1. Describe change without inventing a trend

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

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Name: _____ Date: _____

Invented EWS examples - Language in Notices
A: 'Visitors are requested to present their cards at the desk before proceeding to the reading room.'
B: 'Show your card here. Then come in and enjoy your book.'
C: 'Card ready? Check in with the desk team, then find your spot.'

These are constructed alternatives. They are NOT dated historical documents. You cannot use them to establish when a feature entered English, how common it is, or the direction of language change.

1. a. Identify two differences in grammar or vocabulary between A and B. Use accurate terminology where possible.

2. b. A student says these examples prove that English has become less polite over time. Explain two weaknesses in that claim.

3. c. Propose a small research design that could investigate changing language in real library notices. Include source selection and one important control.

Use an extra sheet for longer writing if needed. Check the separate guide after your attempt.

2. Explore child-language possibilities

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

Invented EWS teaching dialogue
Context: A young child and an adult look at pictures. The child's age and language background are unknown. Spelling is ordinary written spelling, not a phonetic transcription.
CHILD: Two mouses.
ADULT: Yes, two mice. Where are they going?
CHILD: They goed home.
ADULT: They went home?
CHILD: Yes. That one sleeping now.

The exchange is a short constructed example, not a recorded child-language corpus.

1. a. Explain a possible grammatical process behind 'mouses' and 'goed'. Why are these forms more informative than a label such as 'bad English'?

2. b. Describe the adult's responses. What support might they offer, and what can we not conclude about their effect?

3. c. What further information would you need for a responsible analysis? Give at least three types of evidence and explain one.

Use an extra sheet for longer writing if needed. Check the separate guide after your attempt.

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3. Consider English in multilingual settings

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

Invented EWS interview extracts - English at Work
Speaker A: 'I use Sinhala with my grandmother, English for some customer emails, and both with colleagues. Switching is usually practical, not a statement that one language is better.'
Speaker B: 'At first I copied the accent in every training video. Now I focus on whether the customer understands the time, amount and next step. I still learn new expressions, but I do not need to hide where I come from.'

These are invented perspectives for discussion. They do not describe every Sri Lankan speaker or demonstrate a measured national pattern.

1. a. What functions do the speakers assign to language choices? Explain using both extracts.

2. b. Evaluate the claim that successful international communication requires every speaker to sound identical. Consider intelligibility and possible limits.

3. c. Design one fair question for a real interview about workplace language. Explain why it is less leading than 'Why is English better than Sinhala at work?'

Use an extra sheet for longer writing if needed. Check the separate guide after your attempt.

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4. Connect language, audience and identity

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

Invented EWS messages by the same student
A - to a friend: 'Hey, can you send the notes? Missed the last bit. Thanks!'
B - to a teacher: 'Dear Ms Silva, could you please share the final notes from today's lesson? I was unable to copy the last section. Thank you for your help.'

Task: Consider how far these messages support the view that language expresses a single fixed identity. Use the examples carefully, discuss an alternative explanation, and identify limits. Suggested extended response: 200-250 words for classroom practice, not an official examination instruction.

1. a. Identify three differences in form or language and relate them to the relationships between writer and recipient.

2. b. Write 200-250 words evaluating the fixed-identity claim. Use concepts you know accurately; do not add invented quotations or unsupported claims about researchers.

3. c. Write one conclusion that is supported by the messages and one claim that goes beyond the evidence.

Use an extra sheet for longer writing if needed. Check the separate guide after your attempt.