Unit 8 · Describing Location

HARDER PRACTICE QUESTIONS · ANSWER KEY

Full marks 26

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

1 Five buildings in a row

ANSWER HA · 5

Tests: putting several location clues together (one clue alone allows more than one answer), and seeing which clues the answer really rests on; *between* needs two things, one on each side, but not right next to both; *next to* for one thing.

a. **school, health post, bank, temple, post office.** The school is 1st and the health post 2nd. The bank is between the school and the temple, so it comes after the school and before the temple: 3rd. Then the temple and the post office are 4th and 5th; the temple is not at the end, so the temple is 4th and the post office 5th.

b. **The post office is next to the temple** (clue 4). Without it: the school is 1st and the health post 2nd. The temple can't be 3rd, because then the bank would have to be 2nd, between the school and the temple, and the health post is there. The temple isn't at an end, so it is 4th, the bank is 3rd, and the post office takes the only place left, 5th: the same order. (Every other clue is needed: without clue 5, the temple could be 5th; without clue 3, the bank could be 5th; without clue 1 or 2, the school and the health post could move.)

c. *The bank is **between the health post and the temple**. The bank is **next to the temple*** (or *next to the health post*). (*Between the school and the temple* is also true.)

d. *Between* needs **two** things, joined by *and*. A correction: *The post office is **next to the temple**.* (or *at the right end, next to the temple*). Not *between the temple and the bank*: the post office is at the end, with nothing on its other side.

MARKING SCHEME

- ✓ a. School, health post, bank, temple, post office.
- ✓ b. Clue 4 (the post office next to the temple), with a reason: the temple can't be 3rd or at an end, so it is 4th and the post office is left with 5th.
- ✓ c. A true sentence with *between* (two things joined by *and*).
- ✓ c. A true sentence with *next to*.
- ✓ d. *Between* needs two things; *The post office is next to the temple* (or another true correction).

2 Change the word, change the picture

ANSWER

Tests: *in, on, at* and the other prepositions are not one fixed word for each noun: the word chosen tells where, and changing it changes the picture.

a. *On* the window: the sticker **touches** the glass. *At* the window: Muskan is **near** it, beside it, maybe looking out.

b. *At school*: he is at school for lessons today (a fixed phrase, like *at work*). *In the school*: he is **inside** the building, out of the rain.

c. *Over*: the cloud is high above the hill, with **space between**; the people on the hill see it in the sky. *On*: the cloud **touches** the hill, so the people there are inside it: for them it is **fog** (a cloud on the ground), and they can't see far.

d. *Next to the lamps*: the lamps are together at **one** side of the pencil. *Between the lamps*: one lamp is on **each** side. **Rojina is wrong**: *between* needs two things, but they can be one word for more than one, like *The house lies **between the trees**.* *And* is needed only when we name the two things one by one: *between the lamp and the clock*.

e. A model: *The ball is **in** the box* (inside it, with the box round it). *The ball is **on** the box* (on top of the lid, touching it).

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MARKING SCHEME A · 5

✓ a. *On* touches the glass; *at* is near or beside it.
✓ b. *At school* is being there for school; *in the school* is inside the building.
✓ c. *Over* is above with space between; *on* touches the hill, so the people there are in fog.
✓ d. Two lamps together at one side, or one on each side; Rojina is wrong, since *between the trees* (two or more, said in one word) needs no *and*.
✓ e. A pair with *in* and *on* that gives two different pictures, both correct.

3 What is a cloud?

ANSWER HA · 6

Tests: what a cloud is and how it forms, against two tempting wrong ideas (vapor is something you can see; no vapor on a clear day), and using the idea to explain a new case.

a. **No.** The air always has some water in it, even on a clear day. It is a **gas**, water vapor, and a gas like this can't be seen.
b. Water vapor is an **invisible gas**, so a cloud of vapor would be invisible. A cloud is millions of tiny **drops of water** (or tiny bits of **ice**) that we can see.
c. The vapor from the hot water rises. Near the **cold** plate it **cools**, and cool vapor turns back into tiny drops, which we see as mist. That is how a real cloud forms: warm air carries vapor up into cooler air.
d. **No**, not really. Fog is a cloud too, a low cloud lying **on the ground**. A stratus cloud that comes down to the ground is fog. (A child who says *yes, a little: they are the same tiny drops, but one is on the ground and one is up in the sky* has the idea too: give the mark for any answer that says both are tiny drops of water.)
e. Your breath is warm and carries **water vapor**, an invisible gas. On a cold morning the cold air **cools** it at once, and the vapor turns into **tiny drops**: a little cloud, like the mist at the cold plate. On a warm afternoon the air doesn't cool it enough, so it stays an invisible gas.

MARKING SCHEME

✓ a. No: there is always water in the air as an invisible gas (water vapor).
✓ b. Vapor is invisible; a cloud is tiny drops of water or bits of ice.
✓ c. Near the plate the vapor cools.
✓ c. Cooled vapor turns into tiny drops (the mist), as in a real cloud.
✓ d. Fog is a low cloud lying on the ground (both are tiny drops of water).
✓ e. The warm breath's vapor is cooled by the cold air and turns into tiny drops; warm air doesn't cool it enough, so it stays invisible.

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4 A pond to describe

ANSWER A · 5

Tests: the order of a description of a place (where it is, what it is like, how to get there, as in the Rani Mahal text); a sentence beginning *It* needs the name before it; *in* for a district, *at* for a point where a path starts.

a. **Where:** B. **What it is like:** F, C, E. **How to get there:** A, D.

b. **B** comes first. F can't: it starts with **It**, and the reader doesn't know yet what *it* is (B gives the name); and the description begins with **where** the place is, which F doesn't say. (A good order: B, F, C, E, A, D.)

c. In B: **in Dhading district** (a district, like a town, takes *in*). In D: the path starts **at** the big pipal tree (a point, not inside the tree).

MARKING SCHEME

- ✓ a. Where: B; what it is like: F, C, E; how to get there: A, D. (C under *where* is fine too: it tells where the temple is.)
- ✓ b. B first.
- ✓ b. F begins with *It*, which needs the name first; and F doesn't say where the pond is.
- ✓ c. *in Dhading district*.
- ✓ c. *starts at the big pipal tree*.

5 Your school, for a visitor

ANSWER HA · 5

Tests: the unit put together: a description of a place in its order, with the prepositions chosen to give a clear picture.

A model:

*Our school, Shree Jana Jyoti School, is **in** Tokha, **in** Kathmandu district. It stands **between** a small temple **and** a bamboo forest. It is a two-storey building with twelve classrooms. The library is **on** the ground floor, **next to** the office. There is a big playground **behind** the school, and a water tap **in front of** the main door. A Nepali flag flies **over** the gate. To get here, get off the bus **at** Tokha Chowk. Walk up the road for five minutes, and you will see the gate **on** your left.*

(The school, its name and its place are made up for the model.)

MARKING SCHEME

- ✓ The three parts in order: where, what it is like, how to get there.
- ✓ At least four different prepositions of place, used correctly.
- ✓ *In* with a place, used correctly (a town, a district, a room…).
- ✓ *On* and *at* with a place, used correctly (half a mark each).
- ✓ Six to eight clear sentences a new student could follow.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	10	16	**26**

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