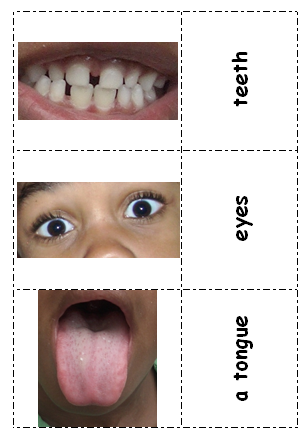
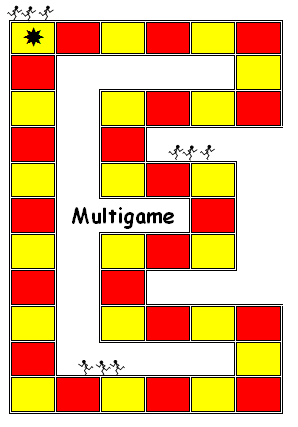
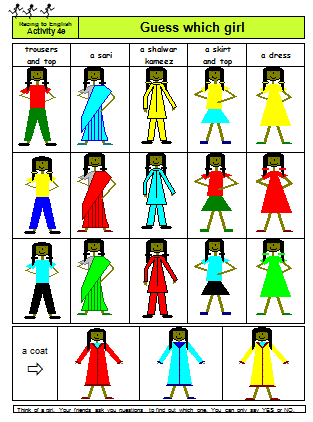
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|  | **Racing to English** |

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| **Stage 1: Beginners**  **CONTENTS** |

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



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| **Step**  **1** | **Naming** (singular)  What's this? It's a... | **Step**  **1** |

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| **Language learning focus** | |
| Language function | Naming oneself, common objects and basic colours |
| Sentence structures | * What's your name? * What's this? It’s a .... Is this a ...? |
| Vocabulary | * pen, ruler, pencil, felt tip, etc * girl, boy, man, woman, baby * dog, cat, bird, fish, horse, snake * red, yellow, blue, green, black, white |

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| **1a. First steps** | **1b. Classroom** | **1c. People** | **1d. Six animals** |
| **1e. Colour pairs** | **1f. Step 1  photo track** | **1g. Revise & assess step 1** | **1x. Multigame** |

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| **Step**  **2** | **Naming** (plural)  What are these? They are ... | **Step**  **2** |

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

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

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| **Step**  **3** | **Face & body**  Have you got ...? | **Step**  **3** |

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| **Language learning focus** | |
| Language function | Giving personal details  Naming parts of the body and face  Counting  Claiming possession |
| Sentence structures | * What's your address? * What’s this? What are these? * How many ... can you see? * Have you got three eyes? He hasn't got a beard. |
| Vocabulary: body | a body, an arm, an elbow, a hand, fingers, a thumb, a leg, a knee, a foot, two feet, toes, a back |
| Vocabulary: face | eyes, ears, mouth, nose, face, hair, glasses, hat, beard, etc. |

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| **3a. Address** | **3b. Body photoset** | **3c. Body dominoes** | **3d. Face pairs** |
| **3e. Face photoset** | **3f. Faces 4 in a line** | **3g. Face & body photo track** | **3h. Revise and assess** |

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| **Step**  **4** | **Have/has got**  Has she got a red coat? | **Step**  **4** |

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| **Language learning focus** | | |
| **Language functions** | **Sentence structures** | **Vocabulary** |
| Describing age | * 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/ possession | * Has she got a red coat? | * Red, yellow, blue, green, black, white |

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| **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** | | | |

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| **Step**  **5** | **food/likes/ dislikes/**  Do you like rice? | **Step**  **5** |

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| **Language learning focus** | |
| Functions | Naming objects; Identifying likes/dislikes; Offering things |
| Sentence structures | * What’s this? It’s a cup. Is this a plate? Yes it is/No it isn’t. * What are these? They are apples. * I like/don’t like ... * Would you like a ...? or Do you want a ...? |
| Vocabulary | dining room (table, knife, spoon, plate, cup, etc.) |
| fruit/vegetables/African fruit & veg |
| supermarket (packaging: tins of beans, bags of rice, etc) |
| verbs (like, love, hate,) |

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| **5a. Dining room** | **5ax. Dining room photo track** | | **5b. Fruit** | | **5c. Vegetables** | |
| **5cx. Fruit & veg photo track** | **5d. African fruit & veg.** | | **5e. Supermarket** | | **(younger learners)**  **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 |

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| **Step**  **6** | **Actions**  Is she driving a car? | **Step**  **6** |

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| **Language Learning Focus** | |
| Language functions | Naming actions. Talking about ability |
| Sentence structures | * What’s he/she doing? She’s/He’s XXXing. * What are you/they doing? I’m XXXing. They are XXXing. * Is s/he XXXing? Yes s/he is/No he isn’t. * This is a statue of a man **who** is holding a sword. * **Can** you whistle? |
| Vocabulary | Common actions e.g.:  drinking, running, writing, drawing, driving a car, eating an apple, riding a motorbike, etc.  Left/right |

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| **6a. Actions 1** | **6b. Actions 2** | **6c. Actions 3** |
| **6d. Actions 4** | **6e. Actions 5** | **6f. Actions 6** |
| **6g. Mime and guess** | **6h. Actions photo track** | **6i. The “Can you?” track** |
| **Also in this step:**   * **6j. Revise and assess step 6** | | |

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| **Step**  **7** | **House and rooms**  **+ possession/family (2)/position (1)** | **Step**  **7** |

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| **Language learning focus** | |
| Language functions and sentence structures | Possession   * Is this Fido's mouth? Pat is Emily's granddaughter.   Describing position (prepositions -- in on under)   * The boy is under the table. * Is there a table in the bedroom? |
| Vocabulary | * Family members (granddaughter, uncle, cousin, etc) * House – rooms, furniture and other objects |

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

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| Also in this step:   * 7i. Revise and assess step 7 * 7j. House and rooms photo track. * 7x. Blank 4 in a line |

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| **Step**  **8** | **Vehicles, street, park, clothes, etc.** | **Step**  **8** |

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| **Language learning focus** | |
| Language functions | Naming objects/Possession/Description (colours) |
| Sentence structures | * It’s a van. * Has it got four wheels? Is she wearing a hat? * Is it blue? |
| Vocabulary - vehicles | an ambulance, a bike, a bus, a car , a fire engine, etc |
| Vocabulary - park | a climbing frame, swings, a lake, grass, a slide, etc. |
| Vocabulary - street | a wall, a tree, a street light, gates, a hedge, etc. |
| Vocab - men’s clothes | a jacket, a belt, a sweatshirt, a T-shirt, a tie, a shirt, etc |
| Vocab - women’s clothes | a skirt, a coat, a sari, a dress, a scarf, a pair of jeans, etc |

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| **8a. Vehicles** | **8b. Park** | **8c. Street** | **8d. Men’s clothes** |
| **8e. Women’s clothes** | **8f. Toys** | **8x. Am/are/is revision track** |  |

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| **Step**  **M1** | **Maths 1**  counting, addition/subtraction & money | **Step**  **M1** |

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| **Language learning focus:** | | | |
| Language functions | Counting/Computation/Recognising and talking about money | | |
| Sentence structures | How many men can you see? What is 4 add 3? It’s five dollars/pounds | | |
| Vocabulary | numbers to 20; add/plus/and; subtract/take away/minus; money | | |
| **M1a. Counting to 10** | | **M1b. Counting to 20** | **M1c. Addition track** |
| **M1d. Take away track** | | **M1d. Add & take away track** | **M1f. Add/take words** |
| **M1g. Money**  **(UK version)** | | **M1g. Money  (USA version)** | **M1h. Money – how much (max 20p)** |
| **M1i. Money – how much (max £5)** | | **M1j. Money tracks (UK)** | **M1j. Money tracks (USA)** |

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| **Step**  **M2** | **Maths 2** | **Step**  **M2** |

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| Language functions | Asking and answering questions about addition, subtraction, multiplication and division. | | | |
| Sentence structures | * What is 7 plus 4? What is the product of three and nine? * What time is it? It's ten to five. | | | |
| Vocabulary | add  plus  and | subtract  take away  minus | more than  less than  difference between | sum of  product  multiplied by |

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| **M2a. Numeracy Multigame** | **M2b. More than & less than track** | **M2c. Language of add/subtract** |
| **M2d. Addition oral worksheet** | **M2e. Multiplying Multigame** | **M2f. Multiplying  4 in a line** |
| **M2g. Sum, product difference track** | **M2h. Dividing  4 in a line** |  |

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| **Step**  **T** | **Maths**  **TIME** | **Step**  **T** |

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| **Language learning focus** | |
| Language functions | Telling the time |
| Sentence structures | * What’s the time? * It’s three forty five (3.45). * It’s 7 o’clock. * It’s quarter to/past nine. |

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| **T1: o’clock** | **T2: half past** | **T3: quarter past** |
| **T4: quarter to** | **T5: 5 10 20 25 past** | **T6: 5 10 20 25 to** |
| T7 Time pairs – revision | T8: Drawing clock faces |  |

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| **Step**  **P** | **Photo phonics**  intro to letter sounds | **Step**  **P** |

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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:**

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

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| 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** |  | **Activity** | **New sounds** |
|  | P2 | B C |  | P9 | revision |
|  | P3 | H |  | P10 | D S W |
|  | P4 | P G |  | P11 | N |
|  | P5 | F T |  | P12 | revision |
|  | P6 | revision |  | P13 | V |
|  | P7 | R M |  | P14 | revision |
|  | P8 | J L |  | P15 | ch sh |