# 1. Explore contrast and a speaker's viewpoint

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

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Name: _____ Date: _____

Original EWS poem - The New Gate
They painted WELCOME on the tallest wall
And fixed a shining bell beside the gate.
But when the smallest child began to call,
The people in the house replied, 'Please wait.'
He watched a sparrow settle on the stone;
It found a broken place and fluttered through.
The child stood quiet by the gate alone;
The painted word was bright. The sky was blue.

Avoid assuming that a poem's speaker is identical to its author.

1. a. Explain the contrast between the word on the wall and the child's experience. What possible social criticism does it suggest?

2. b. How does the sparrow affect our understanding of the child's situation? Explain one literal and one symbolic possibility.

3. c. Comment on the final two short statements. Do the bright word and blue sky necessarily make the ending happy?

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

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# 2. Read an unreliable judgement carefully

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

Original EWS prose - A Very Helpful Notice

Mr Senaka said the new notice would solve everything. It was printed in tiny letters and fixed above the highest shelf: PLEASE ASK IF YOU NEED HELP. By ten o'clock, three visitors had walked past it. One held a form upside down. Another waited at the wrong counter. 'People never read,' Mr Senaka told the cleaner. She fetched a chair and moved the notice to the entrance. She also added a large arrow. When the next visitor found the desk immediately, Mr Senaka nodded. 'As I said, the notice solves everything.'

The narrator reports Mr Senaka's words and actions. Readers may evaluate his judgement rather than accept it.

1. a. What two changes does the cleaner make? Explain the practical problem each addresses.

2. b. Explain the irony in Mr Senaka's final comment. Use the sequence of events.

3. c. What view of responsibility does the story encourage? Develop a short response with two details.

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

# 3. Interpret tension in a short scene

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

Original EWS scene - The Certificate
[A hall after a prize ceremony. A certificate lies between ASHA and her older brother.]
BROTHER: First place. You must be happy.
ASHA: I am.
[She smooths one corner of the paper.]
BROTHER: Then why have you not shown Mother?
ASHA: Did you hear anyone clap for Nadee?
BROTHER: She came second.
ASHA: She stayed after school to help me practise.
[Asha turns the certificate face down.]

Read both spoken words and stage actions. More than one supported interpretation may be possible.

1. a. Explain how 'I am' may sound different when read with the stage directions and the rest of the exchange.

2. b. Explain the difference between the brother's and Asha's ideas of achievement.

3. c. Suggest two performance choices for the final action and explain what each could communicate. Keep your reading consistent with the scene.

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

# 4. Compare, argue and revise

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

Use The New Gate and A Very Helpful Notice. Both original texts show a gap between a public message and a person's actual experience. Suggested extended response: 180-220 words for classroom practice. Write a focused argument, supporting it with details from both texts. This worksheet does not reproduce the official O/L question structure or marking scheme.

1. a. Write a one-sentence argument comparing the two texts. It must say more than 'They are similar'.

2. b. Write 180-220 words: How do the writers show that helpful words need helpful actions? Compare at least one technique as well as the ideas.

3. c. Check one claim in your answer. Write the exact detail that supports it and explain why that detail is relevant.

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