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|  | **Racing to English** |

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| **Stage 2: Starting stories**  **CONTENTS** |

**OVERVIEW**

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

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| **stories** | **photosets** | **games** |

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| **Step**  **9a** | **Narrating for younger learners**  intro to simple past tense - I came I saw, I wrote a story | **Step**  **9a** |

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| **Language Learning Focus** | |
| Language function | reporting incidents and narrating stories about the past |
| Sentence structures | **simple past tense**   * 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**   * 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. |

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| **9a 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** |  |  |

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| **Step**  **9b** | **Narrating for older learners** 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**   * 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**   * 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. |

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| **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?”** |

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| **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 |

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| 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  10h. Past tense gap filling 10x. the What/Why/Where track   This can be used with any story. |

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| **Some examples of the stories** | | | |
| **10h Past tense gap filling** | **10x. What/Why/ Where track** |  |  |

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| **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. |

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| 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 | |
| 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  11i. locked in a house | 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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| **Some examples of the stories, showing the story page,  the two worksheets and the sequencing activity** | | | |
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| **11j/12j Past tense gap filling** | | **11x. Writing frames** | **12y. Did/Is/Was revision track** |

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| **Step**  **13a** | **Do/Does (1) for younger learners** | **Step**  **13a** |

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| **Language Learning Focus** | |
| 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:   * before, after * a number of common verbs e.g. see, bite, hold, wash, clean, paint * more clothes e.g. sandals, scarves, sunglasses, wallets |

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| **13a. Clothes market** | **13b. Clothes 4 in a line** | **13c. Do you photoset** | **13d. Senses “Do you...?” 4 in a line** |
| **1ee. Days of the week.** | **13f. Days at the Zoo** | **13g, 13h, 13i, 13j, 13k**  **Cog the camel.**  a 5 part story for younger learners |  |
| **13m. “When do/ When does” track** | **12n Do you – dining room 4 in a line** |  |  |

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| **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:   * before, after * a number of common verbs e.g. see, bite, hold, wash, clean, paint * more clothes e.g. sandals, scarves, sunglasses, wallets |

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| **13a. Clothes market** | **13b. Clothes 4 in a line** | **13c. Do you photoset** | **13d. Senses “Do you...?” 4 in a line** |
| **13e. Days of the week.** | **13L. “Saturdays with Milly, Billy, Maisy and Bob”**  (for older learners) | **13m. “When do/ When does” track** | **12n Do you – dining room 4 in a line** |

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| **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 | * 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 | * Names of farm, pet and wild animals * Parts & features of animals, * Animal classes, i.e. birds, reptiles, mammals, etc. |

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| **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.** |  |  |

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| **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 |

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

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| **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. |

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| 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  16a. Scared of a camel  16b. Painful scorpion  16c. Disappointed football match  16d. Drowning in a river  16e. Upset by a thief  16f. Tickling spider  16g. Sad for a blind man |

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| **Some examples of the stories, showing the story page,  the two worksheets and the sequencing activity** | | | | | | |
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| **16h/16j Past tense gap filling** | | | |  | |  |

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| **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. |

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| 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**   * **17x. The Book Review Question Track** * **17y. Blank tracks** | **17x** **Book Review Question Track** | | **17y. Blank tracks** |

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| **Step**  **18** | **Position & direction** | **Step**  **18** |

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| **Language Learning Focus** | |
| Language functions | Describing position and directions |
| Sentence structures | * 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 |

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

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| **Step**  **19** | **Position: Describe and draw** | **Step**  **19** |

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| **Language Learning Focus** | |
| Language functions | Describing position and directions |
| Sentence structures | * 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 |

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| **19a. Describe and draw (1)** | **19b. Describe and draw (2)** | **19c. Describe and draw (3)** |
| **19d. Describe and draw (4)** | **19e. Describe and draw (5)** | **19f. Describe and draw (6)** |

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| **Step**  **20** | **Guess which (description)** | **Step**  **20** |

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| **Language Learning Focus** | |
| Language functions | Describing people and animals |
| Sentence structures | * Has she got grey hair? * Is it sitting down? * Is it red with black spots? * Etc. |

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| **20a. Guess which  person** | **20b. Guess which football player** | **20c. Guess which animal** |
| **20d. Guess which  insect** | **20e. Guess which  bird** |  |

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| **Step**  **M3** | **Maths 3**  **Shapes** | **Step**  **M3** |

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| **Language learning focus:** | | | |
| Language functions | Naming shapes | | |
| Sentence structures | * It's a hexagon. * It has a semi-circular head and a hexagonal body. | | |
| Vocabulary | **NOUNS**: a hexagon  a parallelogram  an octagon  a trapezium  a semi-circle  etc.  sides  angles  symmetry | **ADJECTIVES**:  circular  semi-circular  rectangular  triangular  hexagonal  etc.  curved  straight  parallel | **parts of circles**   * radius * diameter * circumference   **angles**  obtuse/acute/right |

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| **M3a. Shape pairs** | **M3b.**  **Shape monsters**  **4 in a line** | **M3c. Describe & draw shapes** | **M3d. Shapes quiz** |
| **M3e. Properties  of 2D Shapes** | **M3f Properties of quadrilaterals** |  |  |

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| **Step**  **M4** | **Maths 4**  **Fractions and factors** | **Step**  **M4** |

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| **Language learning focus:** | |
| Language functions | Talking about fractions |
| Sentence structures | * What’s a third of… * What is a quarter plus/minus a third? |
| Vocabulary | quarter, half, sixteenth, etc. |

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| **M4a.  Fraction shapes  4 in a line** | **M4b. Fractions numbers  4 in a line** | **M4c.  Adding fractions  4 in a line** | **M4d. Subtracting fractions**  **4 in a line** |
| **M4e**  **Adding/subtracting fractions  4 in a line** | **M4f**  **Linking factors** |  |  |

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| **Step**  **Pr** | **Pronunciation activities** | **Step**  **Pr** |

**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.

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| **Pr1 & Pr2**  **Consonants** | **Pr3, Pr4 & Pr5**  **Short vowels** | **Pr6 & Pr7**  **blends & digraphs** | **Pr8 & Pr9**  **Long vowels** |
| **Pr. 10**  **Final sounds** | **Pr11.**  **Saying the alphabet** | **Pr12.**  **Letters 4 in a line** | **Pr13.**  **Vowels**  **4 in a line** |