

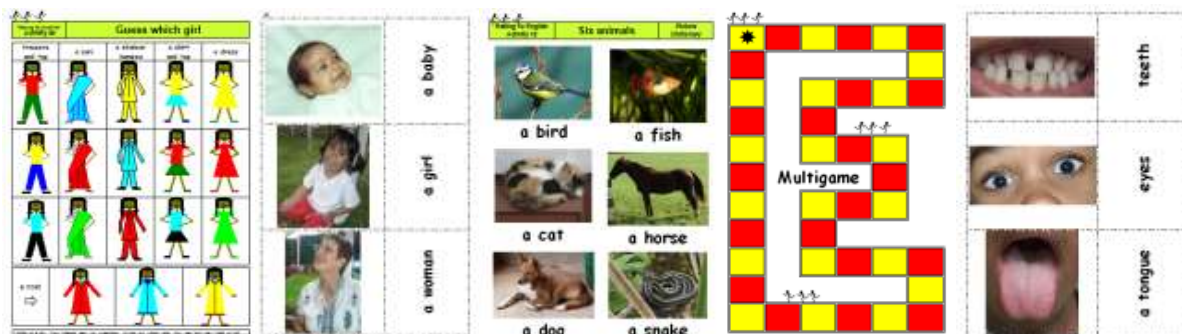


# Racing to English

## Stage 1: Beginners

### CONTENTS

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



# Racing to English: Stage 1

<b>Step 1</b>	<b>Naming (singular)</b> What's this? It's a...	<b>Step 1</b>
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<b>Language learning focus</b>	
Language function	Naming oneself, common objects and basic colours
Sentence structures	<ul style="list-style-type: none"> <li>What's your name?</li> <li>What's this? It's a .... Is this a ...?</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>pen, ruler, pencil, felt tip, etc</li> <li>girl, boy, man, woman, baby</li> <li>dog, cat, bird, fish, horse, snake</li> <li>red, yellow, blue, green, black, white</li> </ul>

**1a. First steps**

**1e. Colour pairs**

**1b. Classroom**

**1f. Step 1 photo track**

**1c. People**

**1g. Revise & assess step 1**

**1d. Six animals**

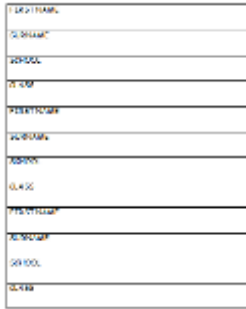






**1x. Multigame**

# Racing to English: Stage 1

<b>Step 2</b>	<b>Naming (plural)</b> What are these? They are ...	<b>Step 2</b>
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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 ...?

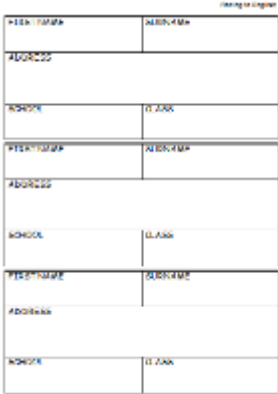
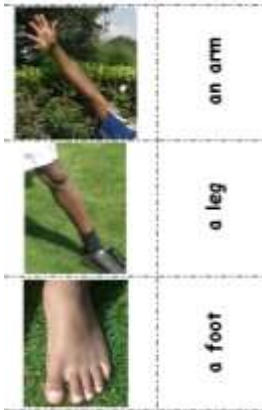

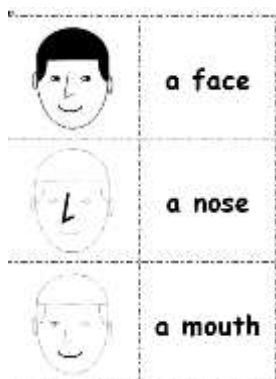
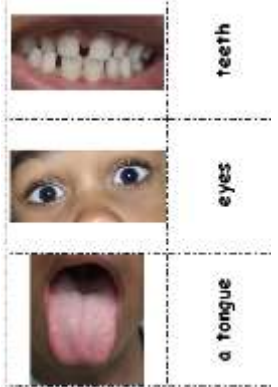
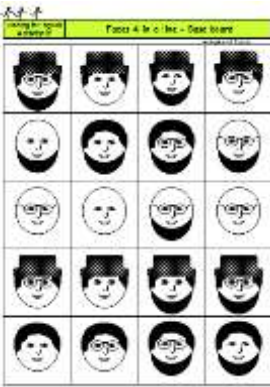


 <p><b>2a. Surname</b></p>	 <p><b>2b. Plurals</b></p>	 <p><b>2c. People plural</b></p>	 <p><b>2d. Fruit/veg 1</b></p>
 <p><b>2e. Can I have</b></p>	 <p><b>2f. Step 2 photo track (revision)</b></p>	 <p><b>2g. Revise &amp; assess step 2</b></p>	

# Racing to English: Stage 1

<b>Step 3</b>	<b>Face &amp; body</b> Have you got ...?	<b>Step 3</b>
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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"> <li>What's your address?</li> <li>What's this? What are these?</li> <li>How many ... can you see?</li> <li>Have you got three eyes? He hasn't got a beard.</li> </ul>
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><b>3a. Address</b></p>	 <p><b>3b. Body photoset</b></p>	 <p><b>3c. Body dominoes</b></p>	 <p><b>3d. Face pairs</b></p>
 <p><b>3e. Face photoset</b></p>	 <p><b>3f. Faces 4 in a line</b></p>	 <p><b>3g. Face &amp; body photo track</b></p>	 <p><b>3h. Revise and assess</b></p>




# Racing to English: Stage 1


<b>Step 4</b>	<b>Have/has got</b> Has she got a red coat?	<b>Step 4</b>
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## Language learning focus


Language functions	Sentence structures	Vocabulary
Describing age	• How old are you?	• Age
Naming/introducing family members	• Emily is Arthur's mother.	• Mother, father, brother, sister, etc.
Naming clothes	• What's this? It's a shirt.	• Coat, jumper, a pair of jeans, a pair of shoes, etc.
Describing colour/ talking about possessions	• Has she got a red coat?	• Red, yellow, blue, green, black, white




**4a. Age**




**4b. Family 1**



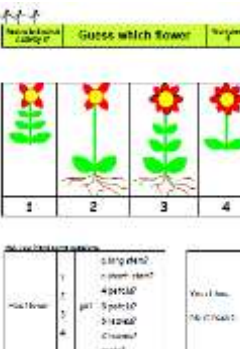
**4c. Clothes (1)**



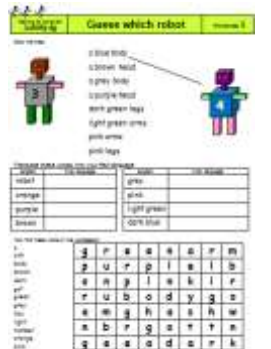
**4d. Guess which boy**




**4e. Guess which girl**



**4f. Guess which flower**



**4g. Guess which robot**



**4h. Clothes & colours photo track**

**Also in step 4:**

- Revise and assess step 4

# Racing to English: Stage 1

<b>Step 5</b>	<b>food/likes/ dislikes/</b> Do you like rice?	<b>Step 5</b>
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## Language learning focus

Functions	Naming objects; Identifying likes/dislikes; Offering things
Sentence structures	<ul style="list-style-type: none"> <li>What's this? It's a cup. Is this a plate? Yes it is/No it isn't.</li> <li>What are these? They are apples.</li> <li>I like/don't like ...</li> <li>Would you like a ...? or Do you want a ...?</li> </ul>
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,)

**5a. Dining room**

**5ax. Dining room photo track**

**5b. Fruit**

**5c. Vegetables**

**5cx. Fruit & veg photo track**

**5d. African fruit & veg.**

**5e. Supermarket**

**5f. Would you like**

**5g. Eek-eek-eek puppets**

**5h. Would you like (for older learners)**

**5i. Who are you?**

**5j. Revise and assess**





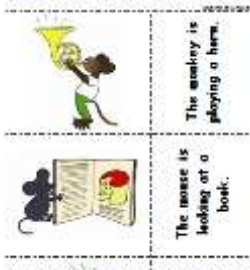




**5x "Blank pairs" to make your own pairs activity**

# Racing to English: Stage 1

<b>Step 6</b>	<b>Actions</b> Is she driving a car?	<b>Step 6</b>
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## Language Learning Focus

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

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


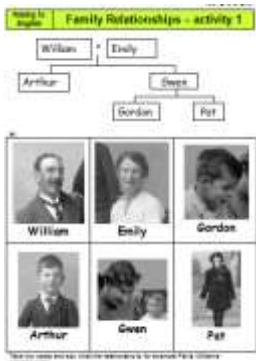








# Racing to English: Stage 1

<b>Step 7</b>	<b>House and rooms + possession/family (2)/position (1)</b>	<b>Step 7</b>
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## Language learning focus

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

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

Also in this step:

- 7i. Revise and assess step 7
- 7j. House and rooms photo track.
- 7x. Blank 4 in a line









# Racing to English: Stage 1

<b>Step 8</b>	<b>Vehicles, street, park, clothes, etc.</b>	<b>Step 8</b>
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## Language learning focus





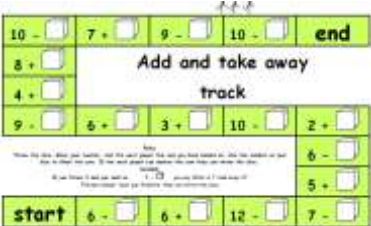





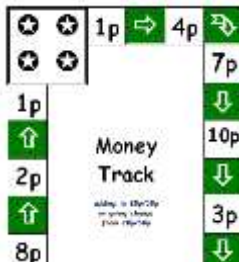
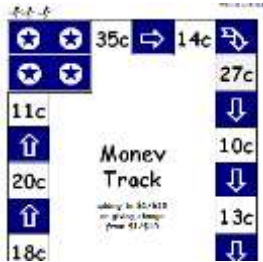
Language functions	Naming objects/Possession/Description (colours)
Sentence structures	<ul style="list-style-type: none"> <li>It's a van.</li> <li>Has it got four wheels? Is she wearing a hat?</li> <li>Is it blue?</li> </ul>
Vocabulary - vehicles	an ambulance, a bike, a bus, a car, a fire engine, etc
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

 <p><b>8a. Vehicles</b></p>	 <p><b>8b. Park</b></p>	 <p><b>8c. Street</b></p>	 <p><b>8d. Men's clothes</b></p>
 <p><b>8e. Women's clothes</b></p>	 <p><b>8f. Toys</b></p>	 <p><b>8x. Am/are/is revision track</b></p>	

# Racing to English: Stage 1

<b>Step</b> <b>M1</b>	<b>Maths 1</b> counting, addition/subtraction & money	<b>Step</b> <b>M1</b>
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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

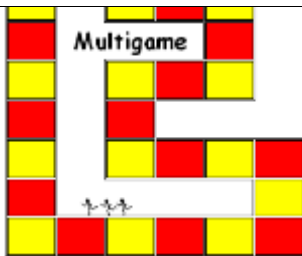
 <p><b>M1a. Counting to 10</b></p>	 <p><b>M1b. Counting to 20</b></p>	 <p><b>M1c. Addition track</b></p>
 <p><b>M1d. Take away track</b></p>	 <p><b>M1d. Add &amp; take away track</b></p>	 <p><b>M1f. Add/take words track</b></p>
 <p><b>M1g. Money (UK version)</b></p>	 <p><b>M1g. Money (USA version)</b></p>	 <p><b>M1h. Money – how much (max 20p)</b></p>
 <p><b>M1i. Money – how much (max £5)</b></p>	 <p><b>M1j. Money tracks (UK)</b></p>	 <p><b>M1j. Money tracks (USA)</b></p>

# Racing to English: Stage 1

<b>Step M2</b>	<b>Maths 2</b>	<b>Step M2</b>
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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"> <li>What is 7 plus 4? What is the product of three and nine?</li> <li>What time is it? It's ten to five.</li> </ul>			
Vocabulary	add plus and	subtract take away minus	more than less than difference between	sum of product multiplied by



**M2a. Numeracy Multigame**



**M2b. More than & less than track**



**M2c. Language of add/subtract**



**M2d. Addition oral worksheet**



**M2e. Multiplying Multigame**

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

**M2f. Multiplying 4 in a line**



**M2g. Sum, product difference track**

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

**M2h. Dividing 4 in a line**

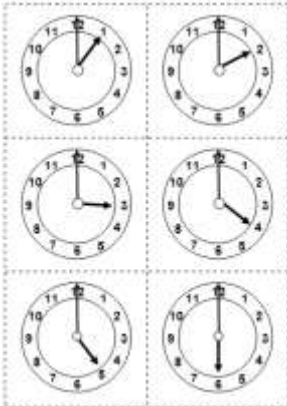
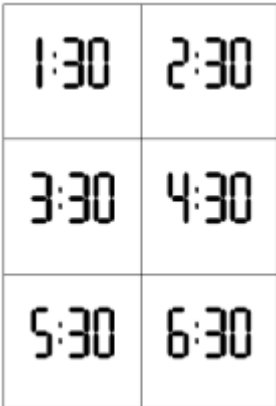

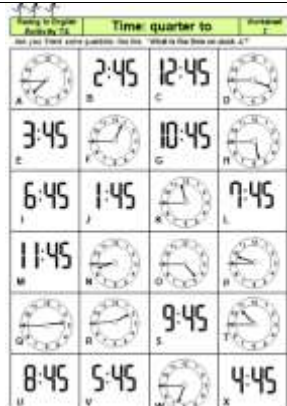
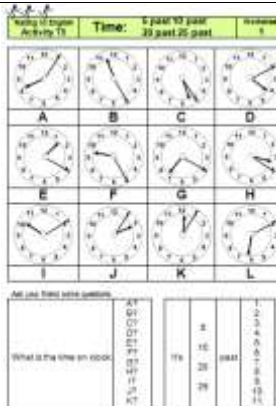
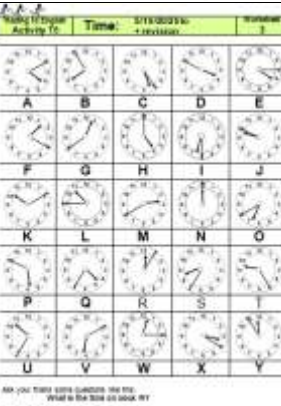
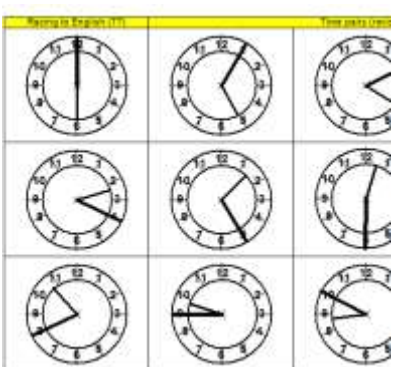
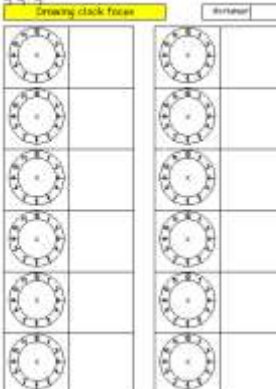


# Racing to English: Stage 1

<b>Step T</b>	<b>Maths</b>	<b>Step T</b>
<b>TIME</b>		

## Language learning focus

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

 <p><b>T1: o'clock</b></p>	 <p><b>T2: half past</b></p>	 <p><b>T3: quarter past</b></p>
 <p><b>T4: quarter to</b></p>	 <p><b>T5: 5 10 20 25 past</b></p>	 <p><b>T6: 5 10 20 25 to</b></p>
 <p><b>T7 Time pairs – revision</b></p>	 <p><b>T8: Drawing clock faces</b></p>	

# Racing to English: Stage 1

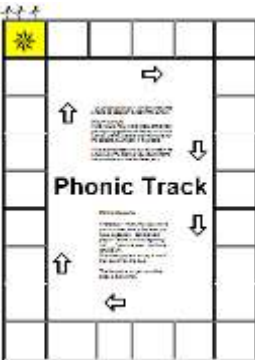





<b>Step P</b>	<b>Photo phonics</b> intro to letter sounds	<b>Step P</b>
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## Language learning focus:

### AIMS

- 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.

## EXAMPLES:

 <p><b>P1. Phonic track</b></p>	 <p><b>P2: b &amp; c</b></p>	 <p><b>P5: f, p, g, &amp; t</b></p>
 <p><b>P10: d, s &amp; w</b></p>	 <p><b>P14. Revision</b></p>	 <p><b>P15. v, ch &amp; sh</b></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><b>Narrating</b></p> <p>intro to simple past tense. I came I saw, I wrote a story</p>	<p>Step 10</p> <p><b>Narrating</b></p> <p>Story file 1 (feelings)</p>	<p>Step 11</p> <p><b>Narrating</b></p> <p>Story file 2 (feelings)</p>
<p>Step 12</p> <p><b>Narrating</b></p> <p>Story file 3 (feelings)</p>	<p>Step 13</p> <p><b>Do/Does 1</b></p> <p>Talking about regular activities. "Do you wear a hat on your head?"</p>	<p>Step 14</p> <p><b>Animals – Do/Does 2</b></p> <p>Constant truths e.g. "Lions eat meat"</p>
<p>Step 15</p> <p><b>Do/Does 3</b></p> <p>Constant truths "Birds build nests in spring"</p>	<p>Step 16</p> <p><b>Narrating</b></p> <p>Story file 4 (feelings)</p>	<p>Step 17</p> <p><b>Narrating</b></p> <p>Miscellaneous stories</p>
<p>Step 18</p> <p><b>Position &amp; direction</b></p>	<p>Step 19</p> <p><b>Position</b></p> <p><b>Describe &amp; draw</b></p>	<p>Step 20</p> <p><b>Guess which Description</b></p>
<p>Maths 3</p> <p><b>Shapes and fractions</b></p>	<p><b>Pronunciation activities</b></p>	

<b>stories</b>	<b>photosets</b>	<b>games</b>

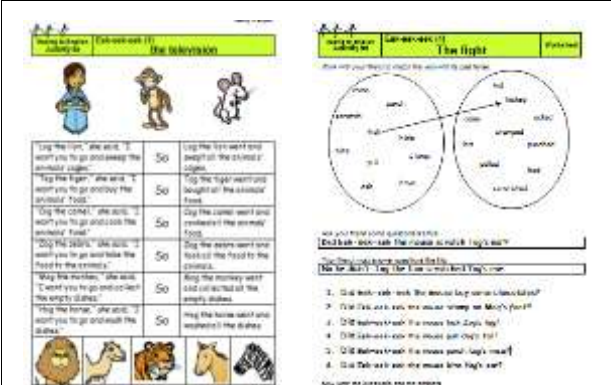


# Racing to English: Stage 2


<b>Step</b> <b>9a</b>	<b>Narrating for <u>younger</u> learners</b> intro to simple past tense - I came I saw, I wrote a story	<b>Step</b> <b>9a</b>
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## Language Learning Focus


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




**a 5 part story about Eek-eek-eek the mouse**



**9a2 Eek-eek-eek 1 Line of 3 game**



**9h.**  
**4 past tense worksheets for a wide age range**




**9i. "Did you" question track**


# Racing to English: Stage 2

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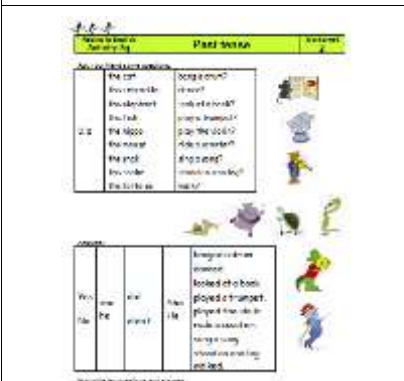
Language Learning Focus	
Language function	reporting incidents and narrating stories about the past
Sentence structures	<b>simple past tense</b> <ul style="list-style-type: none"> <li>I went, I looked, I pointed</li> <li>I didn't go, I didn't look, I didn't point</li> <li>Did you go? Did you look? Yes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

<b>Step 10</b>	<b>Narrating</b> Story file 1 (feelings)	<b>Step 10</b>
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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

This step includes some stories written by young people.

Each story illustrates an emotion and has

- a story sheet with the story and some questions
- a sequencing activity

The stories are

- 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

The step also includes

10x. the What/Why/Where track

This can be used with any story.

**Some examples of the stories**

**10x. What/Why/Where track**






# Racing to English: Stage 2

Step <b>13a</b>	<b>Do/Does (1) for younger learners</b>	Step <b>13a</b>
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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"> <li>• before, after</li> <li>• a number of common verbs e.g. see, bite, hold, wash, clean, paint</li> <li>• more clothes e.g. sandals, scarves, sunglasses, wallets</li> </ul>



**13a. Clothes market**

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 a scarf round your feet?

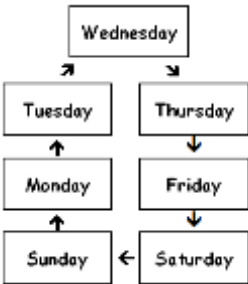
**13b. Clothes 4 in a line**



**13c. Do you photoset**

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?

**13d. Senses "Do you...?" 4 in a line**



**1ee. Days of the week.**


Day	Animal activity
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

**13f. Days at the Zoo**

**13g, 13h, 13i, 13j, 13k**

**Cog the camel.**

a 5 part story for younger learners




# Racing to English: Stage 2

<b>Step 13b</b>	<b>Do/Does (1) for older learners</b>	<b>Step 13b</b>
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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"> <li>• before, after</li> <li>• a number of common verbs e.g. see, bite, hold, wash, clean, paint</li> <li>• more clothes e.g. sandals, scarves, sunglasses, wallets</li> </ul>




**13a. Clothes market**

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 a tie on your neck?


**13b. Clothes 4 in a line**



eyes



teeth

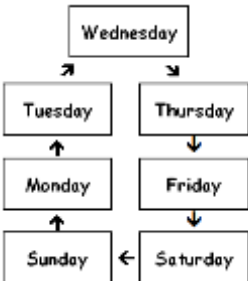


hands


**13c. Do you photoset**

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?


**13d. Senses "Do you...?" 4 in a line**



**13e. Days of the week.**



**13L. "Saturdays with Milly, Billy, Mopsy and Bob" (for older learners)**



**13m. "When do you wear?" track**

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 scissor?
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?

**13n Do you – dining room 4 in a line**




## Racing to English: Stage 2


<b>Step</b> <b>14</b>	<b>Animals – Do/Does 2</b> Constant truths "Lions eat meat"	<b>Step</b> <b>14</b>
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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"> <li>Can a whale fly? Has it got a long neck?</li> <li>Do zebras have long necks? Do mammals lay eggs?</li> <li>Fish have gills <b>so that</b> they can breathe under water.</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>Names of farm, pet and wild animals</li> <li>Parts &amp; features of animals,</li> <li>Animal classes, i.e. birds, reptiles, mammals, etc.</li> </ul>




**14a. Farm & pet animals**



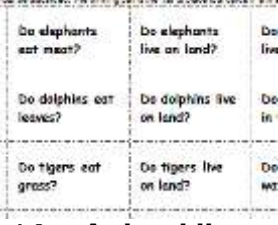
**14b. Wild animals**



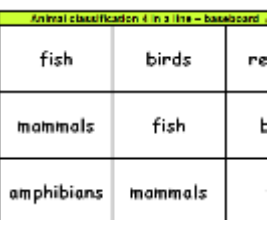
**14c. Animal parts**




**14d. Animal parts**




**14e. Animal lives 4 in a line**




**14f. Animal classes 4 in a line**



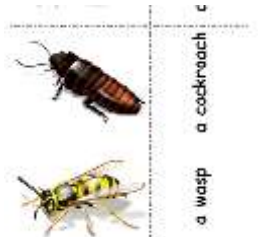
**14g. Animal sets 4 in line**



**14h. Animal features**



**14i. Polar bears and camels**









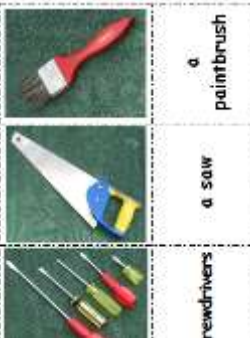



**14j. Insects etc.**

## Racing to English: Stage 2

<b>Step 15</b>	<b>Do/Does 3</b> Constant truths – “Birds build their nests in the spring.”	<b>Step 15</b>
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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><b>15a. Houses photo set</b></p>	 <p><b>15b. Occupations photo set</b></p>	 <p><b>15c. Seasons photo set</b></p>	 <p><b>15d. Seasons 4 in a line</b></p>
 <p><b>15e. Matter: 4 in a line</b></p>	 <p><b>15f. Changing states</b></p>	 <p><b>15g. Tools photo set</b></p>	 <p><b>15h. Tools 4 in a line</b></p>
 <p><b>15i. Food photo set</b></p>	 <p><b>15x. Do/Does/Did/Is revision track</b></p>		

## Racing to English: Stage 2

<b>Step</b> <b>16</b>	<b>Narrating</b> Story file 4 (feelings)	<b>Step</b> <b>16</b>
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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

- a story sheet with the story
- two worksheets
- a sequencing activity


The stories are

- 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

### Drowning in the river

by Tabbara

Read the story and answer the questions.



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 boys said, "Are you OK?"

We said, "Yes we are OK."

Can you read this story in another language?


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

### Disappointed - football match

by Rhyll

Ask your friend some questions.


Yes	No
1. Did Khalid watch a football match with his uncle?	
2. Did he watch it with his grandfather?	
3. Did his grandfather ride a motorbike?	
4. Did Khalid stand in the middle of the road?	
5. Did he put out his arms?	
6. Did his uncle stop?	
7. Did a man in a heavy coat take his uncle to hospital?	



Yes I have	No I haven't
8. Have you ever seen a football match?	
9. Have you ever seen your uncle on a motorbike?	
10. Have you ever stood in the middle of the road?	
11. Have you ever said "Stop"?	
12. Have you ever been knocked down by a motorbike?	

Put an X in the boxes 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?



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### Ticking spider

by Faziole

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.

Put the words in the wordsearch:

spider	shoe
shoe	spider
spider	shoe
shoe	spider
spider	shoe
shoe	spider
spider	shoe
shoe	spider
spider	shoe
shoe	spider


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

For example:

When was the spider in the shoe?

How far was it to the shoe?

Now write the story but make it longer so that it has got the same to your question is it.



Put an X in the boxes when you read with your friends and then in the spider.

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."

### Sad for a blind man

by Hung

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.

## Racing to English: Stage 2

Step <b>17</b>	Miscellaneous stories	Step <b>17</b>
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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 a variety of stories some written by young people others reflecting traditional stories.

Each story includes;

- a story sheet with the story
- two worksheets
- a sequencing activity

The stories are

- 17a. The learner driver
- 17b. Frightened by a frog
- 17c. Kindness (a traditional story from Ghana)

**This step also includes**

**15x. The Book Review Question Track**  
**15y. Blank tracks**

What was the best thing you got out of this story?	What happened at the end of the story?	<b>finish</b>
Did some thing bad happen in this story?		<b>Book review</b> <b>Question Track</b>
How much did you like this story? What did you like?		
Describe one of the scenes in the story.	What was the best place in this book?	
What was the worst place in this book?	Did you like the story? Why/Why not?	
What was the main character's name in this story? How did the main character feel about the story? How did the main character feel about the story?	How did the main character feel about the story? How did the main character feel about the story?	How did the main character feel about the story? How did the main character feel about the story?
What was the main character's name in this story?	How did the main character feel about the story?	How did the main character feel about the story?
What was the main character's name in this story?	How did the main character feel about the story?	How did the main character feel about the story?

## 15x Book Review Question Track

[illegible]

**15y. Blank tracks**

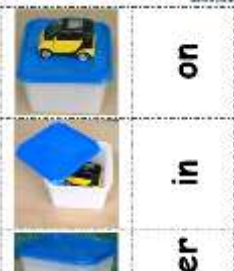

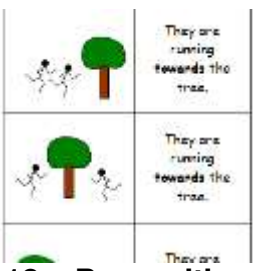
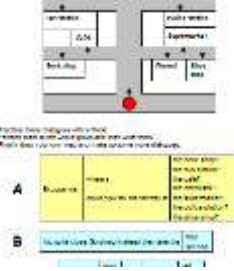
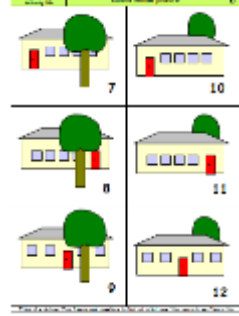



## Racing to English: Stage 2

<b>Step 18</b>	<b>Position &amp; direction</b>	<b>Step 18</b>
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### Language Learning Focus

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

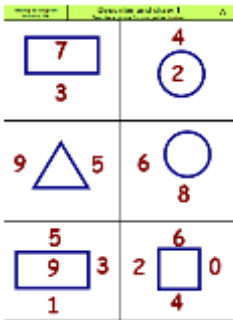

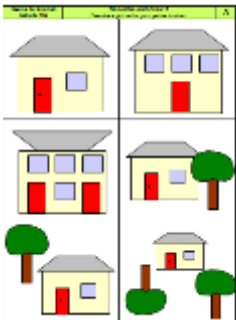
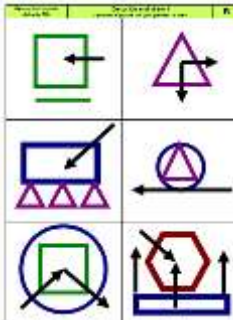
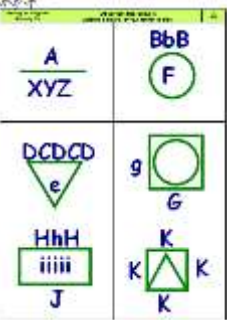
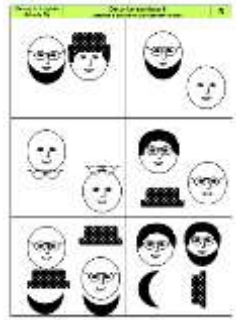
 <p><b>Copy of 7c. Prepositions 1</b></p>	 <p><b>18b. Between, etc.</b></p>	 <p><b>18c. Preposition picture pairs</b></p>
 <p><b>18d. Dialogue – directions</b></p>	 <p><b>18e. Guess which picture</b></p>	 <p><b>18f. Opposite preposition pairs</b></p>

## Racing to English: Stage 2

<b>Step 19</b>	<b>Position: Describe and draw</b>	<b>Step 19</b>
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### Language Learning Focus

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

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

## Racing to English: Stage 2

<b>Step 20</b>	<b>Guess which (description)</b>	<b>Step 20</b>
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### Language Learning Focus

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



**20a. Guess which person**



**20b. Guess which football player**



**20c. Guess which bird**

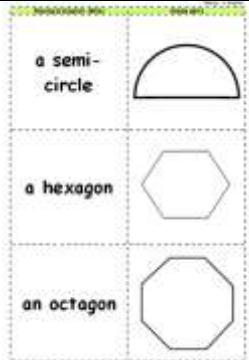
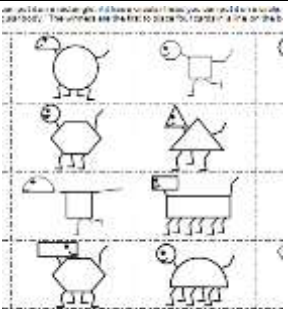

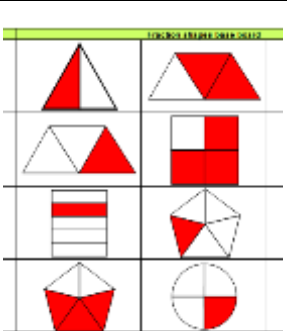
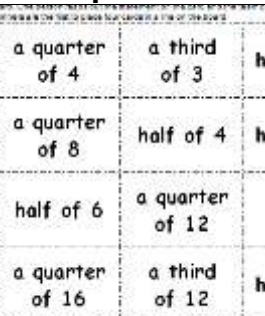

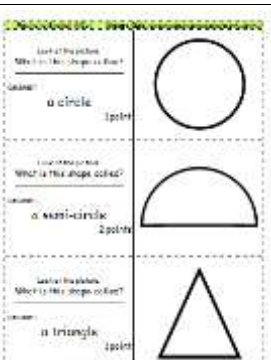


**20d. Guess which insect**

# Racing to English: Stage 2

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

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



## Racing to English: Stage 2

<b>Step</b> <b>Pr</b>	<b>Pronunciation activities</b>	<b>Step</b> <b>Pr</b>
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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.

<div>Phonics Progression Activity 11</div> <div>Phonics Progression Activity 12</div> <div>Set 1</div> <table><tr><td>cot</td><td>dot</td></tr><tr><td>got</td><td>hot</td></tr><tr><td>lot</td><td>not</td></tr><tr><td>pot</td><td>rot</td></tr></table>	cot	dot	got	hot	lot	not	pot	rot	<div>Phonics Progression Activity 13</div> <div>Phonics Progression Activity 14</div> <div>Set 1</div> <table><tr><td>hat</td><td>hit</td></tr><tr><td>hot</td><td>hut</td></tr><tr><td>net</td><td>nit</td></tr><tr><td>not</td><td>nut</td></tr></table>	hat	hit	hot	hut	net	nit	not	nut	<div>Phonics Progression Activity 15</div> <div>Phonics Progression Activity 16</div> <div>Set 1</div> <table><tr><td>blow</td><td>crow</td></tr><tr><td>grow</td><td>glow</td></tr><tr><td>flow</td><td>slow</td></tr><tr><td>show</td><td>snow</td></tr></table>	blow	crow	grow	glow	flow	slow	show	snow	<div>Phonics Progression Activity 17</div> <div>Phonics Progression Activity 18</div> <div>Set 1</div> <table><tr><td>main</td><td>mean</td></tr><tr><td>mine</td><td>moan</td></tr><tr><td>morn</td><td>moon</td></tr><tr><td>man</td><td>men</td></tr></table>	main	mean	mine	moan	morn	moon	man	men																																																																																
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<div>Phonics Progression Activity 19</div> <div>Phonics Progression Activity 20</div> <div>Set 1</div> <table><tr><td>bat</td><td>back</td></tr><tr><td>bad</td><td>bag</td></tr><tr><td>cat</td><td>cap</td></tr><tr><td>cab</td><td>can</td></tr></table>	bat	back	bad	bag	cat	cap	cab	can	<div>Phonics Progression Activity 21</div> <div>Phonics Progression Activity 22</div> <div>Set 1</div> <table><tr><td colspan="2">Saying the alphabet</td></tr><tr><td>Phonics Progression Activity 23</td><td>Phonics Progression Activity 24</td></tr><tr><td>Phonics Progression Activity 25</td><td>Phonics Progression Activity 26</td></tr><tr><td>Phonics Progression Activity 27</td><td>Phonics Progression Activity 28</td></tr><tr><td>Phonics Progression Activity 29</td><td>Phonics Progression Activity 30</td></tr><tr><td>Phonics Progression Activity 31</td><td>Phonics Progression Activity 32</td></tr><tr><td>Phonics Progression Activity 33</td><td>Phonics Progression Activity 34</td></tr><tr><td>Phonics 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# Racing to English

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<p>Step 24 <b>Comparing</b> Are you taller than your brother?</p>	<p>Step 25 <b>Describing:</b> Spot the difference</p>	<p>Step 26 <b>Describing</b> It's made of wood. It's near the box.</p>
<p>Step 27 <b>Writing and Narrating</b> Story prompts, etc.</p>	<p>Step 28 <b>True stories (1)</b> Narrating using past tense</p>	<p>Step 29 <b>True Stories (2) Passive:</b> It was built. Rabbits are eaten ... It has been ...</p>
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<p>Step 33 <b>True stories (6)</b> Fossils &amp; Darwin</p>	<p>Step 34 <b>True stories (7)</b> Species &amp; More Fossils</p>	<p>Step 35 <b>True stories (8)</b> Geology</p>
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## Racing to English: Stage 3

## Have/has intro

## Step 21

## Language learning focus

Language function	Talking about the past as it relates to the present
Sentence structures	<b>Present perfect tense:</b> <ul style="list-style-type: none"> <li>• Have you washed...?</li> <li>• Have you remembered? No I've forgotten.</li> <li>• I haven't seen...</li> <li>• Where has he gone? Has anyone seen him?</li> </ul>
Vocabulary	Vocabulary arising from the stories

## For younger learners

**21a, 21b, 21c Eek-ek-ek and the watch**

It was a hot day in the zoo.

Ford M. McKeep the zoo keeper said his watch.

"I have lost my watch! Are you of the animals? Have you seen it?"

"No, Mr. McKeep!" they all said.

"Oh dear!" said M. McKeep the zoo keeper. "I know that watch from long time. It is a very nice watch."

The animals looked for the watch but they didn't find it.

Later it was dinner time. Miss Grogg the zoo keeper called all the animals. "I have made your dinner. Are you ready? Hurry up and get it."

Up and down the dog and dog and dog and dog of ran into the dining room.

Miss Grogg the zoo keeper looked at the dog's monkey.

"How do you do, Mr. McKeep?" she asked.

"The monkey said 'No'."

"He said 'No' to me," said Miss Grogg.

**21d Eek-ek-ek and the watch**

After dinner, the animals went to look for the monkey's watch. "I have seen it," said the monkey. "I have seen it in the dining room." he said. "But I haven't found it."

The tiger came back. "I have looked in the bedroom and the kitchen," he said. "But I haven't found it."

The lion came back. "I have looked in the bathroom and the bathroom room," he said. "But I haven't found it."

The camel came back. "I have looked in the park and the swimming pool," he said. "But I haven't found it."

The horse came back. "I have looked in the supermarket and the supermarket," he said. "But I haven't found it."

The zebra came back. "I have looked in the bathroom and the kitchen and the dining room and the bedroom room and the dining room and the supermarket and the supermarket," he said. "But I haven't found it."

Where has Eek-ek-ek the watch gone?

**21d Eek-ek-ek and the watch**

After dinner, the animals went to look for the monkey's watch. "I have seen it," said the monkey. "I have seen it in the dining room." he said. "But I haven't found it."

The tiger came back. "I have looked in the bedroom and the kitchen," he said. "But I haven't found it."

The lion came back. "I have looked in the bathroom and the bathroom room," he said. "But I haven't found it."

The camel came back. "I have looked in the park and the swimming pool," he said. "But I haven't found it."

The horse came back. "I have looked in the supermarket and the supermarket," he said. "But I haven't found it."

The zebra came back. "I have looked in the bathroom and the kitchen and the dining room and the bedroom room and the dining room and the supermarket and the supermarket," he said. "But I haven't found it."

Where has Eek-ek-ek the watch gone?

## For older learners

### 21e. "Maisy, have you forgotten?"

**What's the problem?** Maisy forgot to bring her bicycle to school.

**What's the solution?** Maisy forgot to bring her bicycle to school.

**What's the problem?** Maisy forgot to bring her bicycle to school.

**What's the solution?** Maisy forgot to bring her bicycle to school.

### 21f. Dialogue – "What's the matter?"

**What's the problem?** Maisy forgot to bring her bicycle to school.

**What's the solution?** Maisy forgot to bring her bicycle to school.

**What's the problem?** Maisy forgot to bring her bicycle to school.

**What's the solution?** Maisy forgot to bring her bicycle to school.

### 21g. "Where has Billy gone?"

**What's the problem?** Billy forgot to bring his bicycle to school.

**What's the solution?** Billy forgot to bring his bicycle to school.

**What's the problem?** Billy forgot to bring his bicycle to school.

**What's the solution?** Billy forgot to bring his bicycle to school.

### 21h. "Have you ever?" questions

**What's the problem?** Billy forgot to bring his bicycle to school.

**What's the solution?** Billy forgot to bring his bicycle to school.

**What's the problem?** Billy forgot to bring his bicycle to school.

**What's the solution?** Billy forgot to bring his bicycle to school.

# 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	<b>Present perfect tense:</b> Have you ever swum in the sea? <b>Simple present:</b> What does an engine do?
Vocabulary	<b>Holidays:</b> sea, beach, hotel, etc. <b>Funfair:</b> big/Ferris wheel, coconuts, candy, etc. <b>Vehicle parts:</b> engine, windscreen, wheel, bonnet, etc. <b>Train travel:</b> railway lines, passengers, platform, train, etc.



22a. Holidays



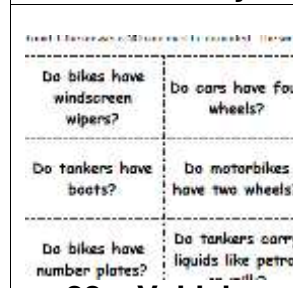
22b. Funfair



22c. Vehicles:  
"Have you ever?"



22d. Vehicle parts



22e. Vehicles  
4 in a line



22f. Guess which  
vehicle



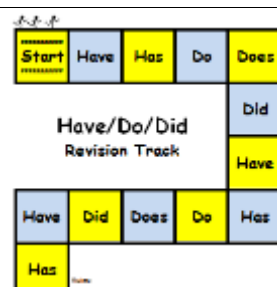
22g. Train travel



22h. Have you  
ever track



22j. Postcard from  
Islamabad



22j. Have/Do/Did  
revision track



## Racing to English: Stage 3

## 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"> <li>• He is going to run away.</li> <li>• Are you going to swim in the sea?</li> <li>• I think this means it's going to be sunny tomorrow.</li> </ul> Asking politely <ul style="list-style-type: none"> <li>• Would you like to come to my house?</li> </ul>
Vocabulary	<b>Weather:</b> sunny, cloudy, rainy, a rainbow, a puddle, etc.

### 23a. Mog is going to run away.

For young learners

### 23b. Maisy is going to...

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

- 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**

Compare the lengths of the lines. Write 'longer than' or 'shorter than'.

Ask your friend to ask questions.

Line 1	Line 2	Line 3	Line 4	Line 5
1.5m	2.0m	1.8m	2.2m	1.9m

Ask your friend to ask questions.

Line 1	Line 2	Line 3	Line 4	Line 5
1.5m	2.0m	1.8m	2.2m	1.9m

Ask your friend to ask questions.

Line 1	Line 2	Line 3	Line 4	Line 5
1.5m	2.0m	1.8m	2.2m	1.9m

**24b. Older or younger?**

Compare the ages of the people. Write 'older' or 'younger'.

Ask your friend to ask questions.

Person 1	Person 2	Person 3	Person 4	Person 5
30	25	35	20	32

Ask your friend to ask questions.

Person 1	Person 2	Person 3	Person 4	Person 5
30	25	35	20	32

**24c. Comparing costs**

Compare the costs of the items. Write 'more expensive' or 'cheaper'.

Ask your friend to ask questions.

Item 1	Item 2	Item 3	Item 4	Item 5
£12.50	£8.00	£7.50	£10.00	£12.00

Ask your friend to ask questions.

Item 1	Item 2	Item 3	Item 4	Item 5
£12.50	£8.00	£7.50	£10.00	£12.00

**24d. Dialogue exchanging things**

Exchange things in a shop. Write 'I want' or 'I have'.

Ask your friend to ask questions.

Item 1	Item 2	Item 3	Item 4	Item 5
Shoe	Shirt	Shirt	Shirt	Shirt

Ask your friend to ask questions.

Item 1	Item 2	Item 3	Item 4	Item 5
Shoe	Shirt	Shirt	Shirt	Shirt

**24e. The comparing track**

Compare the lengths of the lines. Write 'longer than' or 'shorter than'.

Ask your friend to ask questions.

Line 1	Line 2	Line 3	Line 4	Line 5
1.5m	2.0m	1.8m	2.2m	1.9m

Ask your friend to ask questions.

Line 1	Line 2	Line 3	Line 4	Line 5
1.5m	2.0m	1.8m	2.2m	1.9m

**24f. Comparing books**

Compare the books. Write 'funnier' or 'more interesting'.

Ask your friend to ask questions.

Book 1	Book 2	Book 3	Book 4	Book 5
1.5m	2.0m	1.8m	2.2m	1.9m

Ask your friend to ask questions.

Book 1	Book 2	Book 3	Book 4	Book 5
1.5m	2.0m	1.8m	2.2m	1.9m

**24g. Solar system – 4 in a line**

Compare the planets. Write 'bigger' or 'smaller'.

Ask your friend to ask questions.

Planet 1	Planet 2	Planet 3	Planet 4	Planet 5
Mercury	Venus	Earth	Mars	Jupiter

Ask your friend to ask questions.

Planet 1	Planet 2	Planet 3	Planet 4	Planet 5
Mercury	Venus	Earth	Mars	Jupiter

# 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"> <li>Is the lid on the saucepan?</li> <li>Is he wearing a blue shirt?</li> </ul>
Vocabulary	<b>Position:</b> on, in, to the left of, upside down, etc. <b>Adjectives,</b> e.g. open, closed, cloudy, green, high, open, sunny

		
25a. Spot the difference Saucepan	25b. Spot the difference Kettle and mugs	25c. Spot the difference Driveway
		
25d. Spot the difference Man	25e. Spot the difference On the table	25f. Spot the difference Traffic lights

## Describing 2

Step 26

### Language learning focus

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



26a. Materials photoset

happy	sad
good	bad
big	small
hot	cold

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

**Opposite Adjectives (1)**

Are you tired of these questions?

- Are you as deep as a well?
- Are elephants big or small?
- Are your hands clean or dirty?
- Are your hands hot or cold?
- Are your pockets full or empty?
- Are you happy or sad?
- Is the table hard or soft?
- Is your back wet or dry?
- Is the road flat or steep?
- Is the door open or closed?

Now write the opposite of each word.

Are you tired?

What is the opposite of

1. deep	2. small	3. full	4. soft	5. dry
6. clean	7. cold	8. happy	9. steep	10. wet
11. hot	12. dirty	13. open	14. hard	15. big
16. good	17. empty	18. small	19. high	20. wide
21. close	22. flat	23. low	24. near	

object	material	property	
Picture frames	have glass at the front	because it is transparent	are not dark
Front doors	often have a panel made of frosted glass	because it is translucent	are the same color
A lamp shade	is usually made of thin fabric	because it is translucent	are light or dark

26e. Transparent, translucent opaque



## Racing to English: Stage 3

### 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.

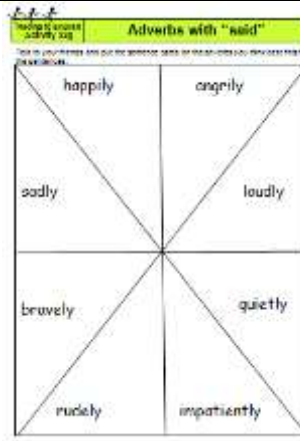
**27a, 27b, 27c, 27d, 27e.**

**Story prompts**

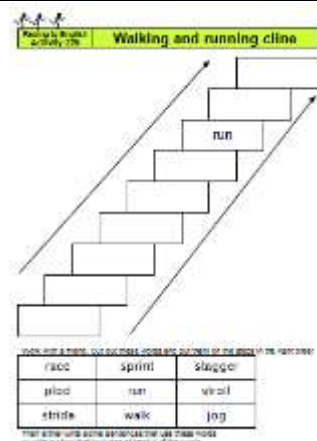
Learners work together to choose one of each type of card and then use them to develop a story.



**27f. Story prompts:  
weird photos**



**27g. Adverbs with said  
(vocab development)**









**27h. Clines  
(vocab development)**

# Racing to English: Stage 3

<h2 style="text-align: center;">True stories (1)</h2> <p style="text-align: center;">Narrative using simple past tense</p>	<h1 style="font-size: 2em;">Step 28</h1>
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Language learning focus	
Language function	Narrating
Sentence structure	Simple past tense
	<ul style="list-style-type: none"> <li>He invented, sold, etc.</li> <li>Rosa refused to give up her seat.</li> </ul>

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.

<p><b>Clive Sinclair</b></p>  <p>Clive Sinclair was born in 1939. He was a British inventor and businessman. He is best known for his work on the ZX Spectrum and the Sinclair C5.</p> <p>He was born in 1939. He was a British inventor and businessman. He is best known for his work on the ZX Spectrum and the Sinclair C5.</p>	<p><b>Rosa Parks</b></p>  <p>Rosa Parks was born in 1913. She was an African American woman who became a symbol of the American civil rights movement.</p> <p>She was born in 1913. She was an African American woman who became a symbol of the American civil rights movement.</p>	<p><b>Taj Mahal</b></p>  <p>The Taj Mahal is a large white marble mausoleum located in Agra, India. It was built by the Mughal emperor Shah Jahan in memory of his wife Mumtaz Mahal.</p> <p>It was built by the Mughal emperor Shah Jahan in memory of his wife Mumtaz Mahal.</p>	<p><b>Boycott</b></p>  <p>A boycott is a form of protest in which people refuse to buy or use a particular product or service. It is often used to pressure companies or governments to change their policies.</p> <p>It is often used to pressure companies or governments to change their policies.</p>
<p><b>28a. Clive Sinclair</b></p>	<p><b>28b. Rosa Parks</b></p>	<p><b>28c. Taj Mahal</b></p>	<p><b>28d. Boycott</b></p>
<p><b>Mahatma Gandhi</b></p>  <p>Mahatma Gandhi was an Indian leader who played a key role in the Indian independence movement. He is known for his non-violent approach to achieving freedom.</p> <p>He is known for his non-violent approach to achieving freedom.</p>	<p><b>George Washington</b></p>  <p>George Washington was the first President of the United States. He was a military leader and a statesman who played a crucial role in the founding of the country.</p> <p>He was a military leader and a statesman who played a crucial role in the founding of the country.</p>		
<p><b>28e. Mahatma Gandhi</b></p>	<p><b>28f. George Washington</b></p>		

## True stories (2): the passive

Step 29

### Language Learning Focus: the passive

Language functions		Sentence structures		
Narrating		<ul style="list-style-type: none"> <li>Tower Bridge was built in 1894.</li> </ul>		
Constant truths		<ul style="list-style-type: none"> <li>Rabbits are eaten by foxes.</li> </ul>		
The past as it relates to present		<ul style="list-style-type: none"> <li>The house has been sold.</li> </ul>		
Making suggestions		<ul style="list-style-type: none"> <li>Maybe he broke his leg.</li> </ul>		
Key vocabulary <b>London</b>	burnt down designed	destroyed erected	started finished	first opened reopened
Key vocabulary <b>Tutankhamen</b>	maybe buried	discovered hidden	broken covered	tomb pharaoh
Key vocabulary <b>'has been'</b>	boarded up cut off	burnt gutted	knocked over erected	sold covered
<b>food chains &amp; food chain rummy</b>	eats is eaten by	producer/consumer/predator/prey Names of animals		



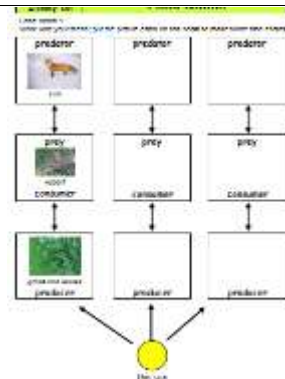
29a. London photoset



29b. Tutankhamun true story



24e. Has been done



29e. Food chains



29f. Food chain rummy

## Racing to English: Stage 3

## True stories (3): could/would/when

## Step 30

## Language learning focus

Language function	Narrating
Sentence structure	<ul style="list-style-type: none"> <li>• <b>Could</b> you run <b>when</b> you were two?</li> <li>• Einstein <b>couldn't</b> read very well, <b>when</b> he was young.</li> <li>• What <b>would</b> you do <b>if</b> you found £25?</li> <li>• <b>If</b> you live in a city it is difficult to see many stars.</li> </ul>

[illegible]



## Albert Einstein

1879 - 1955

Albert Einstein was a famous scientist. He was born in Germany in 1879 and he died in 1955.

He was very smart and he was a genius. He was the first person to come up with the theory of relativity. This theory says that time and space are not separate things, but they are connected. This theory changed the way we think about the universe.

He was also a pacifist. He was against war and he was against violence. He was a very kind and gentle person.

He was a very famous person. He was one of the most famous people in the world. He was a very smart person and he was a very kind person.

He was a very famous person. He was one of the most famous people in the world. He was a very smart person and he was a very kind person.

30b.

# Albert Einstein true story

**Emily Davison** 1872-1913

**30c. Emily Davison 1872-1913**  
Em. Davison

Emily Davison was an English suffragette who became famous for her act of civil disobedience in 1913 when she threw herself under the wheels of the royal motor car on the way to the Derby Stakes at Ascot. She was killed by the car and died of her injuries on 8 June 1913. She was buried in the cemetery of St. Andrew's Church, Epsom, Surrey, England.

Emily Davison was a member of the Women's Social and Political Union (WSPU), a group of women who fought for the right to vote. She was known for her extreme actions, including the one at Ascot. Her death became a symbol of the struggle for women's rights.

**30c. Emily Davison true story**

Answer to Exercise	Collocations 4 in a line		
I heard	I made	I saw	
I watched	I said	I took	
I did	I took	I listened to	
I heard	I told	I saw	
I listened to	I took	I watched	
I had	I did	I said	

**30v. Collocations 4 in a line**  
**(Vocab development)**


## True stories (4): had done

## Step 31

## Language Learning Focus

Language function	Narrating
Sentence structure	Past perfect tense and reported speech: <ul style="list-style-type: none"> <li>• They said that the helicopter <b>had taken</b> off at nine o'clock.</li> <li>• Lenny <b>had not told</b> her he was going for an audition.</li> </ul>

[illegible][illegible]

Topic	Cholera	Topic
<p>Cholera is a bacterial infection. It is spread by water and food contaminated with the bacteria. It is a very serious disease and can be fatal. It is caused by the bacterium <i>Vibrio cholerae</i>. The bacteria are found in the water and food of people who have been infected. The bacteria are also found in the water and food of people who have been in contact with infected people.</p> <p>The symptoms of cholera are watery diarrhea and vomiting. The diarrhea is often described as 'rice-water' stool. The vomiting is often described as 'rice-water' vomit. The symptoms usually appear within a few hours of infection. The disease can be treated with oral rehydration salts (ORS) and antibiotics. The ORS help to replace the lost fluids and electrolytes. The antibiotics help to kill the bacteria. The disease can be prevented by drinking clean water and eating clean food. It is also important to wash hands with soap and water.</p> <p>Cholera is a very serious disease and can be fatal. It is caused by the bacterium <i>Vibrio cholerae</i>. The bacteria are found in the water and food of people who have been infected. The bacteria are also found in the water and food of people who have been in contact with infected people.</p>	 <p>Cholera is a very serious disease and can be fatal. It is caused by the bacterium <i>Vibrio cholerae</i>. The bacteria are found in the water and food of people who have been infected. The bacteria are also found in the water and food of people who have been in contact with infected people.</p>	

[illegible]




# 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**



**32b. Water cycle**



**32c. Why do we have seasons?**



**32d. Sun moon & earth**

## True stories (6): Fossils and Darwin

Step **33**



**33a. Diplodocus**



**33b. Mary Anning**



**33c. Charles Darwin**



**33d Dogs**

# Racing to English: Stage 3

True stories (7): Species & more fossils			Step 34
 <p><b>34a. Archaeopteryx</b></p>	 <p><b>34b. Whale blowholes</b></p>	 <p><b>34c.. Necks arms &amp; wings</b></p>	 <p><b>34d. Species 1</b></p>
 <p><b>34e. Species 2 misunderstanding evolution</b></p>	 <p><b>34f Human fossils</b></p>		

True stories (8): Geology			Step 35
 <p><b>35a. Volcanoes</b></p>	 <p><b>35b. Continental drift</b></p>	 <p><b>35c. Continental drift &amp; science</b></p>	 <p><b>35d. Fossils on Everest</b></p>
 <p><b>35e Grand Canyon</b></p>			

## True stories (9): Deep time

Step **36**

<p><b>36a. When (1): Billions of years ago</b></p>	<p><b>36b. When (2): Hundreds of millions of years ago</b></p>	<p><b>36c. When (3): Millions of years ago</b></p>	<p><b>36d. When (4): Thousands of years ago</b></p>
--	--	--	---

**If**

Step **37**

<p><b>37a. "If" dialogue</b></p>	<p><b>37b. Stars true story</b></p>	<p><b>37c: What would you do? question track</b></p>
<p><b>37d. What would you do if you felt</b></p>	<p><b>37e What would happen? question track</b></p>	<p><b>In this step there are also copies of:</b></p> <ul style="list-style-type: none"> <li>• M4c UK money "If I had.."</li> <li>• M4c USA money "If I had"</li> <li>• M4L Time problems</li> <li>• M4m "If" equations</li> </ul>



# 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"> <li>It's a very dry area with very little rainfall.</li> <li>Is it north of the equator?</li> <li>Does it share a border with Nigeria?</li> <li>Is it on the Pacific coast? Has it got a coastline?</li> </ul>			
Examples of vocabulary that will arise from these activities	North South West East	equator coastline border	mountain stream flood desert	waterfall canal island rainforest



38a. Geography definitions



38b. Guess which country -- South America



38c. Guess which country -- Africa



38d. Guess which country -- Eastern Europe



38e. Guess which country -- South Western Europe



38f. Guess which state -- USA



# Racing to English: Stage 3

## Grammar tracks

Step 39

**Start**

The a, an, any or nothing track

Have you got a surfboard?	Have you got a dog?
Have you got a surfboard?	Have you got a surfboard?
Have you got a surfboard?	Have you got a surfboard?
Have you got a surfboard?	Have you got a surfboard?
Have you got a surfboard?	Have you got a surfboard?
Have you got a surfboard?	Have you got a surfboard?
Have you got a surfboard?	Have you got a surfboard?
Have you got a surfboard?	Have you got a surfboard?
Have you got a surfboard?	Have you got a surfboard?
Have you got a surfboard?	Have you got a surfboard?

**39a.**  
a/an/any/nothing

**Start**

The question tag track

You're a boy, aren't you?	You drive a red car, don't you?
You can speak French, can't you?	You want to go to the States, don't you?
You'll give me \$10, won't you?	You've been to Kansas, haven't you?
You can swim well, can't you?	Didn't you? aren't you?
Hasn't you? aren't you?	Isn't you? aren't you?
Hasn't you? aren't you?	Isn't you? aren't you?
Hasn't you? aren't you?	Isn't you? aren't you?
Hasn't you? aren't you?	Isn't you? aren't you?
Hasn't you? aren't you?	Isn't you? aren't you?
Hasn't you? aren't you?	Isn't you? aren't you?

**39b**  
question tags

**Start**

The write/spoke/taken track

write	write	write
write	write	write
write	write	write
write	write	write
write	write	write
write	write	write
write	write	write
write	write	write
write	write	write
write	write	write

**39c**  
write/spoke/taken

As well as these 3 new tracks, this step includes copies of about a dozen other tracks from all stages in Racing to English so that you can use them to revise and assess pupils progress conveniently.

## Miscellaneous

Step 40

As this step contains a miscellany of activities, there is no one overall main language focus. They are more advanced activities that didn't fit in with the other steps:

**Mouth** We chew our food in our mouths to make it small.

**Oesophagus** The food goes down this tube into the stomach.

**Stomach** The stomach makes the food even smaller.

**Small intestine** In the small intestine the food gets smaller and goes into our blood.

**Large intestine** The large intestine takes water out of the food.

**Rectum** This is the last part. Stools come out of our body when

**40a. Digestion rummy**

cards in a line on the board.

A food that is high in protein	A food that is high in energy
A food that is low in protein	A food that is low in energy
A food that is low in carbohydrates	A food you can eat raw

**40b. Food 4 in a line**

**Annual** A plant that grows, flowers and dies all in one year.

**Anther** The place in a plant where the pollen is made.

**Aphids** Small insects that suck juices from plants.

**Chlorophyll** The substance that makes plants green.

**40c. Garden and plant pairs**

English words from Greek words - Easy names

Biography	Biology	Biosphere
Graphic	Magazine	Polygamy
Graphology	Magician	Polygon
Geography	Magophone	Polythene
Geology	Magohyde	Theology
Television	Telescope	Atheism

**40d. Greek words 4 in a line**

buy	sell
succeed	fail
break	mend
remember	forget

**40e. Verbs opposite pairs**

**Dialogue - What will you be doing?**

What will you be doing at 7 o'clock this evening?

What will you be doing at 8 o'clock this evening?

What will you be doing at 9 o'clock this evening?

What will you be doing at 10 o'clock this evening?

What will you be doing at 11 o'clock this evening?

What will you be doing at 12 o'clock this evening?

**40f. Dialogue "What will you be doing?"**

**Ancient Greek education**

What will you be doing at 7 o'clock this evening?

What will you be doing at 8 o'clock this evening?

What will you be doing at 9 o'clock this evening?

What will you be doing at 10 o'clock this evening?

What will you be doing at 11 o'clock this evening?

What will you be doing at 12 o'clock this evening?

**40g. Ancient Greek education**

## 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.

[illegible]

**M4a.**  
**Altogether/each**

 Reading to English Activity Map		<b>Change</b>	
Ask your friend some questions:			
Ann bought a toy for	£1.	How much change did she get?	
	£2.		
	£3.		
	£4.		
Now write 10 questions and answer them.			
_____			
Ask your friend some more questions:			
	£1.50		

### M4b. Change

Racing to English Activity MAC UK		Money –	
Ask your friend some questions then write if questions			
If I had	2	two pence	coins, notes
	3	ten pence	
	2	twenty pence	
	4	two pound	
	5	five pound	
10	ten pound	notes	
	twenty pound		

**M4c**  
**Money: If I had**

What is	20%	of	20	?
	40%		40	
	60%		80	
			50	
			60	
			10	
			30	

### M4d Percentages

is a factor of 9	is a multiple of 5
is a prime number	is a multiple of 10
is a multiple of 6	is a factor of 27

## M4e Primes, factors and multiples 4 in a line

Reading in English Activity 10-11		Post
Subjunctive mood: negative conditionals		
Ex 1		
Ex 2		
Ex 3		
Ex 4		
Ex 5		
Ex 6		
Ex 7		
Ex 8		
Ex 9		
Ex 10		
Ex 11		
Ex 12		
Ex 13		
Ex 14		
Ex 15		
Ex 16		
Ex 17		
Ex 18		
Ex 19		
Ex 20		
Ex 21		
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Ex 84		
Ex 85		
Ex 86		
Ex 87		
Ex 88		
Ex 89		
Ex 90		
Ex 91		
Ex 92		
Ex 93		
Ex 94		
Ex 95		
Ex 96		
Ex 97		
Ex 98		
Ex 99		
Ex 100		

## M4f

### Posting parcels

**Share equally each**

AND you make some buttons.

A	girls	9	
B	with	73	
C	children	75	average beauty (most likely 2nd time see)
		24	

Now with 10 quantities and answer them.



AND you make some more buttons.

A	girls	90	
		7400	

**M4g**  
**Share equally**

**Swimming pool**



Length: 25 m  
Width: 10 m

Area of the pool: \_\_\_\_\_

How many tiles will be needed?

Area of the pool: \_\_\_\_\_

**M4h**  
**Swimming pool**

[illegible]

**M4i**  
**Twice as much**

[illegible]

**M4j**  
**Distances UK**

# M4k Distances USA

Time problems	
<p>If it's 7 o'clock now, what time will it be in 2 hours?</p> <p>7 o'clock      2 points</p>	<p>If it's 7 o'clock now, what time will it be in 5 hours?</p> <p>2 o'clock      1 point</p>
<p>If it's 12 o'clock now, what time will it be in 2 hours?</p> <p>2 o'clock      2 points</p>	<p>If it's 9 o'clock now, what time will it be in 3 hours?</p> <p>12 o'clock      2 points</p>

## M4L

### Time problems

Problem 10: <i>Relative Motion</i>		"H" equations	
Solve your results using equations			
	3		27
	4		47
	5		25
	6		75
	7		37
	8		57
Solve using the equations, and submit them			
	9		
	10		
	11		
	12		
	13		
	14		
	15		
	16		
Solve using the equations, and submit them			
	17		
	18		
	19		
	20		
	21		
	22		
	23		
	24		
	25		
	26		
	27		
	28		
	29		
	30		

## M4M

### “If” equations