EWS-WS-CE-B2-FREE02 | Separate answer and model guide

Worksheet 2 - Answers

B2

මුලින් වැඩපත්‍රය කරන්න. පසුව පිළිතුරු සසඳා වැරදි නිවැරදි කරගන්න.

Open tasks: models show one possible response. Accept other accurate, relevant answers.

Page 1: Use your English

1. Phones can support research and help pupils contact their families, but they can also interrupt attention. Schools should therefore teach responsible use while setting clear limits.
First, pupils need to distinguish a useful learning task from an automatic habit. Looking up a reliable source is different from checking notifications every few minutes. Lessons should help learners recognise this difference and decide when a phone adds value.
Second, communication needs deserve practical consideration. Some pupils depend on messages about transport or changing family arrangements. A rule should explain how they can make necessary contact without distracting others. Schools should also provide alternatives. If a task requires online research, pupils without a suitable device need another way to participate. Otherwise, a flexible policy may create an unfair advantage.
In conclusion, a complete ban is often too simple, but unlimited access is not a solution either. Responsible use requires teaching, clear boundaries and arrangements that take different learners' needs seriously.
පාසල්වල දුරකථන භාවිතය සඳහා වගකීමෙන් භාවිත කරන ආකාරය ඉගැන්වීමත් පැහැදිලි සීමා හා සියලු සිසුන්ට සහභාගී විය හැකි විකල්ප සැලසීමත් අවශ්‍යය.

2. My introduction supports responsible use with clear limits. The body discusses learning purposes, family communication and fair access for pupils without devices. The conclusion restates the position without introducing an unrelated argument.

Page 2: A reason is stronger with an example

1. They generalise from a broad benefit or problem without considering a specific task or conditions.
The answer must match the stated details; accept equivalent accurate wording.
2. Although phones can be useful, their effect depends on how they are used.
Check the complete meaning, the verb and punctuation. Accept an equally accurate correction.
3. Controlled phone use can help pupils investigate a question quickly when a teacher has planned a suitable task. For example, groups could compare two definitions and discuss which source explains a word more clearly. However, the task needs a clear time limit and an accessible alternative for pupils without a device. The benefit comes from purposeful use, rather than from having a phone present.
පැහැදිලි අරමුණක් හා කාල සීමාවක් ඇති ගුරු සැලසුමක් යටතේ දුරකථන ඉගෙනීමට උපකාරී වන අතර, දුරකථනයක් නැති සිසුන්ටත් විකල්පයක් තිබිය යුතුය.

This is one model. Accept a relevant response that includes the requested details, uses clear language and does not invent claims about the source.