Unit 1 · Meeting People

HARDER PRACTICE QUESTIONS · ANSWER KEY

Full marks 31

Give the marks for the points in the marking scheme; an answer in other words that says the same is right.

1 At, on or in: test a rule

HA · 4

ANSWER

Tests: the "length of time" shortcut breaks: part of a day takes *in* though it is shorter than a day, and *in ten minutes* means after a length of time from now.
Parts a and b:

Time	Pratik's rule	What we say
i. 7 o'clock	at (shorter than a day)	**at**
ii. the evening	at (shorter than a day)	**in** ✗
iii. Sunday	on	**on**
iv. ten minutes	at (shorter than a day)	**in** ✗
v. night	at (shorter than a day)	**at**
vi. the afternoon	at (shorter than a day)	**in** ✗
vii. winter	in (longer than a day)	**in**

The rule gets **ii, iv and vi** wrong. (*At night* comes out right, but only by luck: night is a part of the day like the evening, and it is the odd one out.)

c. *At* for a clock time (and *at night*). *On* for a day or a date. *In* for a part of the day (*morning, afternoon, evening*), a month, a season or a year. *In* also for a length of time from now: *in ten minutes*.

MARKING SCHEME

✓ a. The seven words we really say: at, in, on, in, at, in, in (all seven right).
✓ b. The rule is wrong for ii, iv and vi.
✓ c. Parts of the day (morning, afternoon, evening) take *in*, though they are shorter than a day.
✓ c. *In* for after a length of time from now (*in ten minutes*); *at* for a clock time and *at night*; *on* for a day.

2 A family's week

ANSWER

Tests: the -s for he, she and it when the rules are mixed and nothing names them; reading the -ies rule exactly (vowel + y just adds -s); finding the doer in a long subject; *on* winning over a part of the day.

1. My grandmother and my uncle **live** with us in Dharan. (two people: no -s)
2. Every morning, my baby brother **cries** when Mom **washes** his face.
3. My sister **plays** volleyball **on** Friday afternoons. (a day: *on* wins)
4. Dad **doesn't watch** TV **at** night. (no -s after *doesn't*)
5. The children in our lane **go** to school together **at** 9:30.
6. **Does** your brother **enjoy** his new school? (no -s after *does*)

a. The letter before the *y* in *play* is **a**, a vowel, not a consonant. The rule is only for a consonant + y (*cry* → *cries*), so *play* just adds -s: *plays*. (*Enjoy* in sentence 6 is the same: *enjoys*.)

b. No. Ask **who** goes to school: the **children**, not the lane. *In our lane* only says which children. *Children* means more than one (they), so the verb has no -s: **go**.

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MARKING SCHEME A · 8

✓ 1. *live*.
✓ 2. *cries* and *washes* (both).
✓ 3. *plays* and *on* (both).
✓ 4. *doesn't watch* and *at* (both).
✓ 5. *go* and *at* (both).
✓ 6. *Does* and *enjoy* (both).
✓ a. Before the *y* in *play* is a vowel (*a*), so the -ies rule doesn't apply: just add -s.
✓ b. No: the children go, not the lane; *children* is more than one, so *go*.

3 A first meeting, in the right order

ANSWER A · 5

Tests: in a first meeting each line answers the one before: *And you?* asks the same question back, *too* answers *Nice to meet you*, an introduction needs both names; *It's me* is for someone who already knows you.

a. **E, C, G, B, F, A, H, D.**
b. *And you?* at the end of C asks Sonam the same question back, where he is from, and G answers it. *Too* in A answers F's *Nice to meet you*.
c. In B, Sonam says Aisha's name. He only learns her name in C.
d. **"Hi, Sonam! It's me, Aisha."** Sonam already knows her now. We say *I'm …* when we meet someone for the first time, and *It's me* to someone who knows us, on the phone or at the door.

MARKING SCHEME

✓ a. E, C, G, B, F, A, H, D.
✓ b. *And you?* asks Sonam where he is from, and G answers it.
✓ b. *Too* in A answers *Nice to meet you* in F.
✓ c. Sonam learns Aisha's name only in C, and B uses it.
✓ d. *It's me, Aisha* (or *It's Aisha*), because Sonam already knows her (*I'm* is for a first meeting).

4 Rhymes you hear, not see

ANSWER A · 5

Tests: rhyme is about the sound at the end of a word, not its spelling, both ways round.

a. i. **no** (*home* ends like *phone*, *come* like *some*). ii. **yes.** iii. **yes.** iv. **no** (*here* ends like *ear*, *there* like *air*). v. **yes.** vi. **no** (*cow* ends like *how*, *low* like *go*).
b. A model:

The leaves come down, they say goodbye,
then dance away into the sky.

(*goodbye, sky*), or *The wind came by / and the leaves flew high* (*by, high*). A pair like *town / down* rhymes, but it is not right for this task: the two words end in the same letters.

MARKING SCHEME

✓ a. i. no, ii. yes (half a mark each).
✓ a. iii. yes, iv. no (half a mark each).
✓ a. v. yes, vi. no (half a mark each).
✓ b. Two lines about leaves or the wind, ending in words that rhyme.
✓ b. The two rhyming words are spelled differently at the end (*sky / goodbye, by / high, flew / blue*).

5 Capital letters: too few and too many

ANSWER

Tests: capitals where they belong (names, places, *I*, the start of a sentence) and none on ordinary words that only feel important; where a sentence ends.

My name is Nischal and I live in **Butwal.** My **father** works in a bank. Every **morning,** my

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sister and I walk to school with our friend Rojina. She is from **Palpa. We** like our school very much**.** A · 4

Mistake	Correct	Reason
i	**I**	*I* is always a capital
butwal	**Butwal**	the name of a place
Father	**father**	not a name, just a word for a person
Morning	**morning**	not a name: it doesn't start a sentence
palpa	**Palpa**	the name of a place
we	**We**	it starts a sentence
very much	**very much.**	the end of a sentence needs a full stop

MARKING SCHEME

- ✓ *I* and *Butwal*, with their reasons (half a mark each).
- ✓ *father* and *morning*, with the reason: ordinary words, not names (half a mark each).
- ✓ *Palpa* and *We*, with their reasons (half a mark each).
- ✓ The full stop at the end, and the paragraph copied with no new mistakes.

6 An email to answer

ANSWER HA · 5

Tests: the unit put together in its own kind of writing: the six parts of an email, a subject that says what it is about, answers to the questions asked, the times and the -s used correctly in real sentences.

To: bibisha@example.com
Subject: My school day
Hi, Bibisha,
Thank you for your email. On a school day, I get up at six o'clock. My school starts at ten. In the morning, I help my mother in the kitchen, and my father takes me to school on his bicycle. On Fridays we have sports. I get home in the evening and do my homework.
Write back soon.
Kushal

MARKING SCHEME

- ✓ All six parts in order: To, Subject, greeting, body, closing line, name.
- ✓ A subject line that says what the email is about (*My school day*, not *Hi!*).
- ✓ Both questions answered: what you do on a school day, and the time school starts.
- ✓ *At*, *on* and *in* each used correctly with a time.
- ✓ A sentence about a family member with a correct -s or -es verb (*My father takes …*).

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	22	9	**31**

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