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|  | **Racing to English** |

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| **Stage 3: Talking & reading**  **CONTENTS** |

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

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| **Have/has intro** | **Step** | **21** |

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| **Language learning focus** | |
| Language function | Talking about the past as it relates to the present |
| Sentence structures | **Present perfect tense**:   * Have you washed…? * Have you remembered? No I’ve forgotten. * I haven’t seen… * Where has he gone? Has anyone seen him? |
| Vocabulary | Vocabulary arising from the stories |

**For younger learners**

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| **21a, 21b, 21c Eek-eek-eek & the watch - a story in 3 parts** | **21d Eek-eek-eek forgotten** |

**For older learners**

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| **21e. “Maisy,**  **have you forgotten?”** | **21f. Dialogue: “What’s the matter?”** | **21g. “Where has Billy gone?”** | **21h. “Have you ever” questions** |

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

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

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| **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** |  |  |

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| **Future with “going to”** | **Step** | **23** |

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| **Language learning focus** | |
| Language functions | Talking about the future  Asking politely |
| Sentence structures | Future using ‘going to’   * He is going to run away. * Are you going to swim in the sea? * I think this means it's going to be sunny tomorrow.   Asking politely   * Would you like to come to my house? |
| Vocabulary | **Weather**: sunny, cloudy, rainy, a rainbow, a puddle, etc. |

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| **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...?”** |  |

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| **Comparing** | **Step** | **24** |

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| **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? |

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| **24a. Longer than oral worksheet** | **24b. Older or younger** | **24c. Comparing costs** | **24d. Dialogue exchanging things** |
| **24e. The comparing track** | **24f. Comparing books** | **24g. Solar system – 4 in a line** | |

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| **Describing: Spot the difference** | **Step** | **25** |

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| **Language learning focus** | |
| Language function | Describing – objects and position |
| Sentence structures | * Is the lid on the saucepan? * Is he wearing a blue shirt? |
| Vocabulary | **Position**: on, in, to the left of, upside down, etc.  **Adjectives**, e.g. open, closed, cloudy, green, high, open, sunny |

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

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| **Describing 2** | **Step** | **26** |

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| **Language learning focus** | |
| Language function | Describing – objects, materials and position |
| Sentence structures | * It's made of metal. * Rough is the opposite of smooth. * The music was so loud that my ears began to hurt. |
| Vocabulary | **Materials**: metal, wood, glass, plastic, cardboard, leather  **Adjectives**, e.g. open, closed, cloudy, green, high, open, sunny  A range of **opposite adjectives,** e.g. asleep/awake, clean/dirty, wet/dry |

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| **26a. Materials photoset** | **26b, 26c, 26d Three opposite adjective activities, each with a worksheet** | | |
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| **26e. Transparent, translucent opaque** |  |  | |

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| **Writing and Narrating**  **Story prompts, etc.** | **Step** | **27** |

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| **Language learning focus** |
| The activities in this step are designed   * to stimulate learners’ writing and * to extend their vocabulary |

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| **27a, 27b, 27c, 27d, 27e.**  **Story prompts** | Each of these story prompts includes   * a set of people cards, * a set of place cards and * a set of problem cards.   Learners work together to choose one of each type of card and then use them to develop a story. | | |
| **27f. Story prompts:**  **weird photos** | | **27g. Adverbs with said (vocab development)** | **27h. Clines  (vocab development)** |

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| **True stories (1)**  Narrative using simple past tense | **Step** | **28** |

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| **Language learning focus** | |
| Language function | Narrating |
| Sentence structure | Simple past tense   * He invented, sold, etc. * Rosa refused to give up her seat. |

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| This step includes:   * some one-page stories about famous people. Each story is accompanied by questions and a blank filling worksheet. * Information gap activities | | | |
| **28a. Clive Sinclair** | **28b. Rosa Parks** | **28c. Taj Mahal** | **28d. Boycott** |
| **28e.**  **Mahatma Gandhi** | **28f.**  **George Washington** | **28g Freda Hussain**  **Info gap activity** | |

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| **True stories (2): the passive** | **Step** | **29** |

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

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| **29a. London photoset** | **29b. Tutankhamun**  **true story** | **24e. Has been done** |
| **29e. Food chains** | **29f. Food chain rummy** |  |

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| **True stories (3): could/would/when/vocab** | **Step** | **30** |

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| **Language learning focus** | |
| Language function | Narrating |
| Sentence structure | * **Could** you run **when** you were two? * Einstein **couldn't** read very well, **when** he was young. * What **would** you do **if** you found £25? * **If** you live in a city it is difficult to see many stars. |

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| **30a. Could you**  **question track** | **30b.**  **Albert Einstein**  **true story** | **30c.**  **Emily Davison**  **true story** |  |
| **30d Mae Jamison – info gap** | | **30v. Collocations 4 in a line  (Vocab development)** |  |

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| **True stories (4): had done** | **Step** | **31** |

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| **Language Learning Focus** | |
| Language function | Narrating |
| Sentence structure | Past perfect tense and reported speech:   * They said that the helicopter **had taken** off at nine o'clock. * Lenny **had not told** her he was going for an audition. |

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| **31a. The rescue helicopter** | **31b. Lenny Henry** | **31c. Cholera** | **31d. Duck-billed platypus** |

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

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| **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. |

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| **32a. Copernicus** | **32b. Water cycle** | **32c. Why do we have seasons?** | **32d. Sun moon & earth** |

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| **True stories (6): Animals, fossils & Darwin** | **Step** | **33** |

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| **33a. Diplodocus** | **33b. Mary Anning** | **33c. Darwin** | **33d. Dogs** |
| **33e. Blue Whale** | **33f. Penguins** | **33g Giraffes** | **33h Flying snakes** |

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| **True stories (7): Species & more fossils** | | | | **Step** | **34** |
| **34a. Archaeopteryx** | **34b. Whale blowholes** | **34c. Necks arms & wings** | **34d. Species 1** | | |
| **34e. Species 2 misunderstanding evolution** | **34f Human fossils** |  |  | | |

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| **True stories (8): Geology** | | | **Step** | **35** |
| **35a. Volcanoes** | **35b. Continental drift** | **35c. Continental drift & science** | **35d. Fossils on Everest** | |
| **35e Grand Canyon** |  |  |  | |

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| **True stories (9): Deep time** | **Step** | **36** |

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| **36a. When (1): Billions of years ago** | **36b. When (2): Hundreds of millions of years ago** | **36c. When (3)**  **Millions of years ago** | **36d. When (4)**  **Thousands of years ago** |

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| **If** | **Step** | **37** |

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| **37a. “If” dialogue** | **37b. Stars**  **true story** | **37c: What would you do? question track** |
| **37d. What would you do if you felt** | **37e What would happen? question track** | **In this step there are also copies of:**   * **M5c UK money “If I had..** * **M5c USA money “If I had** * **M5L Time problems** * **M5m “If” equations** |

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| **Maps: Guess which country.** | **Step** | **38** |

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| **Language learning focus** | | | | |
| Language function | Naming, defining and describing | | | |
| Sentence structure | * It's a very dry area with very little rainfall. * Is it north of the equator? * Does it share a border with Nigeria? * Is it on the Pacific coast? Has it got a coastline? | | | |
| Examples of vocabulary that will arise from these activities | North  South  West  East | equator  coastline  border | mountain  stream  flood  desert | waterfall  canal  island  rainforest |

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| **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** |

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| **Grammar tracks** | | | **Step** | **39** |
| **39a.**  **a/an/any/nothing** | **39b**  **question tags** | **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. | |

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| **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:

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| **40a. Digestion rummy** | **40b. Food**  **4 in a line** | **40c. Garden and plant pairs** | **40d. Greek words**  **4 in a line** |
| **40e. Verbs**  **opposite pairs** | **40f. Dialogue “What will you be doing?** | **40g. Ancient Greek education** |  |

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| **Maths 5** | **Step** | **M5** |

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.

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| **M5a. Altogether/each** | **M5b. Change** | **M5c**  **Money: If I had** | **M5d Percentages** |
| **M5e Primes, factors and multiples 5 in a line** | **M5f**  **Posting parcels** | **M5g**  **Share equally** | **M5h**  **Swimming pool** |
| **M5i**  **Twice as much** | **M5j**  **Distances UK** | **M5k**  **Distances USA** | **M5L**  **Time problems** |
| **M5m**  **“If” equations** |  |  |  |