



Racing to English

Stage 2: Starting stories CONTENTS

OVERVIEW

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

<p>stories</p>	<p>photosets</p>	<p>games</p>

Racing to English: Stage 2

Step 9a	Narrating for <u>younger</u> 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 <ul style="list-style-type: none"> I went, I looked, I pointed I didn't go, I didn't look, I didn't point Did you go? Did you look? Yes I did/No I didn't. Past continuous tense <ul style="list-style-type: none"> Where were you? What were you doing? I was reading a book.
Vocabulary	Emphasis is on verbs: went, worked, bought, took, collected, cleaned, cooked, etc.

Activity 2a Eek-eek-ek (1) **the television**

Log the lion," she said, "I want you to go and sweep the animals' cages."
50

"Log the tiger," she said, "I want you to go and buy the animals' food."
50

"Log the camel," she said, "I want you to go and cook the animals' food."
50

"Log the zebra," she said, "I want you to go and collect the food to the animals."
50

"Log the monkey," she said, "I want you to go and collect the empty dishes."
50

"Log the horse," she said, "I want you to go and wash the dishes."
50

Activity 2b Eek-eek-ek (4) **The fight**

Work with your friend to match the verb with its past tense.

Ask your friend some questions like this:
 [Did Eek-eek-ek the mouse scratch Tog's ear?
 No he didn't. Log the lion scratched Tog's ear.]

Now write the questions and the answers.

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

Animal cards (enlarge if possible) Play in pairs. Take a card. Look at the picture of the animal. Put it on the baseboard in an appropriate square. You must say a sentence when you place it in a square e.g. "Miss Keep watched television." The winners are the first to place THREE cards in a line on the board.

Tog the tiger	Log the lion	Tog the tiger	Log the lion
Zog the zebra	Hog the horse	Zog the zebra	Hog the horse
Cog the camel	Mog the monkey	Cog the camel	Mog the monkey
Eek-eek-ek the mouse	Miss Keep the zoo keeper	Eek-eek-ek the mouse	Miss Keep the zoo keeper

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

Activity 2g **Past tense**

Ask your friend some questions.

Did the cat bang a drum?
the crocodile dance?
the elephant look at a book?
the fish play a trumpet?
the hippo play the violin?
the mouse ride a scooter?
the snail sing a song?
the snake stand on one leg?
the tortoise walk?

Assess:

Yes	she did.	She	banged a drum. danced. looked at a book. played a trumpet. played the violin. rode a scooter. sang a song. stood on one leg. walked.
No	he didn't.	He	

Now write ten questions and answers.

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

Activity 2h **'Did you?' Question Track**

Start

Did you cook some food yesterday?	Did you sweep the floor yesterday?
Did you buy some food yesterday?	Did you watch television yesterday?
Did you eat some biscuits yesterday?	Did you wash your clothes yesterday?
Did you run home yesterday?	Did you go to a shop yesterday?
Did you play football yesterday?	Did you drink a cup of tea yesterday?
Did you telephone somebody yesterday?	Did you drive home yesterday?

End

Did you write a letter yesterday?	Did you drive home yesterday?
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9i. "Did you" question track

Racing to English: Stage 2

Step 9b	Narrating for <u>older</u> 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 <ul style="list-style-type: none"> I went, I looked, I pointed I didn't go, I didn't look, I didn't point Did you go? Did you look? Yes I did/No I didn't. Past continuous tense <ul style="list-style-type: none"> Where were you? What were you doing? I was reading a book.
Vocabulary	Emphasis is on verbs: went, worked, bought, took, collected, cleaned, cooked, etc.

Reading to English Activity 9f **Billy, Milly, Maisy and Bob** 1

Billy, Milly, Maisy and Bob were friends. They lived together. One day Maisy said, 'The toilet is dirty. Bob, please help me clean the toilet.'

'No,' said Bob. 'I want to play football.'

So Bob went and played football. And Maisy cleaned the toilet. Then Maisy looked in the fridge. There was no food in the fridge. Maisy said, 'There's no food in the fridge. Milly, please will you go to the supermarket and buy some food?'

'No,' said Milly. 'I want to go to town and buy some clothes.'

So Milly went to town and bought some clothes. And Maisy went to the supermarket and bought some food.

Then Maisy said, 'Billy, please will you come to the house?'

'No,' said Billy. 'I want to ride my motorbike.'

So Billy rode to his motorbike. And Maisy cooked the food.

Ask your friend some questions.

Did Billy clean the toilet?	Yes	No
Did Milly go to the supermarket?	Yes	No
Did Maisy buy some clothes?	Yes	No
Did Bob play football?	Yes	No
Did Billy ride a motorbike?	Yes	No

Answers:

Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No

Now write ten questions and answers.

Reading to English Activity 9f **Billy, Milly, Maisy and Bob** 3

'I'm hungry,' said Milly. 'I'm very hungry,' said Billy. 'I'm very, very hungry,' said Bob.

Bob said, 'Billy go to the supermarket on your motorbike and buy three pizzas.'

So Billy went to the supermarket and bought three pizzas.

Bob said, 'Milly go to the kitchen and cook the pizzas.'

So Milly went to the kitchen and cooked the pizzas.

Then Milly and Billy and Bob ate the three pizzas.

'That was good,' said Bob. 'Now I want to watch television.'

'No,' said Milly and Billy. 'You don't go to the supermarket, you don't buy the pizzas, you don't cook the pizzas. Go to the kitchen and wash the dishes.'

So Bob went to the kitchen and washed the dishes. He was not happy!

Look at this:

She cooked a pizza. → Did she cook a pizza?

Read these to your friend and change them into questions.

- She washed in the fridge. → ?
- She rode the motorbike. → ?
- She bought some food. → ?
- She played football. → ?
- She washed the toilet. → ?
- He washed the dishes. → ?
- She went to town. → ?
- She took the pizza to her room. → ?
- She watched television. → ?
- They ate the pizzas. → ?

Now write the questions.

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

Reading to English Activity 9g **Dialogue: What did you do yesterday?**

Practice this dialogue with your friend and then perform it to the whole group.

A	What did you do yesterday?
B	I went for a walk.
A	Where did you go?
B	I went to the river.
A	Then what did you do?
B	I swam across the river.
A	You swam across the river? Then what did you do?
B	I saw a snake.
A	You saw a snake? What did you do?
B	I shot it with my gun.
A	You shot it with your gun? Did you really shoot it with your gun?
B	No I didn't really shoot it.
A	Did you really see a snake?
B	No I didn't really see a snake.
A	Did you really swim across the river?
B	No I didn't really swim across the river.
A	Did you really go for a walk?
B	Yes I went for a walk. I walked to the television and I saw the river and the snake on the television.

9g. Dialogue: What did you do yesterday?

Reading to English Activity 9h **Past tense** **Worksheet 2**

Ask your friend some questions.

Did the cat bang a drum?	Yes	No
Did the crocodile dance?	Yes	No
Did the elephant look at a book?	Yes	No
Did the fish play a trumpet?	Yes	No
Did the hippo play the violin?	Yes	No
Did the mouse ride a scooter?	Yes	No
Did the snail sing a song?	Yes	No
Did the spider stand on one leg?	Yes	No
Did the tortoise walk?	Yes	No

Answers:

Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No

Now write ten questions and answers.

9h. Four past tense worksheets

Reading to English

Start

Did you cook some food yesterday?	Did you sweep the floor yesterday?
Did you buy some food yesterday?	Did you watch television yesterday?
Did you eat some chocolate yesterday?	Did you wash your clothes yesterday?
Did you run home yesterday?	Did you see your partner. Tell the next player the partner in the square you land on. If they are closer to their own house the dice and make their counter.
Did you cry yesterday?	Did you telephone somebody yesterday?
Did you play football yesterday?	Did you see your sister yesterday?
Did you go to a shop yesterday?	Did you drink a cup of tea yesterday?

End

Did you write a letter yesterday?	Did you drive home yesterday?
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9i. "Did you" question track

Reading to English Activity 9j **Where was Billy's watch?**

Practice this dialogue with your friend.

Billy	Oh no!
Maisy	Where's the watch?
Billy	Look, my watch is on the floor. It's broken.
Maisy	Oh no! It was a expensive watch!
Billy	Yes it was a very expensive watch!
Bob	How did you break it?
Billy	I didn't break it. Look, it stopped at 11.40. I don't have a 11.40. Look, it's my motorbike.
Maisy	Where was there at 11.40?
Bob	No, I wasn't.
Maisy	Where were you?
Billy	I was in the park. I was playing football.
Maisy	Where were you at 11.40, Milly?
Billy	I was in a shoe shop. I was buying shoes.
Maisy	Where were you at 11.40, Maisy?
Billy	I was at the supermarket. I was buying some food.
Maisy	Where was your watch?
Billy	So nobody was there at 11.40.
Maisy	Where was your watch?
Billy	It was in the pocket of my jeans.
Maisy	Where were your jeans?
Billy	They were in my bedroom.
Maisy	No, they weren't! They were in the washing machine. You washed them this morning. The washing machine broke your watch!
Billy	Oh no!

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

Racing to English: Stage 2

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

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

10x. What/Why/Where track


Racing to English: Stage 2

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

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

The stories are 11a. Cross brother 11b. Frightened at a river 11c. Fighting 11d. Sorry about hot water 11e. Four snakes 11f. Guilty about my lost rings 11g. Jealous of a key 11h. Silly fishing	12a. Terrified of a crocodile 12b. Curious about a noise 12c. No English 12d. Upset by a motor scooter accident 12e. Embarrassed 12f. Bees in the tree 12g. Tired: the bike and the donkey 12h. From Africa to England
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<p>Jealous of a key by Rashida</p> <p>Read the story with your friend.</p> <p>When I was a little girl, about 3 years old, my mother gave me a key to play with. My mother went into the kitchen.</p>  <p>My brother was jealous that I had a key. I don't know why he was jealous, it was only a little key. He said, "Give me the key." I said, "No," and I put the key in my mouth.</p> <p>My brother pushed me and I fell down. I swallowed the key and it got stuck in my throat, and it stayed there.</p> <p>I started crying. My mother came in and she gave me a banana to eat. When I ate the banana the key went into my stomach and I stopped crying.</p> <table border="1"> <tr> <td>jealous</td> <td>key</td> <td>kitchen</td> <td>banana</td> </tr> <tr> <td>mouth</td> <td>pushed</td> <td>swallowed</td> <td>stomach</td> </tr> <tr> <td>stuck</td> <td>throat</td> <td>stayed</td> <td>stopped</td> </tr> </table> <p>Can you translate the words into another language?</p>	jealous	key	kitchen	banana	mouth	pushed	swallowed	stomach	stuck	throat	stayed	stopped	<p>Upset by a scooter accident by Trung</p> <p>Ask your friend some questions.</p> <table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> </table> <ol style="list-style-type: none"> Did Trung have a motor scooter? Did his brother have a motor scooter? Did his brother ride on the back of the scooter? Did Trung drive into the living room? Did his brother jump off the scooter? Did the scooter fall on to his brother? Did the scooter break his brother's leg? <p>Yes I have.</p> <ol style="list-style-type: none"> Have you ever sat on a motor scooter? Have you ever hurt your brother or sister? Have you ever fallen off something? Have you ever broken your arm or leg? Have you ever been upset? <p>Please use only answers for the next questions.</p> <ol style="list-style-type: none"> Where did Trung live? How was he hurt? What did he have? Who sat on the back? Why did Trung drive through the front door? Who jumped off the scooter? Why was Trung upset? What did the doctor put on Trung's brother's leg? <p>Now write the questions and the answers.</p>	Yes	No	<p>Terrified of a crocodile by Ha Mauren</p> <p>Now do some of these things:</p> <ul style="list-style-type: none"> Draw a picture of a crocodile. Write a story about a dangerous animal. Write a story about being terrified. Make a wordsearch for your story. <p>You can write the story in English or in your first language.</p> <p>Find the words in the wordsearch:</p> <table border="1"> <tr><td>brothers</td><td>river</td><td>S</td><td>R</td><td>B</td><td>R</td><td>O</td><td>T</td><td>H</td><td>E</td><td>R</td><td>S</td></tr> <tr><td>eleph</td><td>abandoned</td><td>H</td><td>I</td><td>S</td><td>W</td><td>I</td><td>T</td><td>H</td><td>I</td><td>N</td><td>G</td></tr> <tr><td>crocodile</td><td>arm</td><td>O</td><td>V</td><td>V</td><td>E</td><td>T</td><td>A</td><td>M</td><td>I</td><td>S</td></tr> <tr><td>help</td><td>arm</td><td>U</td><td>C</td><td>S</td><td>W</td><td>I</td><td>M</td><td>H</td><td>I</td><td>T</td><td>S</td></tr> <tr><td>air</td><td>amazing</td><td>T</td><td>H</td><td>E</td><td>I</td><td>P</td><td>S</td><td>W</td><td>A</td><td>M</td></tr> <tr><td>is</td><td>terrified</td><td>C</td><td>R</td><td>O</td><td>C</td><td>O</td><td>D</td><td>I</td><td>L</td><td>E</td></tr> <tr><td>near</td><td>is</td><td>D</td><td>E</td><td>A</td><td>R</td><td>C</td><td>I</td><td>L</td><td>I</td><td>M</td><td>B</td></tr> <tr><td></td><td></td><td>T</td><td>E</td><td>R</td><td>R</td><td>I</td><td>F</td><td>I</td><td>E</td><td>D</td><td></td></tr> </table> <p>Now write 7 questions about the story. Write questions that you do NOT know the answer to. For example: Who was the older brother, Tom or Link? Why did they go swimming?</p> <p>Now rewrite the story about Tom and Link but make it longer so that it has got the answers to your questions in it.</p>	brothers	river	S	R	B	R	O	T	H	E	R	S	eleph	abandoned	H	I	S	W	I	T	H	I	N	G	crocodile	arm	O	V	V	E	T	A	M	I	S	help	arm	U	C	S	W	I	M	H	I	T	S	air	amazing	T	H	E	I	P	S	W	A	M	is	terrified	C	R	O	C	O	D	I	L	E	near	is	D	E	A	R	C	I	L	I	M	B			T	E	R	R	I	F	I	E	D	
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<p>The bicycle was all right but I cut my elbow. It was bleeding badly. I went to my auntie's house, she put a plaster on my elbow and</p> <p>He said, "OK but don't crash into anything." His bicycle didn't have any brakes! I went very fast. I saw a little boy on the road.</p> <p>she made some tea for me. I was embarrassed I had crashed the bicycle. I thought I was stupid so I never told my friend about the crash.</p> <p style="text-align: center;">Embarrassed by Tabariq</p> <p>One day I went to my friend's house. I said, "Can I borrow your bicycle?" He said, "No." I said, "I'll give you 50p, if I can use it."</p> <p>I tried to stop, but I couldn't stop. I tried to miss the boy. I missed him but I crashed into a red car. I fell on to the road.</p>																																																																																																													


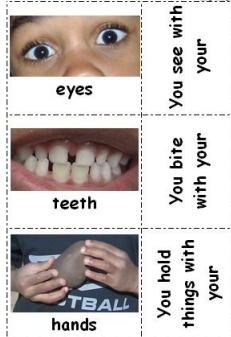
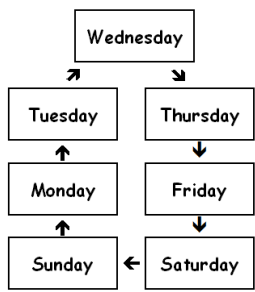

Some examples of the stories, showing the story page, the two worksheets and the sequencing activity

<p>These steps also includes</p> <ul style="list-style-type: none"> 11x some Writing frames and 12x the Did/is/was question track 	<p style="text-align: center;">Book review</p> <table border="1"> <tr> <td>Name</td> <td>Date</td> </tr> <tr> <td colspan="2">The title of the book is</td> </tr> <tr> <td colspan="2">It is by</td> </tr> <tr> <td colspan="2">I like this book for several reasons. Firstly</td> </tr> <tr> <td colspan="2">Secondly</td> </tr> <tr> <td colspan="2">Thirdly</td> </tr> <tr> <td colspan="2">However, I did not like</td> </tr> <tr> <td colspan="2">To sum up, I think</td> </tr> </table> <p style="text-align: center;">11x. Writing frames</p>	Name	Date	The title of the book is		It is by		I like this book for several reasons. Firstly		Secondly		Thirdly		However, I did not like		To sum up, I think		<p style="text-align: center;">Start</p> <table border="1"> <tr> <td>Did</td> <td>Is</td> <td>Were</td> <td>Did</td> </tr> </table> <p style="text-align: center;">Did/Is/Was Revision Track</p> <table border="1"> <tr> <td>Is</td> <td>Did</td> <td>Were</td> <td>Is</td> <td>Did</td> </tr> </table> <p>Rules:</p> <ul style="list-style-type: none"> Think the story. Move your counter. Ask the next person a question starting with the word in the square you're on. If they can answer the question, they can move the counter. <table border="1"> <tr> <td>Was</td> <td>Did</td> <td>Were</td> <td>Is</td> <td>Did</td> </tr> <tr> <td>Did</td> <td>Is</td> <td>Were</td> <td>Did</td> <td>Is</td> </tr> </table> <p style="text-align: center;">End</p> <p style="text-align: center;">11y. Did/Is/Was revision track</p>	Did	Is	Were	Did	Is	Did	Were	Is	Did	Was	Did	Were	Is	Did	Did	Is	Were	Did	Is
Name	Date																																				
The title of the book is																																					
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Racing to English: Stage 2

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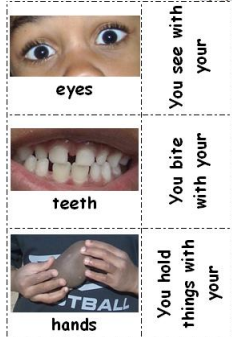
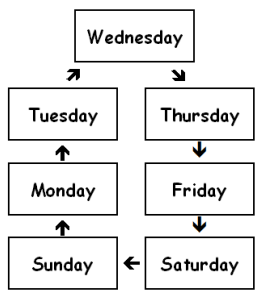









Language Learning Focus	
Language function	Talking about regular activities
Sentence structures	Simple present tense I write. We write. He/She/It writes. Do you write? Does he/she/it write? This stall sells watches.
Vocabulary	Key vocabulary items include: <ul style="list-style-type: none"> • before,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

 <p style="text-align: center;">13a. Clothes market</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Do you wear a hat on your feet?</td> <td style="padding: 2px;">Do you wear a hat on your head?</td> <td style="padding: 2px;">Do you wear trousers on your legs?</td> </tr> <tr> <td style="padding: 2px;">Do you wear shoes on your head?</td> <td style="padding: 2px;">Do you wear gloves on your hands?</td> <td style="padding: 2px;">Do you wear shoes on your feet?</td> </tr> <tr> <td style="padding: 2px;">Do you wear boots on your head?</td> <td style="padding: 2px;">Do you wear boots on your feet?</td> <td style="padding: 2px;">Do you wear socks on your feet?</td> </tr> <tr> <td style="padding: 2px;">Do you wear trainers on your hands?</td> <td style="padding: 2px;">Do you wear a scarf round your neck?</td> <td style="padding: 2px;">Do you wear a train on your feet?</td> </tr> </table> <p style="text-align: center;">13b. Clothes 4 in a line</p>	Do you wear a hat on your feet?	Do you wear a hat on your head?	Do you wear trousers on your legs?	Do you wear shoes on your head?	Do you wear gloves on your hands?	Do you wear shoes on your feet?	Do you wear boots on your head?	Do you wear boots on your feet?	Do you wear socks on your feet?	Do you wear trainers on your hands?	Do you wear a scarf round your neck?	Do you wear a train on your feet?	 <p style="text-align: center;">13c. Do you photoset</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Do you see things with your eyes?</td> <td style="padding: 2px;">Do you hear things with your teeth?</td> <td style="padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Do you taste things with your tongue?</td> <td style="padding: 2px;">Do you smell things with your fingers?</td> <td style="padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Do you bite things with your teeth?</td> <td style="padding: 2px;">Do you hold things with your eyes?</td> <td style="padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Do you listen to things with your ears?</td> <td style="padding: 2px;">Do you feel things with your ears?</td> <td style="padding: 2px;">1</td> </tr> </table> <p style="text-align: center;">13d. Senses "Do you...?" 4 in a line</p>	Do you see things with your eyes?	Do you hear things with your teeth?	1	Do you taste things with your tongue?	Do you smell things with your fingers?	1	Do you bite things with your teeth?	Do you hold things with your eyes?	1	Do you listen to things with your ears?	Do you feel things with your ears?	1
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Racing to English: Stage 2

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

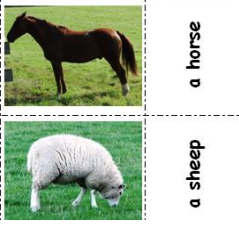
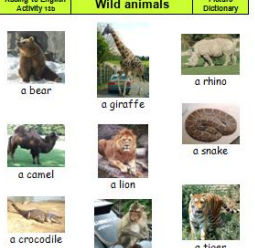
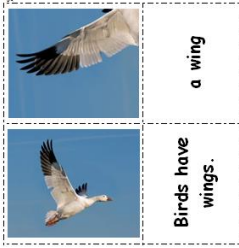
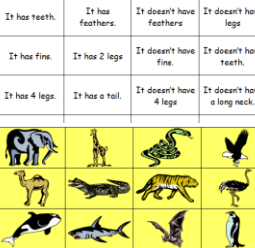
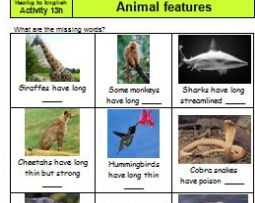
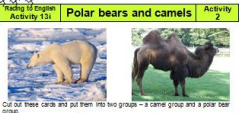
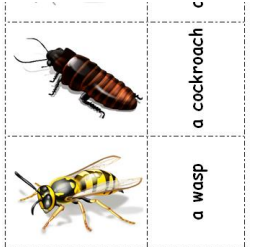
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Racing to English: Stage 2

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

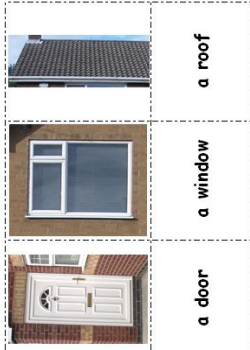


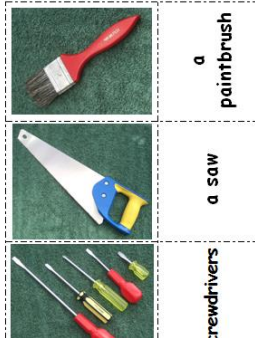
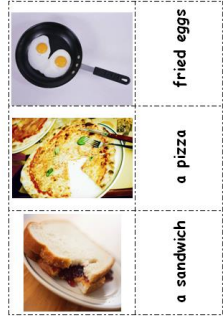
Language functions	Naming animals and their parts Identifying ability/possession/experience Describing features/Giving reasons
Sentence structures	<ul style="list-style-type: none"> Can a whale fly? Has it got a long neck? Do zebras have long necks? Do mammals lay eggs? Fish have gills so that they can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

 <p style="text-align: center;">14a. Farm & pet animals</p>	<p style="text-align: center;">14b. Wild animals</p> 	 <p style="text-align: center;">14c. Animal parts</p>	<p style="text-align: center;">14d. Animal parts</p> 																											
<p style="text-align: center;">14e. Animal lives 4 in a line</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Do elephants eat meat?</td> <td>Do elephants live on land?</td> <td>Do live</td> </tr> <tr> <td>Do dolphins eat leaves?</td> <td>Do dolphins live on land?</td> <td>Do in</td> </tr> <tr> <td>Do tigers eat grass?</td> <td>Do tigers live on land?</td> <td>Do wa</td> </tr> </table>	Do elephants eat meat?	Do elephants live on land?	Do live	Do dolphins eat leaves?	Do dolphins live on land?	Do in	Do tigers eat grass?	Do tigers live on land?	Do wa	<p style="text-align: center;">14f. Animal classes 4 in a line</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>fish</td> <td>birds</td> <td>re</td> </tr> <tr> <td>mammals</td> <td>fish</td> <td>t</td> </tr> <tr> <td>amphibians</td> <td>mammals</td> <td></td> </tr> </table>	fish	birds	re	mammals	fish	t	amphibians	mammals		<p style="text-align: center;">14g. Animal sets 4 in line</p> <table border="1" style="width: 100%;"> <tr> <td>an animal that does not lay eggs</td> <td>an animal that drinks its mother's milk</td> <td>an animal lives mai land</td> </tr> <tr> <td>an animal with cold blood</td> <td>an animal that lives on land and in water</td> <td>a wild a</td> </tr> <tr> <td>an animal that has feathers</td> <td>an animal that lays eggs</td> <td>an animal can f</td> </tr> </table>	an animal that does not lay eggs	an animal that drinks its mother's milk	an animal lives mai land	an animal with cold blood	an animal that lives on land and in water	a wild a	an animal that has feathers	an animal that lays eggs	an animal can f	<p style="text-align: center;">14h. Animal features</p> 
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<p style="text-align: center;">14i Polar bears and camels</p>  <table border="1" style="width: 100%; text-align: center;"> <tr> <td>They have broad feet.</td> <td>They have broad feet.</td> <td>They can drink 100 litres of water at one time.</td> </tr> <tr> <td>The soles of their feet are hairy.</td> <td>They have two toes with a web of skin between them.</td> <td>They can close their nostrils when they want to.</td> </tr> <tr> <td>They are very good swimmers.</td> <td>They have long legs.</td> <td>Their fur is oily.</td> </tr> </table>	They have broad feet.	They have broad feet.	They can drink 100 litres of water at one time.	The soles of their feet are hairy.	They have two toes with a web of skin between them.	They can close their nostrils when they want to.	They are very good swimmers.	They have long legs.	Their fur is oily.	<p style="text-align: center;">14j. Insects etc.</p> 																				
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Racing to English: Stage 2

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

 <p style="text-align: center;">15a. Houses photoset</p>	 <p style="text-align: center;">15b. Occupations photoset</p>	 <p style="text-align: center;">15c. Seasons photoset</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="3">The Seasons 4 in a line - Base board</th> </tr> <tr> <td>summer</td> <td>autumn</td> <td>winter</td> </tr> <tr> <td>spring</td> <td>summer</td> <td>autumn</td> </tr> <tr> <td>winter</td> <td>spring</td> <td>summer</td> </tr> <tr> <td>autumn</td> <td>winter</td> <td>spring</td> </tr> <tr> <td>summer</td> <td>autumn</td> <td>winter</td> </tr> </table> <p style="text-align: center;">15d. Seasons 4 in a line</p>	The Seasons 4 in a line - Base board			summer	autumn	winter	spring	summer	autumn	winter	spring	summer	autumn	winter	spring	summer	autumn	winter							
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<p><small>Baseboard. If the answer is no card must be discarded. The winners</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>When a liquid boils, does it turn into a solid?</td> <td>When a liquid freezes, does it turn into a solid?</td> <td>When a liquid evaporates, does it turn into a solid?</td> <td>Is water vapour a gas?</td> </tr> <tr> <td>When a solid melts, does it turn into a gas?</td> <td>Is water a liquid?</td> <td>When a gas condenses, does it turn into a solid?</td> <td>Is ice a solid?</td> </tr> </table> <p style="text-align: center;">15e. Matter: 4 in a line</p>	When a liquid boils, does it turn into a solid?	When a liquid freezes, does it turn into a solid?	When a liquid evaporates, does it turn into a solid?	Is water vapour a gas?	When a solid melts, does it turn into a gas?	Is water a liquid?	When a gas condenses, does it turn into a solid?	Is ice a solid?	<p style="text-align: center;">Changing States</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Evaporation</td> <td>Condensation</td> </tr> <tr> <td>Melting</td> <td>Freezing</td> </tr> </table> <p style="text-align: center;">15f. Changing states</p>	Evaporation	Condensation	Melting	Freezing	 <p style="text-align: center;">15g. Tools photoset</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Do you paint things with a paintbrush?</td> <td>Do you chop things with a paintbrush?</td> </tr> <tr> <td>Do you screw in screws with a screwdriver?</td> <td>Do you cut wood with a screwdriver?</td> </tr> <tr> <td>Do you tighten bolts with a spanner?</td> <td>Do you knock in bolts with a hammer?</td> </tr> <tr> <td>Do you put plugs in sockets?</td> <td>Do you measure things with a socket?</td> </tr> </table> <p style="text-align: center;">15h. Tools 4 in a line</p>	Do you paint things with a paintbrush?	Do you chop things with a paintbrush?	Do you screw in screws with a screwdriver?	Do you cut wood with a screwdriver?	Do you tighten bolts with a spanner?	Do you knock in bolts with a hammer?	Do you put plugs in sockets?	Do you measure things with a socket?					
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Do you paint things with a paintbrush?	Do you chop things with a paintbrush?																											
Do you screw in screws with a screwdriver?	Do you cut wood with a screwdriver?																											
Do you tighten bolts with a spanner?	Do you knock in bolts with a hammer?																											
Do you put plugs in sockets?	Do you measure things with a socket?																											
 <p style="text-align: center;">15i. Food photoset</p>	<p style="text-align: center;">15x. Do/Does/Did/Is revision track</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Start</td> <td>Dox</td> <td>Didx</td> <td>Doesx</td> <td>Isx</td> </tr> <tr> <td colspan="4">Do/Does/Did/Is/Am</td> <td>Dox</td> </tr> <tr> <td colspan="5">Revision Trackx</td> </tr> <tr> <td>Doesx</td> <td>Didx</td> <td>Dox</td> <td>Amx</td> <td>Doesx</td> </tr> <tr> <td>Arex</td> <td colspan="4"></td> </tr> </table> <p style="font-size: small;"> Rules: 1. Ask the question. Move your counter. 2. Ask the next person a question starting with the word in the box. </p>			Start	Dox	Didx	Doesx	Isx	Do/Does/Did/Is/Am				Dox	Revision Trackx					Doesx	Didx	Dox	Amx	Doesx	Arex				
Start	Dox	Didx	Doesx	Isx																								
Do/Does/Did/Is/Am				Dox																								
Revision Trackx																												
Doesx	Didx	Dox	Amx	Doesx																								
Arex																												

Racing to English: Stage 2

Step 16	Narrating Story file 4 (feelings)	Step 16
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Language learning focus

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

This step includes some more stories that are slightly more difficult than those in step 12, again each written by a young person. Most of the stories illustrate an emotion and they all have


- 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


Racing to English Activity 16d **Drowning in the river** by Tabariq **Worksheet 1**

Read the story with your friend.



One day, when I was in Pakistan, my brother and I went to the river. We saw my brother's friends at 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."




<small>Can you read these words?</small>			
swim	swam	swimmer	help
river	friends	started	got out
drown	brother	stayed	water

Can you translate the words into another language?

Racing to English Activity 16c **Disappointed – football match** by Khalid **Worksheet 1**

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 lorry 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?	

Please use long answers for the next questions:

13. Who went to watch a football match with Khalid?
14. Who was riding a motorbike?
15. What did Khalid's grandfather want his uncle to do?
16. Who stood in the middle of the road?
17. Why did Khalid put his arms out?
18. What crashed into Khalid?
19. Who took Khalid to hospital?
20. What did the doctor do?



Racing to English Activity 16f **Tickling spider** by Fazila **Worksheet 2**


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.

Find the words in the wordsearch:

spider	spider
stamped	stamped
sticking	sticking
tell	tell
nothing	nothing
tickling	tickling
shoes	want
something	washed



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

For example:

What sweets did Fazila want to buy?
How far was it to the shops?

Now rewrite the story but make it longer so that it has got the answers to your questions in it.

Put out these story sticks and work with your friend to put them in the right order.

I took him home and I went into his house. He made me a cup of tea. He couldn't see the kettle 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.

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

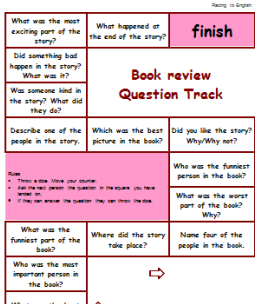
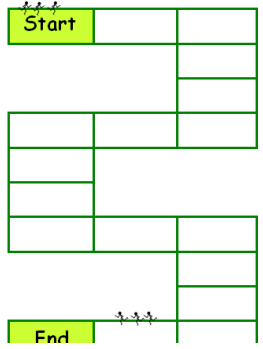
© Gordon Ward 2012. Photocopiable only for use in the purchasing institution. Stage 2 contents

Racing to English: Stage 2

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


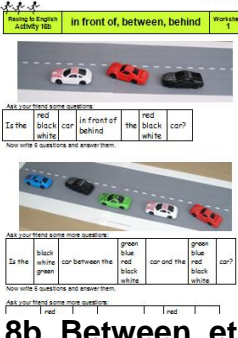
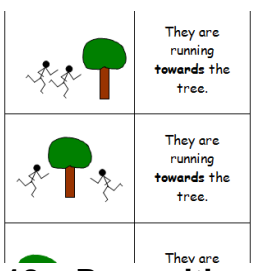
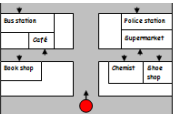
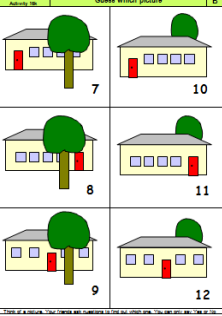
<p>This step includes a variety of stories some written by young people others reflecting traditional stories. Each story includes;</p> <ul style="list-style-type: none"> • a story sheet with the story • two worksheets • a sequencing activity 	<p>The stories are</p> <ul style="list-style-type: none">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

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

 <p style="text-align: center;">Copy of 7c. Prepositions 1</p>	 <p style="text-align: center;">18b. Between, etc.</p>	 <p style="text-align: center;">18c. Preposition picture pairs</p>								
 <p style="text-align: center;">18d. Dialogue – directions</p>	 <p style="text-align: center;">18e. Guess which picture</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>forwards</td> <td>backwards</td> </tr> <tr> <td>towards</td> <td>away from</td> </tr> <tr> <td>far away</td> <td>close to</td> </tr> <tr> <td>before</td> <td>after</td> </tr> </table> <p style="text-align: center;">18f. Opposite preposition pairs</p>	forwards	backwards	towards	away from	far away	close to	before	after
forwards	backwards									
towards	away from									
far away	close to									
before	after									

Racing to English: Stage 2

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

<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="font-size: small;">Describe and draw 1</th> <th style="font-size: small;">A</th> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>16e. Describe and draw (1)</p>	Describe and draw 1	A							<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="font-size: small;">Describe and draw 2</th> <th style="font-size: small;">B</th> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>16f. Describe and draw (2)</p>	Describe and draw 2	B							<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="font-size: small;">Describe and draw 3</th> <th style="font-size: small;">A</th> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>16g. Describe and draw (3)</p>	Describe and draw 3	A								
Describe and draw 1	A																											
Describe and draw 2	B																											
Describe and draw 3	A																											
<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="font-size: small;">Describe and draw 4</th> <th style="font-size: small;">B</th> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>16h. Describe and draw (4)</p>	Describe and draw 4	B							<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="font-size: small;">Describe and draw 5</th> <th style="font-size: small;">A</th> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>16i. Describe and draw (5)</p>	Describe and draw 5	A							<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="font-size: small;">Describe and draw 6</th> <th style="font-size: small;">B</th> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>16j. Describe and draw (6)</p>	Describe and draw 6	B								
Describe and draw 4	B																											
Describe and draw 5	A																											
Describe and draw 6	B																											

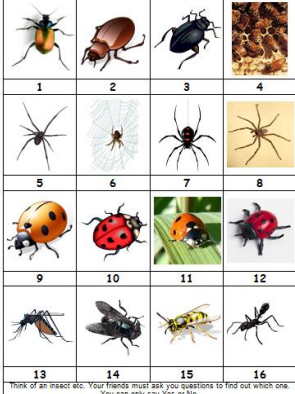
Racing to English: Stage 2

Step 20	Guess which (description)	Step 20
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Language Learning Focus	
Language functions	Describing position and directions
Sentence structures	<ul style="list-style-type: none"> Is there a tree to the left of the house? Draw a triangle on the right-hand side.
Vocabulary	<p>Prepositions of place: in, on, under, between, behind, in front of, on the left, in the middle</p> <p>Prepositions of motion: towards, away from, straight ahead</p>

<p style="text-align: center;"><small>Racing to English Activity 20a</small> Guess which person</p>  <p style="text-align: center;">20a. Guess which person</p>	<p style="text-align: center;"><small>Racing to English Activity 20b</small> Guess which football player <small>set 1</small></p>  <p style="text-align: center;">20b. Guess which football player</p>	<p style="text-align: center;"><small>Racing to English Activity 14m</small> Guess which bird etc. <small>set 2</small></p>  <p style="text-align: center;">20c. Guess which bird</p>
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Racing to English
Activity 20d **Guess which insect etc.** set 1



20d. Guess which insect

Racing to English: Stage 2

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

<div style="border: 1px dashed gray; padding: 5px;"> <p>a semi-circle </p> <p>a hexagon </p> <p>an octagon </p> </div> <p style="text-align: center;">M3a. Shape pairs</p>	<p style="font-size: small;">can put it on a rectangle; if it has a circular head you can put it on a circular body." The winners are the first to place four cards in a line on the board.</p> <div style="border: 1px dashed gray; padding: 5px; text-align: center;"> </div> <p style="text-align: center;">M3b. Shape monsters 4 in a line</p>	<div style="border: 1px solid gray; padding: 5px; font-size: x-small;"> <p style="text-align: center;">Describe and draw: Shape monsters</p> <p>Use all these shape monsters.</p> <p>Ask your friend some questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Has number</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>got a</td> <td>square</td> <td>hexagonal</td> <td>triangular</td> <td>semi-circular</td> <td>circular</td> <td>rectangular</td> <td>body?</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>head?</td> </tr> </table> <p style="font-size: x-small;">Now write 10 questions and answer them.</p> <p style="font-size: x-small;">Draw some shape monsters and write some questions and answers.</p> </div> <p style="text-align: center;">M3c. Describe & draw shapes</p>	Has number	1	2	3	4	got a	square	hexagonal	triangular	semi-circular	circular	rectangular	body?													head?	<div style="border: 1px solid gray; padding: 5px; text-align: center;"> <p style="font-size: x-small;">Fraction shapes base board</p> </div> <p style="text-align: center;">M3d. Fraction shapes 4 in a line</p>																																		
Has number	1	2	3	4	got a	square	hexagonal	triangular	semi-circular	circular	rectangular	body?																																																			
												head?																																																			
<div style="border: 1px dashed gray; padding: 5px;"> <p>a quarter of 4 a third of 3 hi</p> <p>a quarter of 8 half of 4 hi</p> <p>half of 6 a quarter of 12</p> <p>a quarter of 16 a third of 12 hi</p> </div> <p style="text-align: center;">M3e. Fractions numbers 4 in a line</p>	<div style="border: 1px solid gray; padding: 5px; font-size: x-small;"> <p style="text-align: center;">Fractions Teaching Maths Worksheet</p> <p>Ask your friend some questions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>What is</td> <td>half</td> <td>of</td> <td>16</td> <td>?</td> </tr> <tr> <td></td> <td></td> <td></td> <td>24</td> <td></td> </tr> <tr> <td></td> <td>a quarter</td> <td></td> <td>4</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>12</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>20</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>8</td> <td></td> </tr> </table> <p style="font-size: x-small;">Now write 10 questions and answer them.</p> <p>Ask your friend some more questions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>What is</td> <td>half</td> <td>of</td> <td>12</td> <td>?</td> </tr> <tr> <td></td> <td></td> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>a third</td> <td></td> <td>48</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>6</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>24</td> <td></td> </tr> <tr> <td></td> <td>a sixth</td> <td></td> <td>80</td> <td></td> </tr> </table> <p style="font-size: x-small;">Now write 10 questions and answer them.</p> </div> <p style="text-align: center;">M3f. Fractions oral worksheet</p>	What is	half	of	16	?				24			a quarter		4					12					20					8		What is	half	of	12	?				30			a third		48					6					24			a sixth		80		<div style="border: 1px dashed gray; padding: 5px;"> <p>Look at the picture. What is this shape called?</p> <p>answer: a circle 1 point </p> <hr/> <p>Look at the picture. What is this shape called?</p> <p>answer: a semi-circle 2 points </p> <hr/> <p>Look at the picture. What is this shape called?</p> <p>answer: a triangle 1 point </p> </div> <p style="text-align: center;">M3g. Shapes quiz</p>	
What is	half	of	16	?																																																											
			24																																																												
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	a sixth		80																																																												

Racing to English: Stage 2

Step Pr	Pronunciation activities	Step Pr
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CONTENTS

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

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

<table border="1"> <tr> <td style="font-size: small;">Reading to English Activity Pr1</td> <td style="font-size: small;">Consonants practice & assessment c d g h i n p q</td> <td style="font-size: small;">Set B</td> </tr> <tr> <td style="text-align: center;">cot</td> <td style="text-align: center;">dot</td> <td></td> </tr> <tr> <td style="text-align: center;">got</td> <td style="text-align: center;">hot</td> <td></td> </tr> <tr> <td style="text-align: center;">lot</td> <td style="text-align: center;">not</td> <td></td> </tr> <tr> <td style="text-align: center;">pot</td> <td style="text-align: center;">rot</td> <td></td> </tr> </table> <p style="text-align: center;">Pr1 & Pr2 Consonants</p>	Reading to English Activity Pr1	Consonants practice & assessment c d g h i n p q	Set B	cot	dot		got	hot		lot	not		pot	rot		<table border="1"> <tr> <td style="font-size: small;">Reading to English Activity Pr3</td> <td style="font-size: small;">Vowels practice & assessment a e i o u</td> <td style="font-size: small;">Set B</td> </tr> <tr> <td style="text-align: center;">hat</td> <td style="text-align: center;">hit</td> <td></td> </tr> <tr> <td style="text-align: center;">hot</td> <td style="text-align: center;">hut</td> <td></td> </tr> <tr> <td style="text-align: center;">net</td> <td style="text-align: center;">nit</td> <td></td> </tr> <tr> <td style="text-align: center;">not</td> <td style="text-align: center;">nut</td> <td></td> </tr> </table> <p style="text-align: center;">Pr3, Pr4 & Pr5 Short vowels</p>	Reading to English Activity Pr3	Vowels practice & assessment a e i o u	Set B	hat	hit		hot	hut		net	nit		not	nut		<table border="1"> <tr> <td style="font-size: small;">Reading to English Activity Pr7</td> <td style="font-size: small;">Blends & digraphs</td> <td style="font-size: small;">Set 5</td> </tr> <tr> <td style="text-align: center;">blow</td> <td style="text-align: center;">crow</td> <td></td> </tr> <tr> <td style="text-align: center;">grow</td> <td style="text-align: center;">glow</td> <td></td> </tr> <tr> <td style="text-align: center;">flow</td> <td style="text-align: center;">slow</td> <td></td> </tr> <tr> <td style="text-align: center;">show</td> <td style="text-align: center;">snow</td> <td></td> </tr> </table> <p style="text-align: center;">Pr6 & Pr7 blends & digraphs</p>	Reading to English Activity Pr7	Blends & digraphs	Set 5	blow	crow		grow	glow		flow	slow		show	snow		<table border="1"> <tr> <td style="font-size: small;">Reading to English Activity Pr8</td> <td style="font-size: small;">Long vowels practice & assessment</td> <td style="font-size: small;">Set 3</td> </tr> <tr> <td style="text-align: center;">main</td> <td style="text-align: center;">mean</td> <td></td> </tr> <tr> <td style="text-align: center;">mine</td> <td style="text-align: center;">moan</td> <td></td> </tr> <tr> <td style="text-align: center;">morn</td> <td style="text-align: center;">moon</td> <td></td> </tr> <tr> <td style="text-align: center;">man</td> <td style="text-align: center;">men</td> <td></td> </tr> </table> <p style="text-align: center;">Pr8 & Pr9 Long vowels</p>	Reading to English Activity Pr8	Long vowels practice & assessment	Set 3	main	mean		mine	moan		morn	moon		man	men																																																			
Reading to English Activity Pr1	Consonants practice & assessment c d g h i n p q	Set B																																																																																																															
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Reading to English Activity Pr8	Long vowels practice & assessment	Set 3																																																																																																															
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