FREE PAPER1 · SEPARATE TEACHER GUIDE

Grade 2 - Third-Term Oral Practice

Source: NIE Activity-Based Oral English Grade 1/2 collection, including Grade 2 Activity Book. Independent annual review, not a national or provincial written test.

https://nie.lk/showom
https://nie.lk/pdffiles/other/eGr02OM%20ActivityBook.pdf

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Prepare

Use the student sheet and real book, pencil and bag. Keep the colour cards visible. Speak slowly and naturally. Allow one neutral repetition per instruction. Do not model the scored answer before the attempt. Short intelligible phrases are acceptable. This is a low-stakes teaching check; repeat practice later.

1. Greetings and personal information (3)

Say “Hello!” and ask “What is your name?” and “How old are you?” Award 1 each for an appropriate greeting, name and age. Models: “Hello.” / “My name is Amal.” / “I am seven.” Accept truthful alternatives.

2. Familiar objects (3)

Place a book, pencil and bag in front of the child. Ask separately: “Point to the book.” “Show me the pencil.” “Point to the bag.” Give 1 per correct response. Do not point to the answer yourself.

3. Colours and numbers (4)

Ask “Point to red.” Then “What colour is this?” while pointing to the blue card. Ask “How many circles?” and “How many squares?” Key: red card; blue; five circles; three squares. Give 1 each. If colour vision prevents access, substitute two familiar object-identification prompts and record the adjustment.

4. Listen and act (4)

Give one instruction at a time: “Raise your hand.” “Clap twice.” “Open the book.” “Close the book.” Give 1 per appropriate action. Use equivalent accessible movements where needed and record them.

Requests, listening and feedback

5. Everyday polite language (4)

Show the pencil and say “You need a pencil. Ask me politely.” Award 1 for conveying the request and 1 for a suitable polite word/expression. Model after scoring if needed: “A pencil, please” / “May I have a pencil, please?” Hand over the pencil and ask “What do you say?” Give 1 for “Thank you.” Finally say “Goodbye!” and give1 for a suitable farewell.

6. Listen and respond (2)

Say: “Listen. Take the book. Put it beside the bag.” Allow the child to act after the message; repeat once if necessary using identical words. Give 1 for taking the book and 1 for putting it beside the bag. Keep both objects clearly visible.

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Marking record

Tasks 1–6:3+3+4+4+4+2=20. Record what the child can do rather than only a score. Do not deduct for a Sri Lankan accent when the meaning is clear. Do not infer a reading/writing level from this oral check.

Feedback script

“You listened well when you ____. Let us practise ____ together. Try again. Well done for trying.” Practise with familiar objects and short games over several days. Avoid turning oral English into memorised written answers.

Attribution: Indika Mallawarachchi, Teacher of IESD Sri Lanka, Educational Content Creator. The first activity paper and this complete separate guide remain free.

Listen, point and move

FREE EXTENDED PRACTICE - SEPARATE ANSWERS / MODELS

Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. Say: Point to the book. Show me the pencil. Point to the bag. Then ask: What is this? Accept the correct object name or a short meaningful phrase.

2. Ask: Show me red. Show me blue. Show me green. Show me yellow. Accept pointing. Do not require spelling or reading. Adapt where colour vision affects access.

3. Give one instruction at a time: Stand up. Sit down. Clap once. Open the book. Close the book. Use equivalent accessible gestures where needed.

4. Use five pencils or counters. Ask: How many? Then: Give me two, please. Accept five and an appropriate two-object response. Practise again after any difficulty.

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Friendly words for every day

FREE EXTENDED PRACTICE - SEPARATE ANSWERS / MODELS

Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. Model: Hello. My name is Amal. What is your name? Accept true personal details or a made-up practice name.

2. Model: A pencil, please. Thank you. Accept May I have a pencil, please? Do not demand a long memorised form.

3. Model: Can I help? Here you are. Accept a helpful gesture with an understandable word or short phrase.

4. Model: I like mangoes. What do you like? Accept a simple relevant exchange with familiar vocabulary.

5. Goodbye. / Bye. / See you. Accept a suitable farewell. Praise the attempt and practise any difficult expression.

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Small listening games

FREE EXTENDED PRACTICE - SEPARATE ANSWERS / MODELS

Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. Read twice: Take the book. Put it in the bag. Observe taking the correct object and placing it in the bag. Then show and practise if needed.

2. Read twice: This is Nila. She likes bananas. Ask: What is her name? What fruit does she like? Answers: Nila; bananas. Short answers are enough.

3. Read twice: Show me the blue card. Give me three pencils. Accept blue and three pencils. Use object choices instead of colour if needed.

4. Examples: Open the book. Show me red. Clap twice. Accept a clear safe instruction using familiar language.

5. Accept any correctly used practised word or phrase. Feedback: You listened carefully when you ____. Next time we can practise ____. Keep this a supportive oral activity.

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