EWS-WS-ELO-FREE02 | Separate answer and model guide

Worksheet 2 - Answers

Children and older learners - clear, expressive speech

මුලින් වැඩපත්‍රය කරන්න. පසුව පිළිතුරු සසඳා වැරදි නිවැරදි කරගන්න.

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

Page 1: Put it into practice

1. I tried to read a short poem aloud, but I rushed and missed several words. My teacher asked me to explain the meaning first. Then I marked two places to pause and tried again. I spoke more clearly because I was following the thought instead of racing to the end.

කවිය ඉක්මනින් කියවා වචන මඟහැරුණු සිසුවා, එහි අර්ථය පැහැදිලි කර විරාම සලකුණු කිරීමෙන් අදහස අනුගමනය කර වඩා පැහැදිලිව කියවීමට ඉගෙන ගනියි.

2. Examples: Your emphasis on again helped me understand persistence. I could hear the beginning, but the final line was too quiet. Try keeping the last words audible.

Page 2: Let the thought guide the voice

1. The words were the same. / This time, / I gave them room. The pause after This time highlights the contrast with the first attempt; other meaningful phrasing is acceptable.

Pauses should clarify thought rather than split closely linked words without a purpose.

2. Emphasising same shows that the text did not change; emphasising room suggests a calmer, more spacious delivery. Accept another supported choice.

Require a connection between emphasis and meaning, not one compulsory performance.

3. Example reflection: I rushed the ending at first. I paused after This time and kept room audible. My partner could then hear the change from frustration to a calmer new attempt.

Observe clarity, audibility, interpretation and a purposeful revision rather than grading personality.