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| **Racing to English** | **Initial assessment** | **Notes** |

**Teachers notes:**

There are 40 steps in Racing to English, where should you start with your pupils/students? If they are beginners, that’s an easy question to answer: start with Step 1. But what if they already have some English? Hopefully, this assessment tool will indicate where to start.

**READING/WRITING:** Learners need to have reading/writing skills to complete this assessment – if they can’t read/write Roman script then it’s helpful to start teaching some of the earliest Racing to English activities.

**WHOLE CLASSES:** This assessment is most helpful when working with larger groups or whole classes. Print out enough copies for everyone and ask them to complete it.

Make a note of the point when the learners begin to struggle with the questions, that is the approximate stage/step that they should be starting on. I have highlighted the key steps in yellow.

If the students find the assessment easy, then start using Racing to English at Stage 2 Step 20 Guess Which. This is a fun activity, and it will allow you to check that students are as fluent as their assessment results indicate.

**STARTING POINT**: This assessment will, hopefully give you a starting point, but it cannot be completely accurate. For instance, your students may be excellent at a written task but unable to do the same thing orally. It’s important to be flexible and to swap to a lower or higher step if necessary.

**SMALL GROUPS**: If you are working with small groups, rather than using this test a good way to find the correct level for learners, which is to use one of your favourite activities from Racing to English and see how they get on with it. I would have half a dozen different activities at different levels ready and so if the first one seemed too easy then move them on to another.

Here is a list of my favourite activities that I might use for assessment.

3g. Face and body photo track

4e. Guess which girl

6h. Actions photo track

9i. Did you track

10c.Angry fell in road (Story)

13m. When do/does track

14h. Animal features

15x. Do/Does/Did track

17a. The learner driver

20a. Guess which person

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| **Racing to English** | **Initial assessment** | **Stage 1** |

**STAGE 1 Step 1**

|  |  |
| --- | --- |
| What’s your name? |  |
| How old are you? |  |
|  | What’s this? |

**STAGE 1 Step 4**

|  |  |
| --- | --- |
| How many eyes have you got? | \_\_\_\_\_ got \_\_\_\_\_ \_\_\_\_\_\_\_. |
| How many toes have you got? | \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_. |
| How many faces have you got? | \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_. |

**STAGE 1 Step 6**

|  |  |
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| A person driving a car  Description automatically generated with medium confidence | What’s she doing? |
| What are you doing? Write 2 things. Write sentences.  |
| What are you wearing? Write 4 sentences.  |

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| **Racing to English** | **Initial assessment** | **Stage 2** |

**STAGE 2 Step 9**

Write the correct verb on the line:

|  |  |
| --- | --- |
|  | My name \_\_\_\_\_\_(am/is) Zabida. One day when I \_\_\_\_\_\_\_ (is/was) a six-year-old girl, my sister \_\_\_\_\_\_ (say/says/said), “\_\_\_\_\_\_ (Go/Went) to the shop and \_\_\_\_\_\_ (Get/Got) some sweets for me.”I \_\_\_\_\_\_ (went/going/go) to the shop, andI \_\_\_\_\_\_ (get/got/getting) some sweets. When I \_\_\_\_\_\_ (coming/come/came) out of the shop, I \_\_\_\_\_ (see/saw/seeing) a dog.  |

Now write 5 things that you did yesterday:

1. Yesterday I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Racing to English** | **Initial assessment** | **Stage 2** |

**STAGE 2 Step 13**

Change these sentences into questions:

|  |  |
| --- | --- |
| She is running. | Is she running? |
| My friend has got a car. |  |
| We see things with our eyes. |  |
| I’ve got a phone.  |  |
| Zabida went to the shop. |  |
| She lives in a house |  |
| She saw a dog. |  |

Write the correct verb on the line:

Every day I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go/am going/went/gone) to the shop

Yesterday I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go/am going/went/gone) to the shop

Today I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go/am going/went/gone) to the shop

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Do/Are/Am/Did) you to school yesterday?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Do/Are/Am/Did) you go to school every day?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Do/Are/Am/Did) you going to school today?