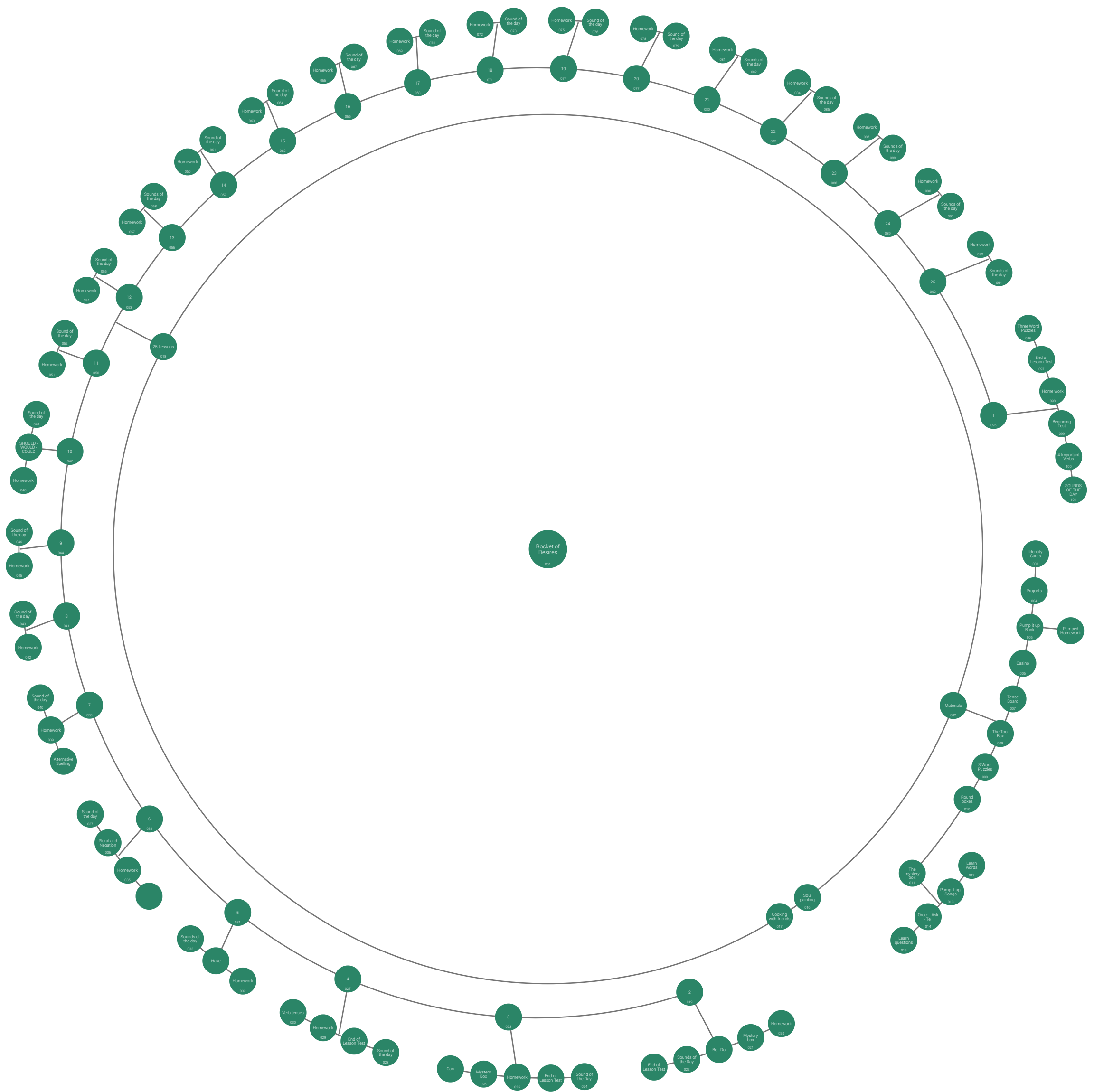


Rocket of Desires



001 Rocket of Desires

Racy English is designed especially did Russian people. It allows the Russian speakers to communicate correctly in English from their central perspective, in a circular and multidimensional way.

The lessons for beginners and intermediate levels are based on a four stage pattern:

REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality)

IDENTITY CARDS: The identity cards are used on every lesson to replace the personal pronouns. Each student receives a set of identity card. One blank for I and they will write their name.

FIRST: Use the Tense Board. The board is used for teaching the 3 basic simple tenses (past, present, future) and their derived (continuous, perfect)

During that stage the students learn to communicate in the past tense.

SECOND: a developement composed of two subdivisions. The first subdivisions teaches the new concepts while the second subdivision teaches to new sounds.

During that stage the student learns as well to communicate in the present and future tenses.

All the sounds and the printed material are found in the Phonics Handbook

THIRD: in the third stage the concepts are reviewed. A worksheet is needed and a dictation is given.

During that stage the student learns to communicate in the derived tenses. (Have, ING)

The aim is to enable to hear the sounds in regular words and to write the letters that relate to those sounds.

Technique: teacher says, student repeat (ex. mOther-bOther, wed-nes-day, doctOR, frOnt

The complex words memory complex: look, copy, cover, write, check.

FOURTH: a creative homework is given.

An application is suggested to confirm the learning.

Maths: mathematical concepts are used to present the words (ask Kevin for help in writing this text). What needs to be clarified is how to explain that maths helps the brain to develop the dimensions in an acubic form

Materials: the course includes new and exclusive materials especially conceived for this course such as The Mystery Box.

002 Materials

The Box - mystery

The Wall

The promises

Identity Cards - The identity cards are used on every lesson to be replaced by the personal pronouns.

Each student receives a set of identity card. One blank for I and they will write their name.

003 Identity Cards

People (blank). A kit for each student.

They identify them with names and use them to personify the

Games to play with the personality cards:
- Races : the students compete in teams. The students are given some options. One chooses the character or characters. The other has to quickly say the appropriate option for the situation. Ex. The given options are about the composed verbs "want to go" and "want to see". One student takes out one or more characters (ex.Girl) and the second students have to say out loud "she wants to go", the first student change or add characters (ex.Boy and Girl), and the second has to say quickly "they want to go". The students judge each other and don't continue until they say it correctly. And so on.

004 Projects

Advertisements: create an advertising campaign to sell a product. The product

can be real or imaginary. Try using this to teach persuasion, as an assignment for speech class, or to reinforce skills learned in a consumer class.

Album Covers: create artwork for an album. The album may be connected to a skill (such a multiplication) and should demonstrate or explain how that skill is used. Or the album cover may be connected to a novel and the art work might present a relevant theme in the story. Another use would be to have students create natural disaster album covers in a science class where the cover would depict and explain the event.

Autobiographies: write the story of your life. This assignment may help you teach autobiography or reinforce a broad range of writing skills.

Awards: create awards to present to historical figures, scientists, mathematicians, authors, or characters from a novel.

Banners: create an informational banner. Students could create time lines of the American civil war or the Spanish alphabet.

Bar Graphs: create illustrated bar graphs. These may be used to explore data sets, use statistics to support a point, or illustrate a growth or change in a market.

LESSON 5
Biographies: write the life story of someone else. It could be a friend, family member, historical figure, or a fictional character.

Blogs: create blogs for literary characters or historical figures. Create an actual blog for free at blogger.com or just have students write and organize articles on white printer paper if the internet is not available.

Blueprints: create blueprints or floor plans of a scene described in a novel, an historic setting, or an earthquake proof bridge or structure.

Boardgames: create boardgames where students review course concepts. Game play should be based around answering review questions correctly.

Book Clubs: Students read either novels or selections from the text book and discuss the readings in small groups.

Students might be required to take notes about the discussion or provide an audio recording of the discussion as the artifact to be evaluated. Students might also create discussion questions beforehand and have these approved by the instructor. This activity may be applied to reading selections in any subject.

WEEK 2

Booklets: create an informational booklet. In the past I've had students create booklets showing comma rules, narrator's perspective, genre, figurative language, and more. Booklets can be applied to almost any unit of study and all they require to make are some blank white printer paper folded in half, one of my favorites.

Bookmarks: create illustrated bookmarks with relevant information. A bookmark might summarize previous chapters or contain the definitions of challenging vocabulary words.

Brochures: brochures can be made as either tri-fold or bi-folds. Students can create informational brochure's about geographic locations, a story's setting, or a natural event such as how a tidal wave is formed or how the food chain works.

Calendars: create a calendar charting the dates of key events. This can be applied to an historical event (like a famous battle), a scientific event (such a the path of Hurricane Katrina), or the sequence of events in story.

Casting Calls: select people (fictional, famous, or otherwise) to play the role in a movie version of story or historic event. Explain which character traits were considered in each selection.

Cheers: create a cheer explaining a scientific or mathematical process. Alternately, a cheer could summarize the events of a novel or an historic episode.

Classified Ads: create classified type ads as seen in newspapers. It could be a wanted ad or a M4F type ad depending on the age of your students. Update the concept and have students create Craigslist ads or Ebay listings. Example applications include covering vocabulary words, introducing multiple characters in a drama, examining figures in an historical event, or studying endangered and extinct plants and animals.

Coat of Arms: create a family coat of arms for a character from a novel or a person from history. A good activity for teaching symbolism.

Collages: create a collage or collection of images related to a topic. Images can be hand drawn, printed, or clipped from a magazine or newspaper. These work best with large thematic ideas that give students the ability to maneuver, like a collage representing slavery, the 1920s, or an entire story.

Comic Strips or Books: create an illustrated comic strip or book representing events from history or a work of fiction.

WEEK 3

Crossword Puzzles: create a crossword puzzle to review definitions of challenging vocabulary words. Great for science, social studies, reading, and even math terms.

Diary Entries: create a diary entries for a person from history or a fictional character who experienced an historic event. Can also be applied to characters in a story or survivors of a disaster.

Dramas: create a play. Students might adapt an existing story or create original works and plays can be centered around any event in history.

Editorials: provide an opinion about a hot topic in history or science. Should the space program be reduced? Is US military intervention in current conflicts appropriate? Is global warming a concern?

WEEK 6

Fables: create fables that teach a lesson. Students may create illustrated story boards of their original fables or even dramatic adaptations which they then perform. A good character building activity.

Flags: create a flag representing either an actual county (like Libya) or fictitious place (like Narnia). This project should be accompanied by a brief report explaining what ideas the colors and images on the flags represent.

Flash Cards: create cards helpful for study and review. Flash cards can be created for any subject and topic.

Flowcharts: students create flowcharts

analyzing and representing a mathematical process, a natural event, or an event in history or literature.

Glossaries: If students need to understand a large array of vocabulary words, consider having them construct glossaries to help them study and review.

Hieroglyphics: create pictures that represent vocabulary words. Alternately, students could retell the events of a story or historical episode in simple pictures.

ID Badges: create identification cards for characters from a work of literature or for people involved in an historical event. Include relevant details on the badges.

Illustrated Quotes: Have students choose a meaningful quote from a text that they are reading. They should explain why the quote interests them and then write the quote on a blank sheet of paper and draw related images.

Instructions: write instructions on how to perform an operation or experiment, diagram a sentence, or start a World War.

Inventions: create and illustrate your new invention that address a problem in nature or society. Address environmental or sociological issues.

Limericks: write limericks about events from history or scientific discoveries such as, "There once was a man named Sir Newton..."

Magazines: create magazines covering large units of study such as the Industrial Revolution or Darwin's Theory of Evolution, that way many articles can be written. Images may also be drawn or printed and added to the publication.

Maps: create maps based on actual geographic or national boundaries and landmarks or maps illustrating the setting of a story and the journey of a character.

Merit Badges: create vocabulary merit badges where the term is defined in three or fewer words and a small image is drawn to represent the definition.

Movie Adaptations: plan a movie version of a novel, scientific discovery, or historical event. Pick who will play what role, plan scenes, write dialog, even

create a soundtrack.

Murals: create a mural or a large drawing of many images related to a larger idea. A mural about the Harlem Renaissance might contain images of Langston Hughes, Countee Cullen, and W.E.B. DuBois.

Myths: write creation myths to account for scientific or historic events or for a creative writing assignment.

Newscasts: deliver important information from literature, history, science, or math in the form of a newscast. Newscast can be prerecorded or presented live.

Pen-pals: write letters to and from important people from history or the characters in a story.

WEEK 1 - Poems and Raps: write a poem or rap reviewing any topic.

Postcards: similar to the pen-pals assignment above, but postcards have illustrations representing thematic concepts.

Posters: create posters to review skills. As a bonus, many of these posters can often be displayed during state tests, so if your students create high quality posters, the posters may be a useful resource during the test.

Questionnaires: create a questionnaire and survey students to gather an understanding about thematic issues from a text or social problems for a speech or presentation.

Radio Broadcasts: create a script for a radio program covering any appropriate field of study.

Reader's Theater: silently act out the events of a story or text alone or with a group of people while someone reads the text aloud. Students should be given time to prepare their acting.

Recipes: students can create recipes about how atoms combine to form molecules (H2O), or how to create events like the French Revolution or World War I (add one Arch Duke).

Scrapbooks: create a scrapbook of your favorite poems or important events from a decade.

Skits: create a short skit to bring an

historical event to life.

Slide Shows: if you have access to enough computers and a projector, I suggest having students create PowerPoint presentations. With just a little instruction, students should be able to create pretty flashy presentations, and you can combine this project with a research paper as a culminating activity.

Soundtracks: create a soundtrack for a movie version of a novel or historical or natural event. Use actual songs or just describe the mood of each song if you do not know song titles. Explain why you feel that each song matches the event. A good activity to review mood.

Stamps: students create commemorative stamps honoring people, depicting elements from the periodic table, or challenging vocabulary terms.

Storyboards: create story boards summarize a short story or to plan a narrative, movie, or presentation.

Tests: write a test to help you review unit goals and objectives. Questions can be multiple choice, matching, and true or false. Answer keys should be provided.

Vocabulary Quilts: create quilts with badges representing the meanings of vocabulary terms. Badges should have an image and a few words.

Websites: design websites that historical figures, scientists, mathematicians, authors, or characters from novels would have had. Also, student can create websites for historical movements, scientific theories, or literary concepts.

Worksheets: create review worksheets. Worksheets can be applied to any subject and topic of study.

Yearbooks: create yearbooks reviewing the characters and events from several stories that the class read or containing information about many important figures from history.

005 Pump it up Bank

WEEK 1
To Be Or Not To Be - Bee Gees
https://youtu.be/LdZGUAYSS_M

WEEK 2
To Be Or Not To Be - Bee Gees
https://youtu.be/LdZGUAYSS_M

Do Do Do - The Police
<https://youtu.be/7v2GDbEmjGE>

WEEK 3
Question words
https://youtu.be/CH_RfP46xUw

WEEK 10
Improve English word games, by Knudge.me

WEEK 11
Antonym Synonym and oneWord, by RaidheyDroid. Very nice app to learn Antonyms and synonyms and one WOrd

WEEK 15
Synonyms Antonyms, by Evolution A2Z

006 Casino

Dice
Cards

Use a special die with different colors on the sides or with numbers. For each face, associate a time present, past, future, continuous, perfect, or simple.

Use the personality cards or a deck of cards to create sentences. For example, each student recieves an amount of cards. It should feel like a poker game. They should throw the die. If in their deck they have AS, KING, 9, 5, 3 and they got "pink" and pink is associated with continuous, they could use the King and say: He is accepting. (Using the vocabulary that they have already seen)

Students can't use the same verbs...

Students must continue throw the die.

007 Tense Board

The tense board is used during each lesson. It is separated in three "spaces" that represent present, the memories (past), the projections (future).

The board is used for Students to visualise the tenses and to understand how to correctly apply the different communicational options on time related to the the position of the subject.

008 The Tool Box

101 most important words are written on the tape.

It is used to show how the old method models the brain, in a linear way. And how this course is designed to provide for your brain (the synapses), the necessary circular, multidimentional and multisensory elements.

The measuring tape: Be
Used for measuring and to understand
BE
I
Ex. I'm tall, I'm an adult, I'm fat, I'm happy

The hammer: Do
Used for doing all kinds of actions and to understand the verb DO
THEY / WE
Ex. We hammer, we nail, we build, we construct, they hit, they knock

The ladder or the rope: Can
Used to demonstrate agility, capacity
YOU
Ex. Walking on a rope. You can, you cannot

Tool Box: Have
Used to understand what one has
HE / SHE / IT
Ex. She has words, he has tools, it has locks

009 3 Word Puzzles

Sets of two piece puzzles. On each piece there's a word, and on the matching piece there's the second part of a compound word.

Ex. lip stick = lipstick, back pack = backpack
Lip
Stick
Lipstick

The student gets to learn three words at once.

Game: The students pick a piece of puzzle on which is written a word, and must look among the students to find the matching piece. When the compound word is found, the two students have to write a compound sentence.

How to gain points:

Both students have to write a compound sentence.

The rule is that one of the sentences must contain the compound word. In the second sentence the student must replace the word by "it".

Ex. I'm wearing my favorite lipstick, the one you like. It goes very well with my dress, and I love it.

The teams count the words of their sentences. The team with the most words (without mistakes) wins.

Note: If there's a mistake, a point is given to the other team. +1 point per mistake.

010 Round boxes

DO - all the do's
BE - all the be's

With the past tenses

<http://www.linguasorb.com/english/verbs/most-common-verbs/2>

011 The mystery box

Intended to learn how to ask questions and the question words

012 Learn words

When
What
Where
Why
Who
Whose

What kind
What size
What time
What...
Which
How
How far
How long
How strong
How good
How old
How tall

013 Pump it up, Songs

Question words
https://youtu.be/CH_RfP46xUw

014 Order - Ask - Tell

Transform a sentence in a question, an order or an affirmation with the 3D tools

A character on uniform
A character with a questioning expression
A character standing with open arms

015 Learn questions

Intended to learn how to ask questions

For example:
Inside the box there is an item.

How big
How long
How heavy
How many
How small
How hard
How soft

016 Soul painting

56dash@gmail.com

Vladimir Dashiev

My Facebook friends who paints

017 Cooking with friends

1rst
3000
+500
+500

4000 20000 -30% 35%	23 - 24 - 25 - PAST / RATHER THAN / PAST / SINCE / THOUGH / TILL / TO	my favorites
Citrus cake Star washing fruits, preparing Eat (coffee, ham and cheese pancakes)		
018 25 Lessons	019 2	020 Homework
1- 4 IMPORTANT VERBS, SH and CH, IN / OUT / WITHIN / WITHOUT / WITH	Verification of homework.	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality)
2 - DO / BE, S / A / T / I / CK - (RRE) B / V, OFF / ON / UP / DOWN / ABOUT / ABOUT / AROUND / ABOVE / ACROSS / AFTER / BEFORE / BY	Refer to Rocket English website.	021 Mystery box
3 - CAN , E / H / M / D / G, TOGETHER WITH / TOWARD / TOWARDS / UNDER / UNTIL, WHAT / WHY / WHEN / WHAT FOR / WHATEVER FOR	Hand out the tool box.	How to ask questions
4 - PAST / FUTURE, O / U / L / F / B	Use the identity cards.	
5 - HAVE and A / AN / THE, AI / J / OA, UP / UP TO / VERSUS / VIA	Use of the tense board at the beginning of each lesson.	022 Sounds of the Day
6 - PLURALS / THE / THIS / THAT / THESE / THOSE, IE / EE / OR	Pump it up Bank - To Be Or Not To Be / Do Do Do	V / B (RRE)
7 - ALTERNATIVE SPELLING - ai / a_e / ay, - AFTER / ACCORDING TO / AMONG/ APART FROM / AROUND / AS / AS FAR AS / AS WELL AS (rain, came, day) , Z / W / NG / V	Use the Round boxes - DO and BE	S / A / T / I / CK
8 - ee / ea (street, dream)	Use the cubes to introduce the propositions - OFF / ON / UP / DOWN / ABOUT / AROUND ABOVE / ACROSS / AFTER / BEFORE / BY	(Phonics handbook, p. 24,25)
9 - ie, igh, y, i_e (pie, light, by, time)	The sounds of the day - B / V / S / A / T / I / CK - (stem, vibrate, vortex, vodka, basis, broad, begin, being, teach, today, touch, sock, sack, true, time, speak, sleep, allow, align, idiom, attention, is)	a) Introduce the sounds Use initial consonant blend And final consonant blend
10 - SHOULD / WOULD / COULD, QU / OU / Ol, oa, ow, o_e (boat, snow, home), BEFORE / BEHIND / BELOW / BESIDE / BETWEEN / BUT / BY	Three Word Puzzles - ATE (suffix added to a stern verb (verb remains consistant) to form adjectives) + (a salt) + (denotes offices or functions or a person), ANT (Proto-Indo-European - front, forehead, in front of, before) + AD (to) / ANTIBIOTIC / ANTIBACTERIAL / ANTICIPATE / ANTEDATE / ANTICLIMAX / DELIBERATE / ADMINISTRATE / CALIBRATE / AMELIORATE / COLLABORATE / ADVOCATE / SEPARATE / NITRATE / SULFATE / CONSULATE / SENATE / MAGISTRATE	b) Building words (25)
11 - ue, ew, u_e (due, few, cube)		c) dictation and guided writing (26)
12 - ir, ur, er (her, first, turn), CONCERNING / CONTRARY TO / DOWN / DURING / EXCEPT		d) independant writing (27)
13 - oi, oy (boil, boy)	End of lesson test	e) marking (28)
14 - ou, ow (out, cow)		
15 - or, au, aw, al (corn, haunt, saw, talk)	Homework - Project	023 3
16 - FOR / FROM / IN / IN FRONT OF / IN BACK OF / INSTEAD OF		Verification of the homework
17 -		Refer to Rocket English website.
18 - INTO / INSIDE / OUTSIDE / LIKE / NEAR / OF / OFF / ON	Booklets: create an informational booklet. In the past I've had students create booklets showing comma rules, narrator's perspective, genre, figurative language, and more. Booklets can be applied to almost any unit of study and all they require to make are some blank white printer paper folded in half, one of	Hand out the tool box.
19 -		Use the identity cards.
20 -		Use of the tense board at the beginning of each lesson
21 - OUT / OUT OF / ON TOP OF / OVER / OUTSIDE		Use the Mystery Box - question words - WHAT / WHY / WHEN / WHAT FOR / WHATEVER FOR /
22 -		Introduce CAN / SHALL / WILL
		Use the cubes to introduce the prepositions - TOGETHER WITH / TOWARD / TOWARDS / UNDER / UNTIL
		Three Word Puzzles (adverbs) AFFECTIONATELY / APPROXIMATELY / CONDITIONALLY / CONVERSATIONALLY / DEVOTIONALLY / DISCRETIONALLY /

	PROPORTIONALLY / EDUCATIONALLY / EMOTIONALLY / EXCEPTIONALLY / FUNCTIONALLY / DEFINATELY / USUALLY / NORMALLY / REGULARLY	Use the identity cards.	EMOTIONALLY / EXCEPTIONALLY / FUNCTIONALLY / DEFINATELY / USUALLY / NORMALLY / REGULARLY
	Followed by the sounds of the day - E / H / M / D / G (endless, effortless, ever, elegant, efficiently, enquire, hire, hope, however, historical, honestly, host, mind, middle, modern, movement, mindfully, mysteriously, desire, determination, delight, day, dance, dear, Germanic, Gothic, good, gallant, graciously, guess)	Use of the tense board at the beginning of each lesson	Followed by the sounds of the day - E / H / M / D / G (endless, effortless, ever, elegant, efficiently, enquire, hire, hope, however, historical, honestly, host, mind, middle, modern, movement, mindfully, mysteriously, desire, determination, delight, day, dance, dear, Germanic, Gothic, good, gallant, graciously, guess)
	End of lesson test	Use the Mystery Box - question words - HOW / WHERE / WHICH	End of lesson test
	Homework - Project - Crossword Puzzles: create a crossword puzzle to review definitions of challenging vocabulary words. Great for science, social studies, reading, and even math terms	Introduce PAST / FUTURE - regular verbs	Homework - Project - Crossword Puzzles: create a crossword puzzle to review definitions of challenging vocabulary words. Great for science, social studies, reading, and even math terms
024	Sound of the Day	Followed by the sounds of the day O / U / L / F / B (ON, OUT, OVER, ORDER, ORGANISE, OR, UMBRELLA, ULTIMATELY, UNCOMFORTABLE, UNOFFICIALLY, UNDENIABLY, UNKNOWN, LIKEWISE, LOGICALLY, LEFT, LIVELY, LESS, LUXURIOUSLY, FORTUNATELY, FURTHER, FURTHERMORE, FLAVORFUL, FOCUS, FRANKLY, BACK, BACKWARD, BRIGHTLY, BRAVELY, BUST, BRING)	028 Sound of the day
	E / H / M / D / G	End of lesson test	O / U / L / F / B
	(Phonics handbook, p. 24,25)	Homework - Project Awards: create awards to present to historical figures, scientists, mathematicians, authors, or characters from a novel	(Phonics handbook, p. 24,25)
	a) Introduce the sounds Use initial consonant blend And final consonant blend	-----	a) Introduce the sounds Use initial consonant blend And final consonant blend
	b) Building words (25)	Refer to Rocket English website.	b) Building words (25)
	c) dictation and guided writing (26)	Hand out the tool box.	c) dictation and guided writing (26)
	d) independant writing (27)	Use the identity cards.	d) independant writing (27)
	e) marking (28)	Use of the tense board at the beginning of each lesson	e) marking (28)
025	Homework	Use the Mystery Box - question words - WHAT / WHY / WHEN	029 Homework
	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality)	Introduce CAN / SHALL / WILL	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality)
026	Mystery Box	Use the cubes to introduce the prepositions - TOGETHER WITH / TOWARD / TOWARDS / UNDER / UNTIL	030 Verb tenses
	Question words	Three Word Puzzles (adverbs) AFFECTIONATELY / APPROXIMATELY / CONDITIONALLY / CONVERSATIONALLY / DEVOTIONALLY / DISCRETIONALLY / PROPORTIONALLY / EDUCATIONALLY /	Past / Future
027	4		031 5
	Verification of the homework		Verification of homework
	Refer to Rocket English website.		Use of the tense board at the beginning of each lesson
	Hand out the tool box.		Use the Mystery Box - question words

	Introduce HAVE and A / AN / S	other hand, above board, better off, for good, in the long run	
	Prepositions - UP / UP TO / VERSUS / VIA / WITH / WITH REGARD TO	End of lesson test	Followed by the sound of the day - ALTERNATIVE SPELLING - ai / a_e / ay, Z / W / NG / V
	Followed by the sounds of the day - AI / J / OA	Homework - Project Fables: create fables that teach a lesson. Students may create illustrated story boards of their original fables or even dramatic adaptations which they then perform. A good character building activity	End of lesson test
	End of lesson test		Homework
	Homework - Project Biographies: write the life story of someone else. It could be a friend, family member, historical figure, or a fictional character		
032	Homework	035 Homework	039 Homework
	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality
033	Sounds of the day	036 Plural and Negation	040 Sound of the day
	AI / J / OA	For describing more than one item	Z / W / NG / V
			(Phonics handbook, p. 24,25)
	(Phonics handbook, p. 24,25)	037 Sound of the day	a) Introduce the sounds Use initial consonant blend And final consonant blend
	a) Introduce the sounds Use initial consonant blend And final consonant blend	IE / EE / OR	b) Building words (25)
	b) Building words (25)	(Phonics handbook, p. 24,25)	c) dictation and guided writing (26)
	c) dictation and guided writing (26)	a) Introduce the sounds Use initial consonant blend And final consonant blend	d) independant writing (27)
	d) independant writing (27)	b) Building words (25)	e) marking (28)
	e) marking (28)	c) dictation and guided writing (26)	
034	6	d) independant writing (27)	041 8
	Verification of homework	e) marking (28)	Verification of homework
	Use of the tense board at the beginning of each lesson	038 7	Use the personality cards
	Three word puzzles - sion / tion / cion	Verification of homework	Use of the tense board at the beginning of each lesson
	Introduce the negation	Use the personality cards	Use three word puzzles - Концентрический, эксцентричный, эгоцентричный
	Introduce PLURALS / THE / THIS / THAT / THESE / THOSE	Use of the tense board at the beginning of each lesson	Introduce
	Followed by the sounds of the day - IE / EE / OR / AR / ER	Introduce ING, use the round boxes to show how the verbs	Alternative spelling - ee / ea (street, dream)
	Useful idioms - in general, come out, at first, go ahead, put on, take off, all of a sudden, after all, before long, on the	Use de die and the deck of cards	Followed by the sounds of the day
		Introduce PROPOSITIONS - AFTER / ACCORDING TO / AMONG/ APART FROM / AROUND / AS / AS FAR AS / AS WELL AS	End of lesson test
			Homework

042	Homework	(Phonics handbook, p. 24,25)	e) marking (28)
	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	a) Introduce the sounds Use initial consonant blend And final consonant blend	050 11
		b) Building words (25)	Verification of homework
043	Sound of the day	c) dictation and guided writing (26)	Use the personality cards
	Little OO / long OO / Y /	d) independant writing (27)	Use of the tense board at the beginning of each lesson
	(Phonics handbook, p. 24,25)	e) marking (28)	Use the Mystery Box - question words
	a) Introduce the sounds Use initial consonant blend And final consonant blend	047 10	Introduce
	b) Building words (25)	Verification of homework	Alternatively Spelling - ue, ew, u_e (due, few, cube)
	c) dictation and guided writing (26)	Use the personality cards	Followed by the sounds of the day
	d) independant writing (27)	Use of the tense board at the beginning of each lesson	End of lesson test
	e) marking (28)	Use the Mystery Box - question words	Homework
044	9	Introduce SHOULD / WOULD / COULD	051 Homework
	Verification of homework	Prepositions BEFORE / BEHIND / BELOW / BESIDE / BETWEEN / BUT / BY	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality
	Use the personality cards	Alternative Spelling - oa, ow, o_e (boat, snow, home)	
	Use of the tense board at the beginning of each lesson	Followed by the sounds of the day	052 Sound of the day
	Use the Mystery Box - question words	End of lesson test	UE / ER / AR
	Three-word puzzles: prefixes De / in	Homework	(Phonics handbook, p. 24,25)
	Introduce	048 Homework	a) Introduce the sounds Use initial consonant blend And final consonant blend
	Alternative Spelling - ie, igh, y, i_e (pie, light, by, time)	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	b) Building words (25)
	Followed by the sounds of the day		c) dictation and guided writing (26)
	End of lesson test	049 Sound of the day	d) independant writing (27)
	Homework	QU / OU / OI	e) marking (28)
		(Phonics handbook, p. 24,25)	053 12
045	Homework	a) Introduce the sounds Use initial consonant blend And final consonant blend	Verification of homework
	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	b) Building words (25)	Use the personality cards
		c) dictation and guided writing (26)	Use of the tense board at the beginning of each lesson
046	Sound of the day	d) independant writing (27)	Use the Mystery Box - question words
	X / voiced TH / unvoiced TH		Introduce

	Proposition CONCERNING / CONTRARY TO / DOWN / DURING / EXCEPT	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	c) dictation and guided writing (26)
	Alternative Spelling - ir, ur, er (her, first, turn)		d) independant writing (27)
	Followed by the sounds of the day		e) marking (28)
	End of lesson test	(Phonics handbook, p. 24,25)	
	Homework	a) Introduce the sounds Use initial consonant blend And final consonant blend	
054	Homework	b) Building words (25)	062 15
	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	c) dictation and guided writing (26)	Verification of homework
		d) independant writing (27)	Use the personality cards
055	Sound of the day	e) marking (28)	Use of the tense board at the beginning of each lesson
			Use the Mystery Box - question words
			Introduce
			Alternative Spelling - or, au, aw, al (corn, haunt, saw, talk)
			Followed by the sounds of the day
	(Phonics handbook, p. 24,25)	059 14	End of lesson test
	a) Introduce the sounds Use initial consonant blend And final consonant blend	Verification of homework	Homework
	b) Building words (25)	Use the personality cards	
	c) dictation and guided writing (26)	Use of the tense board at the beginning of each lesson	063 Homework
	d) independant writing (27)	Use the Mystery Box - question words	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality
	e) marking (28)	Introduce	
		Alternative Spelling - ou, ow (out, cow)	064 Sound of the day
056 13		Followed by the sounds of the day	
	Verification of homework	End of lesson test	(Phonics handbook, p. 24,25)
	Use the personality cards	Homework	a) Introduce the sounds Use initial consonant blend And final consonant blend
	Use of the tense board at the beginning of each lesson	060 Homework	b) Building words (25)
	Use the Mystery Box - question words	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	c) dictation and guided writing (26)
	Introduce		d) independant writing (27)
	Alternative Spelling - oi, oy (boil, boy)	061 Sound of the day	e) marking (28)
	Followed by the sounds of the day		
	End of lesson test	(Phonics handbook, p. 24,25)	065 16
	Homework	a) Introduce the sounds Use initial consonant blend And final consonant blend	Verification of homework
057 Homework		b) Building words (25)	Use the personality cards
			Use of the tense board at the beginning

of each lesson	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	b) Building words (25)
Use the Mystery Box - question words		c) dictation and guided writing (26)
Introduce		d) independant writing (27)
Prepositions - FOR / FROM / IN / IN FRONT OF / IN BACK OF / INSTEAD OF /	070 Sound of the day	e) marking (28)
Followed by the sounds of the day	(Phonics handbook, p. 24,25)	074 19
End of lesson test	a) Introduce the sounds Use initial consonant blend And final consonant blend	Verification of homework
Homework	b) Building words (25)	Use the personality cards
066 Homework	c) dictation and guided writing (26)	Use of the tense board at the beginning of each lesson
REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	d) independant writing (27)	Use the Mystery Box - question words
	e) marking (28)	Introduce
067 Sound of the day		Followed by the sounds of the day
	071 18	End of lesson test
(Phonics handbook, p. 24,25)	Verification of homework	Homework
a) Introduce the sounds Use initial consonant blend And final consonant blend	Use the personality cards	075 Homework
b) Building words (25)	Use of the tense board at the beginning of each lesson	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality
c) dictation and guided writing (26)	Use the Mystery Box - question words	
d) independant writing (27)	Introduce	076 Sound of the day
e) marking (28)	Prepositions - INTO / INSIDE / OUTSIDE / LIKE / NEAR / OF / OFF / ON	(Phonics handbook, p. 24,25)
068 17	Followed by the sounds of the day	a) Introduce the sounds Use initial consonant blend And final consonant blend
Verification of homework	End of lesson test	b) Building words (25)
Use the personality cards	Homework	c) dictation and guided writing (26)
Use of the tense board at the beginning of each lesson	072 Homework	d) independant writing (27)
Use the Mystery Box - question words	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	e) marking (28)
Introduce		
Followed by the sounds of the day	073 Sound of the day	077 20
End of lesson test	(Phonics handbook, p. 24,25)	Verification of homework
Homework	a) Introduce the sounds Use initial consonant blend And final consonant blend	Use the personality cards
069 Homework		Use of the tense board at the beginning of each lesson

	Use the Mystery Box - question words	sounds, reciting, personality		e) marking (28)
	Introduce			
	Followed by the sounds of the day			
	End of lesson test			
	Homework	(Phonics handbook, p. 24,25)		Verification of homework
078	Homework	a) Introduce the sounds Use initial consonant blend And final consonant blend	086	23
	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	b) Building words (25)		Use the personality cards
		c) dictation and guided writing (26)		Use of the tense board at the beginning of each lesson
		d) independant writing (27)		Use the Mystery Box - question words
		e) marking (28)		Introduce
079	Sound of the day			Followed by the sounds of the day
	(Phonics handbook, p. 24,25)			End of lesson test
	a) Introduce the sounds Use initial consonant blend And final consonant blend	083	22	Homework
	b) Building words (25)			
	c) dictation and guided writing (26)			Verification of homework
	d) independant writing (27)			Use the personality cards
	e) marking (28)			Use of the tense board at the beginning of each lesson
080	21			Use the Mystery Box - question words
	Verification of homework			Introduce
	Use the personality cards			Followed by the sounds of the day
	Use of the tense board at the beginning of each lesson			End of lesson test
	Use the Mystery Box - question words			Homework
	Introduce	084	Homework	
	Prepositions - OUT / OUT OF / ON TOP OF / OVER / OUTSIDE			REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality
	Followed by the sounds of the day			
	End of lesson test	085	Sounds of the day	
	Homework			(Phonics handbook, p. 24,25)
				a) Introduce the sounds Use initial consonant blend And final consonant blend
081	Homework			b) Building words (25)
	REVISION: Each lesson starts with a short burst revision (homework, vocabulary,			c) dictation and guided writing (26)
				d) independant writing (27)
				e) marking (28)

	End of lesson test			ACCEPTABLE / ADAPTABLE / ADORABLE / AVAILABLE / CAPABLE / CHANGEABLE / COMFORTABLE / EATABLE / HONOURABLE / HOSPITABLE / KNOWLEDGEABLE / LIKEABLE / OBTAINABLE
	Homework	(Phonics handbook, p. 24,25)		
090	Homework	a) Introduce the sounds Use initial consonant blend And final consonant blend		
	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	b) Building words (25)	097	End of Lesson Test
		c) dictation and guided writing (26)		New vocabulary
091	Sounds of the day	d) independant writing (27)		VERB: look, look around, look for, think, think about, watch, watch out WORD: watch, which / a witch, short, a short, a shirt, a skirt, a stick wash, watch QUALITY: wicked,
	(Phonics handbook, p. 24,25)	e) marking (28)		
		095	1	
	a) Introduce the sounds Use initial consonant blend And final consonant blend	The first lesson begin with a quick placement test. DOC 01		Dictation Sentence: Look for a wooden stick and a rotten skirt, look around and watch out for the wicked witch, because she is
	b) Building words (25)	Refer to Rocket English website.		
	c) dictation and guided writing (26)	Use the Toolbox. Hand out the Personalities to each student. Explain the new 3D method	098	Home work
	d) independant writing (27)			Learn the question words.
	e) marking (28)	Use of the tense board at the beginning of each lesson		https://www.englishclub.com/vocabulary/wh-question-word-song.htm
092	25	Pump it up Bank - To Be Or Not To Be		REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality
	Verification of homework	Introduce the four important verbs DO / BE / CAN / HAVE		
	Use the personality cards			Translate and find the antonyms *ABLE - UNABLE ACCEPTABLE / ADAPTABLE / ADORABLE / AVAILABLE / CAPABLE / CHANGEABLE / COMFORTABLE / EATABLE / HONOURABLE / HOSPITABLE / KNOWLEDGEABLE / LIKEABLE / OBTAINABLE
	Use of the tense board at the beginning of each lesson	Use the cubes to introduce the prepositions - IN / OUT / WITHIN / WITHOUT / WITH	099	Beginning Test
	Use the Mystery Box - question words	Followed by the sounds of the day - SH / CH		101 most used words
	Introduce	Use the Three Word Puzzles - *ABLE - UNABLE ACCEPTABLE / ADAPTABLE / ADORABLE / AVAILABLE / CAPABLE / CHANGEABLE / COMFORTABLE / EATABLE / HONOURABLE / HOSPITABLE / KNOWLEDGEABLE / LIKEABLE / OBTAINABLE /		http://rocketenglish.strikingly.com/
	Prepositions - PAST / RATHER THAN / PAST / SINCE / THOUGH / TILL / TO			MATERIAL: The measuring tape on which the 101 words are written on
	Followed by the sounds of the day		100	4 Important Verbs
	End of lesson test	End of lesson test		Do Be Can Have
	Homework	Homework - Project Ideas - Poems and Raps: write a poem or rap reviewing any topic.		
093	Homework			
	REVISION: Each lesson starts with a short burst revision (homework, vocabulary, sounds, reciting, personality	096	Three Word Puzzles	
		ABLE - UNABLE		
094	Sounds of the day			

Learn by heart the 4 important verbs

a) worksheet

101 SOUNDS OF THE DAY

SH and CH

P / N / R

(Phonics handbook, p. 24,25)

a) Introduce the sounds
Use initial consonant blend
And final consonant blend

b) Building words (25)

c) dictation and guided writing (26)

d) independant writing (27)

e) marking (28)