Unit 15 · Expressing Ability

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 Then and now

ANSWER A · 6

Tests: *could/couldn't* for what someone was or wasn't able to do at a time in the past, *can/can't* for now, decided by when each thing was learned; something not learned yet is still *can't*.

a. At seven she had learned to walk, tie her laces and read; she learned the bicycle at eight and swimming at ten.

She could walk. She could tie her shoelaces. (or *She could read Nepali stories.*)

She couldn't ride a bicycle. She couldn't swim. (or *She couldn't whistle.*)

b. *Last year she* ***couldn't*** *swim, but now she* ***can.*** (She learned this year, at ten; last year she was nine.)

c. ***She can't whistle.*** (or *She still can't whistle.*) She has never learned, so she isn't able to **now**, either. *Couldn't* only tells about the past.

d. ***When she was seven, she couldn't ride a bicycle, but now she can.*** (Any age up to seven.)

MARKING SCHEME

✓ a. Two correct *could* sentences (walk, laces, reading).
✓ a. Two correct *couldn't* sentences (bicycle, swimming, whistling).
✓ b. *couldn't*, *can*.
✓ c. *She can't whistle.*
✓ c. Because she isn't able to now either (*couldn't* is only the past).
✓ d. *couldn't* for an age of seven or less, *can* for now.

2 What are can and could doing?

ANSWER HA · 5

Tests: *can* and *could* do more than one job: being able (now, or in the past with *could*), asking politely (*Could you…? Could I…?* is about now), and *I can't believe it* (surprise).

a. **A:** 6 · **B:** 2, 4 · **C:** 1, 5, 7 · **D:** 3

b. In sentences **1** and **7**, *could* is not the past. *Could you pass the salt?* asks for the salt **now**, and *Could I sit next to you?* asks to sit there now. Only in 2 and 4 is *could* the past (*when she was young, when I was small*).

c. It would mean the same thing, but it would be **a little less polite.** *Could* is the more polite word.

MARKING SCHEME

✓ a. A: 6, and D: 3.
✓ a. B: 2 and 4.
✓ a. C: 1, 5 and 7.
✓ b. 1 and 7 (or one of them) use *could* to ask for something now, not the past.
✓ c. The same request, a little less polite.

3 Answers that fit the question

ANSWER

Tests: a short answer repeats the question's helper word, in the same time: *can* with *can*, *could* with *could* (the past), *do* and *did* with *do* and *did*.

a.

- *Can you play every day?* ***Yes, I can.*** (not *I do*: the question asks with *can*)

Science Playground, Katunje, Bhaktapur
Book a class visit: https://science-playground.com/booking

- *Could you play when you were six?* ***No, I couldn't.*** (the question is about the past, *when you were six*) A · 6
- *Do you practice in the mornings?* ***Yes, I do.*** (the question asks with *do*)

The last two are right.

b. Answer with the **same helper word** the question starts with (*can, could, do, did, is...*), and keep its **time:** a question in the past gets an answer in the past.

c. Any two that fit, for example:

Can you throw from far away? – Yes, I can.
Could you shoot well when you started? – No, I couldn't.

MARKING SCHEME

✓ a. *Yes, I can.*
✓ a. *No, I couldn't.*
✓ a. *Yes, I do.*
✓ b. The same helper word as the question, in the same time.
✓ c. A *Can* question with *Yes, I can* or *No, I can't*.
✓ c. A *Could ... when ...?* question with *Yes, I could* or *No, I couldn't*.

4 A fair contest

ANSWER HA · 5

Tests: why the rules of the Games make a contest fair (similar abilities, the same tools for everyone), and the meaning of the name read from two separate facts.

a. A runner who can't see can't see the track or the other runners, so the race would test **eyesight**, not running. In the Paralympics, athletes **compete against others with similar abilities**, and a **guide** may help an athlete who can't see.

b. Ideas like these (any sensible answer about fairness or being the same for everyone):

- **swimming:** everyone swims with their **own body**, so no one is pushed along by a tool;
- **sitting volleyball:** everyone **sits on the floor**, so all the players are at the same height and no one is higher or faster on wheels or legs.

c. They take place **shortly after the Olympic Games, in the same city.** And the first competition, in **1948**, was held **on the same day as the opening of the Summer Olympics in London.**

MARKING SCHEME

✓ a. It would test sight, not running.
✓ a. They compete with others of similar ability (with a guide).
✓ b. A sensible reason for swimming and one for sitting volleyball, about everyone being equal.
✓ c. Shortly after the Olympics, in the same city.
✓ c. The 1948 competition on the day the London Olympics opened.

Science Playground, Katunje, Bhaktapur
Book a class visit: https://science-playground.com/booking

5 A phone that can do everything

ANSWER HA · 4

Tests: the poem's joke (the most important job of a phone is the one its owner has forgotten) used for another thing, built with *can* and *can't* and a plain verb after each.
Any four lines that work, for example:

My pen can light up and play a song,
It can count my steps the whole day long.
It can't fly, but it tells the time;
I heard pens once were used to write a rhyme!

(The lines don't have to rhyme.)

MARKING SCHEME

- ✓ *Can* at least twice, each with a plain verb.
- ✓ *Can't* once, with a plain verb.
- ✓ Four lines about one thing, listing what it can do.
- ✓ The last line's surprise: the thing's first job has been forgotten, as in the poem.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	12	14	**26**

Science Playground, Katunje, Bhaktapur
Book a class visit: https://science-playground.com/booking