1. Retrieve, infer and explain language

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

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Name: _____ Date: _____

Original EWS narrative - The First Delivery

When Nimal reached the community library, its new blue door was still closed. He put the box of books on the step and checked his watch. Eight fifty-five. The delivery note said nine. He had wanted his first job to look effortless. Now his shirt stuck to his back and one corner of the box had softened in the rain. A bicycle rattled into the lane. The librarian stopped, took off her helmet and looked at the box. 'You kept them dry,' she said. Nimal looked down at the plastic sheet he had wrapped around it. For the first time that morning, he smiled.

Use details from this short text. It is considerably shorter than an official examination reading insert.

1. a. What time does Nimal arrive? What time is stated on the delivery note?

2. b. Explain two details showing that the journey has been difficult. Do not simply copy both phrases.

3. c. Why is the librarian's response important to Nimal? Explain using his earlier wish and his final action.

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

2. Select information and summarise

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

Original EWS information text - A Library Delivery Trial

A village library tested a bicycle delivery service for readers who lived far from the main road. Volunteers followed a fixed route twice a week, so families knew when to wait at the collection points. Waterproof bags protected the books during showers. Readers could return books at their local shop instead of travelling to the library. The librarian telephoned readers whose requested title was unavailable and offered alternatives before the bicycle left. The trial also caused problems. A damaged tyre delayed one round, and volunteers found it difficult to carry large reference books. Some readers asked for weekend visits, but too few volunteers were available. The library now wants feedback before changing the route.

Separate the benefits from the problems before writing your summary.

1. a. Make notes on five ways the trial helped readers. Use brief phrases rather than complete copied sentences.

2. b. Summarise only the benefits in 60-80 words, using continuous writing and mostly your own words. This reduced length is an EWS practice target.

3. c. Which problem most directly limits the proposal for weekend visits? Explain why.

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

Indika Mallawarachchi
WhatsApp 0703 101 101

www.englishwithasmile.lk
info@englishwithasmile.lk

3. Evaluate ideas for directed writing

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Original EWS source notes - Should the Library Extend Deliveries?
Reader: 'The service saves my grandmother a long journey. We need a weekend option for people who work during the week.'
Volunteer: 'We can expand gradually, but adding too many stops may make every delivery late.'
Librarian: 'We must keep books safe and record returns accurately. A small trial is easier to manage than a sudden village-wide change.'

Task: Write a 150-180-word email to the librarian recommending what to do next. Consider readers' needs, volunteer capacity and reliable book handling. Use and evaluate ideas rather than copying the statements. This shorter classroom task is not the official 1123 directed-writing task length.

1. a. Plan your email: identify its audience, purpose, suitable tone and the main recommendation you will defend.

2. b. Draft the email. Include a benefit, a limitation and a practical way to manage that limitation.

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

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WhatsApp 0703 101 101

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4. Shape a composition and revise it

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Choose ONE task: A. Narrative: Write a story in which an unexpected delay helps someone understand another person. B. Description: Describe a public place just before it opens and just after the first visitors arrive. Write 180-220 words for this classroom exercise. Official component lengths and assessment criteria must be checked separately in the 1123 syllabus for your examination year.

1. a. Make a four-part plan. For a story, include an opening, problem, turning point and ending. For a description, choose a clear viewpoint and a purposeful sequence of observations.

2. b. Write your composition, using details that serve your chosen purpose. Avoid adding events or adjectives only to make the answer longer.

3. c. Revise two sentences: one to make the meaning more precise, and one to improve punctuation or sentence control. Explain one change.

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

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WhatsApp 0703 101 101

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