



THE KENYA NATIONAL EXAMINATIONS COUNCIL

ENGLISH LANGUAGE
ACTIVITIES

Monitoring Learner Achievement at
Primary School Level in Kenya

Grade 2

TEACHER'S COPY



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TURN OVER

TASK 1: LISTENING AND SPEAKING

Instructions to the teacher

1. The teacher informs **all learners** that the task will be a face-to-face assessment therefore learners will be called into the assessment room when their time comes (one after the other).
2. The teacher tells the learners that they should answer all the questions in **English**.
3. Task I (Listening and Speaking) comprises two parts: (a) and (b).
4. Part (a) is a guided conversation.
5. Part (b) is a listening comprehension.
6. The learner is provided with a seat facing the teacher.
7. As each learner commences this Task, the teacher explains the expectations of the task.
8. The teacher initiates the conversation in (a) and asks the questions provided.
9. The teacher indicates the end of (a) and introduces (b).
10. The teacher assesses and records the competency of each learner based on the provided assessment rubric.
11. The teacher must have an assessment sheet for each learner for Task I.

1(a)

The teacher greets the learner. “Good morning/Good afternoon... (name of the learner)”

i) (Learner responds) *note that the learner’s response is the first assessment item.*

The teacher asks the learner to sit.

The teacher shows the learner the picture provided and tells the learner:

“Look at this picture. I am going to ask you some questions about it.” (Teacher repeats)



ii) When do you wash your hands?

(Learner responds)

iii) What do you use to wash your hands?

(Learner responds)

iv) What will happen to you if you do not wash your hands?

(Learner responds)

1(b)

The teacher tells the learner:

“Now, I will tell you a story. Listen carefully. I will ask you questions about it.”

It was evening.

Musa left his window open.

A big bird entered Musa’s room.

He shouted, “Help!”

The bird flew away.

(Teacher repeats)

i. What time was it?

(Learner responds)

ii. Who left the window open?

(Learner responds)

iii. What did the bird do?

(Learner responds)

TASK II: READING ALOUD

Instructions to the teacher

1. The teacher explains to the learner the expectations of Task II.
2. Every learner should be provided with a copy.
3. As the learner reads, the teacher listens to the learner and times him or her **for one minute**.
4. The teacher indicates with a **stroke (/)** the point where the learner reaches in the passage at the end of one minute.
5. The teacher allows the learner to continue reading to the end of the passage.
6. The teacher **underlines** all the words the learner cannot read or pronounce correctly.
7. The teacher indicates on the scoring guide the number of words the learner read correctly (*total number of words read within one minute minus the words read with errors*).
8. The teacher assesses and records the competency of the learner based on the provided

assessment rubric.

9. The teacher must have an assessment sheet for each learner for Task II.

As the teacher gives the learner a copy of the passage, he or she says “I would like you to read this story aloud”

Karisa and Maina are sitting under a tree. They are ¹⁰ looking at birds.

There are many birds on the tree. ²⁰ All the birds have feathers of many colours. The birds³⁰ are singing. Maina asks, “How many birds are on the⁴⁰ tree?”

Karisa counts the birds. **45//** “One, two, three, four, five.” He says, “There are five birds on the tree!”

There is a big plane in the sky. The noise scares the birds. They all fly away.

SECTION B

TASK 1: WRITING

Instructions to the teacher

1. The teacher explains to all the learners that Task 1 is a writing task with two parts.
2. Part (a) comprises dictation.
3. Part (b) is guided writing.
4. For this Task, the teacher must ensure that every learner has a paper to write on.
5. The teacher slowly reads each sentence in (a) twice and allows the learner time to write.
6. The teacher indicates the end of (a) and introduces (b).
7. The teacher allows each learner time to complete the guided writing.

a) Dictation

Teacher tells the learner, "Listen carefully to the sentences I am going to read. Write them down."

1. I eat food. (*Teacher repeats*)
2. Tom is a boy. (*Teacher repeats*)
3. Is this a book? (*Teacher repeats*)
4. The pen was mine. (*Teacher repeats*)
5. Close the door. (*Teacher repeats*)

b) Note: The guided writing task is on the learner's question paper.