language function	Giving personal details Naming parts of the body and face Counting Claiming possession
Sentence structures	<ul style="list-style-type: none"> • What's your address? • What's this? What are these? • How many ... can you see? • Have you got three eyes? He hasn't got a beard.
Vocabulary: body	a body, an arm, an elbow, a hand, fingers, a thumb, a leg, a knee, a foot, two feet, toes, a back
Vocabulary: face	eyes, ears, mouth, nose, face, hair, glasses, hat, beard, etc.

 <p style="text-align: center;">3a. Address</p>	 <p style="text-align: center;">3b. Body photaset</p>	 <p style="text-align: center;">3c. Body dominoes</p>	 <p style="text-align: center;">3d. Face pairs</p>
 <p style="text-align: center;">3e. Face photaset</p>	 <p style="text-align: center;">3f. Faces 4 in a line</p>	 <p style="text-align: center;">3g. Face & body photo track</p>	 <p style="text-align: center;">3h. Revise and assess</p>

Racing to English: Stage 1

Step 4	Have/has got Has she got a red coat?	Step 4
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Language learning focus		
Language functions	Sentence structures	Vocabulary
Describing age	<ul style="list-style-type: none"> How old are you? 	<ul style="list-style-type: none"> Age
Naming/introducing family members	<ul style="list-style-type: none"> Emily is Arthur's mother. 	<ul style="list-style-type: none"> Mother, father, brother, sister, etc.
Naming clothes	<ul style="list-style-type: none"> What's this? It's a shirt. 	<ul style="list-style-type: none"> Coat, jumper, a pair of jeans, a pair of shoes, etc.
Describing colour/ talking about possessions	<ul style="list-style-type: none"> Has she got a red coat? 	<ul style="list-style-type: none"> Red, yellow, blue, green, black, white

 <p>4a. Age</p>	 <p>4b. Family 1</p>	 <p>4c. Clothes (1)</p>	 <p>4d. Guess which boy</p>
 <p>4e. Guess which girl</p>	 <p>4f. Guess which flower</p>	 <p>4g. Guess which robot</p>	 <p>4h. Clothes & colours photo track</p>
<p>Also in step 4:</p> <ul style="list-style-type: none"> Revise and assess step 4 			

Racing to English: Stage 1

Step 5	food/likes/ dislikes/ Do you like rice?	Step 5
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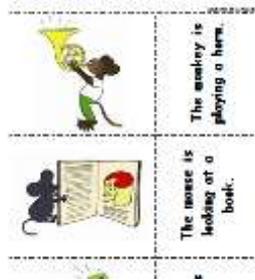
Language learning focus	
Functions	Naming objects; Identifying likes/dislikes; Offering things
Sentence structures	<ul style="list-style-type: none"> What's this? It's a cup. Is this a plate? Yes it is/No it isn't. What are these? They are apples. I like/don't like ... Would you like a ...? or Do you want a ...?
Vocabulary	dining room (table, knife, spoon, plate, cup, etc.)
	fruit/vegetables/African fruit & veg
	supermarket (packaging: tins of beans, bags of rice, etc)
	verbs (like, love, hate,)

<p>5a. Dining room</p>	<p>5ax. Dining room photo track</p>	<p>5b. Fruit</p>	<p>5c. Vegetables</p>
<p>5cx. Fruit & veg photo track</p>	<p>5d. African fruit & veg.</p>	<p>5e. Supermarket</p>	<p>5f. Would you like 5g. Eek-eek-eek puppets</p>
<p>5h Would you like (for older learners)</p>	<p>5i. Who are you?</p>	<p>5j. Revise and assess</p>	<p>5x "Blank pairs" to make your own pairs activity</p>

Racing to English: Stage 1

Step 6	Actions Is she driving a car?	Step 6
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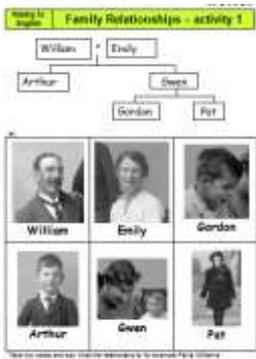
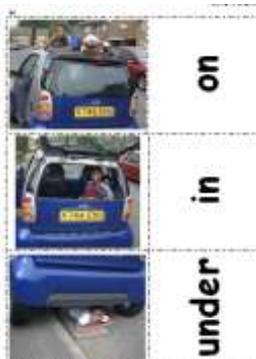
Language Learning Focus	
Language functions	Naming actions. Talking about ability
Sentence structures	<ul style="list-style-type: none"> What's he/she doing? She's/He's XXXing. What are you/they doing? I'm XXXing. They are XXXing. Is s/he XXXing? Yes s/he is/No he isn't. This is a statue of a man who is holding a sword. Can you whistle?
Vocabulary	Common actions e.g.: drinking, running, writing, drawing, driving a car, eating an apple, riding a motorbike, etc. Left/right

 <p>6a. Actions 1</p>	 <p>6b. Actions 2</p>	 <p>6c. Actions 3</p>
 <p>6d. Actions 4</p>	 <p>6e. Actions 5</p>	 <p>6f. Actions 6</p>
 <p>6g. Mime and guess</p>	 <p>6h. Actions photo track</p>	 <p>6i. The "Can you?" track</p>
<p>Also in this step:</p> <ul style="list-style-type: none"> 6j. Revise and assess step 6 		

Racing to English: Stage 1

Step 7	House and rooms + possession/family (2)/position (1)	Step 7
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Language learning focus	
Language functions and sentence structures	Possession <ul style="list-style-type: none"> Is this Fido's mouth? Pat is Emily's granddaughter. Describing position (prepositions -- in on under) <ul style="list-style-type: none"> The boy is under the table. Is there a table in the bedroom?
Vocabulary	<ul style="list-style-type: none"> Family members (granddaughter, uncle, cousin, etc) House – rooms, furniture and other objects

 <p>7a. Possession</p>	 <p>7b. Family (2)</p>	 <p>7c. in on under</p>	 <p>7d. Bedroom</p>
 <p>7e. Living/family room</p>	 <p>7f. Kitchen</p>	 <p>7g. Bathroom</p>	 <p>7h. House 4 in a line</p>

<p>Also in this step:</p> <ul style="list-style-type: none"> 7i. Revise and assess step 7 7j. House and rooms photo track. 7x. Blank 4 in a line

Racing to English: Stage 1

Step 8	Vehicles, street, park, clothes, etc.	Step 8
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Language learning focus	
Language functions	Naming objects/Possession/Description (colours)
Sentence structures	<ul style="list-style-type: none"> It's a van. Has it got four wheels? Is she wearing a hat? Is it blue?
Vocabulary - vehicles	an ambulance, a bike, a bus, a car, a fire engine, etc
Vocabulary - park	a climbing frame, swings, a lake, grass, a slide, etc.
Vocabulary - street	a wall, a tree, a street light, gates, a hedge, etc.
Vocab - men's clothes	a jacket, a belt, a sweatshirt, a T-shirt, a tie, a shirt, etc
Vocab - women's clothes	a skirt, a coat, a sari, a dress, a scarf, a pair of jeans, etc

<div style="border: 1px dashed gray; padding: 5px;">  </div> <p>8a. Vehicles</p>	<div style="border: 1px dashed gray; padding: 5px;">  </div> <p>8b. Park</p>	<div style="border: 1px dashed gray; padding: 5px;">  </div> <p>8c. Street</p>	<div style="border: 1px dashed gray; padding: 5px;">  </div> <p>8d. Men's clothes</p>
<div style="border: 1px dashed gray; padding: 5px;">  </div> <p>8e. Women's clothes</p>	<div style="border: 1px dashed gray; padding: 5px;">  </div> <p>8f. Toys</p>	<div style="border: 1px dashed gray; padding: 5px;">  </div> <p>8x. Am/are/is revision track</p>	

Racing to English: Stage 1

Step M1	<h2 style="margin: 0;">Maths 1</h2> <p style="margin: 0;">counting, addition/subtraction & money</p>	Step M1
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Language learning focus:	
Language functions	Counting/Computation/Recognising and talking about money
Sentence structures	How many men can you see? What is 4 add 3? It's five dollars/pounds
Vocabulary	numbers to 20; add/plus/and; subtract/take away/minus; money

M1a. Counting to 10

M1b. Counting to 20

M1c. Addition track

M1d. Take away track

M1d. Add & take away track

M1f. Add/take words

M1g. Money (UK version)

M1g. Money (USA version)

M1h. Money – how much (max 20p)

M1i. Money – how much (max £5)

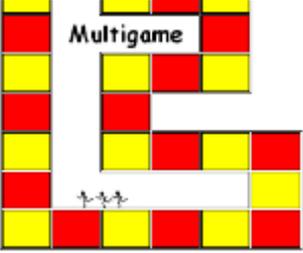
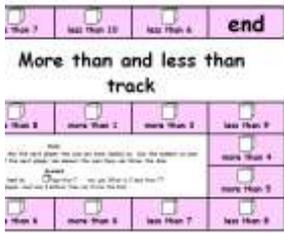
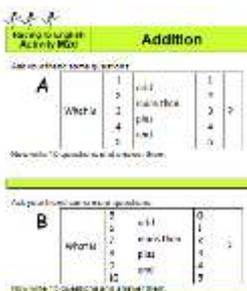
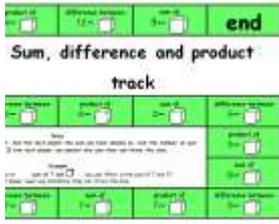
M1j. Money tracks (UK)

M1j. Money tracks (USA)

Racing to English: Stage 1

Step M2	Maths 2	Step M2
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Language learning focus:				
Language functions	Asking and answering questions about addition, subtraction, multiplication and division. Telling the time			
Sentence structures	<ul style="list-style-type: none"> What is 7 plus 4? What is the product of three and nine? What time is it? It's ten to five. 			
Vocabulary	add plus and	subtract take away minus	more than less than difference between	sum of product multiplied by

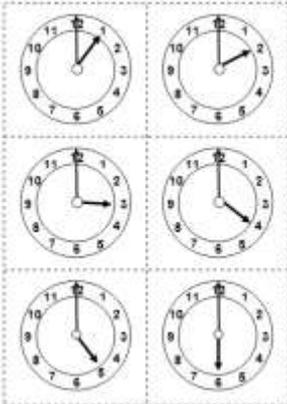
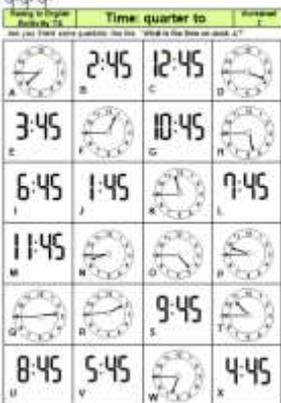
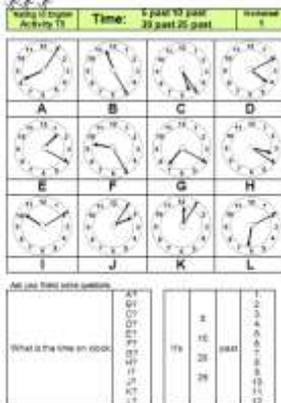
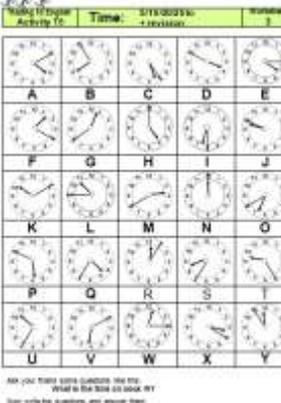
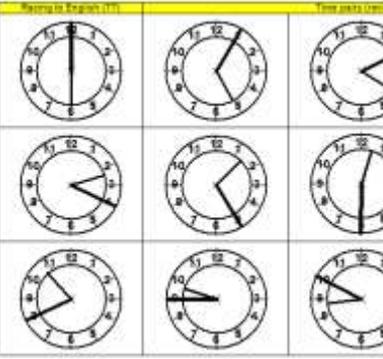
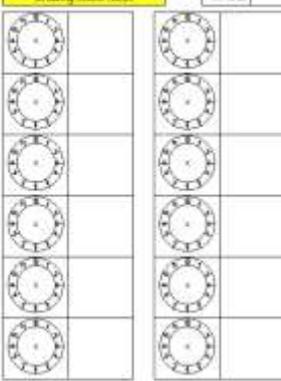
 <p>M2a. Numeracy Multigame</p>	 <p>M2b. More than & less than track</p>	 <p>M2c. Language of add/subtract</p>																									
 <p>M2d. Addition oral worksheet</p>	 <p>M2e. Multiplying Multigame</p>	<table border="1" data-bbox="1037 1176 1396 1400"> <tr><td>24</td><td>32</td><td>12</td><td>18</td><td>15</td></tr> <tr><td>48</td><td>20</td><td>28</td><td>27</td><td>35</td></tr> <tr><td>64</td><td>56</td><td>45</td><td>54</td><td>21</td></tr> <tr><td>15</td><td>27</td><td>24</td><td>35</td><td>20</td></tr> <tr><td>32</td><td>28</td><td>18</td><td>48</td><td>12</td></tr> </table> <p>M2f. Multiplying 4 in a line</p>	24	32	12	18	15	48	20	28	27	35	64	56	45	54	21	15	27	24	35	20	32	28	18	48	12
24	32	12	18	15																							
48	20	28	27	35																							
64	56	45	54	21																							
15	27	24	35	20																							
32	28	18	48	12																							
 <p>M2g. Sum, product difference track</p>	<table border="1" data-bbox="622 1534 973 1803"> <tr> <td>72 divided by 8</td> <td>32 divided by 4</td> <td>28 divided by 4</td> <td>21</td> </tr> <tr> <td>64 divided by 9</td> <td>24 divided by 4</td> <td>15 divided by 5</td> <td>32</td> </tr> <tr> <td>42 divided by 6</td> <td>56 divided by 7</td> <td>24 divided by 6</td> <td>36</td> </tr> <tr> <td>45 divided by 5</td> <td>36 divided by 12</td> <td>36 divided by 6</td> <td>27</td> </tr> </table> <p>M2h. Dividing 4 in a line</p>	72 divided by 8	32 divided by 4	28 divided by 4	21	64 divided by 9	24 divided by 4	15 divided by 5	32	42 divided by 6	56 divided by 7	24 divided by 6	36	45 divided by 5	36 divided by 12	36 divided by 6	27										
72 divided by 8	32 divided by 4	28 divided by 4	21																								
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42 divided by 6	56 divided by 7	24 divided by 6	36																								
45 divided by 5	36 divided by 12	36 divided by 6	27																								

Racing to English: Stage 1

Step T	Maths TIME	Step T
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Language learning focus

Language functions	Telling the time
Sentence structures	<ul style="list-style-type: none"> • What's the time? • It's three forty five (3.45). • It's 7 o'clock. • It's quarter to/past nine.

 <p>T1: o'clock</p>	<table border="1" style="margin: auto;"> <tr><td style="padding: 10px;">1:30</td><td style="padding: 10px;">2:30</td></tr> <tr><td style="padding: 10px;">3:30</td><td style="padding: 10px;">4:30</td></tr> <tr><td style="padding: 10px;">5:30</td><td style="padding: 10px;">6:30</td></tr> </table> <p>T2: half past</p>	1:30	2:30	3:30	4:30	5:30	6:30	<table border="1" style="margin: auto;"> <tr><td style="padding: 10px;">It's quarter past one.</td><td style="padding: 10px;">It's quarter past four.</td></tr> <tr><td style="padding: 10px;">It's quarter past two.</td><td style="padding: 10px;">It's quarter past five.</td></tr> <tr><td style="padding: 10px;">It's quarter past three.</td><td style="padding: 10px;">It's quarter past six.</td></tr> </table> <p>T3: quarter past</p>	It's quarter past one.	It's quarter past four.	It's quarter past two.	It's quarter past five.	It's quarter past three.	It's quarter past six.
1:30	2:30													
3:30	4:30													
5:30	6:30													
It's quarter past one.	It's quarter past four.													
It's quarter past two.	It's quarter past five.													
It's quarter past three.	It's quarter past six.													
 <p>T4: quarter to</p>	 <p>T5: 5 10 20 25 past</p>	 <p>T6: 5 10 20 25 to</p>												
 <p>T7 Time pairs – revision</p>	 <p>T8: Drawing clock faces</p>													

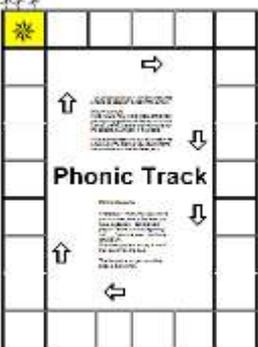
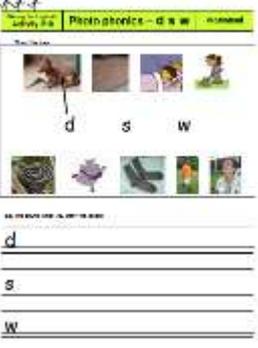
Racing to English: Stage 1

Step P	<h2>Photo phonics</h2> <p>intro to letter sounds</p>	Step P
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Language learning focus:

AIMS	<ul style="list-style-type: none"> to ensure that learners can discriminate between the sounds used by English and can pronounce them adequately to teach the link between letters and sounds based on vocabulary the learners already know/understand to teach and practise handwriting/letter formation.
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EXAMPLES:

 <p>P1. Phonic track</p>	 <p>P2: b & c</p>	 <p>P5: f, p, g, & t</p>
 <p>P10: d, s & w</p>	 <p>P14. Revision</p>	 <p>P15. v, ch & sh</p>

As well as the blank phonic track, there are 14 activities in this step. Each one includes

- a picture based activity,
- a phonic track
- a worksheet.

Activity	New sounds
P2	B C
P3	H
P4	P G
P5	F T
P6	revision
P7	R M
P8	J L

Activity	New sounds
P9	revision
P10	D S W
P11	N
P12	revision
P13	V
P14	revision
P15	ch sh



Racing to English

Stage 2: Starting stories

CONTENTS

OVERVIEW

<p>Step 9.</p> <p>Narrating</p> <p>intro to simple past tense. I came I saw, I wrote a story</p>	<p>Step 10</p> <p>Narrating</p> <p>Story file 1 (feelings)</p>	<p>Step 11</p> <p>Narrating</p> <p>Story file 2 (feelings)</p>
<p>Step 12</p> <p>Narrating</p> <p>Story file 3 (feelings)</p>	<p>Step 13</p> <p>Do/Does 1</p> <p>Talking about regular activities. "Do you wear a hat on your head?"</p>	<p>Step 14</p> <p>Animals – Do/Does 2</p> <p>Constant truths e.g. "Lions eat meat"</p>
<p>Step 15</p> <p>Do/Does 3</p> <p>Constant truths "Birds build nests in spring"</p>	<p>Step 16</p> <p>Narrating</p> <p>Story file 4 (feelings)</p>	<p>Step 17</p> <p>Narrating</p> <p>Miscellaneous stories</p>
<p>Step 18</p> <p>Position & direction</p>	<p>Step 19</p> <p>Position</p> <p>Describe & draw</p>	<p>Step 20</p> <p>Guess which Description</p>
<p>Maths 3</p> <p>Shapes and fractions</p>	<p>Pronunciation activities</p>	

stories	photosets	games

Racing to English: Stage 2

Step 9b	Narrating for <u>older learners</u> intro to simple past tense - I came I saw, I wrote a story	Step 9b
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Language Learning Focus	
Language function	reporting incidents and narrating stories about the past
Sentence structures	simple past tense <ul style="list-style-type: none"> I went, I looked, I pointed I didn't go, I didn't look, I didn't point Did you go? Did you look? Yes I did/No I didn't. Past continuous tense <ul style="list-style-type: none"> Where were you? What were you doing? I was reading a book.
Vocabulary	Emphasis is on verbs: went, worked, bought, took, collected, cleaned, cooked, etc.

9f. A three part story about Billy, Milly, Maisy & Bob

9g. Dialogue: What did you do yesterday?

9h. Four past tense worksheets

9i. 'Did you?' question track

9j. Dialogue: 'Where was Billy's watch?'

Racing to English: Stage 2

Step 10	Narrating Story file 1 (feelings)	Step 10
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Language learning focus	
Language function	Narrating
Sentence structures	Simple past tense: I looked for my watch/I ran into the road/He told my mother. Why did he throw a brick?
Vocabulary	Each of the stories relates to an emotion: scared, worried, sad, angry, hurt, frightened, cross

<p>This step includes some stories written by young people. Each story illustrates an emotion and has</p> <ul style="list-style-type: none"> a story sheet with the story and some questions a sequencing activity 	<p>The stories are</p> <ul style="list-style-type: none"> 10a. Scared of a dog 10b. Sad I lost watch 10c. Angry fell in road 10d. Worried baby & penny 10e. Angry about snake 10f. Hurt by broken glass 10i. Naughty boy <p>The step also includes</p> <ul style="list-style-type: none"> 10x. the What/Why/Where track <p>This can be used with any story.</p>
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Some examples of the stories

10x. What/Why/Where track

Racing to English: Stage 2

Steps 11/12	Narrating Story file 2 (feelings)	Steps 11/12
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Language learning focus	
Language function	Narrating
Sentence structures	Simple past tense: I looked for my watch/I ran into the road/He told my mother.
Vocabulary	Each of the stories relates to an emotion: jealous, sorry ,guilty, curious, upset, terrified, embarrassed, etc.

These steps include some slightly longer stories, again each written by a young person. Most of the stories illustrates an emotion and except for the first few they all have a story sheet with the story, two worksheets and a sequencing activity

The stories are 11a. Cross brother 11b. Frightened at a river 11c. Fighting 11d. Sorry about hot water 11e. Four snakes 11f. Guilty about my lost rings 11g. Jealous of a key 11h. Silly fishing	12a. Terrified of a crocodile 12b. Curious about a noise 12c. No English 12d. Upset by a motor scooter accident 12e. Embarrassed 12f. Bees in the tree 12g. Tired: the bike and the donkey 12h. From Africa to England
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The collage displays three examples of story materials:

- Jealous of a key:** Shows a story page with a key illustration, a worksheet with comprehension questions (e.g., "Did the brother have a sister?"), and a sequencing grid.
- Upset by a scooter accident:** Shows a story page, a worksheet with questions (e.g., "Did the brother jump off the scooter?"), and a sequencing grid.
- Terrified of a crocodile:** Shows a story page, a worksheet with questions (e.g., "Did the crocodile jump out of the water?"), and a sequencing grid.

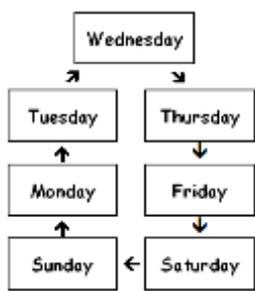
Some examples of the stories, showing the story page, the two worksheets and the sequencing activity

<p>These steps also includes</p> <ul style="list-style-type: none"> • 11x some Writing frames and • 12x the Did/is/was question track 		
	11x. Writing frames	12y. Did/Is/Was revision track

Racing to English: Stage 2

Step 13a	Do/Does (1) for younger learners	Step 13a
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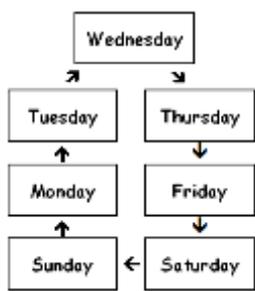
Language Learning Focus	
Language function	Talking about regular activities
Sentence structures	Simple present tense I write. We write. He/She/It writes. Do you write? Does he/she/it write? This stall sells watches.
Vocabulary	Key vocabulary items include: <ul style="list-style-type: none"> • before, after • a number of common verbs e.g. see, bite, hold, wash, clean, paint • more clothes e.g. sandals, scarves, sunglasses, wallets

 <p style="text-align: center;">13a. Clothes market</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Do you wear a hat on your feet?</td> <td>Do you wear a hat on your head?</td> <td>Do you wear trousers on your legs?</td> </tr> <tr> <td>Do you wear shoes on your head?</td> <td>Do you wear gloves on your hands?</td> <td>Do you wear shoes on your feet?</td> </tr> <tr> <td>Do you wear boots on your head?</td> <td>Do you wear boots on your feet?</td> <td>Do you wear a scarf on your neck?</td> </tr> <tr> <td>Do you wear trainers on your hands?</td> <td>Do you wear a scarf round your neck?</td> <td>Do you wear a scarf round your neck?</td> </tr> </table> <p style="text-align: center;">13b. Clothes 4 in a line</p>	Do you wear a hat on your feet?	Do you wear a hat on your head?	Do you wear trousers on your legs?	Do you wear shoes on your head?	Do you wear gloves on your hands?	Do you wear shoes on your feet?	Do you wear boots on your head?	Do you wear boots on your feet?	Do you wear a scarf on your neck?	Do you wear trainers on your hands?	Do you wear a scarf round your neck?	Do you wear a scarf round your neck?	 <p style="text-align: center;">13c. Do you photoset</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Do you see things with your eyes?</td> <td>Do you hear things with your teeth?</td> </tr> <tr> <td>Do you taste things with your tongue?</td> <td>Do you smell things with your fingers?</td> </tr> <tr> <td>Do you bite things with your teeth?</td> <td>Do you hold things with your eyes?</td> </tr> <tr> <td>Do you listen to things with your ears?</td> <td>Do you feel things with your ears?</td> </tr> </table> <p style="text-align: center;">13d. Senses "Do you...?" 4 in a line</p>	Do you see things with your eyes?	Do you hear things with your teeth?	Do you taste things with your tongue?	Do you smell things with your fingers?	Do you bite things with your teeth?	Do you hold things with your eyes?	Do you listen to things with your ears?	Do you feel things with your ears?
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Do you listen to things with your ears?	Do you feel things with your ears?																						
 <p style="text-align: center;">1ee. Days of the week.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Every Sunday</td> <td>the animals go to the park</td> </tr> <tr> <td>Every Monday</td> <td>the animals go to the shops</td> </tr> <tr> <td>Every Tuesday</td> <td>the animals clean the zoo</td> </tr> <tr> <td>Every Wednesday</td> <td>the animals play football</td> </tr> <tr> <td>Every Thursday</td> <td>the animals go swimming</td> </tr> <tr> <td>Every Friday</td> <td>the animals ride</td> </tr> </table> <p style="text-align: center;">13f. Days at the Zoo</p>	Every Sunday	the animals go to the park	Every Monday	the animals go to the shops	Every Tuesday	the animals clean the zoo	Every Wednesday	the animals play football	Every Thursday	the animals go swimming	Every Friday	the animals ride	<p style="text-align: center;">13g, 13h, 13i, 13j, 13k</p> <p style="text-align: center;">Cog the camel.</p> <p style="text-align: center;">a 5 part story for younger learners</p> 									
Every Sunday	the animals go to the park																						
Every Monday	the animals go to the shops																						
Every Tuesday	the animals clean the zoo																						
Every Wednesday	the animals play football																						
Every Thursday	the animals go swimming																						
Every Friday	the animals ride																						

Racing to English: Stage 2

Step 13b	Do/Does (1) for older learners	Step 13b
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Language Learning Focus	
Language function	Talking about regular activities
Sentence structures	Simple present tense I write. We write. He/She/It writes. Do you write? Does he/she/it write? This stall sells watches.
Vocabulary	Key vocabulary items include: <ul style="list-style-type: none"> • before, after • a number of common verbs e.g. see, bite, hold, wash, clean, paint • more clothes e.g. sandals, scarves, sunglasses, wallets

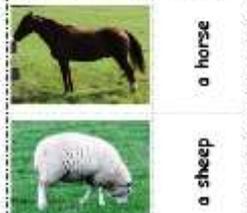
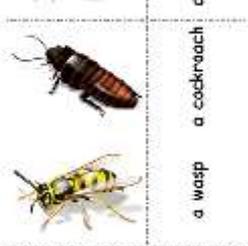
 <p style="text-align: center;">13a. Clothes market</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Do you wear a hat on your feet?</td> <td>Do you wear a hat on your head?</td> <td>Do you wear trousers on your legs?</td> </tr> <tr> <td>Do you wear shoes on your head?</td> <td>Do you wear gloves on your hands?</td> <td>Do you wear shoes on your feet?</td> </tr> <tr> <td>Do you wear boots on your head?</td> <td>Do you wear boots on your feet?</td> <td>Do you wear socks on your feet?</td> </tr> <tr> <td>Do you wear trainers on your hands?</td> <td>Do you wear a scarf round your neck?</td> <td>Do you wear trousers on your feet?</td> </tr> </table> <p style="text-align: center;">13b. Clothes 4 in a line</p>	Do you wear a hat on your feet?	Do you wear a hat on your head?	Do you wear trousers on your legs?	Do you wear shoes on your head?	Do you wear gloves on your hands?	Do you wear shoes on your feet?	Do you wear boots on your head?	Do you wear boots on your feet?	Do you wear socks on your feet?	Do you wear trainers on your hands?	Do you wear a scarf round your neck?	Do you wear trousers on your feet?	 <p style="text-align: center;">13c. Do you photoset</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Do you see things with your eyes?</td> <td>Do you hear things with your teeth?</td> </tr> <tr> <td>Do you taste things with your tongue?</td> <td>Do you smell things with your fingers?</td> </tr> <tr> <td>Do you bite things with your teeth?</td> <td>Do you hold things with your eyes?</td> </tr> <tr> <td>Do you listen to things with your ears?</td> <td>Do you feel things with your ears?</td> </tr> </table> <p style="text-align: center;">13d. Senses "Do you...?" 4 in a line</p>	Do you see things with your eyes?	Do you hear things with your teeth?	Do you taste things with your tongue?	Do you smell things with your fingers?	Do you bite things with your teeth?	Do you hold things with your eyes?	Do you listen to things with your ears?	Do you feel things with your ears?
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Do you bite things with your teeth?	Do you hold things with your eyes?																						
Do you listen to things with your ears?	Do you feel things with your ears?																						
 <p style="text-align: center;">13e. Days of the week.</p>	 <p style="text-align: center;">13L. "Saturdays with Milly, Billy, Maisy and Bob" (for older learners)</p>	 <p style="text-align: center;">13m. "When do you wear?" track</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Do you carry things on a tray?</td> <td>Do you put a cup on a spoon?</td> </tr> <tr> <td>Do you drink water out of a glass?</td> <td>Do you cut your food with a saucer?</td> </tr> <tr> <td>Do you sit on a chair?</td> <td>Do you put milk in a chair?</td> </tr> <tr> <td>Do you put food on a plate?</td> <td>Do you pour tea out of a spoon?</td> </tr> </table> <p style="text-align: center;">12n Do you – dining room 4 in a line</p>	Do you carry things on a tray?	Do you put a cup on a spoon?	Do you drink water out of a glass?	Do you cut your food with a saucer?	Do you sit on a chair?	Do you put milk in a chair?	Do you put food on a plate?	Do you pour tea out of a spoon?												
Do you carry things on a tray?	Do you put a cup on a spoon?																						
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Do you put food on a plate?	Do you pour tea out of a spoon?																						

Racing to English: Stage 2

Step 14	Animals – Do/Does 2 Constant truths "Lions eat meat"	Step 14
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Language Learning Focus

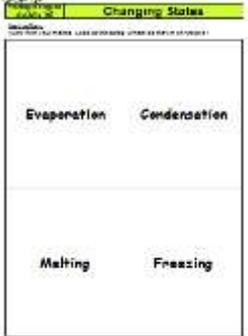
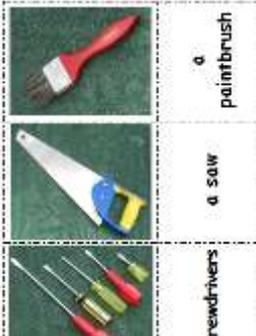
Language functions	Naming animals and their parts Identifying ability/possession/experience Describing features/Giving reasons
Sentence structures	<ul style="list-style-type: none"> Can a whale fly? Has it got a long neck? Do zebras have long necks? Do mammals lay eggs? Fish have gills so that they can breathe under water.
Vocabulary	<ul style="list-style-type: none"> Names of farm, pet and wild animals Parts & features of animals, Animal classes, i.e. birds, reptiles, mammals, etc.

 <p>14a. Farm & pet animals</p>	 <p>14b. Wild animals</p>	 <p>14c. Animal parts</p>	 <p>14d. Animal parts</p>												
<p>Do elephants eat meat? Do elephants live on land? Do dolphins eat leaves? Do dolphins live on land? Do tigers eat grass? Do tigers live on land?</p> <p>14e. Animal lives 4 in a line</p>	<table border="1"> <tr> <th colspan="3">Animal classification 4 in a line – baseboard</th> </tr> <tr> <td>fish</td> <td>birds</td> <td>re</td> </tr> <tr> <td>mammals</td> <td>fish</td> <td>t</td> </tr> <tr> <td>amphibians</td> <td>mammals</td> <td></td> </tr> </table> <p>14f. Animal classes 4 in a line</p>	Animal classification 4 in a line – baseboard			fish	birds	re	mammals	fish	t	amphibians	mammals		<p>an animal that does <u>not</u> lay eggs an animal that drinks its mother's milk an animal with cold blood an animal that lives on land and in water an animal that has feathers an animal that lays eggs an animal that lives on land</p> <p>14g. Animal sets 4 in line</p>	<p>Animal features</p>  <p>14h. Animal features</p>
Animal classification 4 in a line – baseboard															
fish	birds	re													
mammals	fish	t													
amphibians	mammals														
 <p>14i. Polar bears and camels</p>	 <p>14j. Insects etc.</p>														

Racing to English: Stage 2

Step 15	Do/Does 3 Constant truths – “Birds build their nests in the spring.”	Step 15
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Language Learning Focus	
Language function	Talking about regular activities and constant truths
Sentence structures	Simple present tense: Do dentists drive tankers? Birds lay eggs in the spring. You knock in nails with a hammer. When a liquid freezes it turns into a solid.
Vocabulary	Houses/Occupations/Seasons/Tools/Matter

 <p>15a. Houses photoset</p>	 <p>15b. Occupations photoset</p>	 <p>15c. Seasons photoset</p>	 <p>15d. Seasons 4 in a line</p>
 <p>15e. Matter: 4 in a line</p>	 <p>15f. Changing states</p>	 <p>15g. Tools photoset</p>	 <p>15h. Tools 4 in a line</p>
 <p>15i. Food photoset</p>	 <p>15x. Do/Does/Did/Is revision track</p>		

Racing to English: Stage 2

Step 16	Narrating Story file 4 (feelings)	Step 16
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Language learning focus	
Language function	Narrating
Sentence structures	Simple past tense: I looked for my watch/I ran into the road/He told my mother.
Vocabulary	Each of the stories relates to an emotion or feeling: sad, painful, disappointed, scared, upset, etc.

This step includes some more stories that are slightly more difficult than those in step 12, again each written by a young person. Most of the stories illustrate an emotion and they all have <ul style="list-style-type: none"> • a story sheet with the story • two worksheets • a sequencing activity 	The stories are <ul style="list-style-type: none"> 15a. Scared of a camel 15b. Painful scorpion 15c. Disappointed football match 15d. Drowning in a river 15e. Upset by a thief 15f. Tickling spider 15g. Sad for a blind man
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Drowning in the river
by Tahera

Read the story with your friends.

One day, when I was in Pakistan, my brother and I went to the river. We saw my brother's friends on the river. The boys said, "Let's swim in the river."

My brother said, "OK".

We swam in the river, but I was not a good swimmer. Water went into my eyes, water went into my mouth and water went into my nose. I started to drown.

One boy saw me and he told my brother. My brother swam to help me, but he was not a good swimmer. He started to drown too.

My brother's friends came to help us. They got us out of the river and they took us to the hospital.

We stayed in the hospital for two days. When we came out of the hospital the boy said, "Are you OK?"

We said, "Yes we are OK."

Get your class to read!

swim	swam	swimmer	help
river	friends	started	got out
drown	brother	played	water

Can you translate the words into another language?

Disappointed - football match
by Khalid

Ask your friend some questions.

Yes	No
-----	----

- Did Khalid watch a football match with his uncle?
- Did he watch it with his grandfather?
- Did his grandfather make a mistake?
- Did Khalid stand in the middle of the road?
- Did he get lost in a car?
- Did his uncle stop?
- Did a man in a hurry take his uncle to hospital?

Yes I have. No I haven't.

- Have you ever seen a football match?
- Have you ever seen your uncle on a motorbike?
- Have you ever stood in the middle of the road?
- Have you ever said "Eng"?
- Have you ever been knocked down by a motorbike?

Place the long answers for the next questions.

- Who went to watch a football match with Khalid?
- Who was riding a motorbike?
- What did Khalid's grandfather want his uncle to do?
- Who stood in the middle of the road?
- Why did Khalid put his arms out?
- What crashed into Khalid?
- Who took Khalid to hospital?
- What did the doctor do?

Ticking spider
by Fazel

Now do some of these things:

- Draw a picture of a spider and a shoe.
- Write a story about a spider.
- Write a story about getting something in your shoe.
- Make a wordsearch for your story.

You can write your story in English or in your first language.

Here are words in the crossword:

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

Now write 7 questions about the story. Write questions that you do NOT know the answer to.

For example:

What sweets did Fazel want to buy?

How far was it to the shop?

How many times did the spider tickle Fazel's foot?

How long was the story but make it longer so that it has got the answer to your questions in it.

Sad for a blind man
by Hang

I took his horse and I went into his house. He made me a cup of tea. He couldn't see the bottle and water but he could feel them with his hands.

I said, "We have come to visit the old blind man." She started to cry. She said, "He is dead. He died last week." Then I started to cry. I was very sad.

One day, when I was in Vietnam, I helped an old blind man to cross the road. He said, "Thank you."

I said, "Do you want me to take you home?" He said, "Yes, please."

I told my mum about the old blind man. She said, "We will go and visit him." So one day we went to his house. I rang the bell. An old woman opened the door.

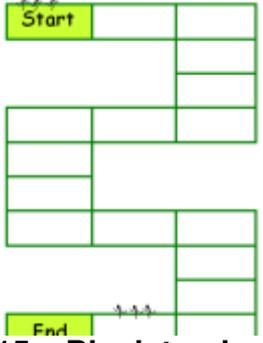
Some examples of the stories, showing the story page, the two worksheets and the sequencing activity

Racing to English: Stage 2

Step 17	Miscellaneous stories	Step 17
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Language learning focus	
Language function	Narrating
Sentence structures	Simple past tense: I looked for my watch/I ran into the road/He told my mother.
Vocabulary	Each of the stories relates to an emotion or feeling: sad, painful, disappointed, scared, upset, etc.

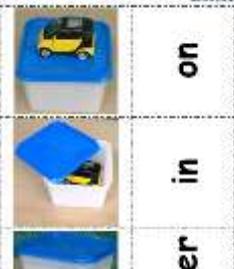
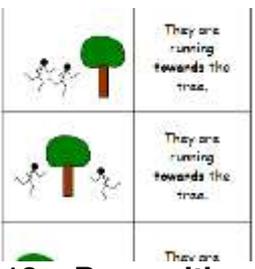
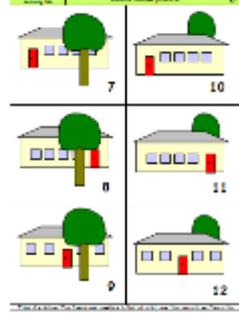
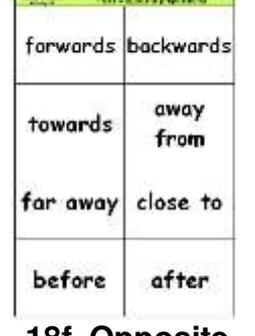
<p>This step includes a variety of stories some written by young people others reflecting traditional stories. Each story includes;</p> <ul style="list-style-type: none"> • a story sheet with the story • two worksheets • a sequencing activity 	<p>The stories are</p> <ul style="list-style-type: none"> 17a. The learner driver 17b. Frightened by a frog 17c. Kindness (a traditional story from Ghana)
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<p>This step also includes 15x. The Book Review Question Track 15y. Blank tracks</p>	 <p>15x. Book Review Question Track</p>	 <p>15y. Blank tracks</p>
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Racing to English: Stage 2

Step 18	Position & direction	Step 18
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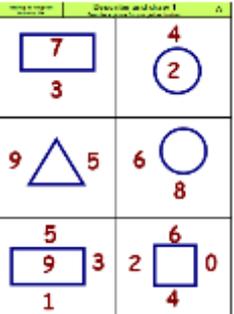
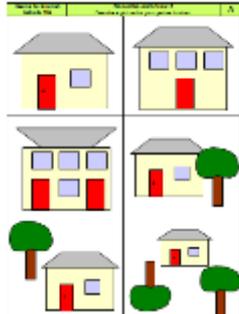
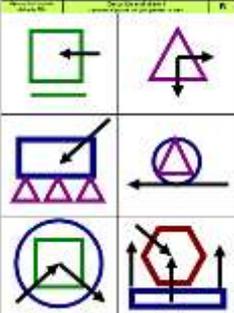
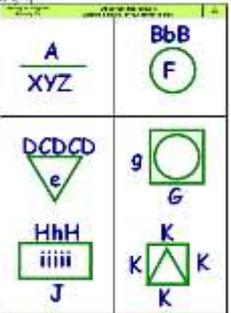
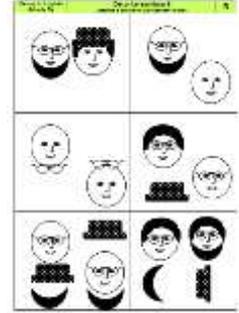
Language Learning Focus	
Language functions	Describing position and directions
Sentence structures	<ul style="list-style-type: none"> They are running towards the house. Take the first turning on the right.
Vocabulary	Prepositions of place: in, on, under, between, behind, in front of, on the left, in the middle Prepositions of motion: towards, away from, straight ahead

 <p style="text-align: center;">Copy of 7c. Prepositions 1</p>	 <p style="text-align: center;">18b. Between, etc.</p>	 <p style="text-align: center;">18c. Preposition picture pairs</p>
 <p style="text-align: center;">18d. Dialogue – directions</p>	 <p style="text-align: center;">18e. Guess which picture</p>	 <p style="text-align: center;">18f. Opposite preposition pairs</p>

Racing to English: Stage 2

Step 19	Position: Describe and draw	Step 19
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Language Learning Focus	
Language functions	Describing position and directions
Sentence structures	<ul style="list-style-type: none"> Is there a tree to the left of the house? Draw a triangle on the right-hand side.
Vocabulary	Prepositions of place: in, on, under, between, behind, in front of, on the left, in the middle Prepositions of motion: towards, away from, straight ahead

 <p>16e. Describe and draw (1)</p>	 <p>16f. Describe and draw (2)</p>	 <p>16g. Describe and draw (3)</p>
 <p>16h. Describe and draw (4)</p>	 <p>16i. Describe and draw (5)</p>	 <p>16j. Describe and draw (6)</p>

Racing to English: Stage 2

Step 20	Guess which (description)	Step 20
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Language Learning Focus

Language functions	Describing position and directions
Sentence structures	<ul style="list-style-type: none"> Is there a tree to the left of the house? Draw a triangle on the right-hand side.
Vocabulary	Prepositions of place: in, on, under, between, behind, in front of, on the left, in the middle Prepositions of motion: towards, away from, straight ahead



20a. Guess which person



20b. Guess which football player



20c. Guess which bird

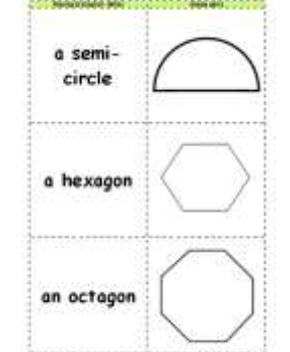
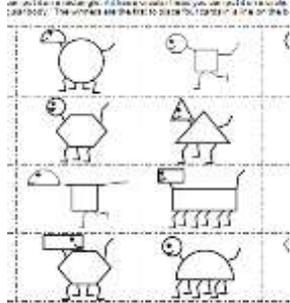
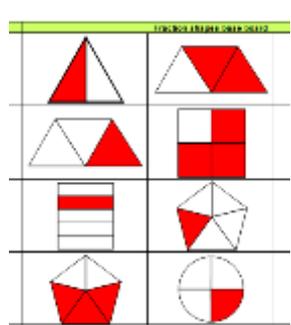
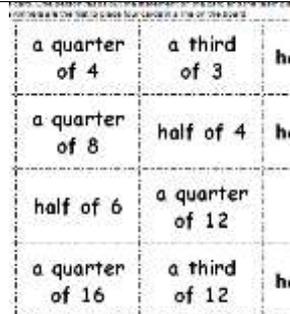
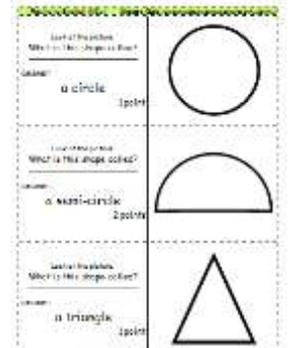


20d. Guess which insect

Racing to English: Stage 2

Step M3	Math(s) 3 Shapes and fractions	Step M3
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Language learning focus:			
Language functions	Naming shapes and fractions		
Sentence structures	<ul style="list-style-type: none"> It's a hexagon. It has a semi-circular head and a hexagonal body. What fraction is shaded? What is half of six? 		
Vocabulary	NOUNS: a hexagon a parallelogram an octagon a trapezium a semi-circle etc.	ADJECTIVES: circular semi-circular rectangular triangular hexagonal etc.	parts of circles <ul style="list-style-type: none"> radius diameter circumference angles obtuse/acute/right etc.

 <p>M3a. Shape pairs</p>	 <p>M3b. Shape monsters 4 in a line</p>	 <p>M3c. Describe & draw shapes</p>	 <p>M3d. Fraction shapes 4 in a line</p>
 <p>M3e. Fractions numbers 4 in a line</p>	 <p>M3f. Fractions oral worksheet</p>	 <p>M3g. Shapes quiz</p>	

Racing to English: Stage 2

Step Pr	Pronunciation activities	Step Pr
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CONTENTS

Activities that focus on pronunciation, they also support the development of spelling. The activities are designed to help learners to hear the difference between sounds and to pronounce them clearly. Most of the activities are based on pairs of sounds that many learners find problematic.

Only use these activities if the learners are having particular pronunciation problems.

<table border="1"> <tr> <td colspan="2">Saying the English activity Pr1</td> <td>Phonemes: /c/ /d/ /g/ /h/ /k/ /l/ /n/ /p/ /q/ /r/</td> <td>Set 1</td> </tr> <tr> <td>cot</td> <td>dot</td> <td></td> <td></td> </tr> <tr> <td>got</td> <td>hot</td> <td></td> <td></td> </tr> <tr> <td>lot</td> <td>not</td> <td></td> <td></td> </tr> <tr> <td>pot</td> <td>rot</td> <td></td> <td></td> </tr> </table>	Saying the English activity Pr1		Phonemes: /c/ /d/ /g/ /h/ /k/ /l/ /n/ /p/ /q/ /r/	Set 1	cot	dot			got	hot			lot	not			pot	rot			<table border="1"> <tr> <td colspan="2">Saying the English activity Pr3</td> <td>Phonemes: /h/ /i/ /j/ /k/ /l/ /o/ /u/</td> <td>Set 1</td> </tr> <tr> <td>hat</td> <td>hit</td> <td></td> <td></td> </tr> <tr> <td>hot</td> <td>hut</td> <td></td> <td></td> </tr> <tr> <td>net</td> <td>nit</td> <td></td> <td></td> </tr> <tr> <td>not</td> <td>nut</td> <td></td> <td></td> </tr> </table>	Saying the English activity Pr3		Phonemes: /h/ /i/ /j/ /k/ /l/ /o/ /u/	Set 1	hat	hit			hot	hut			net	nit			not	nut			<table border="1"> <tr> <td colspan="2">Saying the English activity Pr6</td> <td>Phonemes: /b/ /c/ /d/ /g/ /h/ /k/ /l/ /m/ /n/ /o/ /p/ /q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ /z/</td> <td>Set 1</td> </tr> <tr> <td colspan="2">Blends & digraphs</td> <td></td> <td></td> </tr> <tr> <td>blow</td> <td>crow</td> <td></td> <td></td> </tr> <tr> <td>grow</td> <td>glow</td> <td></td> <td></td> </tr> <tr> <td>flow</td> <td>slow</td> <td></td> <td></td> </tr> <tr> <td>show</td> <td>snow</td> <td></td> <td></td> </tr> </table>	Saying the English activity Pr6		Phonemes: /b/ /c/ /d/ /g/ /h/ /k/ /l/ /m/ /n/ /o/ /p/ /q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ /z/	Set 1	Blends & digraphs				blow	crow			grow	glow			flow	slow			show	snow			<table border="1"> <tr> <td colspan="2">Saying the English activity Pr8</td> <td>Phonemes: /a/ /e/ /i/ /o/ /u/</td> <td>Set 1</td> </tr> <tr> <td colspan="2">Long vowels</td> <td></td> <td></td> </tr> <tr> <td>main</td> <td>mean</td> <td></td> <td></td> </tr> <tr> <td>mine</td> <td>moan</td> <td></td> <td></td> </tr> <tr> <td>morn</td> <td>moon</td> <td></td> <td></td> </tr> <tr> <td>man</td> <td>men</td> <td></td> <td></td> </tr> </table>	Saying the English activity Pr8		Phonemes: /a/ /e/ /i/ /o/ /u/	Set 1	Long vowels				main	mean			mine	moan			morn	moon			man	men																																																																																
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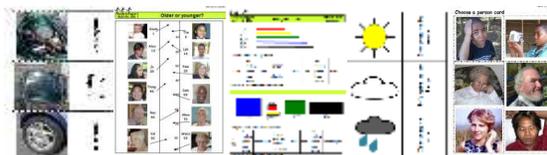


Racing to English

Stage 3: Talking & reading

CONTENTS

<p>Step 21 Have/has intro talking about the past as it relates to the present “Have you lost your ...?”</p>	<p>Step 22 Have/has 2 I’ve already paid for my ticket (so I have it now)</p>	<p>Step 23 Future with "going to" I'm going to paint the wall.</p>
<p>Step 24 Comparing Are you taller than your brother?</p>	<p>Step 25 Describing: Spot the difference</p>	<p>Step 26 Describing It's made of wood. It's near the box.</p>
<p>Step 27 Writing and Narrating Story prompts, etc.</p>	<p>Step 28 True stories (1) Narrating using past tense</p>	<p>Step 29 True Stories (2) Passive: It was built. Rabbits are eaten ... It has been ...</p>
<p>Step 30 True stories (3) Could, would, when, if.</p>	<p>Step 31 True stories (4) Had done</p>	<p>Step 32 True stories (5) Copernicus, seasons, etc.</p>
<p>Step 33 True stories (6) Fossils & Darwin</p>	<p>Step 34 True stories (7) Species & More Fossils</p>	<p>Step 35 True stories (8) Geology</p>
<p>Step 36 True Stories (9) Deep time</p>	<p>Step 37 True Stories (6) If</p>	<p>Step 38 Maps: Guess which country</p>
<p>Step 39 Grammar tracks</p>	<p>Step 40 Miscellaneous</p>	<p>Math(s) 4 Speaking maths worksheets</p>



Racing to English: Stage 3

Have/has (2) Do/Does revision Step 22

Language learning focus	
Language functions	Talking about the past as it relates to the present. Talking about regular activities.
Sentence structures	Present perfect tense: Have you ever swum in the sea? Simple present: What does an engine do?
Vocabulary	Holidays: sea, beach, hotel, etc. Funfair: big/Ferris wheel, coconuts, candy, etc. Vehicle parts: engine, windscreen, wheel, bonnet, etc. Train travel: railway lines, passengers, platform, train, etc.

22a. Holidays

22b. Funfair

**22c. Vehicles:
“Have you ever?”**

22d. Vehicle parts

**22e. Vehicles
4 in a line**

**22f. Guess which
vehicle**

22g. Train travel

**22h. Have you
ever track**

**22j. Postcard from
Islamabad**

Start	Have	Has	Do	Does
				Did
Have/Do/Did Revision Track				
				Have
Have	Did	Does	Do	Has
Has				

**22j. Have/Do/Did
revision track**

Future with "going to" Step 23

Language learning focus	
Language functions	Talking about the future Asking politely
Sentence structures	Future using 'going to' <ul style="list-style-type: none"> He is going to run away. Are you going to swim in the sea? I think this means it's going to be sunny tomorrow. Asking politely <ul style="list-style-type: none"> Would you like to come to my house?
Vocabulary	Weather: sunny, cloudy, rainy, a rainbow, a puddle, etc.

23a. Mog is going to run away.
For young learners

23b. Maisy is going to go...
For older learners

23c. The "going to" question track.

23d. Weather photoset

23e. Weather symbols

23f. Dialogue "Are you sure?"

23g. Dialogue - "Would you like to...?"

Comparing Step 24

Language learning focus	
Language function	Comparing things
Sentence structures	<ul style="list-style-type: none"> Are you taller than Asif? Pam is older than Tim. Is the blue car more expensive than the red car? Does the red car cost more than the blue car? What is the difference in price? Amit thought that book A was funnier than book B This coat is too big. Is Jupiter the biggest planet?

24a. Longer than oral worksheet

Activities 1-3: Compare lengths using a bar chart and oral questions.

Activities 4-5: Compare lengths using a table and oral questions.

24b. Older or younger

Activities 1-2: Compare ages using a family tree diagram and oral questions.

24c. Comparing costs

Activities 1-2: Compare car costs using a table and oral questions.

24d. Dialogue exchanging things

Activities 1-2: Dialogue exercises for exchanging items in a shop.

24e. The comparing track

Activities 1-3: A grid of comparison questions for oral practice.

24f. Comparing books

Activities 1-2: Compare books using a table and oral questions.

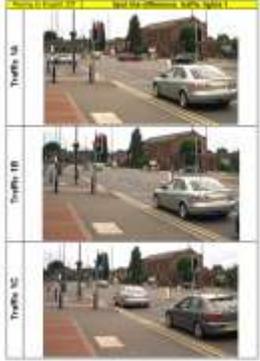
24g. Solar system – 4 in a line

Activities 1-2: A grid of questions about the solar system.

Racing to English: Stage 3

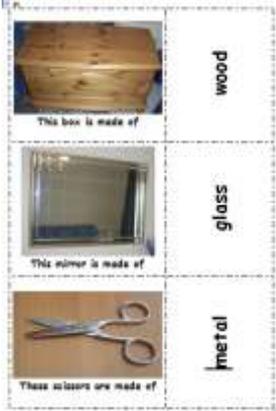
Describing: Spot the difference Step 25

Language learning focus	
Language function	Describing – objects and position
Sentence structures	<ul style="list-style-type: none"> • Is the lid on the saucepan? • Is he wearing a blue shirt?
Vocabulary	Position: on, in, to the left of, upside down, etc. Adjectives, e.g. open, closed, cloudy, green, high, open, sunny

	 <p style="font-size: small;"> Spot the difference Kettle and mugs Can you find the picture? The lid is on the kettle. Your friend has another. Look at each picture. Tell us your friend for the two pictures. Different about your picture. The word is on the picture. How many words are there in your picture? </p>	
<p>25a. Spot the difference Saucepan</p>	<p>25b. Spot the difference Kettle and mugs</p>	<p>25c. Spot the difference Driveway</p>
		
<p>25d. Spot the difference Man</p>	<p>25e. Spot the difference On the table</p>	<p>25f. Spot the difference Traffic lights</p>

Describing 2 Step 26

Language learning focus	
Language function	Describing – objects, materials and position
Sentence structures	<ul style="list-style-type: none"> It's made of metal. Rough is the opposite of smooth. The music was so loud that my ears began to hurt.
Vocabulary	<p>Materials: metal, wood, glass, plastic, cardboard, leather</p> <p>Adjectives, e.g. open, closed, cloudy, green, high, open, sunny</p> <p>A range of opposite adjectives, e.g. asleep/awake, clean/dirty, wet/dry</p>



26a. Materials phototset

happy	sad
good	bad
big	small
hot	cold

26b, 26c, 26d Three opposite adjective activities, each with a worksheet



object	material	property	
Picture frames	have glass or the frost	because it is transparent	vis see thru
Front doors	often have a panel made of frosted glass	because it is translucent	vis thru not thru
A lamp shade	is usually made of thin fabric	because it is translucent	vis thru not thru

26e. Transparent, translucent opaque

Writing and Narrating Story prompts, etc. Step 27

Language learning focus

The activities in this step are designed

- to stimulate learners' writing and
- to extend their vocabulary

Choose a person card

Choose a place card

Choose a problem card

lost money	lost dog
lost key	lost ticket
lost way	lost friend
lost ball	lost bag

Each of these story prompts includes

- a set of people cards,
- a set of place cards and
- a set of problem cards.

Learners work together to choose one of each type of card and then use them to develop a story.

27a, 27b, 27c, 27d, 27e.
Story prompts

Weird photos 1

Take a picture of something that is unusual or different. Write a story about it.

27f. Story prompts: weird photos

Adverbs with "said"

Use the adverbs and put the sentence into the correct box.

happily	angrily
badly	loudly
bravely	quietly
rudely	impatiently

27g. Adverbs with said (vocab development)

Walking and running cline

race	sprint	slugger
plod	run	walk
stride	walk	jog

27h. Clines (vocab development)

Racing to English: Stage 3

True stories (1)

Narrative using simple past tense

Step 28

Language learning focus	
Language function	Narrating
Sentence structure	Simple past tense <ul style="list-style-type: none"> • He invented, sold, etc. • Rosa refused to give up her seat.

This step includes some one-page stories about famous people. Each story is accompanied by questions and a blank filling worksheet. Some of the stories also have some accompanying dictionary work.

<div style="border: 1px solid black; padding: 5px;"> <p>Clive Sinclair</p>  <p>28a. Clive Sinclair</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Rosa Parks</p>  <p>28b. Rosa Parks</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Taj Mahal</p>  <p>28c. Taj Mahal</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Boycott</p>  <p>28d. Boycott</p> </div>
<div style="border: 1px solid black; padding: 5px;"> <p>Mahatma Gandhi</p>  <p>28e. Mahatma Gandhi</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>George Washington</p>  <p>28f. George Washington</p> </div>		

True stories (2): the passive Step 29

Language Learning Focus: the passive				
Language functions		Sentence structures		
Narrating		• Tower Bridge was built in 1894.		
Constant truths		• Rabbits are eaten by foxes.		
The past as it relates to present		• The house has been sold.		
Making suggestions		• Maybe he broke his leg.		
Key vocabulary London	burnt down designed	destroyed erected	started finished	first opened reopened
Key vocabulary Tutankhamun	maybe buried	discovered hidden	broken covered	tomb pharaoh
Key vocabulary 'has been'	boarded up cut off	burnt gutted	knocked over erected	sold covered
food chains & food chain rummy	eats is eaten by	producer/consumer/predator/prey Names of animals		

29a. London photoset

29b. Tutankhamun true story

24e. Has been done

29e. Food chains

<p>Flies are the first part of this food chain. They are eaten by lizards. 1</p>	<p>Fish are the first part of this food chain. They are eaten by seals. 1</p>
<p>Lizards Seven kinds eat this. Lizards are eaten by rattlesnakes. 2</p>	<p>Seals eat fish. Seals are eaten by polar bears. 2</p>
<p>Rattlesnakes eat lizards. They are the top of this food chain. 3</p>	<p>Polar bears eat seals. They are the top of this food chain. 3</p>

29f. Food chain rummy

Racing to English: Stage 3

True stories (5): Sun, seasons etc. Step 32

Language Learning Focus	
Language function	Narrating
Sentence structure	This step and subsequent "true stories" are grouped around topics rather than tenses and they practise all the tenses that have been introduced earlier.

32a. Copernicus

Nicolaus Copernicus was born in 1473 in Toruń, Poland. He was a mathematician, astronomer, and philosopher. He is best known for his theory of heliocentrism, which states that the Sun is at the center of the universe and the planets revolve around it. This was a revolutionary idea at the time because most people believed in the geocentric model, where Earth is at the center.

32b. Water cycle

The water cycle is the continuous process by which water moves through the environment. It involves evaporation of water from the surface of the ocean, lakes, and rivers into the atmosphere. The water vapor then condenses into clouds. When the clouds become heavy, precipitation falls as rain or snow. The water then collects in bodies of water or infiltrates the ground as groundwater.

32c. Why do we have seasons?

We have seasons because of the Earth's tilt. The Earth's axis is tilted at an angle of about 23.5 degrees relative to its orbit around the Sun. As the Earth orbits the Sun, different parts of the Earth receive different amounts of direct sunlight. This causes the temperature to change, creating the four seasons: spring, summer, autumn, and winter.

32d. Sun moon & earth

The Sun, Moon, and Earth are part of a system. The Sun is a star that provides light and heat to the Earth. The Earth is a planet that orbits the Sun. The Moon is a satellite that orbits the Earth. The Earth's rotation on its axis causes day and night, and the Moon's orbit around the Earth causes the phases of the Moon.

True stories (6): Fossils and Darwin Step 33

33a. Diplodocus

Diplodocus was a long-necked dinosaur that lived about 150 million years ago. It was one of the largest land animals that ever lived. It had a long neck, a long tail, and a small head. It is thought to have been a herbivore, eating plants and leaves.

33b. Mary Anning

Mary Anning was a fossil collector and geologist who lived in the 18th and 19th centuries. She is famous for her discovery of the first Ichthyosaurus fossil in 1830. She also discovered the first Plesiosaurus fossil in 1830. Her work helped scientists understand the history of life on Earth.

33c. Charles Darwin

Charles Darwin was a naturalist, geologist, and biologist. He is best known for his contributions to evolutionary biology. He proposed the theory of evolution, which states that all life on Earth has evolved from a common ancestor over time. His theory was based on his observations of the natural world and his study of fossils.

33d Dogs

Dogs are domesticated animals that have been bred for various purposes. There are many different breeds of dogs, each with its own characteristics. Dogs are loyal and intelligent animals that have been part of human life for thousands of years. They are used for companionship, protection, and work.

Racing to English: Stage 3

True stories (7): Species & more fossils

Step **34**

34a. Archaeopteryx

34b. Whale blowholes

34c.. Necks arms & wings

34d. Species 1

34e. Species 2 misunderstanding evolution

34f Human fossils

True stories (8): Geology

Step **35**

35a. Volcanoes

35b. Continental drift

35c. Continental drift & science

35d. Fossils on Everest

35e Grand Canyon

True stories (9): Deep time Step 36

Reading Strategy **When? (1)**
Billions of years ago

What?
The Earth was formed about 4.5 billion years ago. The first life appeared about 3.8 billion years ago. The first dinosaurs appeared about 230 million years ago. The first humans appeared about 200,000 years ago.

Where?
The Earth was formed in the solar system. The first life appeared in the oceans. The first dinosaurs appeared on land. The first humans appeared in Africa.

How?
The Earth was formed by the collision of two planets. The first life appeared by the process of abiogenesis. The first dinosaurs appeared by the process of evolution. The first humans appeared by the process of evolution.

36a. When (1):
Billions of years ago

Reading Strategy **When? (2)**
Hundreds of millions of years ago

What?
The first dinosaurs appeared about 230 million years ago. The first mammals appeared about 100 million years ago. The first birds appeared about 150 million years ago. The first reptiles appeared about 300 million years ago.

Where?
The first dinosaurs appeared on land. The first mammals appeared on land. The first birds appeared in the sky. The first reptiles appeared on land.

How?
The first dinosaurs appeared by the process of evolution. The first mammals appeared by the process of evolution. The first birds appeared by the process of evolution. The first reptiles appeared by the process of evolution.

36b. When (2):
Hundreds of millions of years ago

Reading Strategy **When? (3)**
Millions of years ago

What?
The first humans appeared about 200,000 years ago. The first modern humans appeared about 50,000 years ago. The first agriculture appeared about 10,000 years ago. The first cities appeared about 5,000 years ago.

Where?
The first humans appeared in Africa. The first modern humans appeared in Europe. The first agriculture appeared in the Middle East. The first cities appeared in Mesopotamia.

How?
The first humans appeared by the process of evolution. The first modern humans appeared by the process of evolution. The first agriculture appeared by the process of evolution. The first cities appeared by the process of evolution.

36c. When (3)
Millions of years ago

Reading Strategy **When? (4)**
Thousands of years ago

What?
The first cities appeared about 5,000 years ago. The first empires appeared about 2,000 years ago. The first religions appeared about 1,000 years ago. The first philosophies appeared about 500 years ago.

Where?
The first cities appeared in Mesopotamia. The first empires appeared in the Mediterranean. The first religions appeared in the Middle East. The first philosophies appeared in Greece.

How?
The first cities appeared by the process of evolution. The first empires appeared by the process of evolution. The first religions appeared by the process of evolution. The first philosophies appeared by the process of evolution.

36d. When (4)
Thousands of years ago

If Step 37

Reading Strategy **If - dialogue**

What?
A dialogue about the future. The characters discuss the possibility of a global warming event and the impact it would have on the world.

Where?
The dialogue takes place in a futuristic city.

How?
The characters discuss the possibility of a global warming event and the impact it would have on the world.

37a. "If" dialogue

Reading Strategy **Stars**

What?
A true story about stars. The text explains the formation of stars, the life cycle of stars, and the different types of stars.

Where?
The text is about stars in general.

How?
The text explains the formation of stars, the life cycle of stars, and the different types of stars.

37b. Stars true story

Start **What would you do?**

What would you do?

track

Finish

37c: What would you do? question track

Start **What would you do if you felt ...?**

What would you do if you felt ...?

Finish

37d. What would you do if you felt

What would happen?

Question Track

What would happen?

37e What would happen? question track

In this step there are also copies of:

- M4c UK money "If I had.."
- M4c USA money "If I had"
- M4L Time problems
- M4m "If" equations

Racing to English: Stage 3

Maps: Guess which country. Step 38

Language learning focus				
Language function	Naming, defining and describing			
Sentence structure	<ul style="list-style-type: none"> It's a very dry area with very little rainfall. Is it north of the equator? Does it share a border with Nigeria? Is it on the Pacific coast? Has it got a coastline? 			
Examples of vocabulary that will arise from these activities	North South West East	equator coastline border	mountain stream flood desert	waterfall canal island rainforest

Geography definitions



38a. Geography definitions

South America



38b. Guess which country -- South America

Africa



38c. Guess which country -- Africa

Eastern Europe



38d. Guess which country -- Eastern Europe

South Western Europe



38e. Guess which country -- South Western Europe

USA states

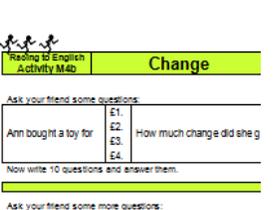
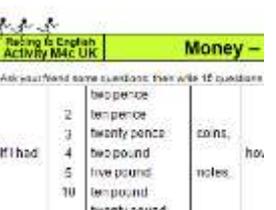
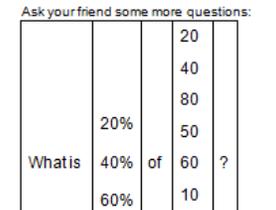
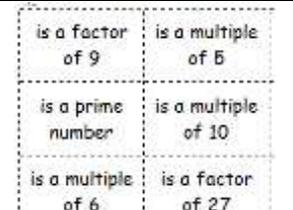
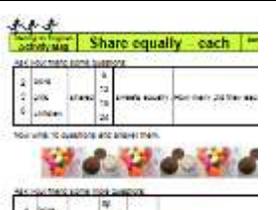
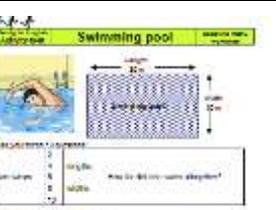
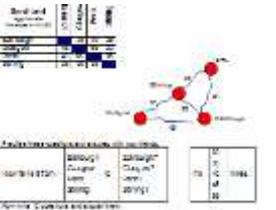


38f. Guess which state -- USA

Racing to English: Stage 3

Maths 4 Step M4

This step contains a number of activities focusing on the language of maths. Most of them are 'Speaking Maths' worksheets, including two versions of M4c (one based on British money, the other on American). Each worksheet focuses on keywords or phrases that are frequently used in maths problems. Time problems is a quiz type activity.

 <p style="text-align: center;">M4a. Altogether/each</p>	 <p style="text-align: center;">M4b. Change</p>	 <p style="text-align: center;">M4c Money: If I had</p>	 <p style="text-align: center;">M4d Percentages</p>
 <p style="text-align: center;">M4e Primes, factors and multiples 4 in a line</p>	 <p style="text-align: center;">M4f Posting parcels</p>	 <p style="text-align: center;">M4g Share equally</p>	 <p style="text-align: center;">M4h Swimming pool</p>
 <p style="text-align: center;">M4i Twice as much</p>	 <p style="text-align: center;">M4j Distances UK</p>	 <p style="text-align: center;">M4k Distances USA</p>	 <p style="text-align: center;">M4L Time problems</p>
 <p style="text-align: center;">M4M "If" equations</p>			