Unit 13 · People and Places

HARDER PRACTICE QUESTIONS · ANSWER KEY

Full marks 28

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

1 One word, two opposites

ANSWER HA · 6

Tests: an adjective's opposite depends on what it describes, so one word can have two opposites (as *short* has *long* and *tall* in the song).

a. i. **young** · ii. **new** · iii. **long** · iv. **tall** · v. **heavy** · vi. **dark** · vii. **soft** · viii. **easy** (or *simple*)

b. *Old shoes* are not *young shoes*: things are **new**, and only people, animals and plants are *young*. So *old* has two opposites. To decide, look at the **noun** the word describes and think what the word means for that thing: a light bag weighs little (opposite *heavy*), but a light room has a lot of light in it (opposite *dark*).

c. Any good pair, for example: *a **right** answer / a **wrong** answer* and *my **right** hand / my **left** hand*; *a **hot** day / a **cold** day* and *a **hot** curry / a **mild** curry*.

MARKING SCHEME

- ✓ a. i and ii: *young*, *new*.
- ✓ a. iii and iv: *long*, *tall*.
- ✓ a. v and vi: *heavy*, *dark*.
- ✓ a. vii and viii: *soft*, *easy*.
- ✓ b. Things are new, not young; decide by the noun the word describes.
- ✓ c. A word with two real opposites, shown in two phrases.

2 Asking or telling?

ANSWER HA · 5

Tests: the end mark depends on whether the **whole** sentence asks or tells, not on a question word inside it; inside a sentence, the question word is followed by the person and then the verb (*where the bus park is*).

a. **1. question mark · 2. full stop · 3. question mark · 4. question mark · 5. full stop · 6. full stop**

b. **No.** Look at the **start** of the sentence. Sentence 2 begins *I don't know*: it tells us something about the speaker, so it ends with a full stop. Sentence 3 begins *Do you know*: it asks the listener, who must answer, so it ends with a question mark. *Where* in the middle doesn't decide. (Sentence 6 is the same: *I wonder* tells what the speaker is thinking, so it takes a full stop.)

c. ***Can you tell me where the bus park is?*** Not *Can you tell me where is the bus park?*: inside the sentence, *the bus park* comes before *is*, just as in sentence 2.

MARKING SCHEME

- ✓ a. 1 and 2: question mark, full stop.
- ✓ a. 3 and 4: both question marks.
- ✓ a. 5 and 6: both full stops.
- ✓ b. No: the start decides (*I don't know* tells, *Do you know* asks), not the *where*.
- ✓ c. *Can you tell me where the bus park is?*, with *is* at the end.

3 Who is it about?

ANSWER

Tests: commas on both sides of *my cousin* add words about Shivani; one comma after a name means we are speaking **to** that person, so the sentence is about someone else.

a. **Shivani** is coming. *My cousin* tells us who Shivani is.

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b. **The speaker's cousin** is coming (we don't know the cousin's name). The speaker is **talking to Shivani.** HA · 5

c.

i. ***Milan, my brother, has a new bike.***

ii. ***Milan, my brother has a new bike.***

d. The two commas go round the extra words (*my cousin*) like a pair of hands: they show where the extra words start and stop. With only one comma, *my cousin* joins the rest of the sentence and becomes the person who does the action, as in b.

MARKING SCHEME

✓ a. Shivani.

✓ b. The cousin is coming, and the speaker is talking to Shivani.

✓ c. i: *Milan, my brother, has a new bike.*

✓ c. ii: *Milan, my brother has a new bike.*

✓ d. The two commas show where the extra words start and stop; with one, the meaning changes.

4 Right now, or every day?

ANSWER A · 6

Tests: the present simple for a job and what someone does every day, the present continuous for what is going on now and these days; *love* is a feeling that lasts, so it stays in the present simple.

a. 1. **works** · 2. **looks after** · 3. **is not working** (isn't working) · 4. **is sitting** · 5. **are drinking** · 6. **loves** · 7. **is learning**

b. *She works at the health post* tells us her **job**, what she does on working days, so it is the present simple. *She isn't working today* tells us what is happening **now**, on this one day, so it is the present continuous. (*Today* and *right now* point to now; *every day* points to a habit.)

c. *Love* is a **feeling that lasts**, not an action going on at this moment, so we say *she loves*, not *she is loving*.

MARKING SCHEME

✓ a. 1 and 2: *works*, *looks after*.

✓ a. 3 and 4: *is not working*, *is sitting*.

✓ a. 5 and 7: *are drinking*, *is learning*.

✓ a. 6: *loves*.

✓ b. *Works* is her job (every working day); *isn't working* is now, today.

✓ c. *Love* is a feeling that lasts, so the present simple.

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5 A guide to a park

ANSWER HA · 6

Tests: the unit put together: *there is* and *there are* agreeing with the noun that follows (and *there is* with something you can't count), adjectives in both places with no -s, the present continuous for something changing, and a guide set out in parts.

A model:

Introduction Simsar Park is a **quiet**, **green** park near the bus park.
Location It is 2 kilometers north of the bus park, a 25-minute walk.
Opening hours It is open from 6 a.m. to 6 p.m., and it is **free**.
Major attractions **There is** a **big** pond with ducks. **There is** a **wooden** bridge over it. **There are** three **old** pipal trees, and **there are** many benches under them. **There is** some **clean** water in a **stone** tap. The park **is growing**: people **are planting** new trees this year.

MARKING SCHEME

- ✓ At least three headings, with the right facts under each.
- ✓ *There are* with the plural things (trees, benches) and *there is* with the single ones (pond, bridge).
- ✓ *There is* with *water* (something you can't count).
- ✓ Adjectives before nouns and after *is/are*, with no -s on them.
- ✓ One correct present continuous sentence about something changing.
- ✓ Five to eight sentences, with every fact from the notes.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	6	22	**28**

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