Read and discover

B2

Name: _____ Date: _____

Understand the idea

Read once for the main idea. Read again to find the detail or evidence needed for each answer.
Example: A question beginning Why needs a reason supported by the text.
Read the original text. Answer all questions using the information given. Write short answers unless a question asks for more.
පාඨය කියවා ප්‍රශ්නවලට පිළිතුරු ලියන්න.

A school introduced a phone-free hour each week, hoping to encourage face-to-face conversation. Some pupils welcomed the break from notifications, while others argued that a phone could support research and communication. The teacher leading the trial refused to treat every use as equally valuable or equally harmful. Instead, pupils recorded the purpose of their phone use and discussed what they gained or lost when it was unavailable. Several discovered that they checked messages automatically even when they expected nothing important. Others explained that they needed a reliable way to contact family about transport. The trial therefore led to a more specific question: which uses should a school support, and when might a different approach serve learners better?
දුරකථන භාවිතය ගැන තීරණ ගැනීමේදී එක් එක් භාවිතයේ අරමුණ සහ ප්‍රායෝගික අවශ්‍යතා විමසයි.

Try it yourself

1. What was the trial's main aim?

2. What two useful functions of phones are mentioned?

3. Why did the teacher avoid a simple good/bad judgement?

4. What habit did several pupils notice?

5. What practical need did others identify?

6. How does the final question change the debate?

Build better sentences

B2

Understand the idea

Read the whole sentence. Check who or what it is about, the time, and how the words fit together.
Example: She plays every day. Yesterday she played.
Complete each activity. Check meaning, grammar, spelling and punctuation. Say your corrected sentences aloud.
මුලින් ඔබම ක්‍රියාකාරකම් කරන්න. පසුව වෙනම පිළිතුරු පත්‍රය බලන්න.

Try it yourself

1. Complete: Pupils should be aware ___ their habits.
2. Rewrite using despite: Phones can be useful, but they may interrupt concentration.
3. Word formation: A clear rule should be ___ to different needs. (SENSE)
4. Correct: If pupils would have a clear purpose, they could choose better.
5. Use not necessarily: A popular rule is a useful rule.
6. Rewrite with which: The trial raised a question. The question changed the debate.
7. Choose the most precise reporting verb: claimed / proved. The study had limited evidence.
8. Write a balanced topic sentence about school phone use.